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"NEW PERSPECTIVES
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"NEW PERSPECTIVES IN EDUCATION AND SOCIAL SCIENCES"

Selected Proceedings

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Foreword by the Editor

The 8th International Conference on Education and Social Sciences (ICESS) entitled "New Perspectives in Education and Social Sciences" of the Department of Education and English Language at Beder University College took place in Tirana, Albania, on 20 May 2022. This was the 8th edition of ICESS which is a biannual conference recognized in academic and professional spheres both at national and international level.

There was a great response of the researchers and practitioners from different fields with more than 60 registered participants from Albania, the region (North Macedonia, Kosovo, and Turkey) and abroad (Slovakia, United Arab Emirates, the United States, Pakistan, India, Armenia). The conference was conducted in a hybrid format and organized in one plenary session and 6 thematic sessions including 3 sessions conducted online and 3 sessions conducted in person. The authors of 50 abstracts who presented their research independently or in co-authorship were selected based on their excellence and invited to submit their full-length manuscripts. All the submitted full papers were entered a double-blind review process in which each manuscript was reviewed by two reviewers. After a positive review and the editorial process, twelve scientific papers were finally accepted for publication and are presented in this book. The topics of the presented manuscripts are from different fields of education and social sciences.

I would like to thank the authors for their excellent work, prompt revisions and kind correspondence. Also, I would like to thank the two keynote speakers, Prof. Mohammed A. Albaili, the chairman of Educators without Borders International and a prominent researcher in the field of education who set a high bar with his lecture Re-imagining Teaching and Learning in Post COVID19. The second keynote speaker was Prof. Baharul Islam, professor and researcher at Indian Institute of Management Kashipur, India who presented his excellent work on Autonomy' and 'Motivation' among Research Scholars during COVID-19 Pandemic: A Phenomenological Study. Further, many thanks go to our members of the Editorial Board as well as our reviewers, without whom the level of quality could not be achieved. I would like to thank the members of the Organizing Committee and the administrative staff of Beder University College as well as our department's students who all invested effort and time for this book to be published and to whom I wish to express our gratitude. Finally, I would like to thank Beder University College, for recognizing the importance of this book and for the support to finalize its publishing.

We hope this book will provide a good reference point for researchers and professionals in different fields of education and social sciences.

Ana Uka, PhD Editor-in-Chief

Prof. Dr. Mohammed Abdulla Albaili

Mohammed Albaili is the Chairman of "Educators without Borders International" and Professor of Psychology. Prior to this position, he served as a Vice Chancellor of the United Arab Emirates University (UAEU), Deputy Vice Chancellor for Academic Affairs and Provost, and Dean of College of Humanities and Social Sciences. He received his Ph.D. from the University of Wisconsin-Madison, USA in 1988 and his M.Sc. from the University of Indiana, USA in 1984. He earned his B.A. in Psychology from UAEU in 1981. His research interests focus on motivation, thinking skills, and giftedness. He is a Member of the Advisory Board for several psychological and educational journals. He published several books and more than 25 refereed, scholarly articles in reputable international journals.

Dr. Mohammed Albaili [1]

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Re-imagining Teaching and Learning in Post COVID-19

Abstract: The Covid-19 pandemic has created the largest disruption of education systems in history, resulted in the closure of Schools and other educational institutions, and ultimately amended the landscape of educational process. The emergent literature suggests that Covid-19 pandemic has also disrupted our thinking, challenged, and impacted our traditional ways of teaching and learning, and brought new possibilities and directions. The purpose of this presentation is to share with you how Covid-19 has impacted teaching and learning processes and to explore the future of teaching and learning processes. Specially, a light will be shed on the challenges of Covid-19 for teaching and learning, lessons learned from this tragedy, and finally, how could teaching and learning look like in the future for educators and policymakers?

Keywords: Teaching, Learning, Challenges, COVID-19 Pandemic

Prof. Dr. Baharul Islam

Professor and Dean (Academics),
Indian Institute of Management Kashipur

Dr. K. M. Baharul Islam has been teaching and researching in the areas of Communications, Law, Education, Public Policy and Governance for more than twenty-five years. At present he is the Professor & Dean (Academics) at Indian Institute of Management Kashipur. He is also the Chair of the Centre for Public Policy and Government at the Institute. Starting his career as a faculty at National Institute of Technology, Silchar in 1994, he went on to teach at a number of universities in India and abroad. Between 2002 and 2012 he served on several international assignments. He was appointed as the Chairman and CEO of the South Asian Regional Gateway under the Development Gateway set up by The World Bank (20072012). Prof. Islam is a Fellow at the US India Policy Institute in Washington DC and in 2015 he was selected as an International Fellow at the King Abdullah International Centre for Interreligious and Intercultural Dialogue in Vienna. With a leave from IIM Kashipur, he was a Fellow at the Indian Institute of Advanced Study, Shimla (2016-2018) where he worked on Translingual Literature from Assam. He holds three masters' degrees: LLM in Telecom and Information Technology Laws from the University of Strathclyde (UK), MA (English) from AMU, Aligarh and MBA from IK Gujral Technical University. He did two PhDs: one in English Language Teaching and another in Transitional Justice. He also did his Post-Doctorate from Asian Institute of Technology (Bangkok) on new technologies in education. Besides he has also done B.Ed. specializing in Educational Planning and Administration. He is a D.Litt. Scholar at Kumaun University. Dr Islam is a recipient of Majaz Gold Medal in MA and United Kingdom Telecom Academy Fellowship. Two of his past projects in India and Ethiopia have received The World Bank's Development Marketplace Certificate Recognition in 2003 and 2007. He has published widely with several books and papers/articles to his credit. He is a public speaker, debater, TV commentator and communication specialist. He participated at the BBC World Debate in 2006.

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'Autonomy' and 'motivation' among research scholars during covid-19 pandemic: A phenomenological study

Abstract: Academic institutions worldwide were compelled to bring their physical classroom teaching to a sudden halt due to the COVID-19 pandemic. Research scholars and doctoral students with intensive fieldwork-based themes in different disciplines faced a severe challenge, and countries implemented lockdown policies. A phenomenological study was conducted at the Indian Institute of Management, a top business school to gain insights into the impact of COVID-19 lockdowns and restrictions on the challenges faced by the research scholars' community in 2021 and early 2022. Research scholars from business institutes were asked to narrate their personal experiences and opinions about restricted resources during virtual learning and researching environment. The interviews were recorded by phone and later transcribed. Through an analysis of the lived experiences of the ten research scholars, the study discussed the impact of the national lockdown and COVID-19 infections on the research work, the timeframe of acquiring a doctoral degree, challenges of research supervision, lack of digital resource access, internet connectivity issues, restricted mobility, mental well-being, and other experiences. The interviews were analyzed through sentiment analysis, thematic analysis, and word cloud to explore the possibilities regarding autonomy and motivation in research during the pandemic. The study found that although online education is expected to be both boon and need of an hour as it provides an opportunity for self- study, autonomy, and motivation for learners, it faced many challenges to deliver the expectations. The participants (PhD students) in this study indicated that Autonomy and motivation in the research were the most affected aspects of research activities during the pandemic due to a series of lockdowns in India. The study reiterated that there is no substitute for a physical classroom environment to enrich the teaching-learning process, especially at the doctoral level.

Keywords: autonomy, motivation, research scholars, COVID-19

Contents

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THE RELATIONSHIP BETWEEN PERSONALITY AND WORK RELATED STRESS

Abstract

Stress at work is a fairly widespread phenomenon in today's world. In particular, stress at work has become a major source of discontent among adults, and has increased significantly in recent decades. Stress at work is attributed to both environmental factors related to work itself, and to personality factors. The purpose of this article is to analyze the phenomenon of stress in the workplace, seen from the perspective of personality traits, focused in two main psychological types A and B, in Tirana. The applied study methodology is quantitative. In order to reach the aim of the study, primary data were collected from the results of the questionnaire and secondary data from the review of existing studies related to stress, its factors and its relationship with personality. The study included employees working and located in the city of Tirana. A total of 119 questionnaires were collected through a Google Forms survey, distributed online. A short version of a questionnaire was specifically designed for the purpose of the study. The study concluded that there was typically a high level of stress in the workplace among the respondents in the city of Tirana, which was attributed to the fact that most of the respondents belong to the type A personality, who as analyzed in the literature section showed attributes higher stress as well as weaker coping mechanisms.

Keywords: *stress, personality, type A, type B, Tirana, Albania, workplace*

1. Introduction

Given definitions of stress are quite complex and can take many forms depending on its subjectivity. However, what is most known for sure is that stress has now taken a key role in many disciplines, from social science, to medial science and of course in psychology. The term "*stress*" was first introduced by Hans Selye, an endocrinologist from Hungary who is also known as the "*father of stress*" (Fink, 2009). Stress at work as a fairly widespread phenomenon nowadays. In particular, stress at work has become a major source among adults, and has increased significantly in recent decades. To be able to analyze the whole aspect of stress in the workplace, it is first necessary to understand the nature and sources of stress at work. Stress at work does not have a specific definition, its definition is related to the general concept of stress and does not have a separate categorization, however it turned out to be quite a serious problem for the health of individuals in the workplace. Beyond the psychological aspect of stress at work, increasing stress in the workplace has costs for employees as well as for the workplace itself, and even the rising costs of stress are prompting companies and businesses around the world today to identify approaches to different to study workplace stress and ways they can alleviate it. On the other hand, this approach sees stress as a perceived stimulus affecting the individual. We should emphasize that a common dominator is the individual's abilities to collaborate and emerge with his environment, and sometimes, the individual has not the right mechanisms to do so (French, 1963). Therefore, the purpose of this article is to analyze the phenomenon of stress in the workplace, seen from the perspective of two main psychological types, taking into analysis a study group in the city of Tirana.

2. Literature review

Studies related to workplace stress and its nature are generally focused on individual behaviors, personality traits, and coping mechanisms initiated and managed by themselves. Although, in recent years' other dimensions have been added that are attributed to a view with more dimensions and other important factors that

contribute to stress. Other factors attributed to workplace stress are generally related to the employment environment (e.g. wages, rules and policies followed at work, working conditions) or even the roles played by other parties (e.g. employers, government institutions, etc.). There are of course other determinants related to stress, or that work in collaboration in rising stress level, such as poor management, design, poor work conditions etc., but all these, are outside determinants and not often connected to the individuals coping mechanisms (O'Driscoll, 2001). O'Driscoll (2001) has also argued that sources of stress at work can be divided into three groups: specific sources at work, organizational and individual. The first two sources are considered to be external or environmental (Cooper & Marshall, 1976), which are listed in the following table:

Table 1. Sources of stress at work

ENVIRONMENTAL RESOURCES	STRESSOR
Internal	Working conditions; Overload; Work pressures; Work related danger, etc.
Role in the organization	Uncertainty in the division of roles; Conflicts between roles; Responsibility for other people; Internal and external conflicts, etc.
Career advancement in the work place	A job above employee qualifications; Failure to promote a qualified employee; Lack of safety at work, etc.
Collaboration and co-workers relationships at work	Poor relationships with supervisor, subordinates or colleagues; Inability to deliver or delegate responsibility, etc.
Work related factors such as organization structure and general climate	Not being heard in terms of decision-making; Behavioral constraints (budgets, etc.); Office policy,

Source: Cooper & Marshall, 1976

This scheme was also supported by researchers Cartwright and Cooper (1997) who further developed the above model and added another environmental factor, taking over workload and even household utensils. Work and family life are

interrelated and can have a major impact on each other (Zhao et al., 2011). Other extra-organizational stressors include factors such as financial stability, family, health and many other types of stressors that appear outside of working life. According to the literature, there are seven common determinants regarding works stressors, which are: job qualities, relationships, organizational structure, physical qualities, career development, change, and role in the organization (Schuler, 1982).

However, the main factor that we will take into analysis in this study is precisely the psychological factor that influences stress, and specifically we will consider the type of personality. In fact, this kind of research is early in the study of stress, which has its roots in studies on war stress responses in World War II and beyond, also linked to a pattern of neuroticism and extraversion. People who have above average neuroticism often experience more difficult events and more stress regardless of the level of this stress. On the other hand, people with extraversion tend to experience events with more positivity. Later, this type of model was expanded, introducing variables other than neuroticism, which included extraversion, consciousness, openness, and adaptability. This model is also called the ideal 5-ce, which is often used to explore the impact of personality dimensions on stress. Some other models, for example, refer to identity insecurity, relationship suspicion, and chronic illusions, and relate to personality concerns. The importance of examining interactions between personality traits has been increasingly accepted in the study of stress, with neuroticism and extraversion as extremely important predictors of stress. Personality are an important factor strongly linked to the individual's response or coping mechanisms regarding specific stressful conditions.

The way each individual handles stress is unique, and depends on how he or she perceives the situation, the level of stress he or she is facing, and the mechanisms he or she presents to deal with it. The individual is therefore going through a process of development and the events that occur in daily life can be associated in many ways, which leads to a unique way of dealing with each situation. This diverse way of reacting to an event is related to the predominance of personality traits. Therefore, the stress experienced by the individual and the perceived psychological, physical,

psychophysiological and psychological stress with a depressive symptom of composition may have a connection to personality traits and the unique and special way of relating to the environment. There are two main identified psychological types, which will be taken for analysis, Type A and Type B. Type A people react in ways characterized as aggressive, achievement-oriented, have dynamic, persistent, rapid responses (even in eating, walking and talking). They are seen as impatient, competitive, ambitious, have a tendency to be angrier, angry, hostile when under time pressure. Type A are hasty, impatient, can be hostile and sometimes even aggressive in nature. Often they come as cynical and/or very competitive in the workplace. Sometimes they come as tense and/or anxious when it comes to their work. They need to be active, and are often impulsive. In terms of emotions, they are very verbal with their outbursts and often exhibit their emotional reactions to other. They tend to be unpredictable in terms of emotional expressions, and experience negative emotions more often than Type B.

On the other hand, Type B is more open to criticism and they try to make others feel accepted and at ease, and therefore, are more satisfied with their work. When they are angry, they use humor as an emotional response, but get extremely angry about personal problems outside the workplace. They may be more emotionally oriented and oriented and tend to go according to humor. They are supportive in nature and are more likely to express positive feelings and be more satisfied with their work. Type B persons are less hurried and impulsive (Bortner, 1969).

3. Methodology

The applied study methodology is quantitative. To reach the conclusion of this study, primary data were collected from the results of the questionnaire and secondary data from the review of existing studies related to stress, its factors and its relationship with personality. The analysis of the questionnaire results was performed by Exel, from where the respective graphs were generated through the percentage. The study included part time or full time employees located in the city of Tirana.

A total of 119 questionnaires were collected, collected through a Google Forms distributed online. Unable to include in the study the entire population for the city of Tirana, it was chosen by the population or convenient sampling. The sample used in the study is non-probabilistic sampling. This type of sample was used because of the limited time and resources that the researcher has available and because the researcher has more access to different companies. The data collected from the questionnaires were analyzed with Excel in terms of percentages and frequency. A questionnaire was designed for the purpose of the study, to collect the necessary data. The questionnaire was designed in three main parts, the first section presented demographic questions, the second part defined personality, based on two main types, types A and B; while the third part was built to measure stress at work.

4. Discussion

The results of the study show that the majority of the total sample with 70.45%, according to the self-report of the respondents, resulted in type A personality, while 29.55% of the sampling resulted in the type B group. It was observed that although the sample overall depending on gender there were significant differences in terms of personality as shown in the figure below. Females predominant type was type B, whereas male type was B.

Graph 1. Personality type
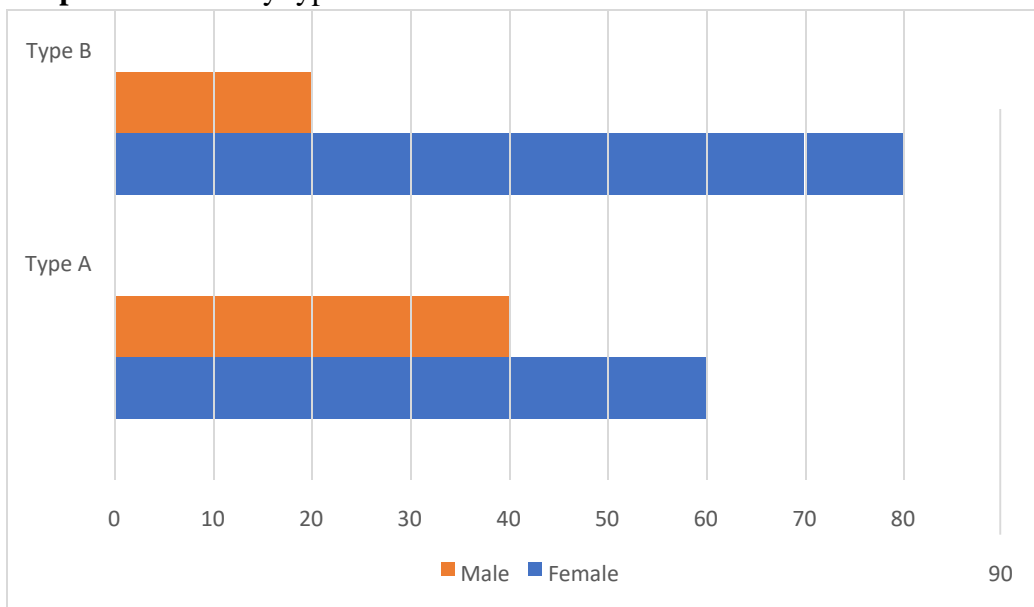
Regarding the questionnaire regarding the measurement of the level of stress in the workplace by the respondents, the questions were divided into several different dimensions, such as. measuring the level of stress, autonomy at work, emotions and coping with them in the work environment, activities they perform to cope with stress, relationship with their supervisor, etc. The questions were developed by the author simplified so that they could be easily understood by the respondents. The survey was generally addressed to respondents with questions about the level of stress at work, the relationship with colleagues and supervisors, questions about methods to overcome stress, etc. Some questions were also related to the impact of family problems on their work and vice versa.

And finally, they were asked about the factors that affect stress or even about whether they enjoy the work they do. From the results self-reported by the respondents it was noticed that the level of stress among the employees was above the average level. For the respondents, stress was always present in their work and many factors were attributed precisely to the work environment, relationships with colleagues and supervisors, as well as the work atmosphere in general. Superiors were also among the main factors for the high level of stress among respondents. The work seems to have affected for most of the respondents both the family and their social life as a whole. The following graph shows the results for each question addressed to the respondents regarding the level of stress at work.

Graph 2. Stress levels among participants

Question	No	Yes
Do you have any health problems related to…	42	58
Do you think your role at work is appreciated?	37	64
Do you have access to your supervisors?	17	84
A keni akses tek supervizorët tuaj?	48	53
Do you have stress reduction activities in your…	54	48
Do superiors influence the reduction of stress…	47	55
Are you engaged in regular stress reduction…	58	44
Do you think that you can handle the stress of…	43	59
Does stress positively affect your job…	60	42
Do you often debate with supervisors and…	54	48
Do you feel that you have little control over…	51	51
Does work affect your social obligations?	50	52
Does your job affect your family?	49	53
Is your work environment safe?	16	86
Do you think there are factors that increase…	32	70
Would you do more at work if conditions…	20	82
Is your job stressful due to lack of security?	72	30
Are you satisfied with your current job?	37	65
Do you enjoy what you do at work?	46	56

8. Conclusions

We can conclude that the high level of stress in the workplace among the respondents in the city of Tirana, is attributed to the fact that most of the respondents belong to the type A personality, who as analyzed in the literature section showed attributes higher stress as well as weaker coping mechanisms. The findings of this study are in full accordance with the relevant literature. In this context, there are some key recommendations we can make based on the findings. It is very important that the company or understand the needs of its employees and provide what is best for the employees. Ongoing evaluation should be provided to rehabilitate and motivate

employees in order to increase and strengthen their stress coping mechanisms. In this regard, key to achieve this, is trying to increase motivation, as employees who are highly motivated will feel happier and therefore, will be more productive at work. Failure of companies to provide a healthy work environment or even a work environment with the minimum possible level of stress in the work environment, would lead to many other problems in the future. In the end, both the employer and the employee are responsible when it comes to dealing with stress and job satisfaction.

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CAUSES AND EFFECTS OF BULLYING IN SCHOOLS (AGE 12-15) AND TEACHERS' ROLE ON PREVENTING IT

Abstract

The purpose of this paper is to explore how bullying impacts children's education and how it can be prevented by educators and families in Albania. The research design includes qualitative and quantitative methods. The sample selected for this study consists of 2 parents, 2 social workers and 2 school psychologists, as well as 30 students from Nikoliq Secondary school located in the area of Has. Interviews with open-ended questions and an online questionnaire are implemented to the respondents. The findings of this study indicate that bullying in children aged 12-15 affects three types of violence: a) emotional, b) physical and, c) psychological. The results also show that as reported from the professionals, the parentschool interaction is weak which is due to cultural and educational reasons. This study has implications for both educators and families which need to be informed even more about the impact of bullying on children's education as well as on the prevention of bullying.

Keywords: *bullying, prevention, social workers, students, psychologist*

1.1 Introduction

Bullying has always been a real topic of discussion and, moreover, a topic that needs a lot of attention. Once in our lives, as teachers or students, we experienced

comments or worse, we were intimidated about our appearance, things we did or were unable to do. The question is, what is bullying?

Despite the difference between bullying and general violence, "bullying is often considered an element of aggression" (Roland & Idse, 2001, p. 446). "Bullying is defined as a form of aggression in which a person constantly harasses another person physically and/or mentally," added Masterson (1997) (p. 1). However, this broad agreement does not provide a clear indication of the type of aggression to be involved (Sutton et al., 1999, p. 435).

We can clearly see the difference between hostility and bullying if we use a well-accepted definition of bullying. "Aggressive behavior can lead to conflicts of equal power, but bullying always means harming someone who is completely unable to fight back," claimed Roland and Idse (2001) (p. 447). "Bullying is different from conflict with peers," says Masterson (1997). It is a dispute between people who do not have the same physical or psychological strength. Bullies are often larger and stronger than their victims, which are seen as weaker and unable to defend themselves. Roland and Idse (2001) examined both reactive aggression as well as two types of proactive aggression, force-related and affiliation-related aggression. aggression, are related to bullying and harassment of others. Moreover, they tried to distinguish between the different forms of bullying aggression between boys and girls of different school levels. Overall, they found a strong association between active aggression associated with authority and active aggression associated with attachment and participation in bullying. On the other hand, aggressive reaction was not a good predictor of bullying behavior. Fandraem and team (2009) used the same method that Roland and Idse used to conduct a study on bullying in Western schools. The results show that active aggression and affiliate aggression are related to bullying, although their strength varies by gender.

1.2 Background of the study

Bullying is widespread in schools around the world. Thousands of children have been abused, bullied and morally degraded as a result of being called various

offensive names. School is difficult. However, it shouldn't be that hard if you want to hide under the covers and stay indoors. Children are often willing to resist even the strictest of mentors, but are afraid to face a swarm of tyrants. Although various initiatives have been taken over the years to combat aggression, there is no doubt that the problem remains. According to studies, the harassment epidemic has worsened over time due to the greater diversity of opinions and cultures. About 160,000 students choose to stay home instead of going to school for fear of harassment. Bullying, in fact, paved the way for the concept of homeschooling. Bullying is fatal because victims are 2 to 9 times more likely to consider suicide as a way of escape. Moreover, 14% of high school students consider suicide, with about 7% attempting suicide each year. With the spread of bullying pandemic, the number of students committing increases every day. Bullying is more common among gays and lesbians, and the number of incidents and consequences of bullying is staggering. Gradually affects young people. Conditions gradually worsen as not just victims but even bystanders fear is the next target if they report a crime. Harassing children is much more harmful than harassing adults, but both have consequences.

"There is ample evidence that bullying is associated with worse physical and mental health outcomes for school-age children and adults," states the report (Chalamandaris & Piette, 2015, p. 132). If the causes and conditions of aggression are better understood, strategies can be developed to effectively prevent and treat aggression in schools. Teachers and school administrators place great emphasis on increasing student participation and learning outcomes, rather than dealing with their own behavioral problems. The family environment has a great impact on children as many customs, norms and systems of society are still passed on by the family. It has been found that good parenting ability influences children's behavior. Parents can build a protective foundation for their children. If they can establish effective communication and strict family boundaries to limit their children's behavior (Zhu et al., 2018). Consequently, the results of this study can only reflect the issue of bullying in more than one secondary school in Tirana. However, the results can be used as a starting point for further intimidation investigations in the region and Albania.

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The significance of the research originates from the prominence of the issue it addresses, which is extremely relevant to many parties. Furthermore, it will assist those involved to understand how to cope with the problem of bullying and its clear effects on children' academic progress. It also instructs bullied individuals on how to prevent being bullied in the future. The research questions aimed to be addressed in this study include the following: 1- What are the causes and effects of bullying in schools and what can school and teachers do to prevent it? 2- In what ways are the effects of bullying reflected on students' academic performance and mental health (related to school absences and safety at school)? 3- What are students' reactions when they see another student being bullied?

LITERATURE REVIEW

2.1 Bullying Defined and types of Bullying

Bullying is a form of hostility that can be hidden or open. "Interception involves direct and open attacks on the victim, while covert bullying may not be obvious to others," said Margaret Kohut, who studied harassment (2007, p. 29). This act of violence has an impact not only on the target of the aggression, but also on the students who are observers of the aggression. Barbara Coloroso also studied bullying in schools and stated that "no one is immune from an experience of bullying" (2003, p. 65) While these numbers may seem a grim reality to modern teens, the scientist's position as a spectator of peer-to-peer bullying has more energy than this simplistic term suggests. Bullying by the Centers for Disease Control and Prevention (CDC) is defined as any undesirable competitive behavior by another youth or youth organization that is not modern siblings or relatives and includes a local or perceived energy imbalance. And in many cases it repeats itself or most likely will repeat itself. Bullying can cause physical, mental, social or educational harm to the bullied teenager (Gladden, Vigolo, Hambuger & Lumpkin, 2004). Many experts believe that in order for these activities to be classified as bullying, they must be well

planned and occur on a regular basis. Despite protests or the victim's discomfort, the pattern of behavior continues. "I define bullying or abuse in the following general ways: A student is bullied or abused when he or she is on a regular basis, and over time he or she is subjected to unwanted actions by the student. "One or more people" Dan Oleoius (1993) wrote in his book on bullying at school. He went on to describe negative behavior as a deliberate attempt or success to hurt or stress another person. "Bullying is a disruptive, humiliating and sacrificial act that causes emotional, social and physical pain to another person," writes Kohut (2007) in his study of student bullying.

- Being teased as a child and being bullied are two different things. Bullying is not an isolated incident, as it can occur when a young person is insulted. Teasing is shortlived, non-aggressive and generally good-natured. The goal is not to hurt, but to laugh and enjoy your time. Since there is no imbalance of power, the participants can switch positions easily, and bullying usually ends when one of them gets angry. In a teasing situation, both parties rejoice, but this is not so in a bullying situation. In this example, the bully enjoys at the expense of the measurement student.

Participants in mockery have equal power, and participation is usually voluntary. According to Kohat, teasing contests are not meant to be emotional and the contestants want to keep their relationship alive. Teasing is a common way for children to interact with their peers. Bullying, on the other hand, is a different story. "It does not matter if it is mild, moderate or severe. Bullying is not normal," writes Coloroso (2003). Bullying can be carried out through an unmarried man or woman or a group of individuals Olweis (1993, p. 9). Bullying is often a group activity, although aggressive acts of bullying are often directed at a single target. Harassment can take the form of verbal / emotional, physical or relationship disruptive behavior.

Bullying is defined as "the systematic abuse of authority in interpersonal interactions", according to Rigby (2008). (s.22). In other words, bullying occurs when a person or group of high status, either physically or socially, consistently attacks a person. Abuse of power, according to Rigby, is not limited to specialized management or "authority" work, but is a potential for almost anyone. The result is a

physical and psychological imbalance between the abuser and the victim (Olves & Solberg, 1998, p.7).

2.2 Types of bullying

Girls are more likely than men to react to verbal / emotional bullying. According to Coloroso (2003), approximately 70% of bullying is classified as verbal/emotional harassment. Yelling, teasing, using racial slurs, gossiping about someone, and making sexual comments are all forms of verbal/emotional bullying. According to the latest data on bullying in schools (US Department of Education, 2013) of the 6.8 million students who reported bullying in school in the school year 2010-11, 4.5 million said they were the subject of rumors. expelled.

Appointments, teasing, ethnic insults, gossip and sexual remarks are all forms of verbal / emotional aggression. According to Mary Jo McGrath (2007), who studied bullying in schools, Bullying, as a phenomenon aims at destroying someone's self-esteem. According to Coloroso, when verbal bullying lasts for a long time, it can become normative behavior for the sufferer, and degrade it. Due to the verbal abuse, there is a possibility of physical abuse. Coloroso (2003) claims that boys use physical aggression more than girls. This result is corroborated by the statistics of bullying reports of the Ministry of Education (2013) in the academic year 2010-11. About 9% of boys reported experiencing physical violence such as pushing, shoving or tripping, but just under 7% of girls. According to McGrath (2007), physical abuse is considered to be harming someone or their property. Slapping, punching, kicking, choking, stabbing, twisting limbs (arms, legs) into painful positions, spitting and damaging someone's clothes, books, mobile devices, documents (along with schoolwork) or other things are sometimes serious antagonistic bodily injury activities.

There is a power imbalance between the aggressor (one who commits hostile acts) and the aggressor when using physical aggression (or the object of aggression). These power inequalities (changes in height, weight, IQ, physical endurance, group or gang membership, higher social standing among peers or the opposite sex) hinder the

victim's ability to defend himself. In their bullying prevention study, Orpinas and Horne (2006) examined the unintended consequences of children's aggressive behavior towards other students. Tyrants may want to be violent, but they do not have to think about how their actions could affect the person being bullied or those watching the incident.

These authors also point out that bullies can ignore the possibility that the person they are bullying could physically harm themselves, such as by cutting themselves or attempting or committing suicide. On the surface, the chosen one appears to be doing well returning to school and dealing with bullying situations, but the harm it causes may not be obvious to others. Orpinas and Horne write: "Repeated hostilities evoke deeper fear and threat than a single episode." Both the bully and the victim of hostile acts are aware that more aggressive acts are likely to occur in the future. While physical acts of hostility can affect a person, there is another type of bullying that can harm another person without any physical contact: relational bullying. Sexual exploitation rates of relationship bullying have been reported in conflicting studies. According to Coloroso (2003), girls are more likely to be bullied than boys. This type of bullying is more common in girls because they play in smaller groups and spend more time with their friends.

"These discrepancies in research findings suggest that other factors besides gender, such as local school and community culture, may influence relationship violence," according to Orpinas and Horne (2006), who investigated gender differences in school bullying (p. 20). Bullying can sometimes be difficult to spot. Kohut (2007) found in a study of school bullying that patterns of friendship are associated with bullying. It is typical for groups of friends to have disagreements in their friendships. When systems of isolation, avoidance, exclusion, and rejection are in place, the problem is more than just a dispute between friends. According to Kohut, covert bullying is common in relationship bullying and is used to isolate and isolate a person from their friends. The main goal of this type of bullying is to destroy friendships.

2.3 Bullying in schools

Bullying in schools has attracted much attention from educators, the media, school officials, and parents who are concerned about the safety and wellbeing of their children (Moon, et al, p. 1). Bullying in schools is a global problem that can have serious consequences for the school environment in general and children's right to learn in a safe and fearless environment. This is a pervasive problem in schools and is also one of the least reported. Until recently, most bullying scholars have focused exclusively on school bullying, despite the fact that other forms of bullying have been thoroughly investigated. Bullying became common among teenagers during the school year. Which explains why According to Samson (2002, p. 2). Bullying in schools has been the subject of many investigations. Olweus, the first Scandinavian researcher to address this topic, conducted a comprehensive study in Norwegian and Swedish schools and found that many students were bullied in the classroom. Despite the fact that a large proportion of the formal investigations into bullying in schools have been carried out in the countries indicated, the difficulties associated with bullying have been seen and discussed in all formal education systems. According to the typical findings of the phenomenon of school bullying, bullying is characterized as direct acts such as ridicule, ridicule, intimidation, beating and theft initiated by one or more students against a victim. Bullying can be subtler than direct attack, leading to a child's social isolation through deliberate exclusion (Olweus & Solberg, 1998, p. 7). The crucial component of bullying, either direct or indirect, is that physical or mental threats often occur over time to build a lasting pattern of harassment and abuse (Rigby, 2005, p. 26). Letting school bullying continue without any action Almost as a result, the problem escalated to school violence. This is detrimental to children's academic lives and performance.

Although bullies look different, they may have similar characteristics that contribute to aggression. Stalkers are often aggressive and destructive, and often occupy positions of power among students (Carney and Merrell, 2001). At the same time, they quickly become irritable and impatient, as well as fearful of failure

(Olivier, 1994). The persecutors do not always understand the signs of society. And they tend to misinterpret the actions of others. even when they don't want to (Carney and Merrell, 2001). According to research, bullying behaviors are caused by a number of factors. For example, school harassment can lead to a lack of parental support. disruptive school behavior and low self-esteem and low self-efficacy (Carney and Merrill, 2001). Certain empirical studies have shown that people who lack self-control tend to be less compassionate. A person who suddenly does something without properly considering the consequences is more likely to be bullied at school. According to a Cornell University study published in 2003, the cause of bullying may involve not only a lack of self-control, but also attention deficit hyperactivity disorder.

2.4 Victims of bullying

Victims can be the opposite of attackers in several cases. Two thirds of the victims are pleasurable and one third are hostile (Glew et al., 2005). When we look at the number of tyrants and victims, we can see that most victims are smaller and weaker than tyrants, which means that victims are less willing to protect themselves from school bullying. Children are more likely to be victims due to their physical characteristics. The victims are aware of their bodies and resign themselves to violence. They are likely to have difficulty with sports or other physical activities (Olves, 2013). Many victims will cry or hold back when they are bullied. Especially students under primary school age Many victims are quiet, cautious, anxious, insecure, and sensitive and have less developed problem-solving skills (Glew et al., 2005). As a result, these students may lack confidence and are reluctant to engage in dialogue with their peers. As a result, many victims are socially isolated from their peers, have few friends, or often play or eat alone (Olweus, 2013). According to the research, the victims have poor social communication skills; for example, they have difficulty making friends and are often alone (Nansel et al., 2001). from another study The relationship between the victim and their parents/teacher is better than that of

their classmates (Olweus, 2013). In addition, people with low self-esteem often feel confused (O`Moore & Kirkham, 2001), leading them to believe they are failing, ugly, and stupid. These negative thoughts are likely to lead victims to incorrectly blame themselves (Carney & Merrell, 2001). Victims are reluctant to talk about bullying at school because they likely lack the self-esteem to support themselves. Victims' refusal to acknowledge their plight can serve as a warning to predators and cause them to be chased again and again. According to Carney and Merrell (2001), victims can wrongly blame themselves for negative perceptions. Victims of bullying with low self-esteem and assertiveness are reluctant to report. Refusing to accept this harassment can be a warning to the bully.

2.5 Impact of bullying on academic achievement

Cynthia (2014) analyzes the impact of bullying on student performance in the short and long term which shows that the relationship between bullying and success depends on the student's academic performance. Nadine (2014) looked at the effect of bullying on students' academic abilities who claims that bullied students are afraid to go to school because they do not feel safe; As a result, they are unable to concentrate, which has a negative effect on their educational progress. Mundbjerg (2014) investigated the relationship between bullying and bullying in primary and lower secondary schools in Denmark showing that harassed children have less success at school, and the effect of the harassment is greater if it is more serious. Physical bullying was identified by Placidius (2013) as a notable feature of bullying. According to this study, bullying is more common among boys than among girls. Bullying negatively impacted academic achievement. According to Mehta et al. (2013), students who believe that bullying is a problem at school, feel less involved in the school community. Additionally, Brank et al, (2012) report that victims of bullying are weak, introverted, and restless. Scholars claim that experiences with bullying lead to a direct and indirect impact on the victims' academic performance. They confirm that students who had been physically or verbally abused performed

poorly in school (Juvonen et al, 2011; Roman & Murillo, 2011). Children who are bullied may stop attending the school or have difficulty concentrating on classwork. Students who were often bullied by their classmates during the school day had lower levels of involvement and lower grades. This finding is supported by Konishi et al, (2010) who claim that academic performance is influenced by personal connections in the classroom.

2.6 Bullying prevention and intervention in schools

Bullying is unjust and one-sided behavior that occurs when someone intentionally injures, threatens, or excludes someone (Children's Committee, 2001). Since it affects students who are bullied, tolerance of bullying makes the entire school atmosphere unsafe and undesirable (Smolinski & Kopasz, 2005). Bullying remains a problem in schools today, which is why state governments have mandated schools to respond to this threat to the safety of children (Sacco, Silbaugh, Corredor, Casey, & Doherty, 2012). Bullying begins in kindergarten, but many programs do not solve the problem up to the upper grades, despite evidence that rejection of peer groups in kindergarten may continue into the early school years (Buhs, Ladd, & Harald, 2006). Although there are few studies on bullying in early childhood, studies in different countries have shown that bullying in kindergarten occurs at the same rate as in primary school (Alsaker & Nägele, 2008). Incidents of aggression severely affected the school environment and were inconsistently managed by staff in suburban elementary schools in the southeastern part of United States, leading to school-level intervention. The intervention was based on the Steps to Respect (STR) program, which provides universal treatments at school and class level as well as a targeted effort for victims of bullying. STR is a school prevention program related to social and ecological bullying patterns. Cases of aggression severely affected the school atmosphere and were inconsistently managed by suburban elementary school workers in the Southeast United States, prompting interventions at the school level. The intervention was based on the STR program, which provides comprehensive

treatment in schools and classrooms, as well as targeted intervention for victims of bullying. To implement the program, school counselors worked with children, staff and parents, as well as collecting and analyzing data to improve it. Bullying is often not reported because teens think adults will ignore their concerns. I believe the school cannot help them or fear of revenge. According to Petrosino, Guckenburg, DeVoe & Hanson (2010), only 36% of bullying victims (11-17 years old) reported their abuse to a teacher or another adult at school, while 64% did not. Student-reported bullying decreased with grades in the study, where sixth-graders reported the highest proportion (52.9 percent). Also, 35% of children in grades 3-5 in two Central Virginia school districts (University of Virginia Violence Project, 2012) reported that: 'I was bullied, but I didn't tell anyone.' Harassment, which included making fun of the victim, excluding the victim, spreading stories about the victim, and forcing the victim to do things they did not want has been rarely documented (Petrosino et al., 2010). Relational violence, often associated with harassment of women, was one of the unreported behaviors. Since the Columbine High School murders in 1999, a growing body of literature has highlighted the importance of schools' responses to bullying. According to Davidson and Demaray (2007), victims of bullying can benefit from the support of parents, teachers, classmates, and, school. According to Salmivalli and the colleagues (2011), the key to eliminating bullying is to reduce the number of spectators who encourage bullying. According to researchers (Twemlow & Sacco, 2008), anti-bullying projects require the assistance of college leaders who support departments responsible for growing practices that beautify the college climate. School counselors should not be the only providers of bullying prevention programs. Administrators, staff, students, and, parents should support an effective program. In order to eradicate the culture of rejection associated with harassment, STR advocates the development of school-level policies that are acceptable to administrators, teachers, counselors, and parents (Austin, Reynolds, & Barnes, 2012). For the upper primary school years, STR offers three levels of curriculum that emphasize relationship building, discovery and response to bullying and, the individual responsibility of the audience (Børneudvalget, 2001). Several studies have

shown that STR anti-bullying programs are effective (Brown, Low, Smith, & Haggerty, 2011). Hirschstein, Edstrom, Frey, Sneel, and MacKenzie (2007) noted favorable improvements in playground behavior, as well as a reduction in passing violence, sacrifice, and relief from bullying one year later. Since the introduction of the STR, the acceptance of bullying has decreased, bystanders' responsibility has increased, and adult attention has increased (Frey et al., 2005). Selon Frey, Hirschstein, Edstrom and Snell (2009) also claim that as the curriculum is already overloaded, including harassment education in current curricula through children's books can be an effective and non-threatening approach to doing so. As part of the language arts curriculum, instructors may eventually designate students to examine harassment papers. Students can participate in small and large group discussions, writing, role play, artwork, and other activities to move from literal reading to analyzes with personal and real-world implications (Anti-Defamation League [ADL], 2005). Students are introduced to new ways of looking at themselves and others, new methods of coping and new social opportunities and shared humanity through literature-based teaching (ADL, 2005). According to the findings, the level of bullying can be significantly reduced by implementing comprehensive school-wide training programs for both staff and children.

METHODOLOGY

3.1 Research design

This research uses both a qualitative and quantitative method of study. The qualitative part consists of interviews conducted with parents of students who have been bullied who offered to share their opinions related to the phenomenon of bulling among students. On the other hand, the quantitative part consists of a questionnaire distributed to students to reveal their perceptions related to bullying among students at school.

3.2 Sample

The sample selected for this study consists of 36 respondents in total. More specifically, the data were collected by including 2 parents, 2 social workers, 2 school psychologists, and 30 students. The sampling procedure used in this study is convenient sampling method.

3.3 Setting

This study took place in the district of Has, which is a large area that for this study was thought as the best possible place to do the research. Despite being an area with a lot of children, it is more of a rural area and for this reason it was suggested that bullying happens more in those typical conflictual places between students from villages and those from the town. The study took place in one of the villages of Has, precisely Nikoliq. The school met the main criteria for being part of this research.

3.4 Data collection procedure

During the implementation of this study, it was necessary to implement some issues aiming at not violating the right and privacy of the subjects taken in the study such as to:

•   obtain the consent of the respondents to be part of the study,
•   maintain the confidentiality and anonymity of the participants,

•   withdraw from the study if one deems it reasonable,

•   make it clear to the subjects that this research was being done only for study purposes.

The data collected for the purpose of this study are primary data, therefore the interview questions were designed and all the answers obtained from them were collected. The real purpose of obtaining these data is to ensure that we obtain the necessary information on which we base our study. The questions are designed in such a way as to obtain the most accurate information possible. The interviews were built in two different sections where through different types of questions we have conducted a genuine qualitative study. The questions are constructed in such a way

as to provide as many qualitative indicators that support scientific research. Questionnaires were used to collect the data from students regarding the personal experience with bullying. The questionnaire consists of 10 multiple-choice and yes or no questions. They included many elements such as if they were ever bullied, where they were bullied and what would they do if they were bullied or saw someone being bullied.

RESULTS

4.1 INTERVIEW QUESTIONS

4.1.1 Half structured interview with parents

Most of the parents did not understand it at the very first that their child was being bullied, because of many elements as they were most of the time working, and as they lived in villages they had spent more time outside in the farms than with the kids. Most of them answered that they identified that their children were being bullied when they would stay on their own at home, they didn't want to go to school and most of the time they were angry and stresses. Another element they noticed was that parents saw their children were taking not so good grades, their academic achievements were falling in contrast with the time they were not stresses or angry.

"He would say in his room and lacked the desire to play or go outside with other children"

"Her grades were falling, she was a good student at the beginning, but later on she started taking bad grades. She would just stay in her own and had no desire to do the usual tasks she liked. Moreover, stopped eating and would worry about her looks".

"He was irritable all of the time and would get fired up about the smallest of things. Another thing we as parents identified was that he didn't want to go to school anymore, as before he loved to go and spend time there.

Most of the parents answered that when they identified that their children were being bullied after speaking with them, was to address the problem to the school.

However, in most cases as people from this area know each-other, they would consider the possibility of going and speaking with their parents. Both answers were giving by the majority of the parents, meanwhile those that addressed the problem to the school would go and ask the teacher for a meeting with the headmaster, so that they would make sure this would not happen again.

"After speaking with my son I went at the house of the Ajden, his classmate that has been bulling him at school and even on his way back home. I talked with his mother, and she apologized that this would never happen again. I didn't consult with my son's teacher for this problem".

"I was so worried when I spoke with Ajada, my daughter, and as she was telling me the things they had been bulling her I felt frustrated that I didn't understand it earlier. Next day I met the headmaster and I asked for a meeting with parents, to discuss this problem and make the school environment a safe one for my daughter and other students".

Most of the parents when they identified that their children were being bullied they would go to the institution and ask for an action to be taken on behalf of their child health. They met with the headmaster and the teachers, and asked for a solution to the problem. Moreover, they asked that a meeting with the parents to be held so that they knew about this situation and they should take responsibility for the action of their children. The reaction of the institutions was indeed very accountable, and regarding their answers they said that the problem changed a lot of things in the school, regarding the way teachers would speak to students and the time they would give to them each week to discuss the problems and take action. The bullying problem with the children did not happen again and the victims of bullying were recovering from the damage it had caused to them, via discussing the problem with the teacher in charge for them and also with a psychologist from Has, specifically for this topic of bullying and help students overcome the trauma.

Regarding the questions of "how did your child react to this?", "Did your child receives the right service?" and "How effective was the service?", most of the parents said that their children received an effective service to get better from the

trauma that bullying has caused them. The effectiveness was seen in their social life, they would go with friends and also in their academic achievements, and they took better grades and would go to schools with pleasure. However, some other parents said that the action taken from the institution were not so effective as their children did not get better and they had to get medical help to overcome the bullying problem that at this point it had caused some major other problems.

"My daughter has been bullied because she was overweight and her friends would joke about the way she looks, how her clothes did not fit and that she was not beautiful. She stopped eating to lose weight and now she has an eating disorder, and her self-confidence is so low that she does not want to go to school".

4.1.2 Half structured interviews with the school professionals

Respondents consisted of 2 social workers and 2 school psychologists. Their contribution to the school system was a necessity in order to prevent and alleviate the problems of students in the school.

• "I am a social worker at school. My work is related to the design of programs and their implementation in schools in relation to many problems that students unfortunately experience in the school environment.

• "I am a psychologist in a school. I have always loved my profession because it serves people to improve and solve problems better"

The respondents had more than 3 years of work experience in the setting where they currently work. "The challenges and difficulties of the profession over the years had made me more professional."

• "I have been working in this school for 6 years, where I am now. I feel my… I feel the change that has happened to me. Experience makes you even stronger, more confident"

• "I already have 3 years in this school. For me these have been years of my professional growth, of what I want to do. I can do even more I feel. "

Some of the main responsibilities of social workers and school psychologists are: practice advocacy for their clients (students), educate clients and teach them new

skills, connect clients (students) with essential resources within their community, seek and protect social security interests and protect clients.

• My main task is to be the "lawyer" of the students. To fight and seek with the best for their emotional health, to be the door where they knock when they feel powerless"

• "Protecting the highest interest of students is my priority. I always engage them or rather make them aware of their rights and am able to claim it. "

Respondents said that the difficulties encountered were mainly related to the family environment and the students. The difficult or problematic student was hidden behind a family with problems and little cooperation to change this. Pupil cultivation students come from violent family settings. The lack of cooperation on the part of the parents of these children has led to a lack of education and information. Many parents viewed the bullying child as something of an age and did not pose much of a problem.

• "Undoubtedly, the students' family is the biggest difficulty. In the activity that he organized, especially for the information of the situation of the students in the present day, and I see a lack of interest I, a small number of participants, and exactly the parents of these children"

• "The difficult nature of the bullying student comes from a family with many social problems"

Most of the respondents think that this social problem has been emphasized more than ever, and is being treated seriously, unlike years ago. They felt that as long as they were employed for these problems it meant that it was a priority of social services.

• "I think the emphasis is more than ever in recent years. Awareness campaigns are being undertaken, more social service actors are being hired. "

• "The consequences of bullying are being taken seriously, I mean, given the added information, it can still be done and I would say better."

According to the respondents, in the first years of work, there was a dilemma how this situation could be improved as soon as possible, and then over time they realized that this does not depend on time, but on sure steps to jump in cooperation to resolve this situation. The next and even greater difficulty had to do with families.

Many of them neglect the problems of children on the pretext that these are things of age and will fade on their own; this was the difficulty of professionals to convince them otherwise.

• "In the first years I had the mania to change the situation as soon as possible, but time showed me that everything is done with safe steps"

• "With many parents, due to the lack of information, they were a little cooperative, emphasizing that these were things of age and there was no reason for it to become such a problem. I have worked hard to show the opposite.

According to the respondents, the co-teachers and school principals were collaborators, but the difficulty lay with some parents. Insisting on giving information and patience this gradually changed

"The caretaker teachers and the principal have supported me". And
the problem, as I said, lies with the family members, who, even those with many social problems, could not conceive of bullying as a problem, neither from the side of the bullying children nor from the side of the bullied."

According to the respondents, the activities that were stopped were related to the increase of information seminars for parents, mothers and teachers. Increase cooperation with caregivers, with more students to raise awareness about the consequences of bullying. Increase confidence in students in order to look to the professional for an auxiliary figure.

"Certainly increasing the confidence of my figure as a social worker, over time, I have maintained confidentiality and gained trust in them."

According to the respondents, it would be more effective to increase the number of social workers and psychologists as there was very little for the capacity in schools, their number. This was the main thing to increase the effectiveness of the intervention. Parents would then be listed with co-workers who would facilitate this process. Some of them thought that it would take many interventions to help the family with employment, to help it as it was the most important social institution.

• "In my opinion, they would need more psychologists, not that there is not, but it would be more effective to increase the capacities"

• "I would say parents with co-workers and work to alleviate social problems; I would also say setting up structures to help families with employment"

According to the respondents, these problems were presented, at least to the school principals, who have taken them into account and are working on them, but gradually the results will be seen. As for the help of the family as an institution, this has already been said by many important people, but there are many cultural, social, economic, etc. factors that do not allow this process. "As for the problems that school leaders can solve, they have taken it into account as much as possible, but things are not so simple, they take time. As for the family, normally higher instances are needed for intervention" The interviews displayed a lot of information on how students are bullied, how parents understand the difficulties they get across, and how they identify that their child is being bullied. On the other hand, the social workers and psychologists find it difficult to overcome those cases without the help of the family members, as the familiar environment is the main cause of most of the problems with children, and is the place where kids get bullied the most. As for student's questionnaire, it was highlighted the way they were bullied, where they were bullied and how unsafe they felt at a place they should find motivating and positive. In contrary is the place that makes them feels bad about themselves and it affects their growth and relationships in the future.

4.2 STUDENT'S QUESTIONNAIRE

This part of the research was one of the most important part of this thesis. Mental health needs a lot of attention and it is as important as the physical health is considered. Bullying should be a matter of table for everyone, not only when it gets worse and we see that people are really suffering but even at a single word. In a form or another, kids today get bullied for many reasons, how they look, the way they talk or even more ordinary things that don't matter but make people feel bad about an insecurity they might have. This questionnaire has brought to light a lot of element of bullying in the north of Albania, that mostly have been discussed how they should,

and what's most important they have not been assisted to overcome the long time affects they might have cause them.

1. During this academic session how many times have you been bullied?

Most of the students replied to the first question that they have been bullied most of the semester and at first they took it as a joke. From all the students questioned, approximately 41% of them said that during the academic session they have been bullied regularly, more precisely 1-2 per week. 30% of students answered that they have been bullied mostly every day.

2. Can you tell us how were you bullied?

As for the question of how they have been bullied, it was the most important one of the questionnaire. This was because of the fact that detailed information was requested for this research, in order to get a better understanding of what have they been bullied for so that a detailed information should be shown that when to get service to overcome the bullying affects. Most of the students have been kept names and nobody talked to them. At the moment they are assaulted and called names they start to think that the problem is with them and not the person who has been bullying them.

3. How many kids have bullied you?

Most of them have been bullied by more than one person (50%) and by being bullied and offended by more than one person it is a serious thing as they might feel very bad and distance themselves from daily actions or even their daily obligations. As it has been previously mentioned, when they get bullied by more than 2 people in the school, they don't get the academic results they have been asking for or even get right relationships because they might be afraid that they will be bullied by their friends or even family members.

4. Where do you think bullying occurs the most?

As for the question where did they think bullying happen the most, they had a lot of places in the schools that they were bullied. However, the most typical places were the hallway 29% and the classrooms in general 41%. This does not mean that they did not get bullied in their way to school or somewhere else, when they buy anything to eat or even when playing outside.

5. In this academic year how many days have you missed school because you felt unsafe to show up to school?

Students felt bad a lot of times during the academic year and most of the time they didn't want to go to school because of the way they were treated at school by their classmates or other students. Most of them, 49% answered that they have been bullied 1 or 2 times a week. This statistic is a bad indicator for the welfare of the students in the school environment. This does not only affect their academic achievements but their everyday life.

6. If you saw someone being bullied at school what would you do?

One of the most surprising results from the questionnaire was the question number 6, if they saw someone bullied what would they do. Half of them 50% chose that they would do nothing, and half of them chose that they would tell their own parents. A lot of elements might have caused them to choose the first alternative, but this is a concerning topic and if they chose not to speak up for themselves and even their friend bullies will not stop and more students will be victims of bullying. The reason they chose not to speak is because of the fact that they have been bullied themselves.

7. **What do teachers do when they encounter bullying among students?**

Most of them answered that the teachers chose to speak up about when they saw or knew someone was being bullied in the school. They reported it to school authorities 49%, or trash the bully and punish them harshly 26%. According to students, no one of the teachers when sow someone being bullied turned a blind eye instead they stopped it immediately 25%.

8. **Have you talked to anyone about being bullied?**

Most of the students, 55% answered that when the bullying didn't stop and they were having a hard time overcoming the difficulties they encountered, they chose to speak with their family members referring to parents for the situation.

While 26% of them were scared they could be judged so they didn't talk to none.

While 15 % of them decided to share this problem with their teachers.

9. **What can the school do to stop bullying?**

Regarding this question, 54 % of students think that schools should make their own rules against bullying, while 38% of them think that talking about bullying during classes would be very useful for them. Only 8% of students indicate bullying as not a problem in their school.

10. **Do you feel safe at school?**

Despite being bullied most of the time, regarding the question if they feel safe at school most of them 43% answered sometimes. As most of them answered that they have been bullied a lot of times during the academic year it is more than expected that they don't feel as safe as we think at school environment.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The main findings of this study reveal that:

Most of the students have been bullied regularly, 1-2 per week during the academic session by other students who have been calling them names or everybody rejected to talk to them. This is very problematic because at the moment they are assaulted and called names they start to think that the problem is with them and not the person who has been bullying them. Most of students have been bullied by more than one person and by being bullied and offended by more than one person it is a serious thing as they might feel very bad and distance themselves from daily actions or even their daily obligations.

The results of the questionnaire also revealed that bullying happened mostly in the hallway and the classrooms but this does not mean that they did not get bullied in their way to school or somewhere else, when they buy anything to eat or even when playing outside. Based on students' answers, they felt bad a lot of times during the academic year and most of the time they did not want to go to school because of the way they were treated at school by their classmates or other students.

One of the most surprising results from the questionnaire was that in case students saw someone bullied most of them chose to do nothing, and half of them chose that they would tell their own parents. Most of them on the other hand they stated that teachers chose to speak up about when they saw or knew someone was being bullied in the school by reporting it to school authorities or trash the bully and punish them harshly and stopped them immediately.

Most of students chose to speak with their family members referring to parents when being bullied. Bu there were also a few of them who were scared they could be judged so they didn't talk to none.

Despite being bullied most of the time, students do not always feel safe at school as they have been bullied a lot of times during the academic year, so it is more than expected that they do not feel as safe as we think at school environment.

5.2 Recommendations

From the results of this study the following measures are recommended to reduce bullying in schools.

1. Trainings are needed to be provided to all teachers to recognize different forms of bullying, develop skills to respond consistently and successfully, and promote an enjoyable and connected workplace. In addition to training, counselors can work with teachers to provide bullied students with opportunities to build positive relationships with their peers in the classroom.

2. Students need to learn social skills and get information on how to recognize different types of bullying and how to reject and report it. A new children's book on bullying can be published periodically, containing materials for classroom discussion

about bullying and the skills needed to stop bullying. Classes on cyberbullying for older children should follow the technology students use.

3.   Provide help to a bully to create a new positive attitude. Many bullied young children say they abuse their victims because they were bullied, disliked, or found it amusing.

4.   Create safe and secure reporting systems for students. Enable intimidation inbox or online messaging as an anonymous option. Counselors are someone children and their parents can turn to report bullying and feel safe emphasizing the protection of their anonymous identity.

5.   Collaborate with administrators to develop school-level strategies to address complex bullying issues. The purpose of the school management plan may be to improve the school environment.

6.   Adapt it to the needs of a particular school and adapt it to work with other programs. For example, if relational attacks are the most common type of bullying, focus on addressing this type of bullying and share your statistics with stakeholders.

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MUSIC AND ITS ROLE IN THE DEVELOPMENT OF CHILDREN'S GENERAL SKILLS, ENHANCED LEARNING AND SELF-ASSESSMENT

Abstract

The purpose of this paper is to shed light on the role music plays in the development of general skills in children, their learning and self-assessment. Different types of didacticmusical activities that take place in the classroom, were part of the validation of the research questions on the emotional impact of musical activities on child learning and self-assessment. Findings and interpretations are made through descriptive analysis of respondents' responses on the role of music and the impact of musical didactic activities aimed at improving learning and children's self-confidence through self- assessment.

The study was carried out among primary and secondary school compulsory education students. A random cluster sample of the experimental group of students (N=404) was used in the study. A breakdown of the sample of students included 271 females (67.1%) and 133 males (32.9%). Also, 97 students or 24.1% of them studied in the primary education, and 307 students or 75.9% of them studied in secondary education .

Some of the main findings the study comes out with are that music influences strongly to the development of children's musical general skills; to positively improved learning and to development of self –assessment. The results of this study also have important implications for practice. Important interventions should be designed to support students in the subject of music education, because it is confirmed by this study that the development of various musical activities and the performance of teachers improved the development of selfassessment skills among student skills.

Keywords: *music, musical didactic activity, emotional impact, reaction, selfassessment, learning improvement*

Introduction and literature review

Musical activities in the classroom impact skills development among children and are important correlational variables that influence the increase of selfconfidence and the improvement of students' learning. The purpose of this study is to investigate the relation between music and its impact on enhancing music related general skills abilities like listening to singing, dancing, creating and playing on musical instruments. Three are the research questions that this paper aims to address: (1) is there a correlation between the influence of music and the development of musical general skills among children? (2) is there a correlation between performed musical activities and improved learning on the side of the children? (3) is there a correlation between performed musical activities on behalf of the children and enhancement of self –assessment skills among children?

Conceptual framework

The theoretical framework is based on an extensive review of existing evidence about music and its effects on improved earning, boosting self-confidence and developing skills through ERIC and SAGE using the keywords *music effects; learning improvement*; *music activities and general skills development*. Figure1, summarizes the results from the review and proposes a set of correlations among three main binaries of variables: *music and its effects on improvement of learning skills, music skills development and enhancement of general skills and music and the enhancement of self- assessment ability among children.*
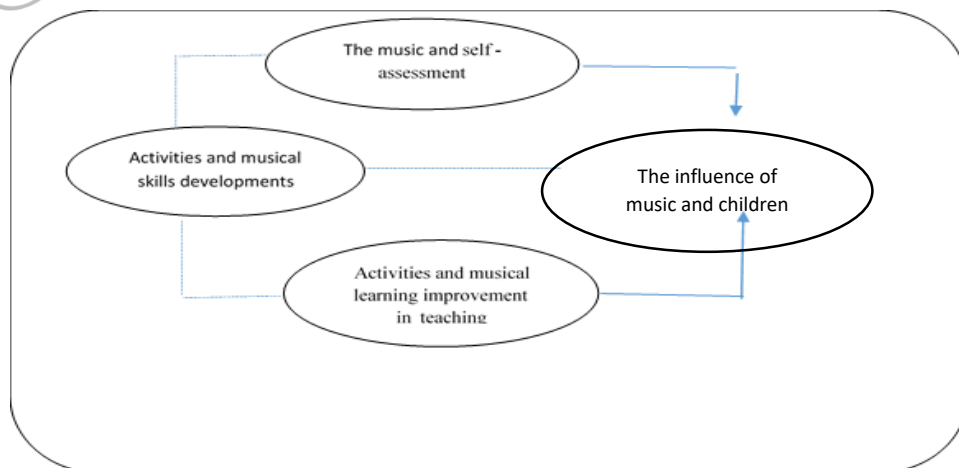
Figure

1. Conceptual framework

Hysi, F. (2005) showed that the music is the art of emotional modeling of sound and unlimited space of its innumerable relations with sounds and other real and unreal states of matter". In this case we have reached a reasoning with indisputable quality aesthetics. Therefore, we understand that music is not only a formal pleasure for the human ear, but also an intellectual pleasure that affects the process of civic education of the individual, and the process of making individuals friendlier human beings. From an early age children have the ability to understand music intuitively through listening to it and becoming able to interpret it. But they seem to have a genetic predisposition to listen, remember and produce musical patterns (Spahiu, S. 1976) regardless of whether they have been reared in families with a musical environment culture.

H: 1- There is a significant relationship between the influence of music and the development of children's general abilities.

Relationship(Correlation) between the influence of music on children's development of general abilities.

Different studies, teachers, or psychologists have given their experiences which prove the value of music and its teaching by children, a value which affects the development of the child.

(Immordino-Yang and Damasio 2007) explained that individuals are

fundamentally emotional and social creatures. Neuroscientists nowadays are increasingly showing that emotions affect student performance. Emotional processes are required for the skills and knowledge taught in school to enter into long-term memory and to transfer into real-life situations. As (Willis 2008) showed when a student is anxious, stressed, and emotionally reactive, the amygdala responds by blocking the absorption of sensory input. So, teachers need to activate the brain's emotional systems to help students remember and apply what is being taught. (Silverstone, J. 2018) relevated those six benefits of music education that not only show how children can benefit from music at the present time, but impact on future endeavors as well are: (1) Enhanced language capabilities; (2) Improved memory; (3) Strengthened hand-eye coordination; (4) Powerful study habits; (5) Teamwork; and (6) Mental processing and problem solving heightened.

While addressing the efficiency of game-based learning (Tzu-Chi, Y., Meng Chan. M., & Sherry Y, Ch. 2019) shows this approach is considered to be popular because among other aspects it includes background music which may be associated with the preferences of information processing. On the other hand, cognitive styles pertain to the ways of information processing. (Campayo-Muñoz, Á., E., & Cabedo-Mas, A. (2017) shows that developing emotional skills is one of the challenges teachers and educators are faced with, something aiming at promotion of well-being and enhancement of cognitive performance. (Kilpatrick, Carlton E., III.2020 state that music is an excellent tool with which to express emotions and for this reason music education should play a role in individuals' emotional development. *H: 2 – There is a signifant relationship between the performance of musical activities by teachers and improvement in children's learning in the classroom.*

Relationship(Correlation) between the performance of musical activities by teachers and improvement in children's learning in the classroom

A., S., & Gül, G. 2021 came to the conclusion that there is a correlation in between movement and music both illustrate abstract emotional concepts and can aid in the formation of concrete relationships between them. For him"listening-singing" learning area in general music education teaching programs has an important weight

in the program thereby it is considered necessary that listening music activities should be among the main activities that support other musical activities in music classroom education because they directly impact improvement in children's learning in the classroom.

(Fortuna, S., & Nijs, L. 2020) shows that assuming that a bodily engagement with music may affect the children's musical meaning formation. The more young children interact with music, based on verbal description after listening versus body movement description while listening, the more successfully they are involved in verbal explanations of the visual representations of the music they listened to.

(Krupp-Schleußner, V., & Lehmann-Wermser, A. 2018) indicated that the children's affinity for music and the importance of music at home have a larger influence than all other predictors do on their learning an instrument as well as on their overall musical involvement.

H: 3 – There is a significant relationship between performed musical activities and self –assessment.

Correlation between musical activities performed by teachers and enhancement of self assessment skills among children

(Tashiro, J., Parga, D., Pollard, J., & Talanquer, V. 2021)considered an important impactive element students' abilities to self-assess their understanding.This element directly and indirectly influenced their learning and academic performance. The worse students performed on a task, the more likely they were to lower their self-assessed understanding after that activity. The more difficult a task was, the more it impacted on students self assessed understanding. Easier tasks on the other hand raised possibilites for a child to be encouraged into getting involved in independent performances. The results of this investigation may inform instructors on how to take wise decisions aiming at an increased student self understanding and self assessment. (Reifinger, James L., Jr. 2020) considered that the teaching of musicreading skills has been considered as a neglected area of music education needing improvement. Music reading is the process of translating notation into sounds. It is especially demanding as a process because it requires the individual to first mentally construct images of

the sounds, an essential process that is challenging to teach and assess. The activities are sequential, are easy to implement, and it should allow for the assessment of skill acquisition at various stages of development.

High self-esteem is associated with a positive self-image and fine music skills, , low self-esteem on the other hand is associated with a negative selfimage and poorer musical performance skills. (Culp, Mara E. 2016)stated that the music teacher should help students improve self-esteem while simultaneously building musical skills. Music experiences should take place in a safe environment with a trained music specialist who has a positive rapport with students and integrates their interests. Activities should be developmentally appropriate and adequately challenge students. Researchers have demonstrated that singing, playing instruments, experiencing a variety of musical styles, moving, building musical knowledge, and creating can help students develop musical skills and improve their self-esteem.

Methodology

Method

A quantitative approach was used in this research. The correlational research design was used. The primary and secondary school of compulsory education were selected to be used in the study.

Sample and data collection

A random cluster sample of the experimental group of students (N=404) was used in the study. A breakdown of the sample of students included 271 females (67.1%) and 133 males (32.9%). Also, 97 students or 24.1% of them studied in the primary education, and 307 students or 75.9% of them studied in secondary education. The random cluster sample of the students from compulsory education collected from several school. An online questionnaire

(https://docs.google.com/forms/d/1THAI8xB1tw347u49g-l0beYUwSlDtI_AJdYrErjz0bs/edit) was used to gather the primary data.

Statistical analyses

Pearson product-moment correlation coefficient was used to assess the correlation between *the influence of music and the development of musical general skills among children;* the correlation between *musical activities performed by teachers and improved learning among students;* and the correlation between *musical activities performed by teachers and the enhancement of self assessment* of students of compulsory education.

Linear multivariate regression was used to assess the ability of one control measure to predict the total score of influence of music in relation to children's general abilities. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

Results

Descriptive analysis

Table 1: Frequencies of musical and skills development variable

Musical and skills development					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	12	3.0	3.0	3.0
	Disagree	18	4.5	4.5	7.4
	Neutral	43	10.6	10.6	18.1
	Agree	180	44.6	44.6	62.6
	Fully agree	151	37.4	37.4	100.0
	Total	404	100.0	100.0	

As shown in Table 1, 7.5 % of the respondents are evidenced tofully disagree or disagree with the impact on musical and skills development; 10.6% of the respondents are evidenced as neutral of musical and skills development, and according to 82 % of them are evidenced high or very high in the development of musical skills Therefore, most of the students (82 %) evidenced high developmentor very high of development of musical skills and general skills .

Table 2: Frequencies of learning improvement among students

Learning improvement					
		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	No improvement	5	1.2	1.2	1.2
	Low improvement	6	1.5	1.5	2.7
	Medium improvement	40	9.9	9.9	12.6
	High improvement	178	44.1	44.1	56.7
	Very high improvement	175	43.3	43.3	100.0
	Total	404	100.0	100.0	

As shown in Table 2, about 2.7 % of the respondents are evidenced to have no improvement or low improvement of learning; 9.9 % of the respondents showedmedium improvement of learning, and according to 87.4% of them showedhigh or very high improvement of learning Therefore, most of the students (87.4%) evidenced high or very high improvement of learning.

Table 3: Frequencies of musical activities performed and self –assessment

Self-assessment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fully disagree	9	2.2	2.2	2.2
	Disagree	18	4.5	4.5	6.7
	Neutral	65	16.1	16.1	22.8
	Agree	153	37.9	37.9	60.6
	Fully agree	159	39.4	39.4	100.0
	Total	404	100.0	100.0	

As shown in Table 3, 6.7 % of the respondents are evidenced to fully disagree or disagree of the correlation betweenmusical activities performed the teachers and enhancement of self–assessment among students ; 16.1% of the respondents showed neutral correlation between the musical activities performed and enhancementof self –assessment and according to 77.3% of them showed significant or very significant correlation between themusical activities performed and enhancement of self – assessment. Therefore, most of the students (77.3%) evidenced significant correlationor very high of musical activities performed and self– assessment.

Conclusion and implications

The study investigates the relationship between the influence of music in relation to children's creation of musical general skills, the relationship between

musical activities performed and improved learning on behalf of the students; and relation between musical activities performed and an increased self – assessment among primary and secondary school compulsory education.

The prior assumption was that musical skills development impacts on students general skills development. According to 7.5 % of the respondents are evidenced to fully disagree or disagree of correlation between musical skills and general skills development; 10.6% of the respondents are evidenced neutral of this correlation, and 82 % of them evidenced high or very high of musical awareness of the correlation between musical skills development and general skills development.

In response to the second raised hypothesis *There is a signifant   relationship between the performance of musical activities by teachers and improvement in childrens learning in the classroom.*

1.7 % of the respondents showed to have a no improvement or low improvement of learning; 9.9 % of the respondents evidenced medium improvement of learning, and 87.4% of them evidenced high or very high improvement of learning.

In response to the third raised hypothesis *There is a signifant   relationship between performed musical activities and self –assessment* 6.7 % of the respondents evidenced to have a fully disagree or disagree of musical activities performed and self –assessment ; 16.1% of the respondents evidenced neutral of musical activities performed and self –assessment correlation, and according to 77.3% of them are evidenced high or very high correlation in between musical activities performed and self –assessment.

The study revealed a high positive correlation between the influence of music in relation to musical general skills children variables (r = .820). The study also found that the influence of music explains 82 % of the variance of musical general skills children. This indicates that the influence of music influence strongly musical general skills children. The study found a high positive correlation between musical activities performed and improved learning variables (r = .874). It is also revealed that musical activities performed points explain 87.4% of the variance of improve learning. This indicates that musical activities performed strongly self – assessment. It was found a

high positive correlation between musical activities performed and self –assessment variables (r = .773). It was also revealed that musical activities performed points explain 77.3% of the variance of self –assessment.

This indicates that music influences strongly to the development of children's musical general skills; to positively improved learning and to development of self –assessment. The results of this study also have important implications for practice. Important interventions should be designed to support students in the subject of music education, because it is confirmed by this study that the development of various musical activities and the performance of teachers improved the development of self-assessment skills among student skills. Overall, the findings of this study enhanced theoretical and practical understanding as music is found to strongly influence development of musical skills, improved learning and development of self –assessment.

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ERROR CORRECTION IN EFL/ESL INSTRUCTION: TEACHERS' PERCEPTIONS AND THEIR CLASSROOM PRACTICES

Abstract

Oral corrective feedback has been a controversial issue in the field of foreign and second language education. Research findings report views both pro and against correction of grammar errors in communicative activities. This study examines Albanian EFL teachers' perceptions and their classroom practices in relation to oral error correction. The data were collected through a questionnaire and a semi-structured interview conducted respectively with 63 Albanian teachers of English as a foreign language. The results revealed that teachers have positive attitudes towards oral error correction and most of them believe that learners benefit from it. The teachers implement a variety of error correction strategies but have different views in terms of their timing. Finding effective error correction strategies that contribute to learners' improved accuracy in speaking activities and formation of implicit knowledge remains a challenge for most EFL teachers.

Keywords: *EFL/ESL instruction, error correction, teachers' perceptions and classroom practices*

Introduction

Correction of grammatical errors in communicative activities is an aspect of grammar pedagogy, which just like the teaching of grammatical knowledge, has both supporters and opponents. The debate focuses mainly on the role that error correction plays in the acquisition of grammatical aspects and its general impact on the

acquisition of a second language. Scholars and linguists such as Celce-Murcia (1991), Ellis (2009) and Lyster and Ranta (1997) support the view that corrective feedback has a positive effect on second language acquisition. One of the arguments that Lyster, Lightbown, and Spada put forward is that corrective feedback helps the student understand the error and then use the correct form. In this way, error correction stimulates the process of observation and makes the learner aware of a certain structure of language. On the other hand, linguists like Krashen and Seliger (1975) and Truscott (1996) question the role that error correction plays in second language acquisition. They support the idea that error correction does not affect second language learning and is not helpful to students, arguing that students may not notice that a mistake is being corrected, especially in the case of reformulation, and this can lead to total ineffectiveness of corrective feedback.

This paper gives a brief overview of relevant literature describing some of the most commonly used oral feedback types as well as a summary of findings from studies conducted with foreign language teachers in different contexts. It explores the participant Albanian EFL teachers' perceptions about the role of corrective feedback and the most frequently used type of corrective feedback.

Literature Review

Lyster and Ranta have defined corrective feedback as a pedagogical instrument through which the teacher provides students with modified input, which could eventually lead to the students' modification of input (1997). In other words, the teacher's intention is to draw the students' attention to some part of his/her initial utterance, aiming at encouraging the students to not only comprehend the erroneous utterance but to use it accurately and precisely. Although communication breakdown is another factor leading to corrective feedback, the teacher can also use it to attract the learners' attention to form even in cases when they comprehend each-other. Teachers' preferences and choice of the feedback type hugely depend on their perceptions of the role of corrective feedback on second language acquisition. Another element influencing the type of corrective feedback is the type of

communicative activity the learners are engaged in and its primary goal. Views towards errors and their correction have varied from their non-acceptance and prevention at all cost to their consideration as a natural aspect of language acquisition and development.

Types of corrective feedback

Based on classroom observations, Lyster and Ranta (1997) classify the corrective feedback types into six groups.

A)   *Explicit correction* The teacher lets the learner know he/she has used an erroneous form and provides the correct one. For example, if the learner uses the utterance *Yesterday I go to the cinema,* the teacher says that *go* is wrong and that *went* should be used.

B)   *Recasts* This type of corrective feedback is implicit or indirect and the teacher avoids the use of expressions such as "This is wrong", "You should use this form", etc. He rather draws the learner's attention to the error by reformulating the erroneous utterance and using the correct form. This can also be accompanied by putting more emphasis on the corrected form. If we were to use the same erroneous utterance as in A, the teacher would provide the correct utterance: *Yesterday I went to the cinema* by only emphasising the word *went.*

C)   *Clarification requests* When the learner uses the wrong form, the teacher intervenes by asking questions such as "Excuse me?", "What do you mean?", etc., in order to let the learner, know that they used an erroneous structure; the question may also contain the learner's utterance: *You **went** to the cinema?*

D)   *Metalinguistic feedback* Aiming at elicitation of selfcorrection from the student, the teacher provides a type of metalinguistic explanation but not the correct form. This type can take the form of comments, information or questions. Comments indicate that there is an error somewhere, for example, "No", "There is an error", "Not this one", or "Can we say this in

English?". Metalinguistic information contains some grammatical metalanguage related to the nature of the error such as "You need the ing form of the verb". Questions also point to the nature of the error and a typical question would be: "Do you think the present tense is appropriate in this sentence?"

E)   *Elicitation* is achieved by the use of three different ways aiming at encouraging the student to self-correct. In the first, the learner is expected to complete or continue the teacher's sentence: *I…. to the cinema.* Sometimes the teacher may also remind the learner of relevant rules. Meanwhile, in the second type, self-correction is encouraged through questions; for example, "How do we say that in English?" The third technique involves the teacher asking the learner to reformulate the utterance.

F)   *Repetition* in this type of feedback the teacher repeats only the erroneous part by emphasising the error through intonation. In the example *Yesterday I go to the cinema,* the teacher may isolate the word "went" and stress it, thus letting the learner understand that he should use another form. Isolation can also be accompanied by a word that would help the learner notice the error. In our example sentence, in addition to the word "go", the teacher might also use the word "yesterday" highlighting it through intonation.

Teachers' perceptions about corrective feedback

Teachers' perceptions regarding the correction of grammatical errors has been the focus of many studies directly related to corrective feedback or as part of studies focusing on the role grammar instruction plays in second language acquisition. Research results have revealed various perceptions and attitudes as to the role that grammar plays in foreign language teaching as a whole, and the different types of error correction feedback. In an attempt to answer questions about how to correct

grammatical errors, and if so, when and how, they have highlighted different perceptions and attitudes.

One of the first studies exploring EFL/ESL teachers' attitudes towards the role of corrective feedback was conducted by Schultz (2001). The results revealed that despite the prevailing perception that corrective feedback plays a positive role in second language acquisition, the 122 participant teachers underline that not all grammar errors should be corrected.

In addition, the teachers participating in Thu's study considered the role of corrective feedback as significant to second language acquisition pointing out that it should usually be provided in cases when it does not hinder communication (2009). According to them, corrective feedback should not be overlooked even for learners' self-confidence or fluency in communication. The most common way of corrective feedback was not interrupting the learner and pointing out the mistakes at the end of the activity. A study with English teachers in a Mexican university also revealed positive perceptions of oral corrective feedback, although some of them consider it optional due to their concern with the students' emotions and feelings (HernandesMendez & Reyez Cruz, 2012).

The comparative study between native and non-native English language teachers conducted by Hyland and Anan revealed discrepancies in their attitudes towards correction of grammatical errors (2006). The findings revealed that native English teachers were more tolerant towards corrective feedback, while non-native English teachers were more likely to correct grammatical mistakes; in addition, they might also overreact in certain situations. Researchers argue that this may occur due to the fact that for Japanese teachers, error correction is an essential part of their job, and compared to the American teachers, they pay more attention to the correct use of grammar structures in all types of communication.

Other comparative studies have compared teachers and learners' perceptions of corrective feedback. Lagasabastier and Sierra's study showed that teachers think that grammatical errors should be corrected, pointing out that this can be achieved

through dedication of more time and through detailed explanation (2005). According to them, providing the correct form alone does not suffice for the learner to notice the error, understand it and then use it correctly.

To sum up, studies highlight ESL/EFL teachers' positive beliefs about the role of corrective feedback, which are also reflected in their classroom practices. **The Study**

This study addresses the following research questions:

1.   What are the EFL teachers' perceptions of the role of corrective feedback in L2 acquisition?

2.   What are the most common corrective feedback types in oral activities?

Participants

Participants in this study are 63 Albanian EFL teachers from 14 high schools in Tirana, of which 91% are females and 9% are males. 93 % of the participants have a master's degree in language teaching and 7% a bachelor's degree. Their teaching experience varies from 1-5 years (16%) to over ten years (84%).

Data collection instruments

This study employs a mixed methods design; both quantitative (a questionnaire) and qualitative (a semi-structured interview) data collection instruments were used. The questionnaire consists of five point Likert scale statements ranging from totally disagree to totally agree. It was administered by the researcher with the support of the participating schools' administration and their EFL teachers. the questionnaire collects data about the role of corrective feedback and the teachers' most used feedback types.

The semi-structured interview, as an instrument that enables deepening into participants' perceptions and interaction with them (Mathews & Ross, 2010), was

conducted with nine teachers. It also collects more information about the teachers' reasons for their attitudes and choices of the corrective feedback type.

Data analyses

The role of corrective feedback in second language acquisition

The first statement has to do with the respondents' beliefs about the impact of error correction on the acquisition of grammatical knowledge. As it can be seen in Graph 1, 95% of the teachers report they agree or totally agree that the learners learn from corrective feedback; 2% report they disagree and 3% are undecided about the positive impact that corrective feedback might have on language acquisition.

Graph 1
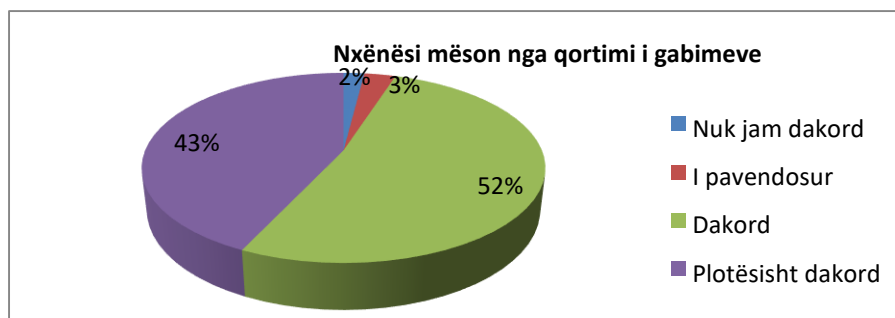
The second statement collects data about the frequency at which teachers correct grammar errors in different types of activities: speaking activities, grammar exercises and written activities. The data show that the respondent teachers' correct mistakes in all activities included in the questionnaire. However, error correction is more frequent in written activities: 95% of the teachers correct written errors often or always, 5% are undecided, and no teachers report never correcting grammar errors in speaking activities. With regard to correction of errors in grammar exercises, only two percent report rarely correcting mistakes in this type of activity, 5% are undecided and the vast majority correct them often or always. Meanwhile, correction of grammar errors in speaking activities is not as frequent as in the other two activities. 75% of the respondents' correct grammar mistakes always or often, 7% are

undecided, 16 % correct them rarely and 2% never correct grammar errors in speaking activities.

Graph 2
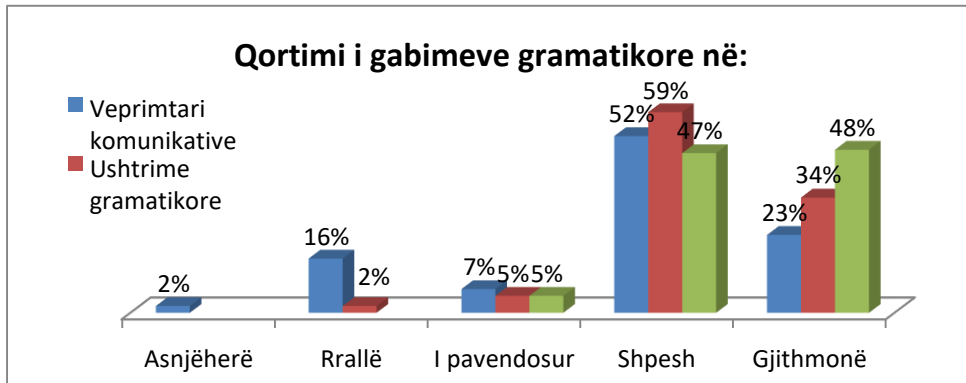
Analysis of the data obtained from the semi-structured interview highlights the view that error correction helps the learners to reflect and learn through correction or self-correction. Most teachers consider error correction an opportunity for the learner to notice/understand the error and then use the correct form or structure.
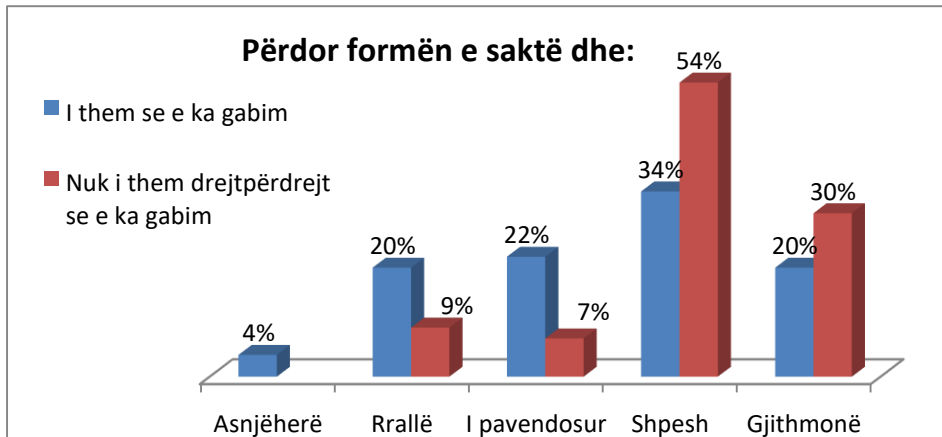
Corrective feedback types and their timing

The questionnaire involved one statement about each of the four corrective feedback types discussed in the literature review and one statement about the time of its provision, that is, at the instant or delayed correction.

Analysis of corrective feedback types is done in two categories The first category includes two strategies; in the first strategy, the teacher uses the correct form without telling the student he has used a wrong form. Meanwhile, in the second strategy, the teacher tells the student he has used a wrong form providing the correct one himself. The findings show that the first strategy turns out to be more frequent among the respondent teachers. As can be seen in graph 3, 83% of the teachers often or always prefer directly providing the correct form without telling the students they have used an incorrect form. No teachers report never using this type, 9% report they use it rarely, and 7% report they are undecided about their frequency of this strategy. The second strategy, telling the students they have used an incorrect form and then

providing the correct one is often or always applied by 54% of the participant teachers; 4% report they never use it, 20% report they use it rarely and 22% report they are undecided about the frequency of this strategy.

Graph 3

Përdor formën e saktë dhe:

I them se e ka gabim

Nuk i them drejtpërdrejt se e ka gabim

- Asnjëherë: 4%
- Rrallë: 20%, 9%
- I pavendosur: 22%, 7%
- Shpesh: 34%, 54%
- Gjithmonë: 20%, 30%

The second category of corrective feedback types includes elicitation of the correct form from the students in two ways: the teacher provides a metalinguistic statement (usually a rule) aiming at self-correction or lets the student know that he/she has used an incorrect form. and encourages elicitation of the correct form. As it can be seen in graph 4, encouraging elicitation of the correct form through metalinguistic clues is often or always used by 76% of the teachers; meanwhile, elicitation of the correct form without provision of any rules is more frequently used (91%). No teachers report never using any of the strategies and only a small percentage use them rarely, 4% and 14% respectively.

Graph 4
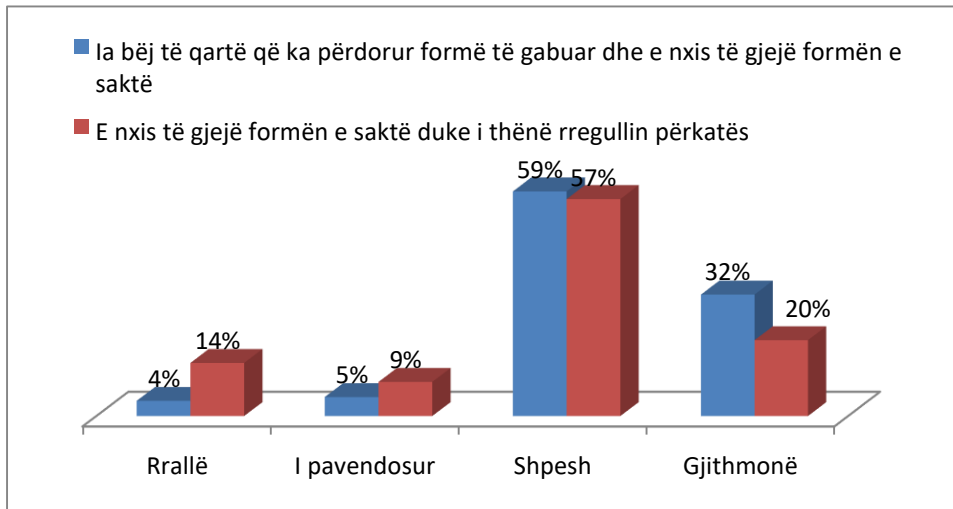
Timing of providing corrective feedback in oral activities is one of the issues with more variation. As shown in graph 5, while 72% of the teachers correct mistakes at the end of the activity, 19% report never doing it and 9% are undecided. Correcting grammar mistakes in oral activities at the moment the mistake is made is a strategy used by 59% of the teachers; 28% report never using it and 13% are undecided.

Graph 5
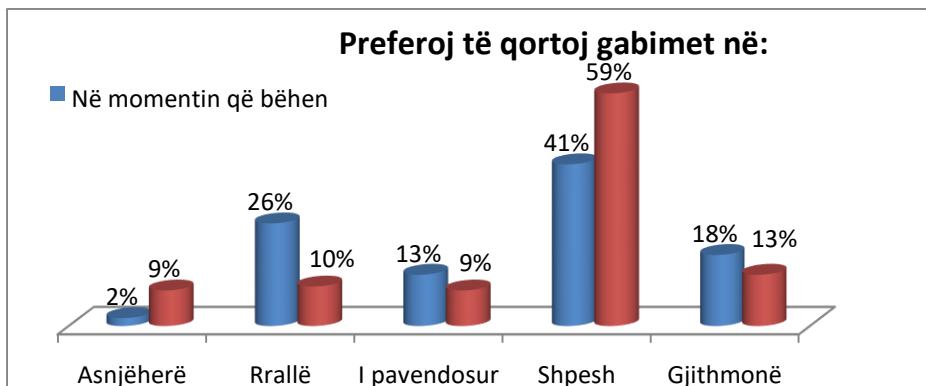
Interview results

The interview results show that corrective feedback should be provided based on the type of mistake and the type of activity. For some teachers, correction of mistakes in grammar drills is considered natural, some others even consider it necessary. In addition, most teachers report that corrective feedback in communicative activities should be provided only if it interferes with the meaning,

while in written work it should always be provided. As for the timing of feedback provision, both moments are deemed as acceptable; instant correction is argued for the purpose of correct use in later use of the same form or in order to enhance retention; delayed correction is mostly considered preferable when continuation of thought (fluency) is more important than correct forms (accuracy). It is also preferred in order not to interfere with meaning or not to discourage engagement in interaction due to affective situations.

Discussion

Data analysis revealed that the vast majority of teachers believe that learners benefit from corrective feedback in various activities and a very small percentage (5%) do not agree that learners learn from corrective feedback. These findings are consistent with those of Schulz (2001), Thu (2009) and Lasagabaster and Sierra (2005), which also highlight the significance that teachers attach to corrective feedback. Interviewed teachers also think that corrective feedback as a whole, helps the learner reflect and learn by correcting incorrect forms; as a result, it affects knowledge enhancement and increase of accuracy. Corrective feedback is considered an aspect that gives the learner the opportunity to notice the error and to subsequently use the correct form or structure in all types of communication.

Results also demonstrate that the participant teachers apply correction of grammatical errors in all written work, in grammar drills and in speaking activities, except for 2% or one teacher who reports never correcting mistakes in grammar drills. Correction of grammar mistakes is most frequent in written work, and no teachers report never applying it; the vast majority use it often or always. Correcting mistakes in grammar exercises is applied almost as much as in grammar drills. However, correction of grammatical errors in communicative activities, although implemented by 70% of the teachers, is applied about 20% less than in the other two activities. Not correcting grammar errors in communicative activities is consistent with the findings of Schultz (2001) and Thu (2009); non-correction at all contradicts the findings of

Lasagabaster and Sierra (2005), who report positive attitudes towards correction of all errors in all activities.

Regarding the timing of corrective feedback, instant correction is applied by more teachers than delayed correction. While 30% of the participants report never applying the former, about 20% report never using the latter. In grammar drills, correction of grammar mistakes at the moment is preferred over delayed correction, but this is not arbitrary; some teachers prefer summarising all the mistakes at the end of the activity aiming at restatement of the respective rules and the correct use of each incorrectly used form or structure.

In terms of corrective feedback types applied by the participant teachers, the results revealed very diverse preferences. Most teachers prefer using reformulation, that is, correcting the mistake without directly telling the student directly that he has used an incorrect form. Over 50% of the teachers admit that they correct the mistakes by telling the student that he has used the wrong form and then giving him the correct form. There is no teacher who has never used either type. Another type of corrective feedback is elicitation, that is, to encourage the student to find the correct form. This can also be done by giving metalinguistic clues, for example, the relevant rule for the incorrect form. The results show that despite the fact that the second type is used by over 75% of the teachers, encouraging the learners to elicit the correct answer without stating the rule is more applied; over 90% of the respondents' report using this method.

Conclusion

This study was conducted with 63 Albanian teachers of English as a foreign language and aimed to highlight their perceptions and practices related to correcting grammatical errors in foreign language instruction. Most teachers believe that students benefit from corrective feedback in the classroom; only a small percentage have negative attitudes towards the role of corrective feedback. As for provision of corrective feedback, the results showed that all teachers correct grammar mistakes in

a variety of activities. Furthermore, results about the timing of corrective feedback revealed that instant correction is applied more than delayed correction.

In terms of feedback types, the results highlight very diverse preferences. Most teachers prefer using reformulation, while another most used type is elicitation through a statement of rules or not, depending on the type of activity.

In conclusion, correcting grammatical errors is considered important. Teachers believe that corrective feedback positively affects the acquisition of grammatical knowledge. They apply different types of corrective feedback according to the type of activity and that of the error, and the timing of feedback provision also varies according to activity and other factors. Finding and applying the most efficient ways to correct grammatical errors in order to help the student in L2 knowledge acquisition remains a challenge not only for Albanian teachers of English as a foreign language, but also for teachers in other countries. Further studies could explore the reasons behind specific error types and factors leading to their effective feedback types.

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A POSTMODERNIST READING OF THINGS FALL APART BY CHINUA ACHEBE

Abstract

Chinua Achebe is considered one of the most influential writers in Nigeria and throughout the world. He is widely characterized as a postcolonial writer, and his work focuses mainly on the issues encountered by African people during colonization and after decolonization. In this fashion, Achebe's most famous novel, Things Fall Apart, depicts the coming and settling of the first European colonizers in West Africa and the ways this influenced the native communities. Although Things Fall Apart is claimed to be a breakthrough work of postcolonial literature, a considerable number of postmodernist elements are to be noticed in this novel.

Taking this into consideration, this paper will attempt to shed light on the postmodernist elements present in Things Fall Apart, focusing on the most identifying characteristics of this literary period in the work. As a distinguishing element of postmodernist literature, the presence of intertextuality and how it is revealed throughout the novel will be researched. The analysis of Thing Fall Apart's main character – Okonkwo – will attempt to shed light on this character's fragmented identity. It will also reveal that Okonkwo is a typical postmodernist character, the hero of the novel but, at the same time, its anti-hero.

Things Fall Apart is first and foremost an account of the tradition and culture of the native Igbo people and the impact the colonization of Nigeria by the British had on its society. From this perspective, it is also the account of a cultural clash – the clash of the European settler's culture and that of the Igbo tribe -. To recount this clash, Achebe makes use of magic realism, another quite widely used literary mode associated with postmodernist literature and which also be analyzed in this paper.

Keywords: *postmodernist hero, postmodernism, intertextuality, magic realism, fragmentation*

The Modernist movement emphasized the quest for meaning, indicating the author as the creator of order and leaving behind the chaotic world. (Margaret Atwood, masterclass.com) However, the 20th century was well known for the Second World War at 1939, a war that ended six years later. In this war, serious crimes against humanity occurred and it was considered the bloodiest conflict, as well as the largest war in history (Royde-Smith, John Graham and Hughes, Thomas A, 2021). There could be mentioned the Holocaust which refers to the murder of the European Jews during the Second World War, Japanese internment in the US, and the atomic bombing of Japan (United States Holocaust Memorial Museum, 2021). The consequences this war brought were terrifying, leading to the destruction of many big empires, damaging industry, economy, politics, and so on. The writers of that time began to sense that the quest for ultimate meaning, as modernists did, was an impossible one. The only way for them to move on was to embrace meaningless. Hence, the term Postmodernism was firstly created as a reaction to the practices and beliefs of the Modernist movement. It came out in the 1950s but it didn't become known until the 1970s. The French philosopher and literary theorist Jean-François Lyotard, in his work *The Postmodern Condition* stated that, the postmodern would

> be that which, in the modern, puts forward the unpresentable in presentation itself; that which denies itself the solace of good forms, the consensus of a taste which would make it possible to share collectively the nostalgia for the unattainable, that which searches for new presentations, not in order to enjoy them but in order to impart a stronger sense of the unpresentable. (Lyotard, Jean-François, 1984)

As the scholar puts forth, postmodernism is strongly related to cultural theory. It also explores how society viewed stereotypes throughout history and how different cultures are blending in a globalized society becoming hybrids of each other (Rachel K. Fischer and Aimee Graham, 2014). In the late 1950s and early 1960s, Postmodernist literature expanded. Thus postmodernist literature rejected numerous beliefs and perceptions of modernism including the avoidance of meaning, escalating fragmentation, and disorder bringing a major amendment in literary tradition.

Postmodernism expanded as a period when society had no newer inventions. Therefore, a good way to bring new things was to address the recycling of older theories or ideas but in new ways. The authors of this time took ideas related to identity, culture, history, and so on, and represented them in new ways. The postmodernist writers emphasized the psychological aspect of the characters and the readers, reflecting the harsh reality that had gripped at the time. If the modernist writers were motivated to move forward and follow the "light at the end of the tunnel" that is, hope that things will get better, for postmodernist writers that light did not exist. They saw life through the lenses of pessimism (Fischer & Graham, 2014). Postmodernist literature is identified with some specific elements among which can be mentioned pastiche, intertextuality, metafiction, irony, fragmentation, embrace of randomness, playfulness, and so on. Postmodernism views the world with skepticism and considers the world as a place where chaos is ruling, but instead of opposing this situation, they come to terms with it. Changes are happening in the world, everything seems to be out of order (Fischer & Graham, 2014).

Chinua Achebe is the most widely known African novelist. He is praised for his unsentimental description of the social and psychological disorientation that goes along with the imposition of Western tradition and values upon the traditional society of Africa. In his works, Chinua Achebe deals with the clash between the native cultures of Africa and European civilization. His attention is concentrated entirely on political and cultural confrontation avoiding emotions on the subject of slavery (Mambrol, 2019). Chinua Achebe is widely known as a postcolonial writer, however, it has to be mentioned that postmodernism cannot explain the state of the modernist world without first becoming postcolonial and the other way around. That is why Achebe can be categorized also as a postmodernist writer. *Things Fall Apart* is Achebe's first novel that portrays a captivating view of life in Umuofia village, part of Igbo land. It shows the struggles of these people to live and to get on in this community and also shows their efforts to grow up and create their way. *Things Fall Apart* also depicts the coming of European colonizers in West

Africa. Along with the arrival of colonizers in this part of Africa, this novel also demonstrates the fragmentation of the Igbo tribe, the fall and alienation of a man to his cult, Okonkwo.

Reading *Things Fall Apart* by Chinua Achebe from a postmodernist perspective, the reader encounters the destruction and the change in the center of the world of Igbo people. Taking into consideration the title of this novel borrowed from the poem *The Second Coming* by William Butler Yeats, things are not going well, and everything is changing and falling:

Turning and turning in the widening gyre

The falcon cannot hear the falconer;

Things fall apart; the center cannot hold;

Mere anarchy is loosed upon the world (1-4)

Yeats poem points to the people who are waiting for something good to happen, they might be waiting for Jesus Christ's return but as stated in these lines everything seems to be heading towards destruction because the center which might be a reference to humanity, cannot hold anymore. The same thing also happens in *Things Fall Apart* for the main character, Okonkwo. He is stuck in that society he can no longer recognize and sees no solution. The center of his world has completely changed and he feels that he does not belong there anymore. In this context for the people of Nigeria, "the second coming" refers to the arrival of British colonizers. Their coming marks that things fall apart. From a postmodernist perspective, this reference to William Butler Yeats is considered Intertextuality, that is the interrelation between texts, a term used to indicate that all texts, whether written or spoken, whether formal or informal, are in some ways related to each other (Van Zoonen, L. 2017).

In the novel *Things Fall Apart,* the readers find also some references from history mentioning the Nigeria invasion by British colonies. Towards the end of the nineteenth century, many European countries migrated to other parts of the world mostly Africa to establish their colonies. Nigeria was one of many African nations that received colonizing missioners. Published in 1958, this novel portrays the history

of Nigeria when British colonizers came and introduced their culture and religion that was imposed later on the Igbo people.

> The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart. (Achebe 161)

A classic aspect of postmodernism is the part that postmodernist writers try to divide the present from the past by mocking it. In *Things Fall Apart*, Chinua Achebe highlights the elements of two different cultures, Nigerian culture, and European culture by comparing these cultures with one another. He provides the reader a clear picture without any attempt to change it, romanticize it, or sentimentalize it (Nnoromele, Patrick C. 2000). Moreover, this comparison emphasizes how uncivilized African culture is. On one hand, there are the Nigerian people who live in the wild away from civilization, having their own culture that is still tightly related with the tradition and the past. They try hard to maintain this cultural integrity against the strong force of the colonizers. On the other hand, there are the European people who see Nigerian people as primitive and stuck in their tradition "District Commissioner had already chosen the title of the book, after much thought: The Pacification of the Primitive Tribes of the Lower Niger" (Achebe, p. 188). The Europeans appear to be the representative of the future, representative of a new world that has taken the notion "civilized world" and they try to impose this culture to the Igbo culture-changing many things in their way of living.

Okonkwo, who is the main character of this novel, is a typical postmodernist character. Throughout the novel, the reader encounters Okonkwo to be a character with multiple dimensions, and he appears as a character with a fragmented personality, that is an individual who has a complex personality and is not coherent with his actions, beliefs, responses, and so on. Okonkwo is a fragmented figure because in Okonkwo's personality the reader faces both, traditional and modern characteristics and behavior. The traditional aspect of Okonkwo is easy to be spotted

throughout the story but the fact that he is very strict about social corruption and social forces indicates that he has some modern elements inside him. Another element that makes Okonkwo a fragmented character is shown by the fact that firstly when described by the author Okonkwo seems to be a brave, strong, hardworking man, well respected by his community, fearless in doing what he aims to do and he is described as a character who has made great achievements. Achebe describes his achievements by saying that:

> If ever a man deserved his success, that man was Okonkwo. At an early age, he had achieved fame as the greatest wrestler in all the land. That was not luck. At the most one could say that his chi or personal god was good. But the Ibo people have a proverb that when a man says yes his chi says yes also. Okonkwo said yes very strongly; so his chi agreed. And not only his chi but his clan too, because it judged a man by the work of his hands. (Achebe, p. 19-20)

Okonkwo was a hero to his village, accepting all the responsibilities that the elders lay on him, and also being wealthy and authoritarian. Okonkwo followed strictly the norms and values of his tribe and he had earned the respect and honor of the elders and the people of his tribe. However, Okonkwo's bad temper contradicts this respected side of his and turns him into an anti-hero. A good example of it is when Okonkwo violates the Week of Peace by beating her wife Ojiugo. This act was strictly prohibited in this day when no violence was allowed. Also, Okonkwo loses his temper by killing one of the European missionaries making the tribe doubt if they should believe him anymore or not "In a flash, Okonkwo drew his machete. The messenger crouched to avoid the blow. It was useless. Okonkwo's machete descended twice and the man's head lay beside his uniformed body…He heard voices asking: 'Why did he do it?'" (Achebe, p. 185). He not only kills one of the European missionaries but also kills Ikemefuna, the boy he raised and considered his son.

Okonkwo is the ideal example of a postmodernist hero. As stated previously postmodernist characters are extremely pessimistic and do not see any light at the end of the tunnel. They feel hopeless and no matter what they do nothing seems to help

and nothing gets better. The same thing happens with Okonkwo, he doesn't see any hope in the British colonizers and does not accept the fact that many of the members of his tribe and also his son, were converting to Christianity. This shows a weak side of Okonkwo. Okonkwo appears to be inflexible, not able to adapt or even to accept human limitations. (Mambrol 2019) Okonkwo has created a strong idea in his mind that he is able to resist all the difficulties and challenges against his personal ambition. He fails to accept that there exist other forces that are above him, and this makes him a weak character. He gets paranoid about himself. Okonkwo becomes what he has avoided all his life, a weak person resembling his father. Many villagers now had come to terms with reality by accepting the culture that White missionaries had brought in Umuofia including here Nwoye, the son of Okonkwo. In a kind of way, Okonkwo understood that reality was changing around him but he could not accept himself to fit in this reality which led to his suicide.

Another element of postmodernism presented in *Things Fall Apart* is magic realism. The reader faces the tradition of the Igbo people from the first pages of this novel. Intertwined with the narration of the tradition of the Igbo tribe, throughout the novel the reader encounters also a type of magic realism. Magic realism refers to the style of writing or technique which includes magical as well as supernatural events narrated realistically without any doubt about the improbability of the events (Simhachalam Thamarana 2015). Through *Things Fall Apart* the reader understands the struggles that many African tribes went through during European colonization, in this case, the Igbo people. However, many of the things that the Igbo people believe such as the Oracles, the Earth Goddess, and Egwuwu are elements of magic realism. Achebe tries to place the reader alongside Okonkwo and get a direct understanding of African culture. In the beginning, all the Gods and the powers these people believe seem to be so real even for the reader but this thing changes with the arrival of the white missionaries. When the white missionaries arrive they want a piece of land to build on but since the clan didn't want them near, they offered missionaries the Evil Forest with the belief that the Evil Forest will punish the Europeans for coming to

Umuofia. This thing does not happen and the people of Umuofia together with the readers get disillusioned which highlights the presence of magic realism in this novel.

All things considered, except being characterized as a postcolonial writer, Chinua Achebe's writings also include postmodernist elements especially, intertextuality, magic realism, fragmentation, and the division between past and present. From the title of this novel, the reader encounters the presence of intertextuality. *Things Fall Apart* is a reference to the poem of William Butler Yeats, *The Second Coming*. In the poem, Yeats states that Humanity cannot hold anymore and everything seems to change. The same happens with the main character of the novel *Things Fall Apart*. Okonkwo's world has changed and he does not seem to fit in it. Furthermore, a distinguished element of postmodernism is the fact that postmodernist writers divide the past from the present and mock it. This is encountered in the novel when the two cultures are confronted. The culture of the White Europeans is characterized as the "civilized world" symbolizing the future, and the culture of Igbo people is characterized as primitive and wild symbolizing the past. Okonkwo serves as the perfect example of a postmodernist hero. He has a fragmented identity shown by the fact that he acts as a very strong man, determined to follow the norms of his tribe and fearless. On the other hand, Okonkwo with his behavior demonstrates to be irascible, weak, not accepting changes, and not being able to adapt to the new reality. He serves both as a hero and anti-hero in the novel. The presence of postmodernist elements is also noted in the presence of magic realism. Achebe has described a real tradition of Ibo culture but mixed with many mythic elements such as the presence of many gods and the presence of the Evil Forest.

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USING TED-ED TALKS TO ENERGIZE ESP CLASSES FOR COMPUTER SCIENCE STUDENTS

Abstract

Language teaching and learning are becoming more influenced by technology. Technology aids teachers to adapt classroom activities, thus enhancing the language learning process. On the other hand, students are more engaged when they watch videos; they process and recall information more effectively. Videos that are well-chosen may be entertaining, motivational, and instructional, and they can be an alternative to more typical classroom exercises. Unlike reading texts and listening activities, videos give powerful visual signals that introduce students to a diversity of languages and cultures. This paper explored the students' perceptions of using TED Talks in ESP classes to improve their presentation skills. Students were instructed to fill out a closed-ended questionnaire. The data demonstrated students' attitudes toward using TED Talks. There were both favorable and negative comments. The participants are 65 undergraduate students studying computer science in a multicultural classroom setting. Students demonstrated public speaking abilities by delivering a speech on a variety of themes for more than 10 minutes without the use of visual aids.

In conclusion, TED Talks materials are particularly helpful in teaching English. As a result, it can be used to create useful and interesting English lectures, encouraging students to take an active role in their learning.

Keywords: *TED Talks, Motivation, Presentation skills, Technology, Videos.*

Introduction

The importance of English in computer science has progressed to the point that it is now regarded as a core educational requirement. Students in the twenty-first century are expected to be well-skilled in a wide range of transdisciplinary and interpersonal abilities (e.g., critical thinking, decision making, teamwork, and communication skills). Technology is having an increasing impact on language education and learning. TED-Ed is an instructional video platform that teachers may use to construct lessons. TED-Ed videos, unlike those on YouTube, can be turned into a lesson by adding follow-up questions. Authentic video materials can be used by the teacher in a variety of approaches. They offer original and authentic sources of real-life native language use, such as TV shows, movies, short videos of people talking, and songs. TED Talks is an inspirational video series in which people share their personal stories. Students learn about the speakers as well as public speaking in TED Talks, allowing them to be inspired and motivated by the speakers. According to Vasilevich (2016), "the major advantage of the videos is that the TED Talks are real as the speaker shares their own stories, thoughts, and experiences with the audience." Hence, TED Talks are suitable materials to be utilized in a speaking lesson. Students can directly acquire a great deal of cultural background information and emotional attitudes towards the learning materials when teachers introduce video assets into their English classrooms. As a result, students might use their independence to learn languages. Students may involve themselves in the vivid environment created by the video materials and understand the contexts of the speakers' words. In contrast to traditional English instruction, such courses implement student-centered teaching approaches. Real-life video footage may be utilized to explain a subject while also focusing on teaching new vocabulary, grammatical ideas, and other communicatively improving tasks. Additionally, the instructional content of the video can be used to motivate students. Discussions, debates, role-plays, dialogues, and group presentations are examples of such activities (Wolf, McGill, & Tuzi et al., 2011).

Literature Review

English teachers must use effective and appropriate video materials to help students become familiar with language usage as well as the cultural interactions of native speakers. One of the most important advantages of using videos is that they can provide real-life examples. As a result, realistic video materials produce a language environment that is as similar to reality as possible, which increases learners' interest in learning English. Authentic content has the potential to be a "rich and interesting source of videos in EFL lessons" (Stempleski, 1987). Materials are successful, according to Stempleski (1987), when they are linked to real-life situations that students may face.

Rivers (1981) stated that effective use of technology can assist language learning. According to Lonergan (cited in Lustigová, 2013), since videos provide a stimulating environment for students, they will engage in the viewing even if they have limited proficiency in a language. Sherman (2003) argues that authentic video can be used to bring real-world language and culture into the classroom in a current, interesting, and effective manner. Many documentaries, educational videos, interviews, and websites contain a huge body of information developed by people all over the world to express their thoughts and opinions. YouTube has the potential to give learners real English input through something that is already part of their daily lives.

According to Rajab and Sindi (2019), videos supplement students' understanding since they incorporate up-to-date knowledge as most of the course content and resources are no longer applicable. It suggests that ESP teachers employ learner-centered activities to engage students. As per Kustini, Suherdi, and Musthafa (2019), including multiliteracies pedagogies makes learning more pleasant, engaging, meaningful, motivating, and thought-provoking. Nguyen and Boers (2019) also illustrated how students may use movies to enhance their language abilities and acquire new terms.

TED has been critiqued in certain articles. However, given the platform's qualities and content, he considers TED valuable in an academic environment in his study.

Aside from that, TED has become a great teaching tool due to its capacity to inspire and educate an audience. In addition to searching by tag, TED allows you to sort videos. These features make TED an easy-to-use and effective platform for students to communicate and discuss a wide range of subjects, not just in terms of their language ability, but also in aspects of their critical thinking.

The Advantages of Using Authentic Video Materials in English Instruction

Authentic content may be a "rich and fascinating source of videos in EFL classrooms" (Stempleski, 1987, pp.12–14). These real videos can be used to teach English listening. English teachers must use effective and relevant video resources to help students become acquainted with language usage as well as the cultural interactions of native speakers in films. Materials are successful, according to Stempleski (1987), when they are linked to real life. As a result, authentic video resources create a linguistic environment that is close to reality, which promotes learners' motivation in studying English and develops their comprehension. In research, Canning-Wilson (2000) studied students' views on the use of movies in the classroom. According to the findings, students prefer to learn languages through videos. Thanajaro (2000) observed that employing authentic resources in ESL lessons to improve listening comprehension had a positive impact on students' motivation to study and acquire the language. Maneekul (2002) researched using authentic resources to help undergraduate English majors enhance their listening skills. According to research, students' listening abilities increased significantly after watching an actual video program. According to Mathew and Aldimat (2013), the use of audio-visual resources is inspirational and encouraging for students.

The TED Talks presentation is beneficial in every way; first, the lecture method can develop English material for ESP; second, TED Talks presentations benefit ESL and EFL by promoting the development of listening strategies and the practice of speaking through discussion with students from various countries and academics who watch the TED Talks videos outside the classroom, especially in CST programs where they want to improve their speaking skills.

Activities based on TED talks

TED stands for Technology, Entertainment, and Design. It is a global initiative aimed at disseminating inspiring and motivational messages from notable persons to the general public. Its slogan is "ideas worth disseminating," and it accomplishes this through short video speeches on topics ranging from children to business to global challenges. TED Talks are an excellent forum for classroom discussions and offer a variety of educational opportunities. Following the audiovisual stimulation, the activities help with long-term memory retention. The TED-Ed platform allows teachers to create entire lessons around specific TED Talks. It's especially useful if you've flipped your classroom, but it's also great for coming up with interesting homework. Here are some examples of how TED Talks may be utilized to fully engage students in classroom activities.

Once the appropriate lecture has been identified, the "Share" option may be used to give context to the video or establish learning objectives for the students. Multiple-choice or open-ended questions can be put in the "Think" area for pupils to consider. Links to publications, references, and the class blog can be included in the "Dig Deeper" area. Using these materials, one may create a richer context for the debate, encourage students to contribute rather than passively observe, and drive deeper discussion both online and in the classroom.

Research problem

Teaching ESP CST shared common problems. The problems were:
students lack the vocabulary, most of the students have relatively low learning motivation, and the students were difficult to engage in-class activities. Furthermore, the students were difficult to participate actively because the book used only contains the exercises and less material explanation. The ESP for CST course syllabus is based on a booklet as well as additional material comprised of TED Talks. The teacher's lectures include a wide range of computer science topics (such as robotics, water

technology, electricity, materials, and mechanical engineering) and complement the unit covered in the booklet.

Description of the Lesson

Students participating in the present study were undergrad computer science students enrolled in a 15 weeks ESP course. Several TED-based lectures were provided to them during their course. Pre-listening, listening, and post-listening were the three stages that were covered in their lesson. Pre-demonstration, demonstration, and post-demonstration stages are critical in video viewing.

Students had to guess what the film was about based on its title during the pre-demonstration stage. They also had to answer questions about the video's topic. Students are encouraged to engage in a discussion with a teacher or among themselves by asking questions, which helps them stay focused and motivated. Students were shown a TED Talks lecture with subtitles so they could better grasp the speaker's fast speech. These open-cloze tasks teach pupils how to decode and recognize individual words in a fluent English speaker's speech. During the post-demonstration stage, unfamiliar terms and phrases that emerged in the speech were reviewed using a presentation created specifically for this purpose. Students were asked to describe the meaning of these words in English rather than translate them into their original language. Students also underlined the psychological benefits of watching TED talks, claiming that seeing competent speakers helps them build confidence.

As a result, TED provides a venue for language learners to watch and simulate presentations, seminars, and dialogues.

Method

The research was carried out at the South East European University's Language Center in Tetovo (SEEU). Language is an essential component of every SEEU student's academic experience, both as a mandatory subject and in elective courses. The Language Center's principal objective is to give courses that are stipulated in the curriculum of the five SEEU colleges. The Language Center provides English programs ranging from basic skills to English for specific purposes.

The goal of this study was to investigate students' perceptions of TED-ed TALKS and how they might suit different learning styles while still keeping them engaged. The research method used in this study is descriptive qualitative research. The data was taken from the relevant research literature that highlighted TED Talks as a training approach for EFL students who wanted to improve their speaking skills. Students were given a questionnaire at the end of the course to fill out about their experiences with the TED Talk-based courses. The participants in this study are fiftysix SEEU undergraduate students, between the ages of 18 and 25, male and female, in a multicultural classroom setting. Their level of proficiency is upper intermediate to advanced level. They study Computer Science and are required to take English for Specific Purposes classes. The study aims to answer the following research questions:

1. Are students motivated to learn English using Ted-ed videos?

2. What are students' attitudes toward using TED-ED videos?

Questionnaires are one way to collect data. During the procedure, the questionnaire is utilized to assess the students' attitudes. A questionnaire is also given to all pupils to gauge their motivation. When authentic materials are used during the last meeting, they are provided.

Results

Using TED Talks to conduct the teaching-learning process, according to the findings, helped both teachers and students feel more at ease. The majority of students believed that the benefits of watching TED Talks outweighed the drawbacks of their listening abilities. Because the films were appropriate for their age, the kids felt that they were improving their ability to retain knowledge and were able to focus more on the work at hand. Students remembered their context information and evaluated the material in the TED Talks; and 5) The vast majority of students are enthralled, passionate, and joyful.

Students stated that the lectures helped them feel more at ease when

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participating in the activities because they allowed them to collect vocabulary that is commonly used in spoken language. Students also mentioned that the majority of TED presentation topics are socially and culturally relevant. According to the students' replies, reading while listening can be an efficient technique to understand a speech. Not only that, but it's been proven that incorporating textual scaffolding, such as a full transcript, will assist students in improving their vocabulary and listening comprehension. Similarly, Vandergrift and Tafaghodtari (2010) believe that giving appropriate scaffolding to meet learners' needs encourages them to listen. To put it another way, giving a transcript could be a helpful written scaffold for learners to understand the message communicated in TED talks.

Discussion

TED Talks can be used in the classroom for a variety of learning objectives, including teaching English as a foreign language (López-Carril et al., 2020). TED lectures, as a result, provide free and entertaining information for teaching or studying English (Ziebell, 2019). Teachers can utilize them to energize their classes, excite students' interest in language learning, and assist students in improving their English skills. According to previous research, TED Talks can help develop and influence English skills such as speaking, listening, and writing. Students can learn a range of skills by watching TED Talks. If possible, students should be given the opportunity to watch one or two TED Talks outside of class that the teacher has chosen, so that these talks may be evaluated in class and the students are familiar with the language and subject. These presentations should ideally model essential text structures such as problem-solution, compare-contrast, and cause-andeffect. Students can improve their public speaking skills by watching TED Talks. When public speaking professors explore how the style of TED talks influences pupils, TED becomes an important source of inspiration for teachers, and students enrolled in English-language learning programs can use TED Talks as a supplement to their classroom instruction. The video-based language learning app assists students in comprehending and discussing the powerful ideas presented in TED Talks. Each English language curriculum with

easy-to-use classroom resources is sponsored by Learn English with TED Talks and helps learners to discover their English voice.

It also aids language practice, according to TED Speaks. Great ideas are accessible to learners at four distinct language levels through TED Talks. The app's immersive transcripts contain meanings for words and phrases from the TED Talk. Students/learners practice new vocabulary, syntax, and speech methods on their own while also preparing for classroom debates.

Teachers integrate TED Talks as a resource. TED Talks Learn English provides teachers with resources that enable schools to host TED Talks. The language aims similarities allow teachers to identify the appropriate TED Talks as a supplement to the existing program. Lesson plans include suggestions for using TED Talks in as little as thirty minutes a class to learn English to meet our needs in the classroom. The New Classroom Presentation Method activities reinforce the new vocabulary and ignite meaningful discussion through prompts and open-ended English assignments.

For students, using TED Talks and TED-Ed may be very beneficial and fascinating. TED Talks and TED-Ed are fantastic resources to utilize since they include authentic, informative, and inspirational talks and videos for teaching and learning.

Limitations

The study's major flaw is that it only looked at students studying computer science. The study might be enhanced if the student population was expanded across fields, various institutions of higher education were integrated, and other faculty students were included.

Conclusion

The purpose of this article was to study the effect of authentic materials on student motivation in the ESP classroom. According to the findings of the observations, pupils appreciated the teaching and learning process. It is seen from

their displaying an interest and engaging in independent learning. Furthermore, the outcome of the questionnaire is favorable.

The students also indicated a positive attitude regarding the use of authentic materials; they enjoyed the teaching and learning process. Because of their exposure to real resources, the students were glad to enhance their English abilities. They noted that authentic sources help students understand how English is utilized in the real world. As a result, employing authentic materials in the ESP classroom can enhance students' motivation. It is also considered that the authentic materials utilized in the study were interesting, motivating, improved language skills, and assisted students in comprehending language usage in real-world situations.

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BENEFITS OF PRACTISING ENGLISH LANGUAGE SHOWER IN ALBANIAN KINDERGARTENS

Abstract

It is a very common trend nowadays for many Developed Countries to start English Language Teaching in Early Childhood Education. English Language Practices are very present in many Kindergartens' daily activities, through English songs, games, cartoons etc. As the most natural teaching approaches appropriated for this very fragile target group, entertaining and teaching through play stands among the most frequently used, by primary aiming to promote the development of specific knowledge and skills, alongside language teaching.

The main purpose of this study is to find out if Language Shower is beneficial for children and which are the main activities that contribute in their progress.

The interviews were held with 3 English teachers, and a questionnaire completed by the 44 participants. This survey was conducted by the parents of the children who are learning English in these kindergartens in Tirana. The findings of this study bring out the benefits of practicing English Language Shower and children's progress.

Keywords: *early language teaching, English language shower, kindergarten children*

Introduction

Considering all post-communist developments in Albania, education has been subject to a long transition stage as a result of numerous, incoherent changes and limited teaching and learning methods.

It is surprising to find out that a very considerable number of parents, show a great interest on engaging their children in English Learning Activities, by enrolling them to English language courses or trying to familiarize them with English songs, cartoons and TV programs, certainly, age appropriated.

The way children learn a foreign language is very different compared to other group ages. This difference stands not only on limited and restricted subjects and topic developed, but also on very specific TEFL methodology and materials used during the teaching-learning / process. Particularly important while teaching English Language to this very fragile group age is entertainment, play and making children enjoy the whole activity.

Well known Universities in Europe have continuously supported studies on TEFL to Early childhood education, by grounding scholarships and founding the concretization of different projects.

All required by mentors of language showers is to be bilingual and have the will to dedicate their time and energy to children. The mentors have to plan and prepare all teaching schedule and materials themselves, but yet, they have the freedom and flexibility to combine activities and topics to be taught in accordance to what they consider most appropriated and efficient for them and their students.

Natural sciences were the first field that introduced the term critical period, by the definition of a limited progress of a behavior or skill. (Pinter, 2011:49) Said in another way, an individual should try to learn many things before or during the critical period, before learning becomes a very difficult process.

When learning a new language different parts of the brain are used as a variation of the age of the student (Kim et al. 1997). Base on this we can say that young second language learners are in favor of others regarding language learning.

Motivation is being able to choose an action, the steadfastness that is shown to the action and the work needed to be put into this action (Dörnyei & Ushioda 2011: 4).

In the second language learning with young learners there are many recommendations supporting the positive approach toward the motivation. These recommendations focus primarily in communicative teaching methods that should be used in primary school teaching and in the changes that the educational system should undergo and the age of the learner's change (Cenoz, 2003: 79).

Motivational strategies are described as "techniques that promote the individual's goal-related behavior" (Dörnyei, 2001: 28). Setting goals, giving feedback, communicative tasks, forming the learner's autonomy are some of the examples of motivational techniques.

According to Malkina (2009: 54), children's cognitive abilities, memory development, attention span and linguistic abilities all have an effect on the learning and should, therefore, be taken into account when planning early language teaching. The language mentors should, primaily, have foreign language background information for every pupil (Malkina, 2009: 53).

Hypothesis

English Language Shower is important to be implemented in Albanian Kindergarten, because it helps to improve children's skills in learning English Language.

Method

Findings of this study have been provided through three main techniques: Questionaries, Interviews and active Observation. It is based on both qualitative and quantitative methods. Qualitative method includes the development of three (3) interviews with the English Language teacher. Quantitative method involves a survey to parents of the children who learn foreign language. The survey targets 44 respondents.

The questionnaire addressed to parents aims to identify how much progress they have seen in children in learning English and which is their opinion and attitude toward the innovation of implementing English Language Shower in Kindergartens.

The interview addressed to kindergarten founders and English teacher, aims to identify whether English Language Shower is effective or beneficial to students. Also, what are the effective activities of the Language Shower and measuring the progress of the students by giving examples.

Findings

1.1.1.

1.1.2. 4.1 Questionnaire Results

Forty-four (44) parents were asked to answer nine questions of this survey, and all of them are acceptable. The first question was about the age of the children, and 43 out of 44 parents responded. The ages of the children were 4, 5 and 6 years.

Sa e rëndësishme është për ju që fëmija juaj të mësojë anglisht nga një mësues i kualifikuar në universitet dhe me përvojë?
43 responses
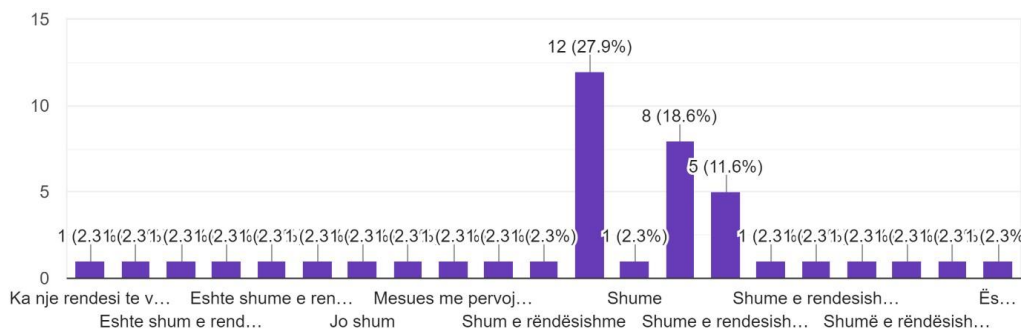
Graphic 4.1: The time their child attended an English language class

The third question had to do with the importance of a qualified English teacher, where it turned out that only for **(2.3%)** the teacher's experience did not matter much, while the rest considered the experience and qualification very important. Some of the respondents said that it is of special importance as the teacher

is the key to mastering the language, and, in this way, learning and acquiring knowledge will be faster and more effective for the child. Some have said that English is very important as it is a language that is known everywhere and will be in high demand for work. They said that it is also important that the teacher is qualified and experienced in this field because it will give a lot of interest to my child but also will be more dedicated and will be worth everything, every possible effort.

Çfarë mundësish do t'i ofronte fëmijës tuaj mësimi i anglishtes?

44 responses

- Të aftë për të kuptuar dhe komunikuar në shkollë
- Krijimi i miqve në komunitetin lokal
- Kënaqësi, argëtim dhe shprehje kulturore
- Zhvillim akademik
- Vetëbesimi dhe vetëvlerësimi personal
- Të gjitha

Graphic 4.2: Opportunities offered by learning English

The next question was about the opportunities that learning English would offer to their children. In percentage; Academic development **(4.5%)** Pleasure, fun and cultural expression **(4.5%)** Self-confidence and personal self-esteem **(9.1%)** Able to understand and communicate in school **(11.4%)** All the above mentioned **(70.5%)**

Në një shkallë nga 1-5, sa i vlefshëm mendoni se është mësimi i anglishtes për suksesin e ardhshëm të fëmijës suaj?(1 = aspak e vlefshme, 5 = shumë e vlefshme)

43 responses

- 1
- 2
- 3
- 4
- 5
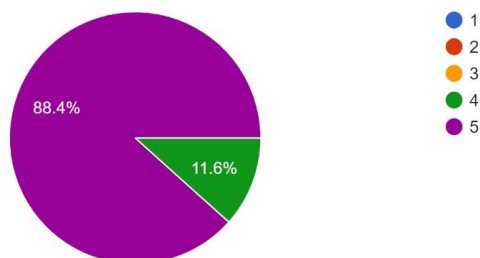
Graphic 4.3: English learning on child's future success.

Going further with the fifth question which required on a scale from 1
(not at all valuable) to 5 (very valuable) how valuable that English learning is for their
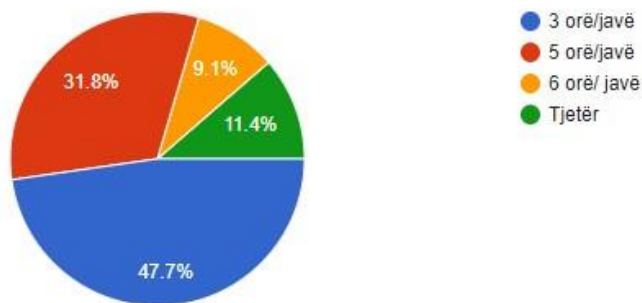child's future success. There are 43 responses out of 44. **(11.6%)** answered with the
number 4. **(88.4%)** answered with the number 5.

Sa orë në javë merr mësime të gjuhës angleze fëmija juaj?

44 responses

- 3 orë/javë
- 5 orë/javë
- 6 orë/ javë
- Tjetër

Graphic 4.4: The hours their child takes English lessons.

Question nr. 6 asked how many hours per week do they child take
English lessons. a) 3h/w **(47.7%)** (b) 5h/w **(31.8%)** c) 6h/w **(9.1%)** d) Other **(11.4%)**

Cilat nga aktivitetet e mëposhtme arrin fëmija juaj të bëjë në anglisht?

44 responses

- Lojëra
- Punë në grup
- Diskutimi i temave të lira
- Të mësuarit përmendësh
- Tjetër
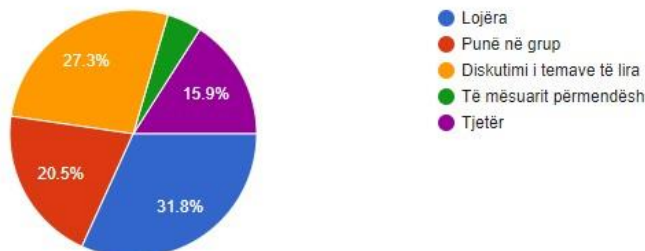
Graphic 4.5: The activities that the child does in English.

In the 7th question parents were asked about the activities that their child can
manage to do in English. Memorization **(4.5%)** Discussing free topics

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(27.3%) Games **(31.8%)** Pair work **(20.5%)** Other **(15.9%)**

Në një shkallë nga 1-5, sa progres shikoni te fëmija juaj në gjuhën angleze? (1 = aspak, 5 = shumë)
43 responses

Graphic 4.6: The progress of the child in English Language.

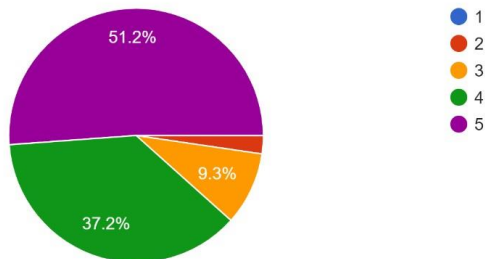When they were asked, in the 8th question, about the progress they see in their child in English language, from the scale 1(not at all valid) to 5 (very valid), the results have been positive, so parents have seen a lot of progress in their children.

Lastly, parents were asked that how much can their children express in English by illustrating with examples. There are a variety of answers, most of which lead

Lastly, parents were asked that how much can their children express in English by illustrating with examples. There are a variety of answers, most of which lead to positive feedback. 41 out of 44 parents surveyed responded that their children are able to express themselves in English.

For example, one the parents said that his/her child describes his day and can expresses love for them with chosen words. Also, can discusses things that seem interesting to him, e.g. animals he likes, nature, game.

16 parents have expressed that their children have had many achievements, they have learned the alphabet, numbers, colors, seasons, animals, etc., they can present themselves and can communicate their needs freely. They find it very easy to communicate with a peer who may be a native speaker.

One parent's response was that his/her child speaks very clear and pure English and even uses the British accent. She is ready to present herself perfectly,

she clearly expresses every thought in English (considering her age) she has even learned the abbreviations of English.

Interview Results

Based on the results of the interviews, Albanian Kindergarten as Education Institutions are implementing English Language Shower approach. By this method children show much interest in learning and this innovative English language teaching approach is beneficial to them.

This is evident in the answers of each interviewee. The founder of Tirana ECECC states that this approach provides children with a very cozy and familiar setting, as it is implemented in numerous routines and activities, performed both indoors and outdoors. It is performed in accordance to the current daily topic and the monthly initiative, by giving special regard to their emotional and energetic mood. Thus, a session pottery oriented, performed out door in mud, can't have anything in common to the group work, during which each child is appointed a different role, and expected to take a decision, negotiate and convince his/her group mates. Thus, the notions targeted to be taught during language shower` session, are so naturally integrated within the process that children do not a single moment associate that they are actually being taught, making so possible the learning of the English language such a natural, easy and cozy process.

The founder of Helen Doron emphasizes that this method involves teaching all 7 types of intelligence by helping the child learn English using all the senses. A 45minute lesson in their center takes place 15-25 different activities including games, songs, rhymes, body kinesthetic, demonstrations etc. So, a child learns the language naturally while having fun without realizing that he is also learning. By this method the child benefits more than English in their programs including cognitive development, verbal communication, sensory development motor, music, rhyme, social development.

However, the founder of the ABC Kindergarten, which is not that much familiar with Language Showering term, tells that they have the principle of teaching

through play and fun, in such a way that the acquisition of knowledge takes place naturally. They do activities such as gymnastics, applications where letters, numbers and various figures are formed, songs coordinated with simple dance etc.

From the active observations at Tirana Innovative Playschool (TIP), we came out to the conclusion that Language Shower is a very effective and beneficial method in early childhood. The activities implemented with this method make the greatest contribution to the progress of the child's language learning, but not only that, the aim is also to promote the independence of work among the children as well as the spirit of team cooperation.

Activities arise naturally and children through this method learn with all the senses and manage to benefit a lot as English with this program includes cognitive development, verbal communication, motor sensory development, and social development. Within one hour of teaching, children do activities such as: flashcard, developing a game memory, domino games with words, body kinesthetics, demonstrations etc.

Moreover, the English teacher organizes the language shower session open in the field, where children learnt the names of different insects by having the opportunity to closely observing. It resulted in an absolute success, regardless the child`s capability to name all the insects by the end of the session. The child might not have memorized all the names, but they never forget what a wonderful experience that was, and constantly ask to repeat it.

Furthermore, outdoor activities, where children touched, felt and smelled the mud turned out to be very positive. Because they not only enjoyed the nature and learned a lot of new words, but also started mnegotiating with each other, split into teams where each team had a role to play. The purpose of the children was to build a boat out of clay and wood. They managed to learn in English the components of the boat, the objects and the tools with which they were building it, but also the most important thing was that this experience helped them to improve their character. This became very apparent from a child who seemed to be an introvert, but at the end of the day collaborated and became very active with the group.

As a result, early language teaching needs to be organized in order that it enhances the children's natural interest and motivation to learn new things. The activities need to be age-appropriate and integrated into significant contexts which are a part of the everyday life of the children. Malkina 2009: 54; European Commission 2011: 14 claims that games or humorous situations are accurate ways to teach languages for young learners, because play is a natural manner of learning for pre-school children and may create situations wherein the language is learned spontaneously. Moreover, it is important that the activities are diverse, so that the children can learn with all their senses, through seeing, hearing and movement.

Results, Conclusions, and Recommendations

English Language Shower, as successfully tested in many developed countries, has proved to be a very efficient and successful EFL teaching approach. The results of the questionnaires and interviews proved the same success for Albanian kindergarten and preschool children as well.

We have different learning styles which have a major impact on our ability to understand and remember new information or to learn a new language. This approach should be implemented because it encourages kids to learn through fun, play and exploration, and what is most important, allow kids to fully enjoy being kids.

Due to the interactivity the teaching sessions were performed, children showed a great interest and concentration, throughout the whole sessions. This approach is performed in accordance to the current daily topic and the monthly initiative, by giving special regard to their emotional and energetic mood.

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ORIENTALISM IN ALBANIAN MUSIC TERMINOLOGY

Abstract

In Albanian language, a considerable number of words come from Turkish, Arabic and Persian languages. In this article are studied the words with oriental backgrounds that belong to the music fund. There are about 60 words that are mainly used for musical instruments, but also different elements of the genres of music. Some of these issues are not part of the daily use fund because they have disappeared from the art they are calling. But in other cases these words are the only ones that are still used to this day.

The culture of the Middle East has left deep roots in the Albanian language. The elements of oriental culture were intertwined with the culture of the Albanian people. In many cases it was possible to obtain a completely new element as a result of the intermingling of cultures.

Keywords: *oriental words, music, musical instruments*

1. Introduction

In Albanian a considerable number of words come from Turkish, Arabic and Persian languages. For various reasons of social history, the music and musical terminology of the Middle East have influenced the cultures of the Balkan people. This phenomenon also occurred in Albania, where, following a long 5 century Turkish rule, Middle Eastern culture was deeply rooted in the Albanian language. The element of oriental culture was intertwined with the culture of the Albanian people. In many cases, a new element has been conceived as a result of the interaction of cultures. The main Albanian cities such as Tirana, Scutari, Durrës, Kavaja, Elbasan, Prizren, Gjakova, Peja, Berat etc. They are the main centres of cultural and

linguistic communication. The interaction between music and musical cultures has inevitably led to communication between languages. Over the centuries, the Albanian language has undergone many changes, and one of these changes is the acceptance of many foreign Oriental words (Arabic, Persian, Turkish), which over time have become part of the daily communication of the Albanian language. The oriental words (Arabic and Persian) entered the Albanian language mainly from the Turkish language. These words are different and extend almost in all spheres of life such as: family, kitchens, clothes, ornaments, craftsmen, houses, construction, medical diseases, administration and regulation of the state, military expressions and equipment.

Several Albanian and foreign researchers have long expressed their interest in the lexicon system, for the factors that played a role in their penetration and the attitude that should be maintained towards them. The studies of Miklosic, Desnik, Frashëri, Çabej, Xhuvani etc. are worth mentioning. But who has devoted almost all his life to the study and codification of their vocabulary is Tahir Dizdari, one of most influential Albanian philologist who has dealt with lexical issues coming from the Orient.

According to the linguistic dictionary of the linguist, Tahir Dizdari in the Albanian language there are about 4500 words of oriental origin. Based on research it is noticed that many of these words are not part of the daily vocabulary of the Albanian language. A significant number of words came out of use. But many of them still continue to be words of everyday use, irreplaceable in Albanian. The background of words that has disappeared from everyday use continues to be useful in literature to better describe the historical period, or the literary characters. A considerable part of these words is found in the verses of Albanian poems and folk songs. Although they have been sung for generations, there are few cases in which certain words are taken in context for granted, without fully recognizing their meaning, because they have been part of the eastern vocabulary fund for hundreds of years?

In this study, we deal only with oriental words of origin belonging to the musical background. There are about 100 words, mainly names of musical

instruments, but also of elements that in a way have to do with music. Some of these names are not part of the daily use fund because the art itself has disappeared. But in other cases these words are the only ones that are still used to date.

2. The etymology of the words of music in Albanian language
2.1. Word etymologically derived from Turkish

Analyzing mainly the vocabulary of Tahir Dizdar but also etymological explanations of denominations of musical instruments made by Ramadan Sokoli, it turns out that most of the names of folk instruments belong etymologically speaking to the Turkish language. These words are as numerous as: *aheng, dyzen, banteln* (instrument string Sazes) *bori, borizan*, *bulgarians* (four-string lute), *buzuk, tepsi, çalldis* (playing an instrument, Diber), *çallgi* (musicale band), *çamçakëz* (matter to soften the skins of the violin bow and lute), *çingi, daulle, duduk*u (Pogradec a variant of kapërzburi, a musical instrument with bark), *dyzen*, *dyzene* (the key to chordophone musical instruments such as çifteli, lute, qemane etc.), *jongar*, *kavall* (larger of the flute), *qemanxhë- ja qemenxhë, gjemençë* in the South *qemane* small three-stringed, in Turkish kemencé, qemanexhi- who can play the violin well, in Turkish-kemanci. These popular instruments extend almost all over

Albania and not only in special areas.

"*Folk instruments classified as aero phones produce their sound by the vibration of air within the body of the instrument. This category contains such folk instruments as: picangë (leaf), fuzë, fugë, bredhkaçe (bullroarers), vron (gourd), bobël (horn), llullak (bark trumpet), kollomidhë, niellëse, bilbil (whistles), cyl, stërkalc, bardhaçkë, fyell, cirifilë, fyelldrejt, (fipple and end-blown flutes), biculë (double flutes), pipëzë, zumarë (folk reed pipes), gajde, karamunxë (bagpipes), glyrë, surla (clarion), gërnetë (clarinet), gëzhojë (shell). Aero phone folk instruments are in common use throughout the whole of the Albanian ethno musicological territory*"

(Sokoli, R. Miso, P. "Veglat muzikore të popullit shqiptar", 1991, 31)

2.2. Turkish words but of Arabic origin

Bejte-sud and *bejtë* in the north poem of the lyrical and satirical character. *Bejtar* from the Turkish but with Albanian suffixes bejtaxhi poet-popular who tells his poems especially in the holidays. *Bejtexhi* were also fine singers, and were known in all parts of Albania. From the Turkish beyit <Arabic bejt, Turkish def, def, Arabic deff. According to Ramadan Sokoli, the etymology of this word is more likely to be Arabic. According to Sokoli these are: "popular verses with very humorous content or joking". In South Albania bejte are song polyphonically. *Një dervish që rri në portë pa dëgjoni ç'bejte thotë: I zot' i shtëpisë rroftë dhe djali ju trashëgoftë.* (A Dervish standing at the door, listen to what the verses said: Long live
the master of this house, May his sons inherit when he's dead.)

Nefir, an airbrush musical instrument like Nefir's drum, is composed largely of a large horn that was mainly used to bring people together. Turkish <Arabic.

2.3. Turkish but of Persian origin

Avaz, bylbyl (airbrush instrument of different sizes), *ciganë*- gypsy (musical instrument with straw), *hedgehog,* from the Turkish çaganá, çegané-small tambourine, a kind of toy <çagane Persian). tondo -*Çapare*-t two pieces of flat metal plates, held together by the fingers, colliding with cadence thus producing the emission of a sound with which the steps of some popular dances are accompanied (in particular the center of Albania). But in addition to dance, *çapare*-t play a purely instrumental role in the old *aheng* of Scutari, Ulcinj and in every area of Kosovo. It is ascertained that this word in the *Dictionary of the Albanian language* of 1962 is used in musical bands. Tahir Dizdari explains that, unlike the borrowed languages, this word has two meanings, that is, it has to do with two different instruments. One, as Meyer says, is captured by two straps and is as big as a plate while the other is tied to the fingers and is as small as a cup. One is used in the musical band and the other in mostly female dance. In Turkish çalpará <persiano-çärpäré. *Çinija* (two round metal plates in the musical band), kafas-zi- part of the string instruments: The hole of the lute. According to Meyer kafaz is Turkish but originating from the Persian käfés.

Qemane- The four-stringed musical instrument, with bow, violin, in Turkishkeman <persian käman. The zile or zyle in Scutari - two equal brass disks which, when collide, produce a heavy sound. They are part of musical bands and orchestras. (Italian catubo, cimbali) Turkish etymology zil <Persian.

Avaz **-**motif of a song or musical piece. It may be used to describe both a genre and a musical technique, and is encountered more frequently as a genre in instrumental music, for example the Avazi i dy motrave (melody of the two sisters) for two buzuks from Korçë, or the Avazi i Aishesë (Aisha's melody) for fyell from Elbasan, but it is also found as a technique, for example when used as the first part of a kaba in free rhythm, mainly ad libitum. An avaz may be played on the following instruments: buzuk, tambura (plucked stringed instruments), gajde, fyell, cyrle and xhurë (small flute with bottom). The word also has its place in proverbs: Po nuk u njom gurmazi, nuk merret avazi (you have to wet your whistle before you can get a tune). The word avaz is frequently used in many songs from southern Albania: (What is the nightingale singing by your window? Go out and listen. Go out hear the melodies it makes until the lads are filled with delight.) The word avaz is also used as a terminology and musical structure in contemporary Albanian music, for example in the compositions Avaz for four bassoons (1993) and Avaz II for 30 instruments

(1994) by the Vasil S. Tole. (Tole, 2010)

2.4. The words are supposed to be of Turkish etymology, but it is not denied that they have other origins.

So, for example, gird - two bronze disks that collide with both hands and used in the band and in some teqe. Compared with Turkish cingiraki, bell. But Tahir Dizdari does not deny the onomatopoeic origin or any other origin. *Alet* - musical instruments, Turkish-alet. But Tahir Dizdari does not exclude the possibility that this word comes from the Serbo-Croatian alat, halat.

2.5. Contradictions between Dizdari - Sokoli

Bakllama which is a larger instrument than the mandolin. According to Tahir Dizdari this word comes from the Turkish baglamá which is a musical instrument similar to the mandolin. In this case the phenomenon of deafness of the glutei vein occurs. While the etymology Ramadan Sokoli of this word is accepted as a Persian. The *bardhačke*-Korçë, is a aerophone musical instrument worked on the beak of a small ceramic strainer. According to Ramadan Sokoli the cavity of different ceramics can be filled with water to ripple when the children blow. From that source Sokoli, he found the origin of the name. While Tahir Dizdari says that the suffix *ckë* is taken from the Slavic. It is not known why Tahir Dizdari included this name in its dictionary of Orientalises in Albanian language. The *bulgarian*, is a small airbrush instrument, but in the Dictionary *of the Albanian language* 1951, is said to be a type of four-stringed mandolin (lahute). And Tahir Dizdari himself has put a question mark. From the Turkish *bulfari*, it means a musical instrument larger than a tambourine and smaller than a bagel. While from Ramadan Sokoli, we find this word in the form of *bulgaria* in the area of Scutari a string instrument with a format almost of a four-wire guitar. Ramadan Sokoli says that this instrument came late from the southern Slavs it came from and from the etymology of the word.

The *kadum* resembles a small metal toy used in the villages of Tirana and Central Albania, mainly before eating the collages (Syfyr) in Ramadan to announce the event in the religious ceremony. Tahir Dizdari Turkish-kudŭn. While Lokotsch finds the etymology from the Arabic kadus through the kádos (grecco) - vase, jug for water or kadus in Latin. According to Ramadan Sokoli, this word can be derived from the Jewish kad and should be compared with the lost verb Kadu. Rope - the strings of a musical instrument. Çabej finds it in the people of Arbëresh before 1530. Tahir Dizdari admits it as a Turkish word which then penetrated all Balkan languages. Ramadan Sokoli says that Tahir Dizdari does not accept this word as a Turkish source but with the Arabic etymology, which in the Tahir Dizdari vocabulary does not resemble a word from Arabic.

Tezga - Small bridge for stringed instruments. Tahir Didari raises the question that the etymology of this word could come from the Serbo-Croatian tezga which could be a reduction of the Turkish tezgäh or did this reduction occur in our language? In the variant used by Ramadan Sokoli this word is found in the form of Tezgane used in the area of Korca and is a word of Turkish etymology, tezgäh <in perso dastgāh.

The Xhura is an aerophone wood musical instrument of Southern Albania, the tunx. It is also known as the shepherd's flute - bagpipes or zanamare. According to Eqerem Cabej, Meyer was right when he called it zurna from the Turkish zurná. According to Tahir Dizdari, the cure is more likely to be a cure for a kind of small zurna. But Ramadan Sokoli expresses this word in the form of an xurë string which Naim Frasheri calls it the Xhura. And this word according to Ramadan Sokoli is confused with words zurlet and zurne.

Zamare-flute- cane of the cane shepherd a kind of aerophone musical instrument. According to Eqerem Cabej and Tahir Dizdari this comes from the Arabic zammära. Ramadan Sokoli talks about zooming and throws the thesis to compare this word with the Syrian zamaru = to sing and with the Hebrew root zmr = to sing or play an instrument. On the other hand, Sokoli expresses himself towards the antiquity of this Albanian word *çapllare* found in Arbëresh. Ramadan Sokoli in turn gives us the form of *Zanamare* - an aerophone instrument found in the Albanian Montenegrins. Ramadan Sokoli says that the vocabulary of Ali Ulqinak is in the form of *zaramane* and explains the etymology of the Turkish çapllare. But Sokoli says that perhaps this word has an onomatopoeic etymology. It is not clear whether it is the same instrument or different instruments.

Another word is *karadyzen* a small musical instrument with musical strings, two strings attached to the string in the quartet with a feather. Tahir Dizdari says that this word cannot be found in Turkish dictionaries. Perhaps it could be created in Albanian with the word *dyzen* adding the prefix *kara*. Ramadan Sokoli recognizes the etymology of this Turkish-Persian word.

2.6. There are words that Tahir Dizdari's dictionary of orientalisms in the Albanian language did not include.

But according to Ramadan Sokoli they are words of Turkish, Persian or Arabic etymology. As such we can list; *borigë* musical instrument with 6-8 strings, the sounds of which they make with the feather. Its shape is similar to that of Tamarres, but the size varies. For Ramadan Sokoli, the etymology of this word comes from the Turkish. Ramadan Sokoli is based on the vocabulary of S. Fraser, who defines it as a tambourine without curtains, while the buzuku has its own scale keyboard.

*Çiftel*i - çeteli in Dibra, *cyteli, qyteli, qeteli* in north of Kosovo. - a two-wire musical instrument that produces sound with the use of a feather. Turkish language ciftetelli that literally responds to the word of Tahir Dizdari's dictionary. According to Ramadan Sokoli the etymology comes from the Turkish root *cif* and from the Arabic word *tel*.

 Çyri in the area of Elbasan is an instrument similar to mandolin with 4-6 threads like a bush and temperate keyboards. The strings were handled with the feather. This word was not found in the Dizdar dictionary. Ramadan Sokoli says that perhaps the etymology of this word comes from the Turkish *çoqur* (musical

instrument). It is a word that is also found in the Italian 'arbëreshët with 12 strings. He is mentioned in a poem by Serembe. The fact that it is found in Arbëresh, perhaps, removes the right of etymology from the Turkish or it can be said that it entered long before the Ottoman conquest. *Darabak* – is a membranophone instrument consisting of a tube- shaped container with an open-ended tube, while the narrow part is covered by a firm skin which is pounded with the palm. This word is used in Kosovo. The etymology according to Ramadan Sokoli is Arabic. This word is not in the Tahir Dizdari dictionary.

Ungar-fun cordon says Ramada Sokoli claiming that the etymology "probably from the Turkish Jonar". But a similar word is not found in the Tahir Dizdari dictionary. The *balloon* (tullumbaci) is a one-membrane instrument, "says Ramadan

Sokoli, which is thought to be both a keyword with Eastern etymology. Not even *darabuca*. This word is not found in the Tahir Dizdari dictionary.

Avash –avash- nice and slow, take it easy is another word that is not include in the Tahir Dizdari dictionary. Avash-avash is a term from folk musical practice with a transnational spread. It is used on any occasion when folk musicians want a piece of music to be played at not too fast a tempo. It is also generally used for the slow dances of the south. (Tole, 2010, 14)

2.7 Names with uncertain etymology

Almost all the names of the most popular musical instruments in Albania, originating from Oriental languages, have a controversial etymology. Generally these are words which are still used to this day as the musical instruments they name are in use and have not disappeared as may have commonly happened with many other words which belong to the old vocabulary. So, for example, the *daire* is the tool of the popular *aheng*. Arabic Arabic <dairé. The etymology of this word is the Turkish from which the Serbs also took (daire). But the possibility etymologically comes from the daire zengi-def Persian to bells is not excluded. Similarly, the word drum is not yet clear if it is a word inserted during the Ottoman conquest or that arrived in Albanian as a word before the conquest. In favor of the latter thesis, Ramadan Sokoli shows that some monasteries in Kosovo have frescoes in which this instrument is reflected. Similarly, it is the presence of this word also among the Arbëresh.

Gajde - the aerofone musical instrument, composed of two tubes placed on a piece of leather, one of which has 6-7 holes, while the other has no holes. According to Ramadan Sokoli it comes from the Arabic and from which the Turks took it, the Spaniards. But in Arabic this word actually means rule, base, principle, therefore, not a musical instrument. His disapproval of this thesis is expressed with a question mark. In Turkish, gayde-musical instrument.

Lahuta - musical instrument with a single wire that produces sound through the arc, says Tahir Dizdari, localizing this instrument mainly in northern Albania. But

Ramadan Sokoli offers another explanation for this instrument in southern Albania. According to him, there is an eight-wire instrument divided into four groups that produces sounds through a feather. In Lezha we say *Láutë* and a Mirditë *Láudë*. The etymology of this word is a bit complicated since different meanings are given around it. It is seen as an Arab descent to ŭd, (wood) *al-ʿūd* and then passed into Turkish, lavta, laguta. Meyer says that in the arbëresh of Calabria is it found in the form of a *lavut* which comes from the Greek lavic (ούτι.) (italian language il liuto). Lokotsch says that Tahir Dizdari admits that this instrument to accompany love songs came from the Islamic orbit, but it impresses that if this instrument had come as such, greater use was made of the songs and rhapsodies of Kreshnik and epos in general.

The *sharki* - in Meyer's etymological vocabulary is a word that comes from the Turkish in the sense of the song that comes from oriental songs,. Ramadan Sokoli says that we have no information on the etymology of this verb. In Kosovo, says Sokoli, *sharki* they say for stringed instruments, in some Kreshniks songs we find this label for the lute. Ramadan Sokoli - five-stringed instrument, while for Meyer it has two strings. In Turkish şarki is used for some cheerful songs that are composed according to a special rule, generally for songs sung. Tahir Dizdari excludes the possibility of derivation of this word from Arabic.

The *Tambur*a (tambourine) in Korça is a stringed musical instrument, 6-7 strings with a long tail. In Kristoforidhi's vocabulary we find him as a jongar and in the vocabulary of the Albanian language as a three-string guitar. Meyer in of the opinion that it comes from Turkish tambur. Lokotsch in Arabic tanbur. Sokoli is like a drum that forms a group that includes instruments such as cherry, plum, baklame, jongari, cherry and shark.

Zurna (clarion)- we come across different forms of Albanian voices like *cyrle, cyle, zurle, zyrrle, culë, curde*. Aerophone musical instrument with an eighthole wooden element, cylindrical-conical, with a double hole. It is a musical instrument spread throughout Albania. The sound it emits is loud. In the south we find it as *nijare culë*, with one barrel and *dijare culë*, with two barrels. In Turkish language it is found in the form-zurna. Meyer explains it with the old Serbian sur na. There are also

missing and etymological explanations for the Persian source. Ramadan Sokoli explains the chronology of this word from Bardhi's vocabulary which is found in the form curl-surla and with Persian etymology *surnai* and *zurna*. And from here it took Greek and other Balkan languages. Sokoli is of the opinion that this word entered before the Ottoman conquest, as we also find it in the Arbëresh language. Sokoli says that such instrument is found in medieval frescoes of the pre- Turkish period in some monasteries in Kosovo.

2.8. The element of the *Aheng* (harmony)

Another group of words of oriental origin is found in the names of the constituent parts of the songs that make up what is called an *aheng,* harmony. The origin of the harmony comes from the eastern countries. Consequently, from these languages, in addition to Arabic, they are taken from the Persian and the definitions of the constituent parts of the Ahengu in Turkish language *ahenk*. Example; *Gazel*: the musical genre in our *aheng* Tahir Dizdari, Gazel Turkish erotic poetry, lyric poetry, etc.

The *Jar-jar* group in Shkodra's aheng (harmony) used at the beginning and end of the verses. "Jar I love you, a / jar I love you on everything". In Turkish and Persian, *yâr* - lover / friend. *Huzam* - one of the perde of the harmony. Turkish - *Hüzzam* one of the motifs of oriental music.

Peshref – a kind of instrumental prelude that takes place at the harmony *(aheng)* before a group of songs begin. In oriental music peshrefi is a musical piece of four pieces and four fabrics after the entry tax in regular parties. *Suzinah* - one of the *perde of aheng* (harmony), Turkish *Sûznâk*, Persian.

Dyqah - the first perde of the old Scutari harmony. *Dogāh* for the Persians means twice. *Zil* or *Zy*l - second perde in the coding of *aheng*. In Scutari it is also used for songs that have high tones. From Jung we also meet the term soprano. From the Turkish form zir <Arabic the subtlest string of the instrument. *Sergjah* is the fifth perde in the codification of the *aheng* (harmony), in Turkish- *çargâh*. *Nevish*: the seventh perde the civic aheng. Turkish <arabica *neva* melody in oriental music.

Nysejni eighth perde of aheng (civic entertainment) .in turkish-hŭseini- <in Arabic husejni a part in oriental music. *Sabahi* - the ninth perde in the codification of the *aheng* (harmony), in Turkish-sabë. *Leva*- The tenth perde of the *aheng* (harmony). In Arabic, leverage means pain caused by love and pain. *Nihavend*: the eleventh perde of the *aheng*. In Persian nihavend.

3. Method

The method used is the comparison method. The study is based on two other studies. They are the dictionary of orientalise in the Albanian language of Tahir Dizdar and the studies on Ramadan Sokoli on Albanian musical instruments. At the beginning, the vocabulary of Tahir Dizdari was studied. The words belonging to the field of art and mainly the names of musical instruments were found. So these words are compared with other languages finding their etymology. The studies conducted by Ramadan Sokoli for the musical instruments of the Albanian people have served to make a comparison between the discoveries of Tahir Dizdar on one side and Ramadan Sokoli on the other.

Through the method of comparison, we have been able to present the author's priorities to the other and their shortcomings. It has become possible to find common points between them. As a result of this method of comparison, the author has devised some new conclusions.

The main literatures used are, in particular, different dictionaries dealing with oriental interpretation themes**.**

4. Findings Table 1

Oriental words in Albanian 4500	4500
Terms from the music fields	100
Word etymologically derived from Turkish language	59

Turkish words but of Arabic origin	2
Turkish words but of Persian origin	9
Dubious etymology	15
The other oriental musical terms	15

5. Results, Conclusions, and Recommendations

In conclusion, the oriental names in Albanian language in the music field cover the range of popular musical instruments and harmony. A good part of these words are not used in our days after they disappeared together with the corresponding objects. On the other hand, the most musical instruments continue to survive to this day.

Most of the oriental words in Albanian music are words of Turkish origin. The Arabic and Persian origins are less than the words of Turkish origin. There are some oriental words used to name the musical instruments mentioned by Ramadan Sokoli but not in the dictionary of Tahir Dizdari's orientalise.

Most of the words of the popular instruments, still in use today, have an etymology that is not completely clear. Almost all the names of the most popular musical instruments in Albania, originating from Oriental languages, have a controversial etymology. Generally these are words which are still used to this day as the musical instruments they name are in use and have not disappeared as may have commonly happened with many other words which belong to the old vocabulary. On the other hand, it is a clear oriental etymology of these words.

It is recommended that future work focus on resolving the etymology of those oriental musical words with questionable etymology.

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THE USE OF HUMOR IN EFL CLASSROOMS: TEACHERS AND LEARNERS' ATTITUDES

Abstract

Research has shown that using humor in the classroom can help teachers to be more effective and to build a motivating environment in order to enhance student learning. This study examined teachers' and learners' perceptions of the use of humor in EFL instruction, teachers' perceptions of the role of humor in learner motivation, teachers' practice of humor in their classes, and the challenges they face when using humor. The data were collected through the administration of a semi-structured interview conducted with eight experienced EFL teachers and a focus group of six students from High School "Çelësi Magjik" in Tirana. The findings show that both teachers and learners have positive attitudes towards the use of humor in the classroom and the teachers find it a useful pedagogical tool to raise motivation and improve learner engagement. From the teachers' perspective, the challenging aspect of using humor is the ability to manage the classroom again and the learners' tendency to misinterpret or not understand humor. These findings suggest that as humor creates a more motivating and relaxed atmosphere, teachers should use humor and language play to motivate and engage their students in the classroom.

Keywords: *EFL learners and teachers, humor, language play, motivation, student engagement, classroom management*

Introduction

Humor and language play can be great sources of motivation in the second/foreign language classroom; they also encourage and establish good teacherstudent relationships. A teacher with humor in the classroom finds it simpler to create interaction and communication with the students. In addition, teachers with a natural sense of humor strengthen the teaching and learning in the classroom more easily.

Enthusiasm is the best outfit that a teacher should wear in a classroom environment because it shows the passion, interest and excitement for the profession. However, besides all the positive effects of enthusiasm, due to the challenges that use of humor bears, it is also a very controversial topic. As managing the classroom is one of the difficult aspects of a teacher's job, use of humor can distract students from the very main purpose of learning. In addition, other factors, such as the force of using humor, inappropriate humor, wrong context or even misunderstanding it, can lead to negative results of the relationship between teachers and students and the students' engagement. While research brings insights into the use of humor in many EFL contexts, very little has this topic been the focus of research in the Albanian context. This study brings modest findings about participant teachers' and students' attitudes towards the use of humor in the EFL classroom and its role in the learners' motivation. it addresses the following research questions:

1. Could humor promote teaching and learning in the classroom?

2. Do students or pupils get more involved /motivated if you use humor in the classroom?

3. Do Albanian teachers use humor and language plays in the classroom?

4. What are the main challenges they face in the use of humor and language play?

5. Can the use of humor be a bridge of communication in the classroom? Teachers in the classroom, especially in Albanian schools do not introduce much humor in their classes because they want to maintain the ethics of a

serious teacher in the classroom, while students feel much more motivated when they have humorous and enthusiastic teachers in the classroom.

Literature review Charisma as a Factor in Effective Teaching and Learning

Teachers in the class are seen by the students as role models and for this reason, they have a strong impact on them. If teachers or instructors create a good climate in the class, consequently, they will be able to create good relationships and the feedback from the students may improve the teaching. In particular, a teacher's charisma is often recognized as an important factor of his or her effectiveness in the classroom, but by its very nature, this characteristic is regarded as something difficult to define or quantify (Huang & Lin, 2014). Teachers need to create a supportive environment in the classroom because in this way the students are more likely to enhance their learning. Being charismatic also means using humor in the classroom. The personality that a teacher has in the classroom is like a gift because not everyone should be charismatic and be able to spread this with the audience. Most of the students need teachers that are funny, encouraging, helpful, friendly, empathetic, and strongly interested in the student's learning.

Positivity, support, interaction, and feedback are the crucial points of effective learning. According to Huang and Lin (2014), it is common to hear that some teachers are so welcoming or popular that students like to attend the class. There may be some quality that deeply attracts students that not all teachers possess. We call this teaching "charisma" . Students prefer a lot of teachers that besides "a serious part of the lesson" incorporate humor. Humor has great power in the classroom. It will indicate self-confidence in the discussions, good atmosphere, will reduce stress and anxiety, can improve the activity, facilitate the learning, etc. A charismatic teacher is a good influencer in the classroom. Teaching is a complicated profession, but doing it with passion and fun both students and teachers will enjoy the lessons.

Displayed or Experienced Enthusiasm?

Enthusiasm is clearly defined as a variable of behavior which is connected with teacher enthusiasm. Besides all the positive effects of enthusiasm there are some implications to defining enthusiasm correctly. Keller et al., argue that there is no

agreed-upon definition of teacher enthusiasm (2016). Instead, researchers have employed different conceptualizations of teacher enthusiasm, are refered to as displayed and experienced enthusiasm. These two concepts are complementary to the teacher's enthusiasm. Displayed enthusiasm is characterized as a nonverbal expression in the classroom and experienced enthusiasm is considered to be a component of instructional behavior.

Being enthusiastic and promoting it to our audience may have positive factors in learning and students' attitude toward the learning. Both are used to motivate, bring humor and enjoyment in the learning situations. These authors also theoretically and empirically differentiate two forms of experienced enthusiasm, namely topic-related enthusiasm in which teachers can be excited about the subject that they teach and activity-related enthusiasm in which teachers are excited about teaching itself (e.g., interacting with students); both need not necessarily co-occur within the individual (Kunter et al., 2008; Kunter et al, 2011). Experienced enthusiasm is more widely spread than displayed enthusiasm because it is classified in 2 groups: topic-related and activity related. In both cases, experienced enthusiasm motivates the teacher and the students, too and serves as a good environment to learn (Kunter et al., 2008).

Enthusiasm is considered one of the elements of teaching effectiveness. An effective teacher influences the students' outcomes and teachers' rapports with students. Enthusiastic teaching relates to a teaching style described by keywords such as relaxation, mobility, expressiveness, stimulating, and energy or as the opposite of a monotonous and dull teaching style (Keller et al., 2016). An enthusiastic teacher has the ability to create an atmosphere which is conductive to learning, to engage the students in the lesson, and to encourage them to communicate in the classroom.

Collins considers enthusiasm a culmination of expressive nonverbal behaviors and defines teacher enthusiasm based on eight different indicators. According to her operationalization, an enthusiastic teacher employs a lively, energetic, and exuberant teaching style (Collins, 1978). An enthusiastic teacher has the ability to create an atmosphere which is conducive to learning, to engage the students in the lesson, and to encourage them to communicate in the classroom.

Teachers also may enhance the learning by using humor and being dynamic and energetic.

Researchers like Pomerantz and Bell point out that the topic also played a role in occasioning humorous interaction (2011). Students feel more enthusiastic for some lessons than others because of their content. Therefore, classroom interaction is also based on the learners' preferences of the topics and teachers should work hard on planning a lesson for the benefit of their students.

Teaching with fun in the classroom will make the classroom and students alive.

Implications of Using Enthusiasm and Humor in the Classroom

Early research has shown that the introduction of humor into the teaching process may not improve or influence learning (Ziv, 1988). Unfortunately some studies are conducted in artificial experimental settings which indicates the presence of humor unimportant in the classroom and for this reason the results are not real but to be honest those results have demoralized the researchers in this field. Besides this, he sees an interest in humor as a value for teaching and learning (Ziv, 1988). In addition, according to Ziv, two main research directions are most prominent. The first focuses on students' evaluations of teachers using humor in their classes, measuring affective outcomes. The second is directed toward investigating the influence of teachers' use of humor on student learning, measuring cognitive outcomes" (Ziv, 1988, p. 6). These two directions are like hints in order to understand and to evaluate the humor in the classroom.

Using the right type of humor is also important. The wrong use of enthusiasm and humor may demotivate students to learn and also may provide conflictual situations between teacher-students. Furthermore, sometimes locating the point of a joke is more challenging because it can require socio-cultural knowledge (Wulf, 2010). Besides language, we have to know the culture and society itself. Finding the point of a joke is very difficult because it needs socio-cultural knowledge.

Different cultures laugh in different ways and their jokes may be difficult to be understood by others. Moreover, jokes have to be presented in a special continuity

with the concept learned (Ziv, 1979). In other words, using humor in a classroom environment does not mean just to tell jokes and to make the audience laugh. Teacher presents the concept or the item of the lesson and to get the attention of his students may illustrate it with humor or a joke. The teacher should be well prepared to relate the humor with the purpose of the learning. Language play is very crucial to make pupils understand better and in a simple way the point of the lesson.

Humor as a skill in the classroom

Humor is a very productive tool, not only in the classroom environment but in every field of communication. It helps to create warm and cool relationships with teachers and students. The flow of the lesson needs also effective teaching, a balanced communication between give-and-take feedback in the classroom setting.

Some classroom humor is planned by teachers but most of it is spontaneous. Students in the classroom need to have a teacher that lets them make mistakes without judging them but using humor to help them improve. According to Boerman-Cornell "humor can be used to build up student confidence and sometimes even help students forge a new, freer identity" (1999). Using humor in these cases may build student's confidence and also the atmosphere of the class may affect their identity, too. Shy students find it difficult to participate in the discussions and the teacher helps them to change the way they think.

When students laugh about something, it means that they are accepting and approving it. This is very important for the English teachers and a worthwhile thing for students to understand. If the student's responses are positive then the role of humor is transmitted correctly and this means the teacher has reached the high point of the lesson plan. Teachers should be careful to not let humor have a counterproductive effect. Teachers should be very careful how we make those jokes in order to not hurt anyone. If teachers allow students or themselves to engage in it, "it may stifle creativity and class participation and create an atmosphere of fear" (Boerman-Cornell, 1999). On the contrary, using humor in the classroom should be seen as a relaxing tool and not like a 'dramatic' one. Some teachers tend to attract the

students' attention by mocking themselves or others in the classroom (Minchew, 2001). Using the different dialects of the language just to change the climate of the environment and for every student to be part of the class may also be an effective strategy. However, we should be very careful how we humor others' dialects. A good teacher should emphasize that we are part of a community's dialects and it is okay to have a dialect which is different from the other dialect but it is not okay to use dialect in other contexts.

Humor as safe house in the classroom

Not everyone may accept the sense of humor so some students may feel the need to avoid this and others enjoy it a lot. The teacher should be very careful to identify these different identities. Humor helps students to be more creative too, more included and more willing to learn. So, using humor in the classroom is seen as a safe house for learning another language and of course the communication competence of a foreign language through interaction. According to Pomerantz and Bell, constructing a safe house in this way is still inherently unsafe (2011). Teachers in a learning classroom should be very attentive on how we use humor with our students. There we may have different cultures, different identities, different thoughts toward the other's attitude and opinions.

Minchew argues that teachers don't have to be comedians to create an enjoyable classroom environment (2001). The responsibility of teachers is not to entertain the students but to teach with fun and to spread enthusiasm and enjoyment in the classroom.

English teachers are frequently stereotyped as dour, prudish individuals with no sense of humor. Perhaps, as Backes (1999) claims, English teachers tend to be too serious, concentrating on the tragic rather than the comic. For these teachers humor is not 'a serious way' in the learning environment. They find it difficult to get involved in other roles and choose the safest way to explain the lesson.

Teaching with fun in the classroom will make the classroom and students alive. A good teacher is not the one that cares just about the subject, but also cares

about the students, how they feel, how they behave, and how they are. Possessing and exhibiting a good sense of humor is one of these characteristics. Humor can also lead to the establishment of student-teacher rapport, which is another characteristic of master teachers. Research has shown that students report they not only learn a great deal from humorous teachers, but they also enjoy the process of learning from them (Buskist, Sikorski, Buckley, & Saville, 2002).

The study

This study employs qualitative methodology to investigate the participant students and teachers' perceptions and beliefs about the use of humor in the classroom. The participants are eight experienced EFL teachers teaching at different levels of a non-public school and six intermediate level students aged between 14 and 18.

Data collection instruments

A semi-structured interview consisting of seven questions was used to collect the data from the teachers in order to answer the following research questions:

1. What are the teachers' perceptions of humor and enthusiasm in the classroom setting?

2. Does humor help the students to be motivated and engaged in the process of learning?

3. What are some challenges of using humor in the EFL classroom?

To collect the six participant students' opinions about the use of humor in EFL classrooms, the students were organized in a focus group, a planned conversation between the students and a teacher, who moderates the discussion to gather the information. The six questions were primarily written in English and then they were translated into Albanian for maximum understanding. However, the students opted for holding the discussion in English. The discussion addresses these questions:The instrument used for this study takes the following questions:

1. What are your favorite teachers in the classroom?

2. How do you feel when teachers use humor in the classroom environment?

3. Do you think that it is possible to learn and to have fun at the same time?

Results

This part provides the results of the data collected from students and teachers. It also includes the questions, samples, results, and the number of participants who participated in this study. **Teachers' Interviews**

87.5 percent of the teachers who were interviewed were females and 12.5 percent of them were male. In terms of teaching experience, there was a wide range from 1 year to 14 years of experience.

<u>Question 1:</u> How much do you agree with the description of this photo about humor in the classroom? (In the interview a photo is given with a definition of humor and also are underlined the positive effects of humor).

Almost all teachers agree that a sense of humor may help you to become a successful teacher, to relieve tension in the classroom and also to engage the students in the process of learning.

"Humor is part of my teaching methodology. As a student, I always preferred teachers who were enjoyable and easy going. I agree with the quote"-Teacher N.M. They also find humor as a good motivator in the classroom to make students feel comfortable and also to achieve good results and to have a successful learning.

"*Well said. A good sense of humor leads to a good way of teaching and good results*"- Teacher L.CI "Totally agree that humor is very important when we are with our students. *Having a sense of humor is described as the appreciation of things that are amusing"*-Teacher E.H

One of the teachers asked and responded with a percentage: *"80 %"* - F.K.

This study brings their challenges of using humor in the classroom because for them teaching is serious and learning in this way is safer than trying to put humor in their lessons.

<u>Question 2:</u> Do you consider yourself a humorous teacher or are you more traditional with the students?

Humor in the classroom is seen as a tool to attract the attention of students and also to engage them in the learning process. Being a humorous teacher and using humor makes teachers also love the profession of teaching and to make the audience have fun during the lesson. Most of the teachers are humorous and the feedback of their students is positive toward this term. *"I consider myself a humorous teacher. Most of the time, I use humor to attract students' attention and engage them into brainstorming and discussion"*-Teacher N.M.

"Neither of the answers. I am traditional when needed and "humorous" depending on the situation"-Teacher L.S. *"I try to be humorous but also keep a standard etiquette"*-Teacher J.F. *"Well I try to do both of them"*- Teacher L.C.

The responses show that in Albanian Schools there is that "fear" of going out of the ethics of being a teacher. Some teachers respect the context of the situations and they choose a safe moment to be funny.

Question 3: Is it possible to learn with fun? Please give a short example of a joke that you used in the classroom and how the students reacted.

Teachers' answers to this question vary and they appear enthusiastic to speak about the topic.

"I think it is possible to learn with fun. Now, I teach adult learners and I try to use jokes that they are familiar with, too. Most of the time, I may use some funny jokes from Instagram or tiktok, as they use these applications all day long". -Teacher N.M

"It is possible in different situations but not all the time. We were having a general discussion, group talking exercise on how to learn better and I cracked a joke on how after this discussion we all are going to go home and be lazy again like we always do. The class laughed and it released a lot of tension and stress they had about having to learn more".- Teacher J.F

"Yes, it is possible to learn with fun. I had to teach imperatives and I used it to order students in a funny voice in order to understand grammar". Teacher L.S

"Yes, of course. Last year I wore a funny costume for Halloween. The 4th graders had never seen me dressed this way. So we enjoyed laughing together". -Teacher E.H

"Yeah for sure, it is possible to learn with fun. While reading a short story to my

students I made a joke with one of them, by comparing my students with the character of the story. (the role of the character in the story was positive).The reaction of the whole class was positive, they laughed a lot, then they started to compare themselves with that character by using the new words".-Teacher E.A.

"I think it is possible and very effective actually. I made a joke with the second meaning of a word and when they got it they burst into laughter and made them very interested and cheered them up in the next session". Teacher F.B

These responses show that all the teachers are motivated to speak about this topic and they have dealt with different situations in the classroom. Teachers know when and where to use humor in order to enhance learning and to make the students enjoy the lesson by using language play, funny games,etc. They emphasized the positive role of humor while teaching, too.

Question 4: Do students or pupils get more involved/motivated if you use humor in the classroom?

Humor helps students to be more motivated, to like the lesson more, to express themselves freely and to break the barriers between teacher and students relationship. Interaction is important in the field of education and in the process of teaching and in these cases humor helps us to have more confidence and to also build our students' self-esteem.

"My students get more involved if they are listening to a joke that they know or have heard about. There is nothing wrong with this kind of involvement or motivation but a teacher should know where to get back to the lesson. Every joke has a time limit".
-Teacher N.M

Managing the lesson is a difficult task for teachers and the teacher emphasized the importance of limited time jokes during the lesson in order to not lose the real purpose of the learning.

"Yes they get more involved and want to tell their own jokes".-Teacher L.S

"Yes they do. They are happier and they get more motivated when you teach the lesson that way and as a result, they get involved in the lesson". -Teacher L.C *"They agreed that humor could be used to create a relaxed classroom to make the learning*

experience more positive and enjoyable". -Teacher E.H *"Yes, they do. According to me, humor and games can motivate students and make them more interactive".* Teacher E.A *"Totally".* - Teacher F.B

Most of the teachers agreed that students feel more motivated when they use humor in the classroom because it helps in creating a good environment to learn and to express their feelings. Some of them explained that humor is a very effective tool to be used in the classroom but teachers should be very careful to manage the lesson properly and to keep their attention to the main point which is the learning process.

Question 5: At what age or level of students do you think that it is more effective for them to use humor and language play?

Humor is a very effective tool in the classroom but we have to choose also the games, language play, and the situation of learning depending on the age of the students. Therefore, teachers' awareness of students' background is essential. Teachers' responses to this question show that students enjoy humor but as humor might be difficult to understand, teenagers are more likely to learn with humor, since they are more stressed and want to create good relationships with their classmates and teachers.

"I have taught very young children and also adults. I found out that humor helps in every age group. The teachers should be very selective when trying to use language play and humor because it has to fit the target group". -Teacher N.M.

"Above 10 years old. Younger students don't have the capacity to understand all jokes and humor while adolescents need more humor to relieve stress". -Teacher J.F.

"Secondary and high school". Teacher F.B.

"I think up to 5th or 6th grade it is more effective for them to use humor and language play". Teacher L.C *"I think it is best to use humor during teenage years because they can better understand jokes in that age".* Teacher L.S *"6-9 grade/ high school".* Teacher F.K *"I think in grade 4-6 it is more effective to use humor and language play".* Teacher E.H *"Based on my experience, 4 years".* Teacher E.A.

As it can be seen, humor is used in different ages and is a great motivator for all ages. Most teachers find it easier and more effective to use humor with younger ages and

other teachers agreed that understanding humor needs the capacity to understand the humor and to be accepted properly.

Question 6: What are the main challenges that you face when you use humor?

"Sometimes, it is hard for students to get back to the lesson because they want to add more to the joke or start telling their own stories". Teacher N.M.

"Classroom management because they become noisy and you have to bring their attention back to the lesson". Teacher L.S *"Sometimes the humor goes on and students laugh and at a certain point you should make it stop and continue explaining the lesson, you should control the classroom".* Teacher L.C *"Students don't stop laughing and they can take the class easily".* Teacher F.K.

"Humor in the classroom is a thing that I find to be very important when I teach. I think that when we use humor it will have an increase of interest in learning, an increase in class participation. If we have a sense of humor we are able to make fun of ourselves when we make a mistake". Teacher E.H.

Humor should be used to relieve the students from stress and not to make them feel unmotivated and to not be engaged in the class. One of the teachers responded:

"Taking jokes personally, being offended, thinking it is not appropriate for a teacher to do jokes etc". Teacher J.F.

"If any of them is not in a good mood that day, and doesn't get the humor as it is, but in a different sense. After saying a joke, then the whole class will start laughing and making jokes by each-other, but they should be careful not to exceed it". Teacher E.A.

Responses to this question show that one of the challenges is classroom management. Some teachers find it difficult to get the students' attention after funny situations.

Question 7: In conclusion, could humor promote teaching and learning in the classroom?

A sense of humor is important as a teacher because it works to build positive classroom relationships with students. Also students feel more comfortable and participate in the classroom setting. Students are not the only ones that benefit from humor but also teachers experience many positive effects since teachers work long

hours, feel unmotivated in the classroom and sometimes they are taken for granted. So, teachers who put more effort into building "good relationships" with their students are those teachers who make teaching and learning more enjoyable.

"In my experience, humor may turn a difficult lesson to a successful one with a lot of involvement and enjoyable time". Teacher N.M *"Absolutely yes, despite the challenges it can definitely promote easier learning, less stressed students and more desire for learning"*. Teacher J.F *"In my opinion, yes. Humor could promote teaching and learning in the classroom, make it more fun and enjoyable to the students"*. Teacher L.C

"Yes of course. Being funny is the most important teacher trait. it helps us to build positive classroom relationships". Teacher E.H.

"Yes, but in a limited way. Humor is a reduction of anxiety and stress in dealing with difficult material. It increases self-motivation. It creates a positive and a lovely environment. It increases the interest of learning and motivates the pupils". Teacher E.A. *"Yes, it can, but depending on the level of the students and their age"*. Teacher F.K.

Most of the teachers responded in a positive way according to this question by noticing the important role of learning and teaching with enthusiasm, fun and humor. Some teachers responded that humor should be used but in a limited way and teachers have to keep in consideration the level of the students, their age and background.

Students' focus group

This section provides the comments and opinions of the students who participated in this study following the order of questions during the discussion.

Question 1: <u>Who are your favorite teachers?</u>

In general, students respond they do not have a favorite teacher, but one of the girls spoke about her history teacher, who has great humor and she likes to be part of his lessons. *'My history teacher is a good one. He is kind and has great humor'.-* Student 1.

At this moment the moderator asks if they like the use of humor in the classroom. Some of the responses are:

"*Yes, because it makes things very easy to understand*".-Student 2. *"Humor helps us to know more about each other".-* Student 3. *"Teachers who have humor in the classroom are my favorite teachers*". –Student 4*. "I feel the enthusiasm of teachers and I feel very good".-*Student 5. *"In general I like humor and sometimes I need to feel good energy in the classroom".* Student 6.

Students need teachers who are enthusiastic and have a sense of humor in the classroom in order to feel more motivated and to learn with passion. They want teachers that do not complicate things and make them more difficult but they want these educators that teach them without the stress and make the learning easier.

Question 2: How do you feel when your teachers use humor in the classroom?

One of the students responded: *'We enjoy the humor in general and we feel motivated but when the teacher makes humor in the context of the lesson it is more difficult to understand the point, because of the background'.-* Student 1.

Students find difficulties when the teacher makes humor in the English language because the background is different from native speakers. *'It makes the lesson more enjoyable because they have fun, feel comfortable with their teachers'.-*Student *2. "I feel more relaxed when teachers communicate freely with us"* –Student 3. *"I like very much when I join the classroom without having fear and tension".* Student 4. *"We need more teachers that teach with enthusiasm and humor because students feel more happy to participate in the classroom".-*Student 5.

All the students agreed that humor in the classroom is very necessary for learners in order to be more motivated and engaged during the process of learning. They enjoy teaching and learning with humor and pointed out that they wanted more teachers with a sense of humor in their classroom.

Question 3: Does your English teacher use humor?

"*My English teacher doesn't have great humor but she likes to do this, but my English course teacher makes humor in the class and I like it very much".-*Student 1.

One other participant said: *"It gets boring, it gets very boring to listen, to listen and just to listen to the teacher without changing the discussion by using a funny joke or humor"*.-Student 2.

"My English course teacher uses humor in her lesson and has a sense of humor that I really feel very good". Student 3. *"I would like my teacher to use humor but he is serious all the time".* Student 4. *"No, my teachers do not use humor in the classroom but I really like humorous teachers."* Student 5. *"I do not remember any jokes from my English teacher".* Student 6.

All the students agreed that the use of humor in the classroom helped and motivated them in the classroom and that it gets boring if the teacher does make a joke or a funny situation. Their teachers in the school do not use humor, besides their teacher in the private course, who tends to use humor in the lesson. They report that they feel better with this kind of teacher than with the teachers who do not add humor to their classrooms.

Question 4: <u>What kind of humor don't you like to be used in the classroom?</u> They all agreed that they do not like humor that hurts when teachers make those jokes that look like bullying the students.

"When I was eleven(11) years old, I had a math project and the others in the group did not work and I went in front of the class and started presenting and I said that this is my plan B and every time the teacher called me Plan B but for me it was not funny anymore".- Student 1.

It is very important to find the right time, the right topic, and the right situation to not make that bad humor with the students and to not be misunderstood in the classroom.

"Sometimes I do not understand the humor properly because of the context and I feel bad for this". –Student 2. *"Misunderstanding a humorous situation makes me shy and unmotivated".* –Student 3. *"I don't like that humor that offends others in the classroom".* Student 4. *"The humor used by the teacher who has only one student in the center of attention at all times is inappropriate".* Student 5.

These responses show that students do not like humor that is bad for them and affects them negatively. Bullying, misunderstanding, and offending are some

factors that make them inappropriate for the learning process. They like funny situations and do not want to be used in a negative context.

Question 5: <u>Is it possible for you to learn and to have fun at the same time in the classroom?</u>

'I think that it is possible for teachers to have fun with kids while making them study more and having good lessons'.-Student 1. *"Yes, it is very important for me to enjoy the lesson".* Student 2*. "I feel more confident when teachers make good relationships with us, like friends."* Student 3. *"I need to speak freely in the classroom and with serious teachers it is a little bit difficult because I do not feel very confident and these "negative emotions" do not let me express myself in a good way".* Student 4. *"I have low self-confidence and with the teachers that are always in a serious mood I do not have the courage to speak".*-Student 5. *"I choose to be silent in the classroom because I do not have that good relationship with the teacher".* Student 6.

All the students agree that they need funny teachers in order to enjoy the lessons more and to be more concentrated in the process of learning. They are so enthusiastic about learning when their teachers tend to be humorous and to make fun in the classroom environment. Self-confidence for them is very important and they want to create good relationships with their teachers to be part of the learning process. They can learn more with teachers who use humor in the classroom.

Question 6: <u>If you become a teacher, would you like to have fun in the classroom, or would you prefer to be a serious teacher?</u>

"If I become a teacher, I will like my students to understand the lesson better, I will try to make them comfortable and will use humor to make them feel safer when they are learning".-Student 1. *"We enjoyed the discussion and I think if I become a teacher in the near future I will use humor but not bad humor because it may affect some students. To avoid bad humor it is very important to not point out somebody's insecurities because it will make them feel bad and unmotivated".* Student 2.

These results show that the students are interested in using humor in the classroom and they also put an emphasis on the positive and negative effects of the

humor in the classroom. All of the students like to teach and to learn with fun and to create good relationships with their teachers in the classroom.

Discussion

Concerning the research questions made for the teachers, the results of the study show that they have a positive attitude toward using humor in the classroom to create a warm and desirable environment to teach and to learn. Teachers agreed that a good sense of humor leads to a good way of teaching and good results from the students. They emphasized that as a student, they always prefered teachers who are enjoyable and easygoing. When you have a sense of humor, you appreciate the things that are amusing. Humor may turn a difficult situation or a stressful lesson to a successful one with a lot of enjoyment. Humor could promote teaching and learning in the classroom and can improve student engagement, student retention and the student-teacher relationship. In addition, teachers with a sense of humor have lower burn-out and stress and may create a good and desirable place to teach and to learn.

Some of the teachers tend to be "humorous teachers" in the class and their students like this way of teaching, but for others the etiquette is also very important in the classroom environment and depending on the situation they behave in different ways. They use humor to brainstorm, to engage and to attract their students' attention, and to bring them easily in the classroom discussions. There are limitations and difficulties in using humor in every lesson so they tend to teach some lessons in a traditional way to maintain their authority and to manage the classroom.

They often use jokes in the classroom to encourage learning with fun and enthusiasm. One of the teachers teaches adult learners and tries to use the kind of jokes that they are familiar with. Their questions are very interesting and enthusiastic because they see the humor in the classroom setting as a source of motivation and engagement. Communication is very important during the lesson and humor is an effective way to make students express their ideas and opinions freely in the classroom, without hesitation.

There are similarities with the other studies, especially with

McKeachie and Svinicki, who summed up these positive consequences of humor quite succinctly when pointing out that transmitting knowledge through informal methods such as humor can produce and sustain interest and deep learning in students (2006). Specific examples of teacher behaviors that promote student enjoyment of learning include teachers telling jokes and funny stories; laughing along with students; and using relevant, interesting, and light-hearted personal examples to highlight important points. Busler et al., have also revealed that lacking a sense of humor is a quality that students perceive to be "reflective of poor teaching and that examples of this quality are "never or seldom telling a funny story or joke, being serious all the time, and not smiling or acting jovially around students" (2017, p. 2).

Most of the teachers agreed that teaching with humor is more effective for the ages that vary from 4-10 years old but for some teachers younger ages cannot understand the jokes at that age. Some of the teachers gave a positive reaction teaching the adults and younger ages because they understand better the context of the humor used in the classroom. Adolescents need humor to relieve stress and to be more concentrated on the lesson while younger ages will help them to enjoy the lesson more with the language play and funny games.

The students' answers showed that using humor in a good way and properly in the classroom will help the students to relieve that anxiety and tension and improve the learning because if we do not know our students and we do not use the fun or humor in the appropriate situations in the learning setting, that 'ha ha' of humor in the classroom may indeed contribute to the 'aha' of learning from the student (Garner, 2006). It is important to notice that besides positive effects toward humor in the classroom there are also challenges.

Teachers emphasized that classroom management is a crucial point for every teacher. Teachers should be very careful to not exceed and to manage them when they become noisy. After telling a joke, then the whole class will start laughing and making jokes with each other, but they should be careful to not offend anyone. Sometimes the humor goes on and students laugh and at a certain point you should make it stop and continue explaining the lesson, you should control the classroom.

Despite some challenges, their experience in teaching humor can promote easier learning, less stressed students, and more desire for learning. Being funny is the most important teacher trait. It helps them to build positive classroom relationships. Since the study was aimed not only at teachers but also at students, their opinions regarding the topic are very crucial for the research and also for the recommendations. Students appreciate very funny teachers in the classroom and they feel more comfortable during the lesson. They also can express themselves and could speak critically about different topics without hesitation. Creating a safe environment to learn is one of the most important keys for students to create that relationship with teachers. They are more likely to join the classes where there is humor because the lesson gets boring and the classroom is not a desirable place to learn. They also are more inclined to describe as "best teachers" those teachers who are enthusiastic and who talk to them during class even about topics that are not part of the lesson, and learn the lesson more easily.

Conclusion

This study investigated teachers and students' opinions about the use of humor in the EFL classroom and its role as a motivator to learn, teachers' practices of humor use and the challenges they face when using humor. It revealed that teachers have a positive attitude toward humor use in the classroom and that most of them try to use it depending on various factors such as the learning situation, the students' age and the students' language level. Teachers who think that teaching with humor has risks prefer to be traditional teachers. Some of the challenges the teachers face when using humor are classroom management and the teacher's authority. As for the students, they like the use of humor in class because it motivates them and creates a more relaxed learning environment. Teachers should be made aware of the benefits of teaching with humor and how humor motivates their students. Teacher trainings can be organized to provide teachers with more opportunities to become familiar with more strategies about integration of humor in their lessons. Larger scale and mixed

methodology studies may further research reasons behind the teachers' fear of using humor in the classroom and the effects of humor on learning.

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KINCAID'S A SMALL PLACE IN THE LIGHT OF EDWARD SAID'S ORIENTALISM

Abstract

Jamaica Kincaid's controversial work A Small Place is not solely an account of the economic, social and political situation her country of birth is in. At the same time, it is a reflection of the postcolonial state, as defined by Edward Said in his groundbreaking work, Orientalism and his more recent Culture and Imperialism. Hence, this paper focuses on how the conclusions Edward Said reaches in Orientalism when analyzing the relationship of the West with the East, are reflected in Jamaica Kincaid's A Small Place. Said's Orientalism, the idea of "the Orient " and "the Other" as part of Antiguans' life are some of the main points that will be analyzed. Also, Michel Foucault's concept of "knowledge and power", endorsed by Said to demonstrate the way the West uses knowledge and its power portray the East - in this case Antigua - as inferior, and the creation of a stereotype which leads to wrong perceptions will be discussed, as well.

Said's Culture and Imperialism attempted to shed light on imperialism which shaped and transformed not only the past but also the present of both the colonizing and colonized societies, an approach that is also present in Kincaid's A Small Place. Just the way Said puts the focus on the controlling of the colonizer over the colonized even after the decolonization; Kincaid strongly speaks up and attempts to voice her truth; that is, decolonization did not bring essential change in the life of post-colonial Antigua, which obviously is depicted as in a neo-colonial condition, where imperialism promotes 'modern' colonialism.

Keywords: *Orientalism, the Orient, imperialism, Culture and Imperialism, A Small Place*

A Small Place, a powerful book, which is the pure and clear reflection of what the post-colonial life in Antigua remains, and not only, it also represents the harsh reality and the fate of many other post-colonized countries that were destined to be victims of what can be called "Giants of Power". Life, before, during and after the colonization without a doubt is not the same for Antiguans. What they face after being free from colonization; it is the worst conditions that they could ever be in. This is exactly what Kincaid, by using a firmly ironic tone, speaks up, she portrays Antigua as a colony under British rule and the condition it has been in after gaining the independence, and it is still under the West's oppression, in a direct or an indirect way. Taking in consideration Edward Said's work, *Orientalism*, this paper would explore *A Small Place* considering the idea of "the other", cultural identity, knowledge and power, and imperialism.

Orientalism focuses on the way how East and West are portrayed and Said claims that Orientalism is a discourse created by Westerns and it is effortless to point out the truth, as the whole idea is put together with the reality. Burney in his work states: " *Orientalism* sheds light on the underlying structure of power, knowledge, hegemony, culture and imperialism that have historically embedded in what Said has called "colonial-discourse"-a discourse that presents the Orient as Other" (Burnay, 1). Said uses his analysis of texts to show how Orientalism has formed a system of control which makes Europe's superiority over the Orient something unquestionable. Also, Said demonstrates how the knowledge projected by the West serves for everything that could be written by Westerns about the East.

A Small Place, mirrors Antigua as "the other", it is the reality of how a country is obliged to fade from its roots, and another powerful country, Britain, comes and grows the kind of roots that it desires, in the way that it is used in the West even though the land is in the East and needs its Eastern manners, and this brings nothing but destruction and then a kind of reconstruction. *A Small Place* is organized in four parts. In the first part Kincaid introduces an hypothetical tourist in Antigua, and from the airport to the place where this tourist would stay for his/her vacations, Kincaid reveals the truth about everything that the tourist faces during the short trip, starting

with the airport's name, the use of Japanese cars, hospitals, roads of Antigua, the absence of water, the destruction of the library during the earthquake and so on. She claims: "You may be the sort of tourist who would wonder why a Prime Minister would want an airport named after him—why not a school, why not a hospital, why not some great public monument?" (A Small Place, p. 1)

In the second part, Kincaid writes about her memories of the old Antigua, so the time when it used to be a colony of the British Empire, she states "That Antigua no longer exists" (A Small Place, p. 9). She is angry with what the colonizer did to Antigua and because the Antiguans now have no language and no motherland. In the third part, Kincaid describes the poor condition of Antigua after decolonization, they still do not have a proper library, the government corruption is even worse and a considerable number of non-Antiguans own a great portion of the country's realestates. One of the things that she emphasizes is the ignorance of Antiguans, after everything that has happened to them, they are blind to see how they are treated. She claims: "In Antigua people cannot see a relationship between their obsession with slavery and emancipation, and their celebration of the Hotel Training School" (A Small Place, p. 22). In the fourth part Kincaid gives a detailed and wonderful description of Antigua's land and nature, and states that all of its citizens, above everything, are just human beings.

To begin with, *Orientalism* draws attention to the manner in which East and West are depicted and the way the West structures the orient as "the other ". "The Orient is not only adjacent to Europe; it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilizations and languages, its cultural contestant, and one of its deepest and most recurring images of "the other " (Orientalism, p.1). From the beginning of the book Kincaid addresses the reads as them being the tourist and the tourist is amazed by the beauties of the island, which in fact this beauty distracts these outsiders to understand the sad reality that Antiguans live in. Antigua is one of those countries being part of the Orient, "the Orient has helped to define Europe (or the West) as its contrasting image, idea, personality, experience" (ibid, p. 1-2). Actually what is found in the island is corruption, poorly

staffed hospitals, no library, no water, discrimination, racism, so this is what the West has rooted there, in order to define themselves as the best, and the East as "the others", but when it comes to tourism those who come are lucky to see only the best part of it, the beauties of island and the wonderful services, that this Antiguans, or other way called "modern slaves", offer the tourists. Antiguans study in these Western ideated schools in their island, in order to serve the Westerns.

Furthermore, tourists are considered as "the mean" ones, they are those people who have the opportunity to escape their reality and go and enjoy the beauties of Antigua, while Antiguans cannot escape from their poor reality. Tourists, are Westerns, and the Western people consider themselves superior while Antiguans are seen as inferior, "Orientalism as a Western style for dominating restructuring, and having authority over "the Orient" (Orientalism, p.3), the division between the West and the East is rooted in the mindset of the Westerns and Eastern by Westerns, the powerful ones.

According to Said, the West used its own discourse to define and analyze the Orient and this led to the development of the Orient concepts by the West for the Westerns. A very interesting point in *A Small Place,* is in the first part where Kincaid remembers: "No very long after The Earthquake, Antigua got its independence from Britain, making Antigua a state in its own right, and Antiguans are so proud of this that each year, to mark the day, they go to church and thank God, a British God, for this" (A Small Place, p.3). Antiguans gained their independence, in fact it is not a real independence, the reality is imperialism, the modern colonization, it is ironic but also to a great degree understandable that they thank "the British God", because their religion, their culture is assimilated, they speak the language of the oppressor and pray to the God of the oppressor, which now is their God, too. This is what Said's *Orientalism* sheds light on, even though colonialism is over, the systems of thinking, the ideologies and ideas of colonialism are still rooted and continue to be present in decolonized countries. This somehow reminds me of Ngũgĩ wa Thiong'o's *Decolonizing the Mind*. Even though decolonization has happened, the most difficult part is mind decolonization.

Taking in consideration that Kincaid is a native of a former colony, she has lived and faced colonization and in the second part of her book she writes about Antigua as a colony of the British Empire. The Antigua, in which Kincaid grew up, is not the same with what a tourist would see now, "That Antigua in which I grew up, is not the Antigua you, a tourist, would see now" (A Small Place, p.9). The reality is what natives have faced, Kincaid mentions how salve-traders, after the slave-trade was made illegal by the British, became richer going into banking, "When the English outlawed the slave trade, the Barclay brothers went into banking" (A Small Place, p.10). So, that is what power of the colonies did, as Kincaid claims, they went there, borrowed from the descendants of the slaves and then they land back to them their own inheritance. Antiguans lost their cultural identity and now they have no motherland, not a religion of their own, not a language, they are trapped in their own lands.

In the Western World, things do not function like this, in the Western world "the others' ' are those who are ignorant, those who are not able to live without Westerns, where in fact the Westerns are the ones who put Antiguans in those conditions. Westerns tourists do not know much about this issue, and they are not interested to know, because they already have their perception about these people, as Said claims, "the West has constructed a 'knowledge' of the East and a body of 'power-knowledge' relations articulated in the interests of the 'power' of the West" (Orientalism, p. 206). So, they were not seen as people, Said states "they were seen through, analyzed not as citizens, or even people, but as problems to be solved …" (Orientalism, p, 207). Antiguans were problems which were solved by using a Western method and they were used for the Western's benefits.

Additionally, according to Said, Orientalism was a system of self-projection; Europe projected what it did not want to accept about itself. Another important point is that "the Orient", was perceived even by the idea of the exotic and mystery, also the idea to discover it and its sexual and romantic fantasies. Kincaid, in the second part of her book, claims: "There was a […] school which only in my lifetime began to accept girls who were born outside a marriage in Antigua […] it had never dawned

on anyone that this was a way of keeping black children out of this school" (A Small Place, p.11). These children born outside marriage were the children of Antiguan women and Western tourists, those tourists who loved Antigua not only for its wonderful lands and nature but also for the exotic as a dark side of reality because government run brothels and prostitution is another way of dealing with the poverty. So, this children were not allowed to get an education, something deprived directly and indirectly from Westerns, directly because they did not allow children to be educated if they were born outside marriage and indirectly because, the Westerns were the ones who caused the poverty and somehow made people, in this case women, to face immorality, and still do not allow they own children to be educated.

Moreover, life in a colonized country reflected by Kincaid is a modern form of slavery, a lost culture, a lost history, no documentation, just living under the rules of the powerful and following the laws projected for the colonized. Corruption and colonization are linked to each other and this is the reason why the oppression persists, corruption and investments which feed only the chain of the powerful are present everywhere and no one thinks about the real owners of the island, they are slaves in their own lands.

Another important element is imperialism, an issue that is strongly related to the third part of *A Small Place*. According to Ha, Said in his book *Culture and Imperialism* argues that European culture is an imperial culture (Research in African Literatures, 154). Said believes that there is a connection between culture and imperialism. Jewsiewicki, in his work, *For Said* states "All of this century's postcolonial wars have been won ideologically and politically before being won militarily" (Jewisewcki, 40). Based on this discussion, Antigua gained its independence, but is still dependent, its condition is even worse than it was during colonization, they are left free but not all the doors are opened. Imperialism is present, they do not have a proper library of their own, consequently they cannot be rich in their new culture, government is in the hands of the Western people, they "fight", they "win" and lose for themselves, they rule to gain money, not to rule a nation, it is

not in their interest, it is neither their nation, nor their people. The Antiguans' life is haunted by the Western ideology and political ruling of them.

In addition, between Antiguans and the wealthy Middle Eastern immigrants exists a conflict because they own a great portion of the island's real estate; it is a moderated colonization. Those who rule Antigua, are residents of the United States, they have a place to go where things get worse, while Antiguans, the only place they had, lost it since when they got colonized, they are still colonized, because they are ruled and controlled by others, their government, economy, education, health care everything is in other hands, and if this is not called colonization, it is called imperialism, but still colonization is the basis.

Kincaid blames imperialists for enslaving Antiguan's population and she blames the capitalist system which still rules the world, for violating human rights. Imperialism is a term that Said distinguishes from colonialism but also links these two terms. Said defines imperialism as "thinking about settling on, controlling land that you do not possess, that is distant, that is lived and owned by "others' ' (Culture and Imperialism, 7). The Europeans ruled Antigua, even though it was not their land, they always saw it as the perfect place to be exploited for their benefits.

In conclusion, Antigua, even though a small place, keeps the weight and consequences of colonization, Antiguans are part of "the Orient", they are "the others". The West, as Said claims, have projected those ideas , the knowledge and stereotypes about the East, they have the power to offer this perception, even though it may be far from the reality, still the perception is not easily defeated. Antigua is no longer a colonized country, but imperialism is the twin of colonization, so it is a country that is prey to imperialism.

As for colonization in Kincaid's Antigua, it was everything about utilizing others lands, others dignity, others power, letting people without a language, without a culture, without a tradition, without a place, changing a mindset, brainwashing a whole population, infecting them with Western ideas and making them feel inferior in their own lands, if it could still be called theirs. These colonized people believed in "an imaginary reality", while the word imperialist, is the new logo for the colonizer,

and the colonized now has the status of a free individual. Imperialism cannot be avoided; superpowers will always be upon the oppressed, because this is where history brought us, in a neocolonial world.

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MOTIVATING THE LEARNERS TO CREATE LEARNING MATERIALS FOR ESP CLASSES

Abstract

English for Specific Purposes (ESP) is a subset of English, which concenters on development of communication skills in certain subjects such as Physics, Chemistry, Political Science, IT, Mathematics, Earth Science and so on. One of the difficulties of teaching ESP is that there is no specific method for it and the teacher must choose the method he/she thinks is the best for the learners. The next problem is the material to be taught. English language teachers usually use traditionally existing textbooks that are at their disposal. Using those textbooks may be helpful for General English classes but while designing ESP lessons teachers face some difficulties in finding teaching materials due to the fact that different learners have various objectives and different needs. Teachers do an enormous work creating such kind of teaching materials which can fulfill those needs. Successful teachers sometimes motivate their students to create their own learning materials thus making them critical thinkers, collaborative learners and own-decision makers, developing self-confidence and inspiration. This is one step in learner- centered education leading the learners to be actively engaged in learning process and enjoying it.

Keywords: *ESP, ESP learners, Integrative Motivation, Instrumental Motivation, Awareness Rising, Skeleton Tasks, Debate tasks, Visuals, Spelling Quizzes, Student-produced text.*

INTRODUCTION

ESP classes are characterized by material development. ESP teachers sometimes take different and unforeseen responsibilities creating materials that fit specific subject areas and the learners' specific needs. They are supposed to set

certain tasks, choose gainful and productive materials, plan relevant courses and assess the learners' progress.

Language acquisition doesn't mean to master its grammar structure and vocabulary only. If in General English classes one of the teacher's tasks is to teach the target language word by word in ESP classes, this task becomes more complex. Here the learners need to be taught language functioning skills. IT students, for example, should be able to exchange ideas referring to their field to catch up with the IT development worldwide. They should read and understand complex professional academic articles, make presentations, deliver a speech feeling free to face all kinds of debates and discussions.

The teacher's first task is to define the needs of his students, then he must choose a specific methodology for ESP. Applying General English methodology for ESP will not make the teacher a successful instructor. The teacher himself may not be well-acquainted to the field, to its specific vocabulary and academic terms. If the teacher doesn't know such IT terms as *Agile development*, *Big data* or *Cloud computing* he won't be successful enough to plan a lesson on these matters. The course books don't provide the needed material.

Case studies and *project work* are suggested for the teachers as two main approaches in creating ESP teaching materials. Case studies combine comprehension, mastery, thesis. The only worry here is the awareness of the ESP teacher of the subject teaches. Thus the ESP teacher sometimes cooperates with the subject teacher.

In project work the motivation is higher, the students find the information themselves. The project work begins in the classroom and goes beyond its borders. It presupposes some activities:

• Improving language mastery
• Formation of the vocabulary
• Speech establishment
• Conversable interplay
• Learning abilities
• Amalgam of materials and methods available

Material development tasks are designed and guided by the instructor but the students shouldn't be left aside especially in learner-centered education model. Creating teaching materials for the students is a zealous and troublesome job, involving a wide range of challenges. The materials writer must be creative and competent to his educational context. The students may not overcome such kind of hard work but most of them are creative enough and have bright imagination to deal with new tasks they are not familiar with.

On the other hand, there is no point in loading the students with such kind of tasks if they are not going to develop as language learners in the end. Here comes an important question to be answered: What is the benefit of student generated materials? One of the benefits is that they contribute to peer teaching and learning. The students eagerly design worksheets with crosswords, gap fills, multiple-choice exercises and evaluate their peers' materials.

Developing materials takes students a step forward to better English, it makes students more autonomous and more motivated in English language learning.

The steps of producing ESP materials.

Some basic principles of ESP materials development

Basturkmen and Bocanegra -Valle claim that ESP teachers often have to create teaching materials as general course books aren't designed for specialized learners. These materials are called differently - tailor-made materials, in-house materials, self- designed materials, home-made/home grown materials, and so on. These materials are sometimes adapted from the existing ones but mostly they are created fully. According to Tomlinson (1998) anything that can be used to help to teach language learners may be called materials, they may have the form of a cassette, a coursebook, a CD-Rom or a photocopiable handout, anything that gives information about the topic which is being learnt. Bocanegra-Valle (2010) especially mentions the significance of the teaching materials playing a crucial role in "providing students with direct exposure to the language of a particular discipline as used in practice".

While developing the materials some principles should be taken into account:

a. Written materials should be acceptable for a specific group of learners. The teacher shouldn't stick to the written curriculum, the need of modifying, altering, supplementation of the existing materials may emerge.

b. The teachers should have close knowledge and understanding of their students, their objectives and different learning styles.

c. The teachers should be trained to know how to write teaching materials or how to make the learners to create their materials themselves. The teachers should train them for completing difficult assignments. The students shouldn't be trusted blindly, of course they may face difficulties but they must feel that their job is appreciated and valued.

d. Remember that the students are encouraged to work on simple tasks first. Set a goal for them to gain the habit of developing materials and get used to its usage first. After they are accustomed to do simple tasks, they will be ready to do more complicated tasks.

e. Testing and evaluation are essential. The students must know that their materials will be evaluated by the instructor and peers. That motivates them

to do more effective job put more effort and produce better materials. The peers are expected to give feedback and their opinions should be taken seriously for the further work.

Well–created materials motivate the learners encouraging them to learn more, the activities should be enjoyable and interesting. They must be organized in such a way that facilitates the teaching process making the students understand what they learn. Those materials should reflect the author's outlook meanwhile helping the teacher to learn new teaching techniques.

Types of Motivation

Krashen differentiates between two types of motivation: *integrative motivation* and *instrumental motivation*. Both of them influence on teaching outcome from different angles. Learners with integrative motivation want to join the marked language community. They learn the new material because they wish to practice in the special discipline of the target language. They are greatly open to the challenges of new material acquisition. They tend to have more tenacity in the learning process, being not afraid of hard or confusing tasks. Learners who have instrumental motivation learn the language with the motive of having practical achievements. The instrumental objectives are aimed at increasing the social status, better jobs and work opportunities, personal achievements. Both types of motivation are closely related and foster the achievement of ESP outcome.

Awareness Raising Technique

Awareness Raising Technique concerns the consciousness raising or awareness raising referring to the lecturers' perspective. The lecturers must make the students be aware of the process, being involved in language learning and helping them to increase their ability of finding ways to meet their needs.

That's why   the awareness raising technique is used by most lecturers   in teaching to ESP students. The experts suggest some steps of applying awareness raising technique:

1.   The lecturers ask some questions about the content of the topic before going directly to analyzing it.

2.   The teacher asks the learners to read the text or the activity task silently and try to guess the meaning of the new terms.

3.   Students can activate their background knowledge before reading the sentences which helps them to surmise the meaning of new words. That is to say, their knowledge of general English will contribute to the awareness raising technique, the students become active and motivated working with ESP texts and activities.

The awareness raising technique may be developed also by the following steps:

a. The topic or title is given to students and they tell what they already know about the it.

b. The students predict what the lesson will be about.

c. The students are given technical vocabulary, new terms, key words and expressions that the   lecturer thinks are unknown to the
learners.

d. The students are asked to write down what new things they learnt and start discussion on it.

e. The oral responses and discussion are continued until the learners become familiar with the new   material.

f. The students are asked to write their responses on board and compare them.

g. The students report the given topic.

These activities reveal a number of strategies for the learners which help them monitor and assess their performance in ESP language, become more aware of their own mental process in mastering ESP material.

The Activities.

The students may develop a wide range of materials starting from visuals and student-produced texts to crossword puzzles, skeleton tasks, debate tasks, spelling quizzes and lots of more. The medical students, for example, may develop skeleton quizzes or practice their vocabulary of terms referring to the topic they do from the medicine main course by writing the words with their transcriptions and ask their peers to explain the medical term or phenomenon. Likewise, they can give the descriptions of the medical phenomena and ask the peers to give the term for them. An example of an activity which helps practicing oral skills, widely used among the medical students is as follows:

Firstly, the students are divided into groups. One of the groups gives the informal names of the illnesses and the other group suggests their formal names. Another variant - the formal and informal names can be written on piece of papers in two copies for two groups of students and they try to match them as quickly as possible. For example:

INFORMAL	FORMAL
1. Chickenpox is the same as	allergic rhinitis
2. A cold is the same as	infectious parotitis
3. The flu is the same as	coryza
4. German measles is the same as	influenza
5. Hay fever is the same as	rubella
6. Measles is the same as	rubeola
7. Mumps is the same as	pertussis
8. Whooping cough is the same as	varicella

Then the winner students may act as doctors and practice the new terms in the dialogues with the patients chosen from the next group. The dialogues are created immediately on the spot. For example:

Doctor: What seems to be the trouble?

Patient: My eyes and my nose are running all the time. I don't feel well.

Doctor: When did it start?

Patient: Last month .

Doctor: It's probably just ……………………………

Such an activity may be done referring to the medical instruments and equipment, describing disease and giving diagnosis, parts of body and their function and so on. Students may be asked to write medical knowledge quiz for their rival group. Then they exchange the quizzes and start answering the questions. The group that answers more questions is the winner.

A quiz example:

1.   What are the sources of Vitamin C?

2.   Fill in the sentence. "In human anatomy, the hand has a dorsal and a palmarsurface, and the foot a dorsal and a _____ surface." 3. Tell the difference between myopia and hypermetropia.

4. Which of the following substances are poisonous?

 arsenic

cyanide

fructose

glucose

5. Tell the normal average human body temperature.

There are a great number of other useful activities which may be done by the students, like solving anagrams, completing crossword, word search etc.
Working in groups or in pairs gives better chances to reach to a better final product. The students acknowledge the degree of responsibility sharing the hard work. Individual work may be an alternative if the teacher feels the student can get along with the task.
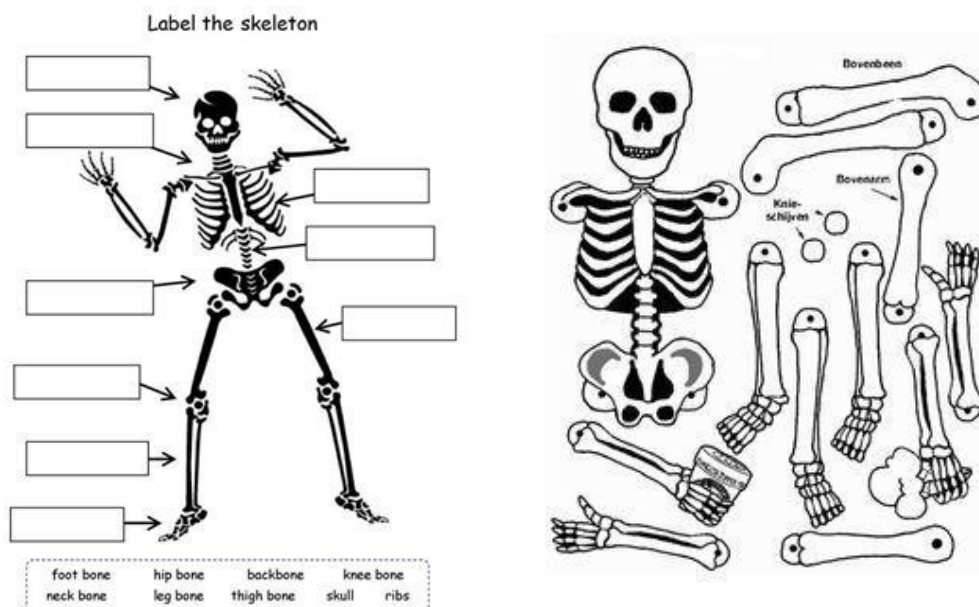
The students may produce reading materials which offers a valuable perception of their needs and interests. They may read, comment on or analyze their peers' reading materials and that gives them an opportunity to improve their oral skills, while the material-writing students improve their writing skills. Another variant of student-produced text is writing the first few lines of an unfinished story and exchange them, the students continue completing the text started by their peers.

A useful activity is the creation of visuals. Here the specific language is not created directly but it gives a great chance to express thoughts and share opinions on

the topic. The students are encouraged to draw pictures or create posters or memes visualizing the terms and ideas that should be learnt. The visuals can be created in the classroom as well as at home using simple pencils, markers and piece of papers. They can draw anything that can be associated with the new term or they can draw its image directly. Then the students exchange the visuals and start commenting on them (giving the definition or explaining with examples, etc.). For example, the medical student draws a skeleton and asks his peers to name the bones.

The parts of the skeleton may be cut and delivered to the groups (or pairs) of students. They combine the bones and get the skeleton. The students must be given time to create the visuals, the process is monitored by the teacher who doesn't leave them alone but gives them any assistance needed.

The students are free to choose the topic they prefer. Later the visuals can be put on the classroom's walls to encourage the others to do the task.

Label the skeleton

foot bone   hip bone   backbone   knee bone
neck bone   leg bone   thigh bone   skull   ribs

Other activities are spelling quizzes and particularly Gap-fill spelling quizzes which help the students avoid the misspellings. Creating the materials themselves the students pay more attention to the whacky words thus learning the spelling correctly. The teacher may ask the students to work on the same text or the pairs may swap their quizzes and work on them individually.

After doing the quiz the teacher asks the students to spell the new terms. The words are written on the board. Here is an example of a spelling quiz.

A vaccine is a biological preparation that provides active acquired

1. ◉ **immunity** ○ **imunity** ○ **immuneity** to particular

2. ○ **infectous** ○ **infectieous** ○ **infectious** disease. A vaccine typically contains an agent that resembles a disease-causing microorganism and is often made from weakened or killed forms of the microbe, its toxins, or one of its surface

3. ○ **protiens** ○ **proteins** ○ **protines** . The agent stimulates the body's immune system to recognize the agent as a threat, destroy it, and to further recognize and destroy any of the microorganisms associated with that agent that it may encounter in the future. Vaccines can be

4. ◉ **prophylactic** ○ **prophelactic** ○ **propholactic** (to prevent or ameliorate the effects of a future infection by a natural or "wild"

The debate/speech quizzes make the students better thinkers and communicators. They learn to organize the thoughts correctly, to bring solid arguments, examples /quotes, support the facts, to agree or disagree with the presented facts properly. The debate may be organized between two groups. In a group of Psychology students, where the topic vocabulary was "Family roles and relationships", the following activity was done. Letters were delivered to the students, who were acting as psychologists and were supposed to help people with psychological support and advice. Each of the letters described different situations but all of them contained the basic vocabulary terms which were to be learnt. The students read the letters loudly then tried to discuss them with their peers to find solutions to the problem. Here are some of the letters. The vocabulary terms are written in bold letters.

LETTER 1

"I am Thomas, 49, a lawyer. I have an **international family**, I am American and my **Mrs. Right** is an Italian. She always complains that I have problems **balancing my**

home and work life. I am the **breadwinner,** I have to work hard **to afford my family** but she **wears the trousers** and says I have to spend much time at home. It is difficult to be **a family man** and the breadwinner at the same time. May be she is jealous, I don't know! Help me to solve my problem, please.

Yours, truly, Thomas".

LETTER 2

" I am Diana, 38, **a housewife**, a mom of three kids. I used to have a very **close-knit family**, but recently I discovered that my husband   has an affair with another woman. Now I don't love my **Mr. Right** as strongly as before but I don't want to ruin my family. Please, help me with an advice. What to do?   Thank you, Diana"

LETTER 3

"I am Agness, 40, a secondary school teacher. My **Mr. Right** and me are a perfect couple, just **a match made in heaven** but recently something has happened. A couple of days ago my husband's best friend, who lives abroad, came to stay with us for a fortnight. I notice he's become too attentive to me, he tries to be alone with me holding my hand whenever he has the chance. He doesn't **wear his heart on his sleeve,** but I guess his intentions. What's your advice? Shall I tell everything to my husband?"

LETTER 4

"I am Max, 16 and I have two **siblings.** Our family is a **blended** one, my **step -mother** and her son Bob live with us. Bob is very jealous, wherever father takes me with him, whatever he buys for me Bob makes a scandal. I can't stand it anymore. What must I do?

 Thank you, Max".

 LETTER 5.

"I am Mary, **a housewife**. We have a little apartment of two bedrooms. Ours is **a nuclear family-** my **Mr. Right,** me and the kids. Recently **my mother-in-law** sold her private house and gave all the money to my **sister-in- law** as she had debts to pay. Now she's decided to come to live with us. We don't have enough room, besides I

remember we used **to be at each other's throats** when we lived together for a while! We were **fighting like cat and dog**! She has always been **pain in the neck.** I don't want to hurt my husband, but I don't want to live with his Mom! What shall I do?"

LETTER 6.

"I am Nare, an Armenian housewife. We have **a traditional Armenian family.** My son is a student, he is 20. He decided **to cut his apron strings**. If he goes to live alone, we will **suffer from empty nest syndrome.** That will be a shock for my husband and for me. How can we prevent him from going? Help us, please!"

LETTER 7.

"I'm Lily, 19, a student. I've recently **tied the knot** and come to live with my **inlaws.** Soon I discovered that my husband **doesn't rule the rooster.** It is his sister, a thirty-eight-year-old **widow who wears the trousers.** My husband is a real **mama's boy.** He stays silent when everyone criticizes me! I can't face this anymore. How can you help me, please?**"**

All of the students participated in the activity enthusiastically, each of them agreeing or disagreeing with the suggested solutions. While reading they spotted the target vocabulary and tried to use it during the discussion.

Conclusion

Teaching English for Specific Purposes is a distinguishable constituent of applied linguistic research. It always focuses on practical outcomes. Its main concern is to prepare the learners to communicate in the tasks designed according to their needs for specific subject areas. Because of the need-related nature of learning the ESP teachers concentrate on the learners' specific needs rather than the theoretical matters. Here the teachers face the problem of designing and producing ESP materials as the students' needs and expectancies differ greatly. Anyway, an ESP teacher becomes a researcher to fulfill the students' needs, perceiving the aims they really want to achieve. The first stage of materials development includes the students' needs evaluation, identification of teaching methods, the choice of tasks. While the research is done the teacher has to plan the course, finding teaching materials, taking

into account the learners benefits. It is an enormous, very time and effort consuming job to be done by a single person. ESP courses are unique where the teacher becomes a researcher and a practitioner as well. His task is, apart from teaching, to provide teaching materials, collaborate with subject specialists, carry out research and know the learners' goals, to have a good background of the course subject, be supple and willing to cooperate with learners and motivate them to write teaching materials as additive support to the teaching process. As a rule the students find the learner-produced materials to be motivating, interesting and useful which have important and positive effects on the student's appreciation and motivation. Students' motivation can be increased by using respective teaching methods to raising their English proficiency level, using audio visual aids and authentic materials, etc. Some types of ESP materials are given in the article as patterns or examples: visuals, student-produced texts, crossword puzzles, skeleton tasks, debate tasks, spelling quizzes. These types and the range of the activities are vast and it is up to the teacher's imagination what to choose and how to start.

It should be noted that the motivation level greatly influences on the peculiarity of the ESP course. If the motivation is high the students undertake more specific work creating special learning materials. Low motivation leads to less specific work with less effective results.

It is suggested the student-developed materials be shared or exchanged with other ESP teachers. If several teachers find the materials helpful they are free to create a well-organized network where they can share their ideas, promote new activities and be inspired to use them. As designing ESP materials is ineluctably a process of hardship and mistake, sharing the student-developed materials with colleagues is an opportunity to find and correct the existing mistakes on the way of creating a student-developed materials base. Perfection is not reached at once. The materials should be tested, reviewed, cultivated and upgraded. A lot of time should be spent on material design and the teacher must be ready for it. The materials should be interesting, dull materials shouldn't be accepted. Good and motivating materials encourage the learners to study well and reach to their destination. Creating those interesting and

enjoyable materials is not an easy task. Creative teachers however always are eager to explore new ways of teaching and they always find way to meet their goals and enjoy the results no matter the difficulties they meet in their way.

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DEVELOPMENT OF THE TEACHING PROFESSION IN ALBANIA TOWARDS STANDARDIZATION AS A REGULATED PROFESSION

Abstract

During the years of transition in Albania, the right to education has constantly changed its features, to align with the requirements arising from international legislation. The changes that the right to education has undergone, are directly reflected in the teaching profession. Teachers are the ones who implement the right to education in every individual and the quality of teachers directly affects the quality of learning and the formation of individuals. The right to quality education can not be achieved without investing in teachers, both in preservice training and in-service teaching. The importance of teacher training begins with his preparation throughout university studies, followed by professional practice, continuing with the continuous training that the teacher receives throughout life. A number of international standard instruments protect the fundamental human right to education and pay particular attention to the teaching profession. The terms, qualifications, rights and duties of teaching staff are protected by both the ILO-UNESCO Recommendation on the Status of Teachers (1966) and the UNESCO Recommendation on the Status of Academic Staff in Higher Education (1997). Albania has recognized teaching as a regulated profession. However, teaching profession is far from being a self-regulated profession. The analysis of the status of teachers, both in the context of the implementation of the domestic legal framework, as well as in the context of the reflection of international standards in domestic legislation, highlights the need for increased professionalism, autonomy, professional freedom and responsibilities by teaching profession. The article presents the development of the teaching profession in Albania, particularly after the changes that higher education underwent in the framework of the Bologna process. The conclusions call the attention towards the need to guarantee the standards of the teaching profession, in order to give voice of the self-regulated status of the teaching profession.

Keywords: *teacher, Albania, professional status, education, international standards*

Introduction

During the years of transition in Albania, the right to education has constantly changed its features, to align with the requirements arising from international legislation (ACEE, 2014; Zgaga, 2006; Miço, 2019, p. 150). The differences are not only due to the shift of systems, from the monist system before the 1990s to the democratic one, but also due to the path in which the right to education has progressed during the transition years. These changes have directly affected the teaching profession.

The democratic state initiatives in education are first found in the ratification of treaties and agreements in the field of human rights and freedoms, to which Albania was not a party for decades. The signing of international instruments required the adaptation of domestic legislation to this framework, an adaptation which is still ongoing. Sanctioning and exercising the right to education encompasses fundamental aspects of international legislation and standards by embracing the dimension of equality, justice, freedom and accountability (Glenn, et al, 2002, p. 56).

If the standards for the infrastructure of educational buildings have recently entered into force (Decision on Council of Ministers no. 319, dated 13.04.2017), such a policy is not followed for teachers, who have constantly been in the spotlight of the legal framework and strategic policies. Teachers are the ones who implement the right to education in every individual and the quality of teachers directly affects the quality of learning and the formation of children and adults. According to the international organizations in defence of human rights and freedoms on World Teacher's Day: "The education system is as good as its teachers. "Teachers are essential to universal and quality education for all: they are the centre that shapes the minds and attitudes of future generations to meet new global challenges and opportunities." (UNESCO, 2015).

The importance of teacher training begins with the preparation throughout university studies, followed by professional practice, by continuing with the continuous training that the teacher receives throughout his life. The performance of

the teaching profession in accordance with the features of the right to education requires the emergence of autonomy as a characteristic of this profession accompanied by security in exercising of the teaching profession. The development of the teaching profession as a regulated profession will be analysed in the light of the European directive "On the recognition of professional qualifications" (Directive 2005/36 / EC), the law "On regulated professions in the Republic of Albania" (Law no. 10171, dated 22. 10. 2009), the key legal documents, and the main international and domestic policies in order to understand the level of implementation of the status of the teacher. The document analyses are used to highlight the position of the status of teachers which is connected not only to legislative changes but also to policy and practical implementation of professional standards (Bowen, 2009). The literature review will highlight the strengths and the weaknesses of strategic policy directions and legislative changes which have an impact on the teaching profession. The analyses will answer to the following research question: how close to the standards of a regulated profession is the teaching profession in Albania?

The teacher under the light of International instruments and standards

The right to education has been recognized as one of the fundamental human rights and freedoms after World War II, initially through the Universal Declaration of Human Rights (UDHR, 1948) and gradually by a set of international instruments with binding force on States Parties (International Convention on Economic, Social and Cultural Rights (1966); International Convention on Civil and Political Rights (1966); International Convention on elimination of all forms of racial discrimination (1965); The Convention on Elimination of All forms of Discrimination against Women (1979); Convention on the Rights of the Child (1989); European Convention on Human Rights (1950) and First Protocol for the Protection of Human Rights and Fundamental Freedoms). The international legal framework recognizes the right of everyone to education, stipulates the features and conditions of how this right should be offered, and recognizes the full realization of this right as the main obligation of the state. The right to education is directly related to the teacher. The more prepared

and trained the teacher is in his field, the better the right to quality education for children is realized. Despite the importance that is given to the right to education in the international arena, the teacher and his role are not seen in the same light.

Teacher professional development is sanctioned for the first time in an international instrument with binding force for the parties, such as the Convention against Discrimination in Education 1960, which provides for obligations for states parties to undertake national policies in order to provide training for teaching staff without discrimination (Art. 4, Convention against Discrimination in Education 1960).

Another act that specifically addresses the right to education is the International Covenant on Economic, Social and Cultural Rights. It recognises the continuous improvement of the material conditions of teaching staff as a state obligation (International Covenant on Economic, Social and Cultural Rights, Articles 13, 2, d), acknowledging that the deterioration of them directly affects the violation of the right to education for children. (ICESCR General Comment No. 13, 1999). Material conditions of teaching staff are also related to Articles 6-8 of the Covenant, which provide for the obligations of states to take measures to achieve favorable working conditions, as well as the recognition of the right to assemble collectively and to organize strikes.

However, most of the international acts regarding the teaching profession is not binding on state parties, as they do not come in the form of international agreements ratified by states. Nonetheless, UNESCO has provided a set of standards and instruments that serve to all categories of teachers in every level of education.

The ILO/UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) determine the principles on which the teaching profession is practiced, as well as the constituent elements of teachers' status. They include preparation for the teaching profession, professional practice, entering the teaching profession, practicing the profession, employment, training and qualifications, motivation and professional development, rights and obligations

arising from the teaching profession, standards and ethics and any other feature related to professional aspects and employment relationship.

The 1966 Recommendation addresses various professional aspects of the teacher, by focusing specifically to:

- Professionalization, a principle according to which, there are needed proper skills and knowledge to exercise the teaching profession.

- Co-operation in policy issues, which is seen in the involvement of teachers in the construction of policies on the teaching profession.

- Teacher training: This policy serves to invest in updating knowledge of teachers in respective profiles of teaching, both in the development of pedagogical and scientific competencies.

- Professional freedom is another aspect of the teaching profession that shows the need for freedom of teachers in choosing the textbooks, developing the teaching process and in using the methods of evaluation of students (Morris, 1977).

- Responsibilities which is connected to the role of teachers in defining codes of ethics for the respective organizations.

- Rights which are connected to the process of negotiations for the salaries, the workplace and professional aspects.

- Salary, an aspect which is connected to the importance of the teaching profession both for the teacher and for society.

The right to education cannot be achieved without teachers and the investment in the teacher's status affects the increase of the quality of teachers. The more qualified the teachers are, the better the 4A-s scheme of the right to education is realized (UNESCO & Right to Education Initiative, 2019). The improvement of the quality of teachers is considered with direct impact to the interest in education. On the one hand, teachers are the main engines of the realization of the right to education, and on the other hand, the teaching profession is considered a workforce with specific procedures and rules and with a considerable budget for the state.

However, the status of the teacher is often not valued enough, making teachers to face inadequate compensation, increasing stress, job insecurity, as well as criticism and over-judgment about the work they do from parents, students and community (Monteiro, 2015; UNESCO, 2015). The teacher, not only transmits knowledge in a certain field, or teaches a profession, but educates the students, takes care of them, and transmits civic and human values as well. As such, the education process reflects the value that the status of the teacher carries, together with the respect and the professional satisfaction that the teacher receives (Council of European Union, 2020/C 193/04).

However, the teaching profession has a global dimension, the governance of which regarding the processes, the procedures, the roles and the responsibilities, the mechanisms and commissions, as well as the involvement of state bodies, professional bodies and external organizations varies between countries (European Commission, 2015). Regardless of the legislative differences between countries, the teaching profession is considered to be composed of two main dimensions: a body of knowledge and skills belonging to the teaching profession that is obtained through education, training and professional development and a group of norms and values that provides for the procedures and division of processes related to this profession between state authorities and professional bodies (Nóvoa, 2000). For EU countries, the Directive 2005/36/EC on the recognition of professional qualifications, helps to recognize the professional qualifications on the teaching profession (Directive 2005/36/EC; European Commission, 2020).

Domestic development of the teaching profession

Ever since the Albanian state was created, the figure of the teacher has been highly valued in society. The teacher was in the role of a general educator of the society rather than in the role of the one who transmits knowledge for a specific field (Mitrovica, 1924, p. 22). Furthermore, given the low cultural level of society, the state has requested that the role of the teacher be widely extended not only in the provision of teaching, but also in the spread of culture in society, paying special importance to

the role of teachers towards cultivating knowledge for the society. While today the teacher is engaged in the development of teaching with the aim of mastering the basic competencies, based on the learning standards having the right to choose between the best contemporary methods and practices. The teacher is evaluated as the person who has acquired the right to exercise the teaching profession in pre-university education (Art. 2 and Art 56, Law 69/2012).

In the context of constant social, demographic, cultural, economic, scientific, environmental and technological changes, the occupation of teachers and trainers is facing with increasing demands, responsibilities and expectations put before them. These continuous changes require not only the competences on the part of the teacher, but the desire and attraction towards the teaching profession (Council of European Union, 2020/C 193/04). The legal framework in the field of education has foreseen the position of the teacher as the main instrument in the process of teaching and learning, as it has seen the teaching profession under the light of a regulated profession. On the other hand, the law has defined the establishment of the professional order for each regulated profession, including the teaching profession, which will manage the steps, procedures necessary to obtain a license for exercising a regulated profession, as well as the rights and obligations which come through practicing such a profession by highlighting professional autonomy (Kortese, 2016). The status of teachers is sanctioned in a number of legal acts, associated with specific bodies, organizations, the rights and responsibilities, and the procedures to be followed from the initial teacher education, the development of the profession till the moment of retirement. The table below can examine the stages of the teaching profession by connecting each stage with the relevant administrative body, the competences and responsibilities and the legal framework.

Table no. 1: The stages of the teaching profession

No.	The respective stage in the teaching profession	The organ which provides the criteria	The implementation phase	Legal framework
1.	Criteria for entrance into the teaching profession	They are provided by the decision of Council of Ministers as well as by the decisions of universities.	They are implemented by the universities.	The art. 74 of Law No. 80/2015 "On Higher Education and Scientific Research in Institutions of Higher Education in Republic of Albania"; Decision of Council of Ministers no. 436, dated 03.06.2020
2.	Organization of Initial teacher education paying special attention to qualifications and competences. (study programs in the field of teaching and elements of the curricula)	The Parliament with the proposition of the Minister of Education.	They are implemented by the universities through the admission criteria of students for bachelor and master study programs. They are supervised by the General Directorate of Pre-University Education, the Agency for Quality Assurance in Pre-University Education and the Centre of Educational Services for the licencing and employment procedures.	The art. 83 of Law No. 80/2015 "On Higher Education and Scientific Research in Institutions of Higher Education in Republic of Albania"; Art 57 of the Law no. 69/2012 "On Preuniversity Education System in the Republic of Albania", The Order no. 365, dated 28.12.2020 of the Minister of Education, Youth and Sport, "For the approval of the regulation for the operation of the state examination commission and the procedures for

				the development of the state examination"; Instruction no. 12, dated 10.6.2021 of the Minister of Education and Sport "On the procedures for accepting and appointing of teachers in a vacancy in public preuniversity education institutions and for administration of the "Teachers for Albania" portal" as amended.
No.	**The respective stage in the teaching profession**	**The organ which provides the criteria**	**The implementation phase**	**Legal framework**
3.	Organisation of teachers' profiles	The Ministry of Education and Sport	They are implemented by the universities, and by the administrative bodies under the Ministry of Education.	Art 57 of Law no. 69/2012 "On Preuniversity Education System in the Republic of Albania", as amended; Decision of Council of Ministers no. 649, dated 14.09.2011 "On determining the list of specialties, subspecialties or complementary specialties for the regulated professions"; Instruction of the Minister of Education no. 10,

				dated 3.4.2015, "On the content and form of the license which candidates obtain at the end of the state examination for the exercise of the regulated profession of teacher", as amended. Decision of Council of Ministers no. 436, dated 03.06.2020, "On the determination of the criteria on the average grade for the admission of candidates in the first cycle study programs and in the integrated study programs of the second cycle or the transfer of studies in the intermediate years of these programs, in the institutions of higher education, in the 2020-2021 and 2021-2022 academic years, onwards"

No.	The respective stage in the teaching profession	The organ which provides the criteria	The implementation phase	Legal framework
4.	Licencing of teachers	They are provided by the instruction of the Ministry of Education.	Centre of Educational Services, General Directory of Pre-University Education; Regional Directorates of Pre-University Education and Educational Offices	The law no. 10171, dated 22. 10. 2009 "On regulated professions in the Republic of Albania", as amended; Decision No. 371, dated 26.4.2017 of the Council of Ministers "On some amendments in the decision no. 1013, dated 10.12.2010, of the Council of Ministers, "On the creation of National Agency of Exams"; Instruction no. 8, dated 13.03.2017 of the Ministry of Education and Sport "On the organization and functioning of the National Agency of Exams"
No.	The respective stage in the teaching profession	The organ which provides the criteria	The implementation phase	Legal framework
5.	Recruitment	The procedure is stipulated by the law 69/2012 and the criteria and procedures are regulated by the instructions of the Ministry of	Ministry of Education and Sport; General Directorate of Pre-University Education, the Agency for Quality Assurance in Pre-University	Art 60 of the law no. 69/2012 "On Pre-university Education System in the Republic of Albania", as amended; Instruction no. 12, dated 27.02.2018

		Education and Sport.	Education; Centre of Educational Services; Interinstitutional Centre of the Albanian Academic Network; Regional Directorates of Pre-University Education and Educational Offices	of the Ministry of Education, Sport and Youth, "On the organization of computerized testing of candidates for employment in public educational institutions of preuniversity education", as amended; Instruction no. 12, dated 10.06.2021 of the Ministry of Education and Sport, "On the teacher's admission and appointment procedures to a vacant position in public educational institutions of preuniversity education and on the administration of the "Teachers for Albania" portal";
6.	Continuous professional development	The procedure is stipulated by the law 69/2012 and the criteria and procedures are regulated by the instructions of the Ministry of Education and Sport	Ministry of Education and Sport; General Directorate of Pre-University Education, the Agency for Quality Assurance in Pre-University Education; Centre of Educational Services; Interinstitutional Centre of the Albanian	Art 58 of the law no. 69/2012 "On Pre-university Education System in the Republic of Albania", as amended; Instruction no. 16, date 28.07.2021 "On the organization and operation of the system of continuous professional

		Academic Network; Regional Directorates of Pre-University Education and Educational Offices; Training Agencies	development of educational workers"
No.	The respective stage in the teaching profession	The organ which provides the criteria	The implementation phase	Legal framework
7.	Teacher qualification	The procedure is stipulated by the law 69/2012 and the criteria and procedures are regulated by the instructions of the Ministry of Education and Sport	Ministry of Education and Sport; the Agency for Quality Assurance in Pre-University Education; Regional Directorates of Pre-University Education and Educational Offices;	Art 59 of the law no. 69/2012 "On Pre-university Education System in the Republic of Albania", as amended; Instruction no. 2, dated 05.02.2014 of the Ministry of Education and Sport "On the criteria and procedures for the qualification of teachers".
8.	Professional Order of Teachers	The Parliament with the proposition of the Minister of Education.	No implementation	The law no. 10171, dated 22. 10. 2009 "On regulated professions in the Republic of Albania", as amended

A significant part of the international standards is found in the legal framework in force that regulates the status of the teacher in Albania. However, regarding of the autonomy of the teaching profession, it can be seen that the state itself has not respected the legal reserve (Omari, et al, 2017) regarding the obligation to establish the professional order of the teacher as a public legal entity. Such obligation derives from the law "On regulated professions", which requires that for

each regulated profession, a corresponding professional order be established. The lack of the teacher's professional order from 2012, damages the autonomy of the teacher's profession, leaving the teachers outside the decision-making processes related to their professional interests, despite the spirit of international standards on autonomy and professionalism. Teacher's professional order will serve to maintain high standards in the professional behavior and in exercising the teaching profession, guaranteeing the protection of the teaching and learning process as part of the right to education.

The establishment of the professional order of teachers is consistent with the requirements stem from articles 6-8 of the International Covenant on Economic, Social and Cultural Rights, being in this way, a voice in front of state authorities toward achieving favorable material or economic conditions for teachers. One of the sensitive elements related to the teacher's status is the weight of the teacher's salary in the financial resources of a country. Studies show that the salaries of teachers in most countries are not comparable with the salaries of other professions, which affect the relinquishment of the profession. (UNESCO & Right to Education Initiative, 2019). Even in the National Education Strategy 2021-2026 of Albania, the increase in teachers' salary is foreseen as one of the state's effective mechanisms to promote quality in the teaching staff (National Education Strategy, 2021), a policy which would be much more effective in case the teacher's professional order would have been established.

Implementation of the state policies and their effectiveness in relation to the teaching profession

The quality of education depends a lot on the quality of the teachers who provide it. The teacher education programs in majority of cases are mainly offered by Albanian public higher education institutions, although there are some private higher education institutions which offer study programs in the field of teacher education. According to the legal framework, the bachelor study programs connect the field of teaching with the pre-university subjects where the future teacher will be going to

teach (the profile), such as math, Albanian language, English language, history or biology. While the master study programs provide knowledge that form the student in the field of teaching, such as pedagogy, psychology and didactics.

Under the governmental policies, during the last three years, the average grade for admission to higher education institutions in bachelor study programs which provide access to second cycle study programs in the field of teaching is increased. While, statistics indicate that from 2014 to 2019 the number of students enrolled in education sciences has been decreasing from 13564 students nationwide in 2014, to 10062 students in 2019. Moreover, the state has raised the threshold of average grade for entrance to teaching programs by setting grade 8 as the final threshold. (National Education Strategy 2021-2026). As a result, the number of students enrolled in teaching study programs has decreased due to the non-fulfillment of the average grade of admission in these programs. There are at least 117 first cycle study programs (3 years) in the field of teaching offered by 14 public and private higher education institutions in Albania and 1394 second cycle study programs (master) for teacher education. (Decision of Council of Ministers 436, dated 3.06.2020; the document of the Ministry of Education no. 9380/2 prot., dated 22.11.2019).

On the other hand, the increase of the average secondary education threshold for admission of students to teaching programs has not been accompanied by incentive policies to make the teaching profession appealing. The conditions for practicing this profession have not changed and moreover the employment of teachers is very fragile, being continuously influenced by the reduction of the teaching rate due to the reduction of the number of students in the school. This also shows that the recommendations of international organizations, such as ILO/UNESCO Recommendation concerning the Status of Teachers, are not considered.

The study programs in the field of teaching are not considered as attractive professions for students (UNESCO, 2019). A part of the students who attend these programs are undecided in their choice and choose the teaching programs in order not to lose the opportunity to follow higher education studies.

Moreover, the completion of study programs in the field of teaching requires a considerable time for students (3 years bachelor study program, 1-2 years master study program, 1-year professional practice, at least another year for the state exam for obtaining the license in the field/profile of teaching profession and another exam (teacher portal exam) in order to be employed as a teacher in the respective school).

According to Haxhiymeri and Mita (2014), the quality of students at the start of teaching education during the last 20 years has been very low. For this reason, in order to increase the quality of new teachers, the level of the average grade of the secondary school completed by them is increased.

A change in the teaching profession will to be felt as soon as the law on regulated professions will be implemented, by establishing the legal entity of "Teacher Professional Order". Despite the fact that the teaching profession joined the law on regulated professions in 2012, so far, the law has not been implemented by the state to create professionalism and autonomy in the teaching profession, in contradiction to the ILO/UNESCO Recommendation concerning the Status of Teachers. In the absence of the teacher's professional order, the state intervened in the recruitment procedures of teachers in an unlawful manner, without making the necessary legal changes regarding the recruitment procedures. Despite the teacher recruitment procedure through competition and selection of qualified teachers by the school board, the teachers had to apply to "Teachers for Albania" portal in order to classify as a potential candidate for a specific profile (Instruction no. 40, dated 2015). This recruitment policy, changed without the legal support, damages the autonomy of the teaching profession.

The analysis so far highlights that well-resourced strategies are necessary to attract better students into education programs and to recruit, retain and develop high-quality teachers, spanning both initial teacher education and careerlong professional development. Being a regulated profession, in compliance with the European directive 2005/36/EC, the teaching profession is closer to the possibility for European professional recognition.

Conclusions

The discussion so far highlighted the development of the teaching profession in Albania, the progress done together with the obstacles encountered along the way, towards standardization as a regulated profession. Throughout the analysis it is reflected the need for standardization of the teaching profession, both in terms of the legislative aspect, as well as in finding appropriate policies to make this profession attractive and safe.

The analysis stressed the need to create a professional Teacher Order as a condition arising from the implementation of the law on regulated professions. The professional order will serve to guarantee the standards in this profession, serving as a bridge between the teacher, the governmental authorities and the community that benefits from the educational service.

Teacher training reforms are very much needed in every country, particularly in countries which are under transformation, such as Albania. Strengthening the status of teachers will increase professionalism, responsibility and professional freedom thus serving the children to reach their potential in a knowledge-based society.

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