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Editor Speech of IC - BTI 2018

International Conference is the 7th international interdisciplinary peer reviewed conference which publishes works of the scientists as well as practitioners in the area where UBT is active in Education, Research and Development. The UBT aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive institution, committed to the transfer of knowledge and the provision of a world-class education to the most talented students from all backgrounds. It is delivering different courses in science, management and technology.

This year we celebrate the 17th Years Anniversary. The main perspective of the conference is to connect the scientists and practitioners from different disciplines in the same place and make them be aware of the recent advancements in different research fields, and provide them with a unique forum to share their experiences. It is also the place to support the new academic staff for doing research and publish their work in international standard level.

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This conference is sponsored by EUROSIM - The European Association of Simulation.

We have to thank all Authors, partners, sponsors and also the conference organizing team making this event a real international scientific event. This year we have more application, participants and publication than last year.

Congratulations!

Edmond Hajrizi,

Rector of UBT and Chair of IC - BTI 2018
CONTENTS

Computers’ impact on students’ writing skills ................................................................. 3
Alisa Sadiku 1, Ardan Krasniqi 2 ....................................................................................... 3
Developing English Writing Skills for Students with Specific Learning Difficulties ...... 10
Alma V. Lama .................................................................................................................... 10
Civic Education Program, motivates psycho pedagogic interaction ............................. 14
Denis Çelçima 1, Votim Hanoii 2 ..................................................................................... 14
Organization of Cognitive Constructionist Memory (OCCM) in using Adverbial
subordinators as Cohesive Devices in Essay writing in English ................................. 21
Florin V. Ajdini ................................................................................................................ 21
Quality as a subject of study in the field of Management and Education ................. 27
Rodoula- Stavroula Gkarnara ......................................................................................... 27
An Investigation of the Effect of Bilingual Education on Language Achievement of
Kosovar Teenagers  ........................................................................................................ 35
Marigona Sefedini .......................................................................................................... 35
Examining student engagement in the learning process .............................................. 44
Marigona Sefedini .......................................................................................................... 44
Evolution of a Course: Instructional Design Elements and Impacts ........................ 49
Michele Gibney 1, Anita Mirijamdotter 2, Mary Somerville 3, Patrik Elm 4, Krenare Pireva 5 .................................................................................................................. 49
Computers’ Creating and Curating New Knowledge: A North American University Case
Study .................................................................................................................................. 56
Niraj Chaudhary 1, Michele Gibney 2 .......................................................................... 56
Translation Aspects of Brother Grimm Fairy Tales and comparison to translation between
English and Albanian Version ......................................................................................... 62
Redi Papa 1, Halili Bashota 2 ......................................................................................... 62
Maxim de Winter’s Perception of the Female World in Du Maurier’s Rebecca ...... 70
Silvishah Miftari Goodspeed ......................................................................................... 70
The Cosmopolitan echo of Maya Angelou in the novel “I know why the caged bird
sings” .............................................................................................................................. 75
Vlera Ejupi, Halil Bashota .............................................................................................. 75
The Effect of Bilingualism in Children’s Ability to Solve a Perspective – Taking Task. 79
Vijolca Pilana Shahini ..................................................................................................... 79
Albanian Internal and International Migration .............................................................. 95
Edmond Dragotti; Emanuela Ismaili .............................................................................. 95
Computers’ impact on students’ writing skills

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Abstract. Learning new vocabulary compromises a significant factor for success within language learning since without the adequate knowledge of words and their meaning, learners are not able to use the target language efficiently. Moreover, vocabulary tends to be forgotten if it is not acquired and used through the right methods that will provide learners with language inputs in genuine target language environment. In this regard, the increasing access to different multimedia and technology resources facilitate spontaneous vocabulary acquisition for the contemporary age learners. In particular, movies with subtitles can be a great tool in bringing students closer to authentic real life communication vocabulary. As a result, previous studies have found out several benefits of using subtitled movies by confirming that subtitles indeed improve vocabulary development.

Keywords: movies, subtitles, vocabulary, incidental acquisition.

Introduction

Throughout the years, language learners have undergone through radical changes in language teaching and learning methods, as a result of various technological improvements. These language learners are nowadays referred to as digital natives, i.e. “native speakers of the digital language of computers, videos and the Internet” (Presnky, 2001). Learning in traditional settings can no longer satisfy their learning expectations since “their brains have physically changed” as a result of “different kinds of experiences that lead to different brain structures” (ibid). Therefore, as Wedemeyer (1981) suggests, in order to avoid teacher-centered techniques that are based on the behaviorist models and memorization of vocabulary and grammar, a new way of thinking should be encouraged, one that will provide students with opportunities to demonstrate and improve their language skills.

In this regards, being able to write effectively is one of the crucial aims of most language learners. Even more important is that by acquiring this skill learners intend to use the target language effectively in real context and beyond classroom settings. On the other hand, computers, as relatively new teaching means can have a great impact on achieving these goals. As such, the usage of computers is an important factor in education, since the educational process itself demands improvement of the traditional methods and introducing more sophisticated teaching techniques. Besides these, as the availability of computers in schools has increased, new strategies of learning languages by using computers are more than welcomed, even though not all teaching environments are on the cutting edge of technology. According to Schuck, (2002, as cited in Gibson & Peacock, 2006) the reasons why there are still cases when computers are not involved in the teaching and learning process is that some of the teachers are constrained to do this because of lack of time and confidence in using technologies, as well as fear of computers replacing the teacher.
Background of the study

Writing, as a complex language process, incorporates different skills and techniques. According to National Commission on Writing (2006, as cited in Omar, et al 2014), one of the elements that make a good writing is clarity, accuracy and logical thinking. Besides these, “students writing improves when they are given multiple opportunities to write on a regular basis” (ibid), in which, word processors have been shown to be quite beneficial. In the same light, word processors are reported to be on top of the list of why students might use computers for educational purposes (Becker, 1999 as cited in Goldberg, et al 2003).

According to Macarthur (1988), there are several benefits that word processing software have when it comes to written compositions in comparison with the traditional technique of using paper and pencil. Through word processors, learners can make flexible edits of the text. Moreover, by using the visibility of the monitor, the written text can be more accessible to the public. Also, very often the printed version of these texts can be neater. Writing, as a mechanical process can be also easier to perform when typing rather than writing with paper and pencil. Furthermore, those who have poor handwriting or are prone to making mechanical errors can benefit from using word processors.

Word processing software help students plan and revise their writings, compose several drafts and produce a final, error-free text version which can be clearly understood by the readers. As most word processors give spell checking options, learners can correct them immediately, as well as delete, add or rearrange the content. In addition, word processors help learners save on their time, and with the spare time they can focus on important elements such as planning, organizing and reflecting their ideas. However, results from a study by Baker & Kinzer (1998) show that students using paper and pencil for writing have a more linear process of writing, i.e. they first brainstorm, outline ideas, write drafts, revise, proof read and then come up with the final version, whereas when using word processors, there is no linear process as students combine all these elements until they come up with the final piece of writing.

What is more, writing through computers has a significant impact when it comes to promoting social interactions among students. “When writers revise and edit, they can take their peers’, teachers’, and editors’ ideas about the papers” (Strassman & D’Amore, 2002, as cited in Ulusoy, 2006) as they have the chance to share their work and the teacher can directly observe their writing process in order to understand how each student solves different writing tasks and can intervene if students face difficulties. Snyder’s (1994, as cited in 2) study indicates that when it comes to communication among peers, environments where students use paper and pens for their writing is more prone to initiating communication between the teacher and the students whereas in cases where students use word process to compose texts, the common communication tends to be among students themselves. In the same vein, Curtiss (1984) adds that the affordances of electronic tools for writing, promote student-centered environment. However, Bereiter and Scardamalia (1987) state that writing through computers might be a total autonomous process for the students, thus it might not include the necessary guided feedback or face to face conversation with the teacher.

In addition, word processors facilitate students writing instruction by helping them edit their texts easily and thus making the writing process more enjoyable. In regards to this, Daitute (1985, as cited in Macarthur, 1988) states that revising on the computer is easier for students to improve their writings as it encourages them to write freely without worrying about the errors since it is easy to make the changes after they compose the whole text. However, students who do not have sufficient typing skills, might feel frustrated and demotivated. In regards to this, Mac Arthur and Graham (1987, as cited in ibid) indicate that students who are proficient in typing would produce longer and more qualitative compositions using the word processors. Another benefit that computers provide students with is the possibility to offer them reinforcement when receiving
Previous studies

Over the past few years, a lot of studies have examined the impact of word processors on student writing. A number of studies have involved as participants students who were not as accustomed with using computers for writing as the current generations. Regardless of these obstacles, these early researches provide some evidence of positive effects. For instance, the research of Cochran-Smith (1991) on word processing of elementary school students found that students using word processors for text compositions provided longer and neater texts than students who wrote with paper and pencil. Their writings were also with less errors. Other researches, such as the meta-analysis of Bangert-Drowns’ (1993) indicate that word processing also contributes in improving the quality of students’ writing. Similarly, based on Goldberg’s (et al, 2003) study, students using word processors for writing have created texts with higher quality than those with paper and pencil. A study by Dauite (1986) reports that when students write on computers they tend to produce longer texts and make more revisions. Likewise, according to a study by Grejda and Hannafin (1992, as cited in Goldberg, et al 2003) students using word processors make less errors when revising. In the same light, based on the research conducted by Bahr & Nelson (1996) if students use computers when writing, they may be encouraged to write for longer periods of time i.e. they can write longer and more detailed stories than those who write with paper and pencil. However, Shaw, Nauman, and Burson (1994) note that the quality and length of texts was higher on the students using paper and pencil, and refer to computer writing as less creative. In the same regards, a study by Hass (1989, 1996, as cited in Salomon, et al 2003) indicates that when writing in word processors, learners do less planning than students using paper and pencil.

Results and Discussions

The data gathered from the final sessions of both groups, one with students using computers when writing, and the other one with students using paper and pencil, showed the following results given in tables where the mean scores are calculated. The group of students using computers is referred to as Gr.1 whereas the other group using only pencil and paper is referred to as Gr. 2. Based on the results shown on the Fig.1 students using computers made less spelling and grammar mistakes than the group using pencil and paper for writing composition.
Results shown in Fig. 1 and 2 indicated that the quantity of writing and number of revisions done by students using computers was higher than students using paper and pencil. The majority of revisions made by Gr.2 were changes in capitalization and spelling whereas Gr.1 made changes such as adding sentences and changing words.

The following Tables (1-6), show the percentages of the questionnaire responses of students from both groups regarding their attitudes and experiences toward writing, and specifically writing through computers. In general, students from Gr.1 seem more motivated to write after using computers whereas students Gr. 2 find writing less enjoyable.
The purpose of this study was to determine the impact of using computers as writing tool on spelling, grammar, quantity of writing, number of revisions, and attitude towards writing. In other words, the objective behind this research was to gather data that shows whether or not computers have an impact on increasing students’ writing abilities whilst learning second and foreign languages. Particularly, the results obtained from the study answered the following research questions:

1. Does using word processors show improvements in spelling and grammar of students writing? Students benefited from using the writing software, as it helped them improve their organization skill and their writings were more organized and easier to read than the ones created by hand. These students produced writings with less grammar and spelling errors as a result of the advantage of word processors in correcting spelling and giving suggestions for their grammar mistakes which most of the time are corrected automatically by the software.
2. Does using word processors have an impact on students’ quantity of writing and number of revisions?
   The length of writings produced on computers was higher than writings produced on paper. Students using the word processing software wrote more often, for longer periods of time, and produce more writing than those using paper and pencil. In addition to this, when using computers students spread their knowledge by reading additional info related to the writing skill and gradually applied them in their writing, making it more qualitative. Students using computers made more revisions than students using paper and pencil. They were more willing to make changes in their compositions whereas the group using paper and pencil made only small changes like word choice or edits. The number of drafting was also higher in the group of computers.

3. Does students’ enjoyment and motivation increase when using word processors for learning and practicing writing skills?
   Students enjoyed using the computers when writing. They seemed more motivated and enthusiastic about writing especially the reluctant writers. When writing in computers, the process of composition became a social interaction among the students, as they shared their work with their peers, enhancing their collaborative and cooperative behavior and making this an interesting and enjoyable task. The results from the questionnaire shown in the tables 1-6 indicate that the group using computers had a more positive attitude towards writing and particularly writing through computers which shows that this experience has had a positive effect on their motivation. Making changes in the text was easier for the computer group and rather frustrating for the group using paper and pencil, since when they needed to revise their writing they had to write a whole new draft all over again. Both groups were approximately positive that they often use computers for writing composition and would probably continue to do so in the future.

**Limitations & Recommendations**

There are several limitations in this study. First is that keyboarding can be a difficult skill for many students to master. Also, because of the small size of the participants, these findings cannot be generalized to the larger scientific studies. Furthermore, I do not think that a semester is enough time to determine if computers have an impact on the quality and quantity of writing. I would also suggest this study to be conducted in various grade levels, especially college students or elementary school students. Moreover, it would be even better if the sample group would be larger than 10 students per class.

**Conclusions**

The constant evolution of technology has brought many changes in the process of teaching and learning languages. Nowadays, students have access to different software that assist them in advancing their language skills one of which are word processors as tools which help extending students’ writing skills through a wide range of opportunities. The results of the experiment that were done with the two groups, one with students using computers when writing, and the other one with students using paper and pencil, clearly showed that students’ motivation and interest was increased when computers were used in their writings. If we make a comparison between the group which had the teacher and the textbook as a source of information, and the other one which used the computer as a source, including the Web, students from the second group had better results, as expected. This is so, mainly due to the fact that they had a wider range of sources to use and the revision was mechanically easier to perform, thus the number of written drafts was
higher and their compositions were longer. Also, their writings consisted of less grammar and spelling mistakes as a result of having the autocorrect option in the word processing software. To sum up, the use of computers in education increases students’ writing skills as word processors offer a great assistance in writing and as teachers’ aim is to introduce many different kinds of writing experiences, activities, and strategies, computers can definitely help them achieve this.

References

Developing English Writing Skills for Students with Specific Learning Difficulties

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Abstract: In a context of learning, writing as a valuable tool, helps students think critically and demonstrate what they know but for students with specific learning difficulties, the writing process can bring different challenges as it can be much harder and slower. As a result, they may struggle academically by falling behind the school work. Moreover, they can get discouraged and avoid writing assignments. When it comes to developing English writing skills in students with specific learning difficulties, this can double the challenges and can lead our students to feeling frustrated about their academic achievements. This can also lower their self-esteem and the worst part is that teachers may criticize them for being lazy, which makes the situation even harder for them. This leads us first to identify the problem and learn how to cope with it! Moreover, this paper aims to provide an understanding of Dysgraphia as a specific learning difficulty which affects writing and in this case what methods and strategies we as teachers can use in an inclusive classroom, so our students can become more engaged with their writing and more proficient writers. Helping students with specific learning difficulties develop better writing skills, makes them become more successful and it serves them as a motivation to reach their life goals.

Keywords: English writing skills, students with specific learning difficulties, inclusive classroom

Introduction

Dysgraphia as a learning impairment is considered to be under the umbrella of Specific Learning Difficulties. That has to do with difficulties in written expressions. The term is understood as making Handwriting letters. Children with Dysgraphia can express themselves fluently while speaking but face several challenges when they need to follow or express their ideas in writing. For students who face these difficulties, takes more time for them to develop the writing skills, the process is harder and slower and without help and practice, these students may experience hard time in school therefore we need to develop and work on different strategies to improve writing skills.

Dysgraphia is a learning difficulty that indicates the correct writing skills regardless of ability to read. People with Dysgraphia can write, and have a higher than average IQ, but lack co-ordination and organizing thoughts in parallel with others. They can also find it hard on basic spelling skills sometimes mixing letter p with q or b with d and often will occur that they write the wrong word when trying to put their ideas on the paper. (Brainhe.com, 2006). On the elementary school the difficulty emerges when they are first introduced to writing, they make large size letters and outside of the notebook margins. Students whose first language is transparent misspell words as in their first language they don’t have a decoding system because their first language is transparent which means that is written as it is spelled.
Identification of Dysgraphia

Identifying students who have Dysgraphia is quite challenging because their writing difficulty might be a result of other type of learning problem. (Cavey 1987) However, some of the signs and symptoms that appear are seen student who stays behind his/her classmates, if he/she does not notice a certain letter spacing, finds it hard to organize words on the page from left to right, writes letters that go on one direction above or below the notebook margins or finds it hard to write inside the notebook margins, copies text slowly and stops writing while others continue. All of these are related to category one of Dysgraphia which is called Visual-Spatial Difficulty. A child may show that have Dysgraphia if he or she has fine motor difficulties which is the second category and this is manifested with holding a pencil incorrectly, holding a puzzle piece incorrectly while doing puzzles, holding shoelaces while tying his or her shoes even while eating, for example, holding a knife while cutting food or fork while picking up the food. A child with Dysgraphia will find it hard to use scissors well or to color inside the lines. Students with Dysgraphia as said above find it hard to put their ideas down on paper quickly, find it hard to follow directions, lose their concentration easy and this is due to Dysgraphia third category so-called Language Processing Issues. Other symptoms that you may see in students who suffer from Dysgraphia are spelling issues which affect the handwriting. In this category students with Dysgraphia experience difficulties to understand spelling rules or saying if a word is misspelled. In this content, they make errors in writing, miss upper and lowercase letters, have trouble reading their own writing, erase a lot, avoid writing and complain as they have their hand cramped etc. When it comes to grammar use, students with Dysgraphia don’t know when to use a punctuation mark, they overuse commas and mix verb tenses, and don’t start the sentence with a capital letter. As for the organization, if you ask them to tell the second part of the lesson they find it hard to organize themselves, they forget about important facts and details, they assume that others know what they are talking about but actually they never get to the point but they are better at bringing ideas while speaking. These symptoms always depend on students level of education but most of them you see when they start school and it can be manifested with a lack of development in academic writing skills, basic skills and social skills therefore, we need to bring different methods and strategies that help these students succeed in a required tasks inside and outside the class.

Dysgraphia Treatment

Accommodation of students with Dysgraphia plays an important role! The earlier a training starts, the faster they overcome challenges which are related to writing. As English teachers we have to be careful when presenting letters right in the beginning as kinesthetic memory is powerful and students learn what they see, read and hear and if we present them in a wrong way, they develop the habit which is very difficult to correct. We have to bear in mind that work needs always to begin with letter formation when we teach the alphabet and the sounds of each consonant and vowel and at the same time to practice it daily and repeat over the weeks and check with it often for months. Another method, when you teach word order is to present words in small pieces of letter and ask students to put them together in a sentence, encourage them to do this at home as an assignment with handwriting and bring it to class for others to complete the sentence. This will encourage them to write better as others will read their work and they don’t like to feel embarrassed by the fact that somebody will not understand what they have written. Encourage students to experiment with different writing tools for example computer. Providing a text with spaces for students to fill in with the information can be encouraging for students with Dysgraphia as they don’t need to worry about writing the whole text.
Strategies of Coping with Dysgraphia

As teachers, we know that writing is a great tool to learn but if we have students who encounter difficulties in writing, we have to come up with different strategies. If we teach vocabulary, ask students to practice the writing of the new words for example write each new word five times and practice spelling. Older students can use this strategy to form five different sentences for each new word that they learn, motivate them and praise those who really try and reinforce the positive aspects of student’s effort and encourage them to be patient with themselves. The use of multisensory techniques provide visual, auditory, kinesthetically and tactile support that can be used to help also students with Dysgraphia as it encourages them to verbalize the motor sequence of the form of the letters for example letter b is a big stick down with a big stomach away from its body on the right side where letter d is the same but its stomach in on the left. Allow students to use technology to help them write correctly on the notebook.

- Give hand-outs in advance and encourage pre-writing. Maybe ask them to write the first word of every sentence and capitalize the first letter.
- Give them more time to process what they comprehend in order to organize and find the right way to write the word and be patient as students with Dysgraphia are very emotional and get easy frustrated.
- Help them through dictation by giving them more time to write the word down.
- Present writing material in small chunks so they can write it all. Ask student to present their work while writing down their ideas and how they will elaborate each part.
- Organize the ideas that they want to express, for example plan your paper, organize your thoughts and ideas, write your draft, edit your work, revise your work and bring the final draft at the class. For every written work students with dyspraxia need to work ahead at home.

As teachers, we have to copy on the board what you are asking them to complete or print it for them and it will be a great idea if you can give them a sample form so they can be successful on their work.

Instructional Activities that Improve the Handwriting Activities of Students with Dysgraphia

Dysgraphia affects the hands muscles and it is very important to start working on this part as early as possible for example activities such as playing with clay to strengthen hand muscles can help, teaching from kindergarten how to keep lines within margins to develop motor control, activities such as connecting dots to create a letter form or an image and tracing letters from samples. All of these will help student also hold the pencil grip or crayon or color pencil.
Conclusion

As English Language teachers, the overall goal is to help the students perform accurately and faster. At the same time participate together with their peers in a writing task. We have to consider making changes on the volume of the written work, complexity, tools that will help students to use so they can advance in their writing skills because when they receive the appropriate time and help, they can succeed in their class and home assignments.

In conclusion Dysgraphia as a specific learning difficulty can be noticed at the very young age and can be treated so every student can succeed and reach its potential in writing better. As early as we are able to identify, it gives us a chance to help them with different strategies to improve their skills and provide the right accommodations.

With this in mind, Ministry of Education, Science and Technology should consider to test every student right after the first year of preschool so as they enter the elementary or primary school, teachers are aware if they have students with Dysgraphia and start working on the teaching strategies.

References:

Civic Education Program, motivates psycho pedagogic interaction

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Abstract. The proper method of psychological treatment of the problem of academic formation and student citizenship, which may be recommended for all levels of guidance and teaching in our school, orientates the use of three practical tips for an accepted and more mature change: quick change will take more time to absorb. Big mistakes cannot be repaired easily. In a wider context, many of the various analyzes that have been carried out so far in the state of the education system, we must admit that a delicate and distinctive feature emerges in this delicate and important field of life in the country. Such phases of psychological treatment of the problems of change and restructuring of the education system have, in their majority, been disconnected from one another. For political reasons, they often surprised the civic opinion and the school itself, stressed the pedagogical body, creating a situation of anxiety and insecurity. The consequences have directly affected the effectiveness of the changes. Can we say, "... we are successful and on the road ..."? If there is something in common in the noble profession of teachers, it is the deep knowledge, methodology and methodology, which represent their generalization values, as well as exhibit professional individuality in the interest of the qualitative growth of teaching. Achieving the method is not easy, as it seeks the support of many other elements as personal attributes of teachers, related to language formation, scientific terms of study, knowledge of general formation on the basis of new information, the way of communication, patriotism, formation on national and historical values, recognition of tradition, etc. all for the developing of the personal skills of student learning within a complex space created by the need to build curricula throughout the annual academic training cycle. In this context, the course on civic education in high school combines and manages to naturally integrate all the knowledge gained in other subjects of the curriculum.

Keywords: pedagogical method, teacher, adolescent, civic education

Psychopedagogical method and methodology in civic education

The proper method of psychological treatment of the problem of academic outreach and student citizenship, which may be recommended for all levels of guidance and teaching in our school, guides the use of practical triangles for an accepted and more mature change:

♦ To distinguish between change, the personal softening and professional controversies of "people" (important, key) should be foreseen.
♦ A profound change will never have to come as a wonder and as much as possible to surprise the participants, but as a rational need of time.
♦ Never do we have to change things a lot and very quickly, (with blow).
Quick change will take more time to absorb. Big mistakes cannot be repaired easily. In a wider context, many of the various analyzes that have been carried out so far in the state of the education system, we must admit that a delicate and distinctive feature emerges in this delicate and important field of life in the country. Such phases of psychological treatment of the problems of change and restructuring of the education system have, for the most part, been disconnected from one another. For political reasons, they often surprised the civic opinion and the school itself, stressed the pedagogical body, creating a situation of anxiety and insecurity. The consequences have directly affected the effectiveness of the changes. That's not the case to say that, "...we are successful and on the right track..."! If there is something in common in the noble profession of teachers, it is the deep knowledge, methodology and methodology, which represent their general values, as well as exhibit professional individuality in the interest of the qualitative growth of teaching. This logical and study perspective, in general and detailed lines, precisely determines the main lines of the teaching method, based on the rankings and the quality of the selected topics, enabling new experiences.

Scientific research method, successfully applied throughout the process of granting and assimilating program themes and concrete results, is built on the basis of collaboration and interaction, based on a systematic work of documenting the results. Scientific research methodology, evidence and research in the interesting field of civic education of students, as one of the most difficult and serious commitments in the teacher's mission, through analysis and criticism, enables the achievement of new knowledge and experiences in teaching, which take their general character.

On these methodological recommendations, the subject of civic education of students at secondary school takes its theoretical, practical and applicative importance, combined with the new ones stemming from the observance of time standards, which create spaces for alternative variables in the judgment and decision-making of the teacher. The basic method is the critical analysis of what we have done well in the civic education of students and the other, towards the failure, so that we can meet the objectives of the citizenship program, to concretize these theoretical notions in the real environment of our school.

In school, in terms of implementing ethical norms of civic behavior and education, many students appear to be dressed and behave inappropriately, becoming the object not only of attracting young people, but sometimes teachers. One more concern, left suspended, though sometimes it poses as a social and psychological nuisance. Teachers are the first to talk about this problem and to argue ways of solving or minimizing the phenomena that have implications for the teaching and education process. From surveys conducted in high schools, "nearly 92 percent of teachers think that in schools, a uniform format for students should be introduced, under conditions set by the institution." So, dressing the students is not left to wishes and spontaneity. Although we may think that this is "an individual" case we should admit that the pedagogical criteria, pedagogical norms and ethics, cannot accept that student dressing is a cause for unusual occurrences of self-sufficiency, which may cause another phenomenon: the temptation. This applies both for girls, as well as for boys.

In psychological terms, the attraction of extravagant clothing and other overlapping ornamentation, the distinctive religious mark, are external factors that influence student behavior. They have side-effects in their consciousness. Attribution and the coverage of the case belongs to external factors. The social cognition of students cannot be well functioned. Often, they become prone to self-misunderstanding and peers. Everything that fosters an inappropriate outfit makes the student object to prejudice, critics and his failures in other directions. Psychological protection mechanisms are often lacking. Encouraging emotional emotions, avoids the ability to concentrate on the main task for which the student is at school. There are different opinions, some of them see the dressing not as a school problem, but as a problem for the person and family. There may seem to be a tendency to reconcile with this finding, but in essence, in the conditions in which school discipline now appears, the lack of civic culture, self-perpetuation and other
psychological action elements does not relieve the responsibility of the family either school, but the individual, who is prepared with negative differences for life and society. There are other opinions that think that the problem does not lie in dressing but in the backward mentality, in the lack of culture, and in the psychological and social preparation of young people, with the effects and impacts that the dressing upon man is.

**Example:** "Every state or private institution has its own rules in clothing and behavior. In a school bank you cannot wear extravagant clothes, and as we see commonly see. Workers dressed in costume look beautiful. The school has its own rules too. When a teacher rebuked a girl because she did not answer in the lesson ... she began to cry and the eyeliner began to flow too ... this is not appropriate."

In this case, there are also extremist attitudes, where the timing of the movement is lacking. To politicize this problem, because of a past, where school uniforms were a compulsion, is a wrong attitude. Far from politicization, today in Western experience, there are many educational institutions that have put the rule of external appearance at school, and have not seen anything wrong with this action, on the contrary. So, are our social relationships harmonized in our school with individual ones? What forces school teachers who are nearly unanimous in their opinion of using a school uniform? What do they find and what they think about the school environment? Are not these our teachers who have the responsibility of preparing for the younger generation, who more than others should be listened to? What is the importance that the problem takes in theory, when practically the teachers are nearly helpless in changing the situation, even though they consume much of themselves in the interest of student education?

Theoretical importance cannot be considered, "theories are theories, it’s enough fulfilling the program", but it stands in the ability to predict a qualitative element of theoretical and practical treatment of citizenship, which attracts students into the citizen education process, not only within the framework of the program, but with the opportunity to expand the knowledge on Civic Ethics and Behavior in relation to the school and social environment.

The practical significance lies in the expectations of the conclusions from year to year, respecting the critical thinking of teachers and students, which help with new experiences in upgrading the methodology of realization of the subject of civic education, bringing the satisfaction of maximum achievement in student assessment.

This theoretical and practical summary can be presented like this:

- Possible typological and psychological categorization of students, to facilitate their work on selecting themes and how to handle them;
- Selection of learning outcomes for key, complex, and relevant competencies, defining shortcomings and priorities;
- Keeping in mind the learning outcomes for the key competency categories for each academic year (especially the previous one), which will serve to increase the level of knowledge in civic education and increase key competencies;
- Selection of learning outcomes for each element of key competences in the field of civic education and determination of goals in assimilation and psycho-social and academic achievement of students;
- Selection of the program and the content of the lesson, its means of materialization, teaching methodology, comparison and dealing with situations inside and outside the school, where through these elements the teacher achieves the anticipated learning outcomes in increasing citizenship competences in the academic year, compared and faced with key competencies in student formation.
- The curriculum at a well-planned time frame, on the effective teaching of the internal causal connection of the subject, by laying sound grounds on the learning outcomes of the students.
Realization of student achievement analysis based on the analytical method after completing the program's hours, complementary tasks, tests, surveys and semi-structured interviews, by verifying the achievement of learning outcomes, progress of the implementation of the annual program of the subject of civic education.

In high school, the annual program contains 72 hours, 5 themes, which create conditions for students to build sustainable knowledge and apply this knowledge, the skills, values in function of core competencies and key competencies. Based on the 5 themes of the program, the student book and the teacher's booklet have been designed to provide in an organized way, step by step, the treatment of the teaching situation according to their themes in their value growth. They are focused on their component elements in the function of civic education, relying on: learning outcomes according to key competencies and citizenship competence, in annual lessons organized according to topics, in the three-month curriculum, the classroom for each lesson, etc.

Alternative study method

This summary can be evaluated as a goal aimed at educating students through the decomposition of program elements based on the use of interactive methods, techniques and strategies that create harmonious cooperation between teaching and learning. In this complex process, the realization of the general and specific objectives of education are interlinked, mainly based on the education of human rights and fundamental freedom, cultural, humanitarian and peace education elements, general education with global concepts, respecting and convey the educational values of the media, the environment, criminal and road codes, the way of economic treatment, security norms, etc.

Alternative Methods for Implementing Citizenship Education Program

This program remains an open-minded element of civic formation, and as such, it does not easily accept the traditional forms of teaching and learning, where the role of the teacher appears simply as a transmitter of knowledge, and the learner may be a passive listener. The methodical process remains open to the application of alternative methods, which finds space within time requirements and causal relationship with the curriculum. Drawing on the practical plan of implementation of the program, we will give in detail some elements which should be respected.

The content of the civic education program offers numerous opportunities for teachers to develop lessons based on: active interaction between teachers and students; in the use of personal experiences of students; in encouraging students to select their own strategies, based on the individual skills of intelligence; in the effective participation of students in teaching activities; their independence in the free expression of ideas and personal opinions as well as the use of the didactic tools necessary for the normal development of the program. Civic Education Program Motivates Effective Interaction between Students and Teachers, Between Small Businesses and Major Groups, between Independent Work and Interaction. In this context, priority is given to the respect of the program standards and the alternative orientation to stimulate different ideas arising from the active participation of students in the classroom, their critical reflection on the reality and the quality of theoretical practical reference concepts of the subject.

Significance in this complex process gets the product of activities that can be prepared by students in the classroom, such as posters, different mental structures in white papers, various papers, or reflections written on various issues of education. Productivity of students is the most qualitative indicator of the perfection and implementation of their civic education program. Objectives and goals are evaluated at the top level compared to other subjects. Their content extends beyond the curriculum limitations and the presence and impact of traditional school structures. She
pleasantly breaks the "discipline" in our classes. It asks and accepts debate, liveliness, attitudes, display of opinions, diverse views of students.
Achieving the method is not easy, as it seeks the support of many other elements as personal attributes of teachers, related to language formation, scientific terms of study, knowledge of general formation on the basis of new information, the way of communication, patriotism, education on national and historical values, recognition of tradition, etc. all in face of the personal skills of student learning within a complex space created by the need to build the curricula throughout the annual academic training cycle. In this context, the course on civic education in high school combines and manages to naturally integrate all the knowledge gained in other subjects of the curriculum. Another aspect of the methodology in its elaboration is the space for teaching lessons into the student's personal experiences, the various events they have experienced in the community they belong to, as concrete case studies by teachers for new curriculum topics of interest, which best meet the self-actualization of the classroom and the objective that aims to fill it.
The study space, both the flow and product of students' engagement in their lesson, their demands and experiences, serve as a linkage bridge between theory and practice, the basis for the formation of students in school, strongly linked to real life. This way of interaction and enrichment in the citizenship program will naturally reflect on their positive attitude to school and life because they feel respected within the social group, in the growing thoughts and tendencies of their civic behavior. Teachers can use and develop different methods in their teaching, but the civic education program requires the planning and development of an interactive teaching, which is based on teacher-student interaction, physical environment, didactic, and student materials, such as and numerous products designed and prepared by the students themselves, where group work is important, coupled with independent work and individual work. In this regard, we will also look at an issue related to the growth of the culture level that follows the curriculum on civic education. The period of use of computer tools, in the quality of education and civic education and culture, has brought another consequence, which has to do with the writing of students and teachers and the use of graphology. Using the keyboard is replacing handwriting. The glitter has lost its appearance. The high school students who can write beautifully are dimishing every day and this phenomenon is apparently not a primary subject of the teaching. Often, teachers themselves are forced to "eject" the sites that are required to read with the writing of students. More stress, forces them under the influence of doses of nervousness and fatigue, to make undeserved mistakes and punishments. The writing psychology features two sides of its display, the side of content and appearance. The teacher should be able to explain and persuade this matter, in the technical views of the problem. Even in this matter, teachers will have to evolve into the soul of the student by creating trustful relationships. If we want to provide the necessary education, it will be difficult if we do not know the psychic scheme in adolescents, which appear in their "plastic" form, where the possibility of removing excess parts reveals one formed personality. The automation of a handwriting, the look of the script that is perceived, the links between the inside and the insights into the student's sub consciousness, all the psychological characteristics associated with the degree of intellect. The beautiful-writing model and the shaping power of writing, express the opposite sides as part of the personality of the student and the teacher.
One more problem for teachers and students who are subject to this analysis is in the displaying of their graphology. As the age of children in adolescence increases, "a psychodynamic test of their personality is taught." And if the disregard of a bad writing can be passed easily and perhaps unnoticed, the student's essential equipment with the general culture of education, it is not a phenomenon that may be lost as easily in the psychoanalysis of the teacher and students. Writing is a special form of personal competence related to the individual's external behavior, the increase of his cultural level, a manifestation of the psychic dynamism of the subject, an expression of character, degree of intelligence and personality.
What should we change in the method of civic education?

The roles and competences that teachers and students have traditionally succeeded in, today should really need to be changed. Integrated Intermediate Knowledge versus Restricted Knowledge, subjects, theories and issues related to nature and human development; adaptation of different learning avenues to achieve special educational goals, such as the field of behavior, knowledge and humanity, the principles of the teaching and learning process, and the organization and administration of group activities. Changes also relate to the process of manifold and dynamic teaching, as opposed to its linear and static process, in all its dimensions, singling out; processing and defining the diversified objectives; elastic management of teaching groups and groups; the variety of teaching models, through open learning and collaboration, as well as mutual evaluation. Changes relate to multiple educational goals, as opposed to those limited in the field of knowledge. Bear in mind the complexity and the changes that take place in today's world and rely on individual engagement, to improve living conditions and to master the habits of action. In this context, one of the most important requirements in the field of teaching is the teachers' conviction in the ability of the learners to learn and that they are capable of teaching or helping them to learn. Learning about the new elements of democratic citizenship includes other teaching skills that are important for the process of enabling students to become responsible citizens. The new elements aim at enhancing the ability to look at problems from a student's point of view, taking into account his background, age, and educational level, as well as the ability not to prejudice attitudes and perceptions that are different from his own. They aim to increase the ability to understand, accept and respect the similarities and differences that exist between teachers and students as well as between students. This is based on respect for students' rights and sensitivity to their needs and interests. They aim to increase the ability to handle controversial issues and to cope with problematic and complex situations that may arise in the school environment. They aim at the ability to see themselves and their students as active participants in the local, national and international community. Obedience to the prospect of progress that each individual achieves can help to achieve this goal. They aim at increasing the ability to integrate personal priorities into a common set of problems and values and to apply the decisions taken by the learner in practice. Willingness to accept mistakes before the group and draw lessons from them, the ability to openly perceive and debate about the problems posed by the underlying curriculum increases the integration values into teacher-student relationships to a considerable degree. In the end, evaluating the pedagogical logic and the selected methodology, under changing conditions, we respect the "golden middle", which harmonizes the extremes and creates an educational and acceptable environment for adolescents. The problem is essential: Is there a recommended selection based on real-life studies to find Aristotle's "middle class" high school system, which can lead us to the most acceptable ways to serve the prospect? Determinants of the tested condition are real, operative and should be respected for the purpose of specifying the recommendations, with prevention effects in the interest of civic education. In the whole of the analysis, the real situation forces us to look for ways to overcome contradictions in the system of academic formation and civic education. Without respecting the action of economic, educational and cultural factors, the impact of the social environment, relations between tradition, inheritance and perspective regarding to the national phenomenon in relationships and interaction with imported phenomena influenced by external factors, we cannot find the desired choices in the interest of strengthening the work on academic formation and civic education of our children. The psycho-pedagogical methodology should go beyond the framework of the recommendations and become a field of exploration, especially for the enhancement of teaching skills. Deductions in this field cannot be given empirically. The changing time implies finding ways that the method and achievements go beyond this imposing frame.
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Organization of Cognitive Constructionist Memory (OCCM) in using Adverbial subordinators as Cohesive Devices in Essay writing in English

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Abstract. Organization of Memory - Introduction In Psychology, the cognitive approach studies the mental processes of people; the organization of memory is a major area of research within this perspective. There are many theories of organization and memory originated from a study performed by Bousefield (1953). All these claim that organization in categories is the natural way to process information in long term memory involving Cognitive Processes as memory call propellers. Modeled after Bousefield’s study, the aim of this study is to examine the effects of words’ organization on the ability of recalling from memory, when they are stored. It is supposed to give a learning feedback for the English teachers, enabling them to deliver a stronger learning input to their students.

Keywords: cognitive, phrasal verbs, essay cohesion, conceptual cognition

Introduction

English Phrasal verbs have always triggered a variety of difficulties in terms of both, learning and using them in almost all language skills and the overall student communication in English. The fact that this lexical category does not exist officially, in Albanian, it represents a constant barrier towards learning outcomes with these students. The focus of this paper will be put on the use of English Phrasal verbs, in Essay writing, with special focus on the cognitive approach of perception and its impact in writing English essays. The issue to be tackled is their role in terms of setting ground for good, stable and functional essay text wholeness, which must be reached as a result of their appropriate content cognition, seen from the perspective of cognition functionality effect, which as such must decipher the content of these verbs, by ignoring the L1 impact completely (Cornell, A. (1985:221). This approach is supposed to raise the essay productivity in English, making possible for these students to produce better essays, closed to those produced by native speakers of this language.

In the focus, there will be two target groups (each 50 students). One of these groups is ranging between B1/B2, while the other between B2/C1 languages level of the CEFR. In these research terms, there will be used a comparative, qualitative as well as quantitative method of research, which will focus the problem generator as whole, seen from the perspective of traditional learning techniques of English and its use in essay writing. The so called grammar translation method will be on the focus and seen as a learning issue to be replaced by cognition as a learning activity of the language. Cognition will be seen as a process of finding the appropriate equivalents of phrasal verbs in L2, i.e. English, constantly trying to separate the influence of L1 i.e. Albanian in the process. In essay writing, the problem becomes of a complex
character especially at the point when students have to deal with the overall essay content control (Cohen, J. 1988:129), where these verbs are of a crucial cohesive relevance to the essay semantics. This can be noticed in all resource texts (analyzed essays), where in most of the cases the traditional grammar method of learning and using phrasal verbs, proves to derange noticeably the overall essay text engineering, derailing this way the essay controlling idea from the path it should follow to an end. To explain how this situation works in the essay writing practice, the research focus have been put on the content and the semantic functionality of these verbs, in 20 produced essays, involving both target groups, i.e. G1 and G2. Both target groups are 1st year students of English. They are not acquainted with the purpose of the research, so they are left alone for an academic hour to produce one 400-500 word (5 paragraphs in total) essay each. To assure a concise cohesion measurement, an empirical analysis has been used in order to perform as concisely as possible, aiming to detect lower as well as higher cohesion functionality covering the analyzed essays. As the focus of this paper is on phrasal verbs capacity to produce text cohesion, 20 essays in all will be analyzed, to reach this objective.

Questions to tackle (research methods and techniques)

a) What’s the cognitive approach technique towards finding their appropriate equivalent of phrasal verbs in essay writing, without being hampered from the influence of L1?
b) As phrasal verbs are unpredictable and confusing to students, most of the time these words reflect an illogical content and convey a wrong message. This triggers the need for a creating a functional learning and writing routine, to be reached via an enhancement of the cognitive perception of these words. Reaching a higher degree of cognitive operational effectiveness (COE) helps and improves the overall essay cohesiveness as whole.
c) As these words aren’t necessarily informal or colloquial; they need to be approached via a hypothetic-deductive reasoning’, leading towards an easier decipherment of the message they convey in a given sentence. This makes possible a stronger and easier flow of ideas at sentence as well as paragraph level, for the very fact that phrasal verbs not only play a key role in terms of being elements which are seen as idea supporter but they strengthen the essay overall informativity as well as essay message transfer. These features, contribute concretely towards strengthening and functionality of the essay’s wholeness (Dagut, M., & Lauffer, B. 1985:321). This action has been made possible through an intense cognitive action or an in-depth analysis of the essays in the focus.

Verb quantum in focus

As the research is of a complex character, in order to make it easier to understand for the reader, below a table of the most frequently used phrasal verbs, in 20 analyzed essays, has been given. Some of them are as follows: to come off= tê ik, tê largoheem; to fall on = tê sulmoj, tê ndeshem; to fall off= tê bie nga, tê pikojê nga; to break out= shpërthjë; to bear out= tê kapojoj, tê vërtëtohem; to set off= largoheem, ik, shkoj; to give over= dorrëzoheem, ndërprës; to set out= fillëj, nis; run down= përkuflizoj, sqaroj shukt, etc. The overall number of phrasal verbs used in the analyzed essays is approximately 200. Their cognitive deciphering activity by the students has been developed based on three determiners: real, abstract and confuse perception of phrasal verbs. From the practical point of view, these determiners are the ones which indicate the overall reached scale of textual cohesion in the analyzed essays.

In order to facilitate the cognitive decipherment of their meaning, the students’ most frequent approach is revealing their meaning which as an activity goes through a set of thinking and
cognitive) activities of a constructivist character, before they are filtered to be used in essay writing. This approach is a very complex one, but it has proved that it supports constantly the intensity of productiveness of phrasal verbs, even in moments when students may think they are not needed to be used. The cognitive constructivist approach (CCA) in essay writing has resulted to be an efficient facilitator which puts on place a wide range of possibilities for using phrasal verbs, departing from the most frequent ones to the rare ones, acquired through learning English, while students are being passively exposed. The technique mostly used is the one focusing the verb as a lexical unit, as content as well as a link it to the verbs known previously. This technique sees the verb as made of two logically contradictory parts, i.e. the particle and the verb basis (Darwin, C. M., & Gray, L. S. 1999:87), which as such must produce a single meaning content to be fitting appropriately within the logical contextual linking at sentence, paragraph and finally the whole essay cohesiveness.

Analytical part of the research

The analytical focus in this paper has constantly been put on the way how phrasal verbs have been comprehended and used in the source essays for analysis, how much the cognitive constructivist approach or activity has helped students in terms of their decipherment and what’s the degree it has reached in general concerning the overall essay cohesiveness. According to Kleinmann, (1977:211), and Schechter, (1974:232), students usually hesitate to use L2 constructivist techniques in cases when they notice that their meaning is different from L1 system, i.e. Albanian. In this regard, 20 phrasal verbs used in the essay have proved to be reduced into 16 ones. This is the case with the Group 1 of students, who based on a previous diagnostic assessment, are qualified as belonging to the B2/C1 level of language skills of the CEFR. Checked in terms of the semantic complexity the used verbs reveal, 8 of them are qualified as regular ones and the 8 others, are seen as complex ones, which have come into expression to be used in the text, as a result of a deeper thinking of the tested students, generated as a result of an intensive cognitive constructivism, based on Brunner’s theory of efficient learning or discovery learning. In this particular research, this approach has been used through discovering or revealing unlearned but acquired phrasal verbs, by which the tested students have solved the so called situations of unfamiliarity of finding the way out of situations where they are required to perform as close as possible to the experiences and the knowledge of the native speaker. Further on, according to Kellerman (1977:67), the hesitation in using English phrasal verbs appears complex, as such it is ongoing and it is present and noticeable in essay writing with these students, is seen to come as a result of the fear of affecting the all wholeness (cohesion) of the essay they are supposed to produce. This happening, would have a huge impact in the overall semantic as well as text grammatical engineering structure (sentence, paragraph). This means that the Group 1 has performed using these techniques with the higher intensity and in a coordinated way, which has shown that the essays produced by them, are characterized of a higher degree of comprehensibility, and as such they are easily understandable by the reader.

The cognitivist approach of deciphering the phrasal verbs, constantly supported by the constructivist thinking, has been performing much better with this respective group. The rate of the essay wholeness functionality (EWF) per essay has reached cca 78%, of the essay wholeness (cohesion). As to the target Group 2 of students, the number of 20 phrasal verbs to be used in the essay, have proved to drop into 9 ones. This group, based on a previous diagnostic assessment, is qualified as belonging to the cca B1/B2 level of the CEFR. Checked in terms of the semantic complexity the used verbs result in a total of 6, and are qualified as regular frequent ones and the 3 others, are seen as complex and non-frequent ones to the analyzed essays. The density of phrasal verbs used with this group, comes as a result of a superficial thinking of
the students, mainly based on formal decipherment of the verb content, avoiding the cognitive approach used with the previous group. It is a slower and inactive cognitive constructivism, which of course comes as a result of their lower language learning achievements. Seen from the perspective of Brunner’s theory of efficient learning or learning based on discovery learning attitude (in this particular case), using phrasal verbs results permanently controlled by this rule. On the other hand, the analysis of the database content (all essays), with the focus on the overall essay constructiveness, results to be affected by the grade of functionality of the cognition process of phrasal verbs to be used, which as such is triggered by a lower free contextual approach (LFCA) in moments when they were needed to be used (Dixon, R. 1982:149). The cognitivist approach of deciphering the phrasal verbs, constantly supported by the constructivist thinking, has been performing weaker with this respective group. This means that they have performed using this technique rarely and in an irrational and unreasonable basis. The approach intensity makes the essays produced by them, to be characterized of a lower degree of comprehensibility, and as such they are not easily understandable by the reader. The rate of the essay wholeness functionality (EWF) has reached 30% of the whole essay wholeness (text cohesion).

All these difficulties in one way or another have been influencing the target students at a different scale complexity and as such, as aiming better research outcomes and envisaged expectations for this paper, the use of phrasal verbs in the essay writing by these students is characterized by two distinguished approaches or influences, i.e. the traditional approach of the so called translation grammar way of learning and the other one the cognitivist constructivist comprehending of their message with low degree of influence from the L1, i.e. Albanian.

Research results

To clarify how this phenomenon has been working out throughout the research analysis carried out during this study, I must put into focus two things. The first one is the concentration and the control on the problem approach and its impact on the written language reproduction, monitoring intensely the scale it affects the overall essay writing cohesiveness and quality; Secondly, focusing the so called double problem orientation approach (DPOA), of treating phrasal verbs from cognitive perspective, emphasizing the lowering of the influence of L1 interference, which is seen through its perspective of overshadowing the essay cohesiveness as whole. The first factor is directly related to the tested students’ English language skills, which according to the compared data quantity as well as quality, proves that the first factor has exercised an influence in both tested groups of students involving more than 50% of the analyzed works i.e. produced essays (20 essays). Seen from the empiric point of view, as an appropriate research method to be used, this approach has proved to be very complex and difficult to be implemented in writing with the major part of the tested students, according to their overall language skillfulness in both English as well as in Albanian. The analysis from the database (2x20 essays, with both target groups), focusing the overall essay constructiveness, affected by the functionality of the cognition process of the used phrasal, this process has been seen as a result of the so called free contextual approach of the used quantum phrasal verbs, fitting into the overall meaning of a given paragraph and finally of the essay as a whole textual unit. This cognitivist approach of deciphering the phrasal verbs, constantly supported by the constructivist thinking, has been performing differently with the two groups. Mostly of the phrasal verbs belong to regular frequent ones, which these students have assimilated in class activities while learning or as a result of being passively exposed to the English as foreign language. This means that, given the fact that tested group, according to the language skillfulness belongs to the low intermediate group (G2) of language proficiency, their essays are rated to 50% of text logical consistency at level of the whole text (400-500 words). These essays
embodi an average ranging from 3-6-9 phrasal verbs per each item. The total number of used phrasal verbs for this group is 140-200 ones. On the other hand, the case with the other target group (G1), in quantitative as well as qualitative point of view, has performed fairly better, as they approach the use of phrasal verbs imposed as a result of stringer and better functional constructivism, originating from their learning activities (Kamimoto, T., Shimura, A., & Kellerman, E. 1992:328). This means that the other 50% of the analyzed works involve a higher quality of phrasal verbs used in their essays. Each analyzed essay includes 8-13-17 phrasal verbs which raises their total to 300-350 ones. As to the quality and the overall logical functionality of the used verbs, it is evident that contrary to the 2nd group, the 1st one has used a mixture of both, frequently as well as more complex phrasal verbs, according to the need of the topic they have treated. This student group performance has realized higher text cohesion compared to the Gr.2 of student essays. In these circumstances, there has been evidenced the so called avoidance phenomena, which has influenced the overall rate of cohesion of the phrasal verbs per essay in general (Fraser, B. 1976:233). The overall avoidance phenomena compared to the tested groups or essays has shown an evident discrepancy in terms being more reserved for these tested students (Kamimoto & Kellerman, E. 1977:233). On the other hand, with the 2nd group of students, (the weaker performing ) the situation is much different, consisting of a total ranging between 150 phrasal verbs out of 300-400 expected to be used. In this case too, these figures represent a sufficient indicator which shows that there has been identified the so called avoidance phenomena, with both tested groups. Although Group 1, has used the decipherment of the phrasal verbs content based on an intensive cognitive approach, whenever they were needed to be used, in this case, the L1 interference with G1 reflects low and insignificant tendencies of L1 interference which is not the case with G2 of students, showing concrete interference tendencies of L1, seeing it as a tool to express their ideas in a simpler way based on passive translation from L1.

**Discussion and perspectives**

From the overall research carried out, concerning the importance of the phrasal verbs as cohesive devices in terms of reaching higher grade of essay logical wholeness, this paper has come up with some significant conclusions, which can improve the essay text cohesiveness as whole, whenever phrasal verbs are to be used. Given the fact that the research focus has been put on the cognitive perspective of this verb category, the cohesion as a crucial text standard, has proved to be reached in a functional way, as the completed research analysis of the overall phrasal verb quantum used in essay writing, by both target groups i.e. G1 and G2 of high, as well as low-intermediate level of language skills (ranging from B1/B2/G2 and B2/C1/G1 of the CEFRL) varies. In this regard, the students with stronger language speaking skills, (G1), have generally used phrasal verbs by comprehending their content as a result of a rather stronger cognitive activity input, needed to reveal precisely their real meaning. Such an approach has shown that this activity, not only makes possible for them to use a larger quantum of these verbs, but it enables them to use more complex phrasal verbs, for which the cognition of the confusing linguistic content, requires cognition as crucial psychological activity in the learning as well as the writing process. On the other hand, G2 or the students belonging to the low-intermediate level of skills, have generally used phrasal verbs by comprehending their form or content that they convey led constantly by a weak cognition activity. This approach has proved that with this group of students, the use of phrasal verbs has shown a low input of cognition and activities related to it, as these students, see these verbs as forms which have complex meaning, different to their “equivalents in Albanian” as L1. With this target group G1, this approach has shown that the stronger use of the cognitive activity, not only makes possible for them to broaden the typology gamma of these verbs to be used, but it enables them to use complex phrasal verbs, as required
by the topic they are treating. This is for the fact that the cognition process, towards revealing the full meaning of these verbs for this group is more than clear and free. By revealing their content, i.e. their meaning, (independently from their form), the students with higher language skills (B2/C1 of CEFR, 75% of them), are managing their use in essay writing, constantly based upon the logical content they convey. Practically this means that they match the verb action in accordance with the essay story content. In this regard, the phrasal verbs used per essay result in an overall abundance and have a proper semantic effect matching the overall essay story. As to the case with the students having lower language skills (B1 of CEFR, 75% of them), revealing their content, i.e. their use in essay writing, constantly results based upon the form i.e. the signifier, which as such is passively being translated in order to convey their meaning in the essay they are to be used.

Having these data at disposition, as a final conclusion for this paper may be given the fact that Phrasal verbs represent a very important linguistic element in essay writing, which seen from the perspective of a cognitive-constructivist approach to their meaning, do play a key role in the overall essay wholeness. The higher is the intensity of the cognition activity related to their content decipherment, the higher is the degree of the overall text cohesion of the essay. Given this, the overall degree of the text wholeness with the essays of the G1, reaches 88%, while the case with the G2, reaches barely 55% from the overall text cohesion of 100% to be reached with students aiming Exit Language level C2 of the European Portfolio for languages.

References

Quality as a subject of study in the field of Management and Education

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Abstract. This article attempts to discuss the term of quality both in the Management and the Educational field in order to present the similarities and the differences in the term. The concept of quality was introduced in the 1950s and 1960s, when the Japanese faced serious problems with the export and sale of their products. Since then, many scientists have dealt with this concept, which has begun to grow in the field of Management and Business. The delimitation of quality has proven to be a complex process, which even today is a controversial issue because of the subjective nature that is given to it. Quality in an organization seems to be perceived as a solution to its problems and in conjunction with costs it determines the competitiveness of the product. The interest in quality has also been transferred to the field of Education - both in higher and further education - in the 1990s. The quality of education has confused educational communities both in Europe and in the wider international context. This can be also proved from the fact that all the European Community states have set the quality of education as a matter of highest priority. During financial difficulties, the school system has been put under the microscope in order to be improved and quality is the catalyst for growth. In education, quality is linked to the achievement of predetermined goals. Therefore, in order to achieve qualitative results, there should be quality input, qualitative teaching methods and psychological / intellectual quality and hence qualitative school units.

Keywords: Quality, Business Administration, Management, Education, Schools

Introduction

In the field of Management, the concept of learning organizations became very popular in the 1990s and until now it has played a crucial role (Ahmad, Sulan & Rani, 2017: 392), after being promoted as a solution to the problems faced by organizations (Ortenblad, 2015: 163). Garvin (1993: 3) states that a learning organization is "an organization skilled in creating, acquiring and transferring knowledge, and modifying its behavior to reflect new knowledge and insight", while Pedler et al. (1991: 1) described a learning organization as "an organization that facilitates the learning of all its members and continuously transforms itself". However, according to Ortenblad (2015: 164), no researcher has identified any specific changes that an organization has to make in order to become "a learning organization" and be engaged with all organizations - although various models have been proposed from time to time. Nonaka & Toyama (2003: 2) come to support this position by pointing out that this failure is due to the fact that both professionals and employees cannot understand the essence of the process of creating new knowledge.

A school unit is also considered by many scientists to be a kind of organization, as they both share some common features. Such features are: the definition of specific targets, the bureaucratic organization they have, their segregation, their staffing and their promotional policies. There is a
hierarchy and rules with which everyone has to comply independently with personal relationships (Ballantine, 1997: 131, 133-136; Bell, 1980: 184). School units are also considered to be learning organizations, as organizational learning is thought to have contributed significantly to school changes, such as training programs, common goals and team effort which are all obvious by the high performance of such schools (Schechter & Mowafaq, 2013: 505). The issue of quality has been linked to learning organizations through Total Quality Management (Yu & Wu, 2009: 39-40). The relationship between quality management and learning organizations is obvious since they both promote teamwork, adapt to change, follow the systematic approach and are willing to learn (Ahmad, Sulan & Rani, 2017: 393). Total Quality Management is based on continuous improvement and requires dedication to knowledge and continuous improvement (Love et al., 2000: 321).

According to the above, the purpose of the article is to summarize the delimitation of quality both in the field of Management and in the field of Education, since both sectors include learning organizations. Nowadays quality is one of the main factors related to the competitiveness of an organization and its success in international markets (Forker, Vickery & Droge, 1996: 44; Green, 1994: 7), a fact which is also pointed out by Oakland (1997: 25), as the three parameters in which organizations compete are quality, price and tradition. Since quality is a key issue, many scientists from different fields have tried to answer the question of what is quality (Forker, Vickery & Droge, 1996: 45). However, its orientation has proven to be a fairly complex process (Bowers, Ranganathan & Simmons, 2018: 52; Green, 1994: 12) and its assessment is influenced both by socio-historical circumstances and by political changes, because quality has been related to changes in society and it seems to be a challenge for schools to reciprocate to wider social changes (Carbines, 1994: 4).

**Quality in Management and Business**

The issue of quality began in the early 1950s in Japan, where there was a significant problem in selling products -not because of their price, but because of their lack of quality; so the Japanese focused on quality with the main aim being its improvement (Edge, 1997: 560). The movement of total quality was inspired by two Americans, Deming and Juran, who, with statistical methods, attempted to give quality substance through the field of engineering (West-Burnham, 1997: 15). In the field of Management and Business, the current era is particularly critical, as there is a lot of competition in the markets and the demands of customers are continuously growing. In addition, markets have largely deregulated, while globalization is also a major factor (Lai, 2003: 17). Customers are looking for the best possible quality product, because they have a wider choice, more knowledge and know-how (Lai, 2003: 18). A general definition states that quality seems to be related firstly to the type of product or service and secondly to the product itself and whether it serves its purpose without malfunctioning (Winch, 1996: 9). Each quality specialist has proposed different strategies for delimitation, quality improvement and management (Forker, Vickery & Droge, 1996: 44). Approximately five quality improvement approaches have been identified. The first is the total approach, where quality is identified with excellence (Winch, 1996: 9). It argues that although it is difficult to be clearly defined, it is an absolute concept and can be recognized through experience (Forker, Vickery & Droge, 1996: 45). Tuchman (1980: 38), also, pointed out that quality means the best possible result, first class and not compatible with something else than that. The second is the product-based approach, where quality is discussed in measurable and accurate terms, and is part of the product characteristics (Winch, 1996: 9).

Quality in an organization seems to be perceived as a solution to its problems (West-Burnham, 1997: 17), while many organizations adopt a market-oriented strategy of abandoning its production-oriented strategy. The new strategy, therefore, focuses on customer satisfaction (Lai,
So, the third approach centers around the consumer/user, who judges the product according to their needs and desires. This approach is identified by a further definition according to which quality is defined as the suitability for use according to the terms of the consumer (OECD, 2011: 7; Statistics Canada, 2002: 2; Green, 1994: 15). Juran (1999: 26) and Oakland (1997: 25) define quality in terms of the degree to which product characteristics meet customer requirements and whether they meet them at all. In order to survive on all these disturbances, organizations must be competitive and meet their customers' requirements by offering high quality products and services (Lai, 2003: 17). Philip Crosby is perhaps the most important writer who has influenced both Europe and USA, as he has worked with senior executives and has discovered how an organization can increase its profits by improving quality. For Crosby, quality is directly related to the conformance with requirements rather than the essential quality. He is more concerned with prevention than with the detection of any defects in production (West-Burnham, 1997: 19). Levitt (1972: 41) and Gilmore (1974: 16) moving at the same wavelength equates quality with conformance to product characteristics/specifications. In the latter approach in the center is the value of the product - with the quality to be directly related to this value (Winch, 1996: 9). In the early 1800s cheaper products were made of lower quality. In the 1950s, the concept of quality was introduced in the field of Business and since then this concept has also been linked to the price of the product as a key factor for customer choice (Reeves & Bednar, 1994: 421). Feigenbaum (1951: 1) highlighted this relationship by stating the fact that quality is related to excellence in proportion to factors, such as product usability and sales price. Abbott (1955: 108) and Broh (1982: 3) complete the Feigenbaum’s view by pointing out that the customer will succumb to the best bid on the market, which has these two components mentioned above. Of course, all approaches have their advantages and disadvantages. Each manager should choose the one that will bring the best possible results for his/her own organization. Customer satisfaction is this factor that has the greatest impact in this field (Reeves & Bednar, 1994: 435).

From time to time various scientists have suggested some dimensions of quality that can help in understanding and delimiting the term. In fact, the six dimensions set for quality delimitation are: a) relevance b) accuracy c) timeliness d) accessibility e) Interpretability and f) Coherence (Statistics Canada, 2002: 2-3). However, the concept of quality for businesses differs from the concept of quality in education (Chaffee & Sherr, 1992: 20), as will be discussed in the next section. Garvin (1984, 1987) proposed eight dimensions of quality, which are key factors in delimiting and analyzing the term thoroughly:

1. **Performance**: product's primary characteristics.
2. **Features**: those characteristics that supplement the products' basic functioning.
3. **Reliability**: whether the product malfunctioning or failing within a specified time period.
4. **Conformance**: the degree to which a product's design and operating characteristics meet established standards.
5. **Durability**: the amount of use that one product gets from another before it deteriorates.
6. **Serviceability**: speed, courtesy, competence and ease of repairing.
7. **Aesthetics**: how a product looks, feels, sounds, tastes and/or smells.
8. **Perceived Quality**: image, reputation and/or references about the product's characteristics.

Forker, Vickery & Droge (1996: 46) associate each of Garvin's dimensions with the quality approaches mentioned above. The relations are as follow:
Table 1. Correlation of dimensions with approaches.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance, Features</td>
<td>Product based</td>
</tr>
<tr>
<td>Reliability, Conformance</td>
<td>Manufacturing based</td>
</tr>
<tr>
<td>Durability, Serviceability</td>
<td>Value based</td>
</tr>
<tr>
<td>Aesthetics, Perceived Quality</td>
<td>User based</td>
</tr>
</tbody>
</table>

Organizations should constantly aim at continuous improvement of their products and innovation in all their functions (Lai, 2003: 17). For Deming, quality is directly linked to continuous improvement often referred to as a reduction in costs as it is considered to be the same as a reduction of defective products. This is why he was opposed to bulk product inspections, since they proved to be financially unprofitable and needless - given that a correction of the product cannot be made afterwards. However, he suggests that special attention has to be paid to customer requirements and to the construction of the product, summarizing his view through 14 principles (West-Burnham, 1997: 20-21)

Quality in education

The interest in quality was also transferred to education in the late 1980s and early 1990s in both higher and further education (Avci, 2017: 203; West-Burnham, 1997: 16). Bowers, Ranganathan & Simmons (2018: 59), through a literature review on quality in education, found that there are plenty of quality publications on definitions of the term, quality models, strategies and practices that are or may be used. This is shining proof that quality in education is a key issue. According to Barolsky & Lawton (1994: 58), quality is “continuous improvement of learning for life” as the school unit through continuous improvement will develop by learning from its mistakes as a learning organization (Cheng & Tam, 1997: 29). Cheng (1995) claims that educational quality is “the character of the set of elements in the input, process and output of the education system that provides services that fully satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations.” This definition is quite comprehensive and includes many key terms from the Management field. Quality is judged by whether the product achieves the purpose for which it was created (Wittek & Kvernbekk, 2011: 674).

However, there is a strong concern in the scientific community regarding the variety and objectivity of quality definitions. Quality is described as "a slippery concept" and it’s similar to other broad concepts, such as “justice” and “freedom” (Harvey & Green, 1993: 10). Doherty (2008: 260) and Cryer (1999: 40) argue that quality remains a utopia and - to a great extent- subjective notion, since each person understands it in different ways. Harvey & Green (1993: 10) also claim that the diversity in boundaries is due to the fact that different people have different perspectives on different things that are under the same umbrella. The views on quality in education differ, as there are many contributors, such as teachers, students, parents, etc., who have different perspectives and expectations (Westerheijden, Stensaker & Rosa, 2007: 4). A study by Chua (2004: 185) found that parents had a different understanding of the quality of education in relation to pupils and had different expectations. More specifically, both parents and students were interested in post-school vocational rehabilitation, but beyond that, parents were
interested in the reputation of the school, while the students were concerned about the quality of teaching. During financial difficulties, the school system is put under the microscope in order to be improved (Carbines, 1994: 2). According to Cheng (2017: 153) "quality can be achieved by enhancing academics 'professionalism and students' ability to learn'. Quality in education can be a catalyst for development and should be ensured in all areas and in all phases of education. Moreover, quality is established by meeting the needs of all those involved in the educational process (Freeman, 1994: 23). To examine the quality of a school unit, a broader perspective should be adopted on issues related to the objectives of the school, its philosophy, the characteristics of its pupils and the quality of its teachers, its natural resources, the variety of the educational activities and the educational successes (Nevo, 1995: 154).

The concept of quality can either be divided into different pieces or determined on the basis of some indicators ensuring quality (Wittek & Kvernbeek, 2011: 672). Because of the multidimensional nature of quality, it is necessary to study more than one indicator. The study of a variety of indicators of a school organization will highlight the different expectations and management strategies used for educational quality in a specific environment and under specific conditions (Cheng & Tam, 1997: 23). The quality of a child's education is directly related to the quality of the school unit itself (Johnson, Wyer & Gilbert, 1967: 221) and therefore the indicators are directly related to the school unit. For the same purpose, different people will use different indicators to understand educational quality and different strategies to achieve it or at least approach it (Cheng & Tam, 1997: 23). Brown (1957: 362) states that the starting point for quality education in education is the curriculum, while Ifedili (2015: 23) claims that the quality of education depends on the implementation of educational policy, which includes to a large extent the employment of highly qualified teachers. In addition, the two main factors that affect the quality of a school are the pupils' social relationships with the school and the social orientation of the school class by placing the value of personal success and the role of education as key parameters in attaining achievements related to teachers' targets (Johnson, Wyer &amp; Gilbert, 1967: 221). By the same reasoning, Nevo (1995: 155) proposes six indicators of school quality assessment. Quality indicators focus on different elements. Others focus on the educational process and others on inputs and outputs. The complexity of educational quality and the lack of official quality indicators lead to deep thinking and doubts in society (Cheng & Tam, 1997: 22-23). The biggest problem with indicators is that they are often dated, as this can happen with data. They can give answers for past situations, but they cannot be mentioned for the present or the future (Doherty, 2008: 258).

**Conclusion**

The concept of quality has universally occupied the international scientific area, given its multidimensional and multifaceted nature. At a time when competitiveness is particularly intense, quality can be a strong ally of an organization by pleasantly surprising customers via the concern about customer satisfaction and the continuous improvement of all its dimensions (Forker, Vickery & Droge, 1996: 61). Each person defines quality differently in different terms and in different circumstances (Lai, 2002: 19; Harvey & Green, 1993: 10), and as Reeves & Bednar (1994: 435) mention no definition of quality is appropriate for all fields. The main question is whether quality management definitions and models can be applied to education (Avci, 2017: 203). Quality approaches from the field of Management may differ, since they correspond to different objects (Owlia & Aspinwall, 1996: 17). Non-educational organizations - although having several common points – differ from the educational ones, as they have different funding, goals and a different external environment (Green, 1994: 7). Many of the quality models and many business strategies have been adopted and used in education (Chua, 2004: 181), although there are several difficulties. This arises from the fact that education
is a public good and it is not some kind of product or skill, which can be used to increase the profits of a business (Turner, 2011: 3). To sum up, quality in Management is more technocratic in relation to quality in Education, which is the result of learning and it is related to children. In Education, although the consumer/user approach prevails, the approach to quality-value (Winch, 1996: 9), also, lags behind. Quality is judged to be good or bad or based on some comparative terms and this indicates that it’s judged by its value (Witteke & Kvernback, 2011: 675). Cheng (2017: 157), due to the findings of five integrated programs, argues that quality related to the management’s focus is indifferent to the developmental needs of both students and academics. When applying quality models to education, it is found that students play the role of clients. The difficulty in this case lies in the fact that it is difficult to determine their needs in order to be satisfied. This happens because schools are made up of different groups of pupils, who perceive quality in a different way (Chua, 2004: 181). Another problem is that there is skepticism about the different levels of the students that the school has to deal with, as this does not reflect the level of the organization (Owlia & Aspinwall, 1996: 17). Finally, educating a person cannot be seen simplistically, as an organization sees the client through terms such as customer satisfaction, because in the former situation, the result cannot be described by quantitative criteria (Turner, 2011: 4).

References


An Investigation of the Effect of Bilingual Education on Language Achievement of Kosovar Teenagers

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Abstract. The present study investigated the effect of bilingual education on language achievement of Kosovar teenagers. It used bilingual education as an important factor on language achievement, its effect on a third language, and also its impact on the cognitive development. To have a clearer image of the issue, the topic was researched through 40 bilingual learners and 40 monolingual learners. The bilinguals were students who were part of a private secondary school operating a bilingual program, which means every subject of the program was taught in two languages, English and Albanian. Whereas, the monolinguals were students of a public secondary school who were taught only in Albanian. Both groups of the students were examined equally with similar tasks involving a reading comprehension, translation text, dictation and writing. As the purpose of the study was to find the impact of bilingual education on language achievement, the bilingual students showed better results on executive control, communication, creativity, awareness, learning strategy, time-management and showed more positivity and self-confidence.

Key words: bilingual education, language achievement, Kosovo, monolinguals

Introduction

The ability to express one’s self with confidence and switch easily in two languages is known as bilingualism (Hakuta & Garcia, 1989). The first language may be the language of home or known as the native language, and the other, of business or of school, for which the former language is inappropriate. Bilingualism occurs when a child is grown in an environment which demands the use of two languages (ASHA, 2004). Bilingualism means the ability to use at least two languages and be familiar with two cultures at the same time (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities of using the languages and exposure to other users of the languages (Bialystok, 1986). More imprecisely, Hamers and Blanc (2000) state that bilingualism is the psychological state of a person who has access to more than one linguistic code as a mean of social communication: the degree of access is of a number of dimensions which are cognitive, psychological, psycholinguistic, social, sociological, sociocultural and linguistic. Unlike foreign language education, in which students study the target language and culture as a subject, bilingual education usually enforces the study of literacy or content areas (math, science, and social studies) through two different languages, in this case English and Albanian. In our Kosovar schools we have students who come from foreign homes, where the environment is inferior, the social status of living is different, and the opportunities offered for an educational background are limited. The need to be bilingual is growing day by day, and so bilingualism is being considered as a necessity and a beneficial feature on language and academic achievement and also in communicative competence (Suwanarak, 2013). Private schools in Kosovo are the
only institutions that have introduced a bilingual education program. Also, they have proved that their students’ performance is higher than those of students in public schools, and the reason seems to be the involvement of two languages within the institution.

**Purpose of the study**

The purpose of this study is to investigate the effect of bilingual education on language achievement of Kosovar teenagers. Students are divided into two groups, a part of which are instructed in a bilingual education, and the other who are not involved in any bilingual progress. The two groups are compared on measures of general of language achievement, reading comprehension, translation, dictation and essay. The students of the groups were administrated the same assessment instrument, the purpose of which was analysing the differences between bilinguals and monolinguals on misspellings, grammar errors, repetition, learning strategies and expression of thought.

The bilingual program students, Group A, consists of a total of 40 students, mixed gender. The non-bilingual program students, Group B, consists of 40 students, mixed gender too. Group A are students of a private secondary school “Mehmet Akif College,” which offers classes in English and in Albanian. Whereas, the non-bilingual group aree students from the Gymnasium “Ulpiana,” a public secondary school that offers classes only in Albanian. The native language of both of the groups is Albanian, but the Group A students use English as a study language for all subjects, and so they develop their knowledge and language skills in two different languages. In other hand, Group B uses English only as an obligatory subject. This comparison of monolinguals and bilinguals will reveal the development of students on language.

**Importance of the problem**

The present study is important to educators and the field of bilingual education. In 2003 was the first time when an American School was opened, which operates with a bilingual study-program. Thus it became possible for students to undergo a totally different beginning. This school provided students subjects in both Albanian and English Language, through which students could be able to think and learn science, art and other subjects in two languages. After 2003, there were a big number of schools which were opened and introduced bilingual education in their study program. Parents were attracted and motivated to bring their children to such institutions, and help them develop their language skills. This study provided evidence on the influence of bilingual instruction on student language achievement in comparison to those who are not instructed in any bilingual program.

**Review of literature**

Bilingualism is a feature of developing two language of instruction with similar knowledge of both languages. It can be observed in every way, and sometimes spontaneously. Sometimes different cases in migration, intermarriages and education opportunities encourage a learner or a simple person to be bilingual. The other cases are when a child has a mother from a different place that uses a different language, and a father with a totally different background. There have been some misunderstandings between researchers on the effects of bilingualism on language achievement. Federman, 2000; Lopez, 2003; Mora, 2000 summarize that bilingual education has
a negative effect on labor-market outcomes such as educational attainment and earnings. On the other hand, a greater number of researchers say the opposite. According to their research, bilingualism has positive effects on language achievement. Bialytsok (1986), for example, indicates that teenagers’ bilingualism positively affects their ability to fix problems which involve high levels of control of linguistic processing. Moreover, bilingualism provides people with other benefits, specifically on language achievement. People who are able to speak two languages may have more possibilities in education and in employment. Further on, the ability to switch between two languages can easily correspond to arise the number of opportunities in one language or another. Jepsen, 2009; Green, 1998 obtain similar conclusions that learners in a bilingual program can achieve higher in language proficiency. Further on, the studies convey that another positive effect of bilingualism on language achievement is on L3 proficiency. Robinson, 2002 states that learners who are bilingual have better possibilities to acquire a third language. Languages have similarities between each other. Similarities may occur on word order, word meaning or word structure. For example, if the learner is bilingual in English and Albanian, he can easily remember words that are similar to a foreign language. German and French have quite similar words to English, and so an EFL learner can easily acquire these languages as a third language. Also, the Albanian language has similarities with the Serbian language, so when being bilingual the learner can easily acquire words from Serbian too.

**Bilingualism effect on cognitive development**

Bilingualism features are of a varying effects. Even though, bilingualism is a process of many advantages to language achievement, there is a possibility to acquire a language in a useless form. When the first language is valued, and when acquisition of a second language does not replace the first language, bilingualism affects positively. Whereas, in an opposite situation would be subtractive bilingualism, and in this case bilinguals can create disadvantages and harm their language development. However, some research studies in the 1970s and 1980s demonstrated that bilingualism positively influences the child’s cognitive and social development (Ben-Zeev, 1977; Cummins, 1976). These studies indicate that bilinguals can be more capable to connect words and develop their metalinguistic skills. Many studies have also found that bilingualism has a positive effect on foreign language achievement (Cummins, 1979; Klein, 1995; Sanz, 2000). Eisenstein (1980) for instance, found that childhood bilingualism has a positive effect on adult capacity for learning a foreign language. That means that individuals who learned a second language during childhood would have a greater achievement in learning foreign languages as adults.
Hypothesis

The major hypothesis investigated in this study were:

1. Bilingual program students will attain higher scores in reading comprehension in English than non-bilingual program students.
2. Bilingual program students will attain higher scores in vocabulary than non-bilingual program students.
3. Bilingual program students will show better results on writing and be more careful in the use of grammar rules.
4. Bilingual program students will be more confident during the sessions than non-bilingual program students.
5. Bilingual program students will finish the tests faster than non-bilingual program students.

In the case of showing higher reading comprehension scores and vocabulary, will indicate greater competency in the variable measures. The higher scores in writing will show more positive attitude of students. And the faster the students are will show confidence and courage to present a finished task.

Some of the most important issues that come after the linguistic diversity are the cognitive and educational outcomes for bilingual children. A necessary step is to reveal whether language acquisition advances at the same rate and in the same manner for children who are learning two languages simultaneously, or are learning a second language after having begun to be proficient in one.

Will they attain higher scores in English than non-bilingual program students? Will they attain higher grade point average than the others? Will they attain a more positive self-esteem than non-
bilingual students? Will bilingual education influence on students’ language skills and how will students benefit from it? In what areas will the bilingual education be more advantageous? There are many questions which need to be answered in studies concerning the influence of bilingual education on the achievement of teenagers* Will students achieve better reading comprehension as a result of participation in a formal bilingual education program? Will a learner's overall academic achievement be higher because of being instructed in a bilingual education program? Will participation in a bilingual education program result in a higher self-esteem?

**Methodology**

The present study follows a cross-sectional design with two learner cohorts for comparison purposes. First, the monolingual cohort, which includes 40 EFL teenagers who are balanced bilingual in Albanian and English. Second, 40 students who are monolingual speakers of L1 Albanian. In the initial stage, an OQPT is administered to both groups of the students to see if the students can be entered the next tests. The groups of the students are divided according to the institution they come, private or public.

Table 1. The characteristics and the results of the students on OQPT test

<table>
<thead>
<tr>
<th>Scores of OQPT Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Monolingual</td>
</tr>
<tr>
<td>Bilingual</td>
</tr>
</tbody>
</table>

In the next phase, the students were given a reading passage. Both groups of students had to deal with the same text and do after-reading activities, such as summary, discussion, and answer open-ended questions. The aim of the second assessment was to identify the reading, understanding and speaking abilities of the learners. After the reading comprehension, the students were given a translation text. The purpose of this was to find students’ skills on literacy and their abilities on transmitting meaning from one language to another. After reading comprehension and translation, the third session included dictation and writing. The intention of using a dictation test was to discover the fluency of students and their capability of writing words correctly. Whereas, the writing task comprised of an essay, which helped to reveal the vocabulary size of the two groups and analyse their use of grammar rules.

**Results**

In this study data were analysed from two different group of students: bilinguals and monolinguals. The two groups were equated on language development and they were measured for reading comprehension, translation skills, writing and also for dictation. The main purpose of the study was to find if bilingual education impacts on language achievement and the best method was to investigate two different types of students. The students selected were 40 from a school that uses a study-program in Albanian and English, and the other group were students who were
part of a school that uses only Albanian as a study-language. The data were analysed using a T-test for Unequal Variances in Excel.

Table 2. The results of the Reading Comprehension from Bilingual and Monolingual Students

<table>
<thead>
<tr>
<th></th>
<th>Bilinguals</th>
<th>Monolinguals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>23.64102564</td>
<td>19.53846154</td>
</tr>
<tr>
<td>Variance</td>
<td>18.81511471</td>
<td>12.67611336</td>
</tr>
<tr>
<td>Observations</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>4.565547857</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>9.87434E-06</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.665996224</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>1.97487E-05</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>1.992997126</td>
<td></td>
</tr>
</tbody>
</table>

The maximum points of the Reading Comprehension were 30, and it seems that most of the bilinguals showed higher results than monolinguals. Among 40 bilinguals, 2 of them were less active and achieved only 12 and 15 scores in the reading comprehension. Whereas, in the monolingual group, more than 5 students achieved 10 to 16 scores. However, a big number of monolinguals showed great results, scoring mostly 24-28 points.

Table 3. The use of literal translation between the two groups of students

<table>
<thead>
<tr>
<th></th>
<th>Bilinguals</th>
<th>Monolinguals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.128205128</td>
<td>4.887435897</td>
</tr>
<tr>
<td>Variance</td>
<td>3.956815115</td>
<td>2.726045834</td>
</tr>
<tr>
<td>Observations</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-6.689755387</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>1.85136E-09</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.665706893</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>3.70272E-09</td>
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</tr>
<tr>
<td>t Critical two-tail</td>
<td>1.992543495</td>
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</tr>
</tbody>
</table>

Bilinguals seem to have a large vocabulary of words. They appear to be more creative in translating texts and most importantly they are good at neglecting repetition of words. From the results on how many literal sentences students have been used, a few students of the Group A show that they have used 2-4 literal sentences maximum, whereas students from the Group B (monolinguals) are considered to have more sentences translated literally or word-by-word.
The third session included dictation and writing. From this session, students’ data were analysed for misspelling and missed words. When analyzing the data, it could be seen that bilinguals are very experienced and strategic. The bigger part of the bilinguals were determined and confident for the words they had written. On the other hand, monolinguals seemed to be a bit confused and undecided and maybe for this reason sometimes they missed words and did misspellings. The next instrument of the third stage was an essay, whose purpose was to analyse and find out the differences between bilinguals and monolinguals in writing. The students were finally administered an essay topic, through which their data were analysed for grammar errors and repetition. The errors that occurred mostly at the monolingual group of students were wrong written words, such as “advise” instead of “advice” or “adverse” instead “averse”. Next, there were some essays where the punctuation rules were neglected, in comparison to bilinguals. Another mistake was the usage of run-on-sentences. A number of students were not careful enough to separate clauses in a sentence.

For example:

*I like the city but I can’t stand the pollution.*

Instead of: *I like the city, but I can’t stand the pollution.*

**Discussion**

Eventhough there were dissagreements and misconceptions about bilingualism effect, from advantages to disadvantages, some of which are now questions, this study has shown more positive effects of bilingualism on language achievement. That means, bilingual learners have more possibilities to acquire a foreign language rather than monolinguals. The results showed slight benefits for bilinguals versus monolingual learners what means that bilinguals are slightly better than monolingual counterparts. The comparisons of EFL bilingual and monolingual learners are not frequent: This is the main asset of the present study.

*Bilinguals have a better working memory and executive control.*
*Bilinguals have higher degrees of communicative sensitivity, creativity and metalinguistic awareness.*
*They are more experienced and more strategic learners (better users of learning strategy.*)
*Bilinguals are faster learners*
*Bilinguals have more positive attitudes toward foreign language learning.*

**Conclusion**

The research topic |“An Investigation of the Effect of Bilingual Education on Language Achievement of Kosovar Teenagers” resulted from my interest in exploring how bilingualism may affect on language achievement of two different groups of students. I decided to make a comparison between two groups of EFL learners, one whose members are bilingual in English and Albanian and the other who are monolingual in Albanian. The topic includes a method to
check the achievement on language by the involvement of bilingual education, through vocabulary responses and reading passages. After finding the homogeneity of students, another task is given to finally reveal the comparison between the groups. It seems that the bilingual education has positive effects and is beneficial in multiple ways on language development. During the sessions divided for the two groups of students, the bilinguals seemed to be more communicative and self-confident. Bilinguals were free of emotions and opened to any question or misunderstanding, while monolinguals were less confident. Moreover, bilingualism impacts also on awareness and creativity. The formation of responses in the test, revealed and also convinced me that bilinguals are more informed and also more creative in giving answers. Another benefit was the strategy bilinguals use during a task given and the time-management. It seems that bilinguals are really fast and use the time properly for each question. The study of the effect of bilingualism on language achievement to Kosovar EFL Pre-Intermediate learners merits further attention, since it reflects on ongoing growing reality and it opens new avenues for further research.

References


Examining student engagement in the learning process

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Abstract. Becoming skilled readers, writers, speakers, listeners, and thinkers requires ample opportunity for practice, authentic reasons for communicating, and effective instructional support (Marzano, 1992). To achieve competence in literacy, students must be motivated to engage with literacy tasks and to improve their proficiency as readers and writers. Instruction and practice, then provide the coaching and feedback necessary to gain competence. Increased competence inspires continued motivation to engage (Irvin, 2007). This paper researches three levels on student engagement and how those level can be enhanced. It first discovers behavioral engagement from students to reveal if behaviors have an influence in the learning process, then it identifies cognitive engagement of students about knowledge and acquirements students have for engagement and lastly, it aims to find the emotional engagement through students’ perceptions and opinions.

Keywords: student engagement, learning, behavioral engagement, cognitive engagement, emotional engagement, learning achievement

Introduction

Studies have shown that when students are engaged in learning, the process in general increases but when students show disinterests and no will, learning fails (Ballantine, 1997; McLeod, 2008; Ogbu, 1982; Ream & Rumberger, 2008; Almasi & Gambrell, 1997, as cited in Paratore, n.d.). Research has been conducted to discover the importance of learning engagement, primarily by analyzing students’ perceptions toward learning and by focusing on students’ behavior during the lecture, from which will be easier to find out the level of learning that takes place when students are engaged and the type of activities that encourage engagement (Arum and Roksa, 2011; Kuh et al, 2005; Ramaley, 2002). Kuh, Laird and Umbach (2004) convey that students who are actively engaged in the classroom gain more from college than those who are not involved in the learning process. Additionally, students’ engagement is formed on the belief that learning improves when students are inquisitive, interested or inspired and when they show no interest, the process of learning decreases (Bernstein, 1997; Brantlinger, 1993; Heath, 1983; Britton, 1987, as cited in Goswami, n.d).

In search for a clear understanding of the topic, I have researched students of universities of different fields. The study will reveal what are the perceptions of students toward learning activities and professors also. It will also discover methods and materials that are more beneficial and preferable by students, which in turn would be a great help for tutors and professors in teaching strategies.
Purpose of the study

The intent of the study is to examine student engagement in the learning process. The study will be based on questionnaires answered by 30 students of the University of Prishtina and UBT College. There was not any specific purpose or goal behind the contribution of students of these universities, in the survey. In my experience as a student, I have noticed various ways student can get engaged in the learning process. Consequently, I have been exploring and understanding the techniques students approach in the classroom and what are their perceptions toward it.

Literature review

This research paper serves to highlight the measurement of student engagement and its points through which it can be examined. For decades, educators and educational researchers have been interested in the effects of students’ attitudes about the learning process and their experiences in university (Friedrick & McColskey, 2012; Windham, 2005; Wilms, 2003, as cited in Oblinger, n.d.). Friedricks, Klem and Connell (2004) discuss different concepts to reveal what they think is important to study when it comes to attitudes and experiences. For instance, Marks (2000) and Friesen (2008) conceptualized engagement as a “psychological process specifically, the attention, interest, and investment and effort students expend in the work of learning.” Connell and colleagues exemplified two forms of engagement: ongoing engagement, which includes student behavior, feeling and thinking skills during the learning process, 2) reaction to challenge, which refers to students’ coping strategies for covering problems and failures at the university (Connell & Wellborn, 1994; Skinner, Zimmer, Gembeck & Connell, 1996). This separation is not intended to imply a definitive separation, but to give a better understanding student engagement. Furthermore, engagement is connected with dropping out (Irvin, Meitzer & Dukes, 2007; Hargreaves, 2004). It is true that students that are less engaged have less achievements, then it is possible that they are more likely to drop out. In general, students’ engagement impacts to students in several areas and the measurement of it differs from each point we analyze (Libbey, 2004).

Hypothesis

1. Student engagement activities will influence students’ satisfaction with their individual learning process positively.
2. Student engagement activities will influence students’ satisfaction with their group and individual learning process positively.
3. Student engagement activities will influence students’ perceptions, behaviors and self-confidence.

Materials and methodology

The purpose of this study was to examine student engagement in the learning process at university. A quantitative form of research was used to gather information from undergraduate students. A quantitative research is concerned with discovering facts about social phenomena, it
assumes a fixed and measurable reality. The data is collected through measuring things and analyzed through numerical comparisons and statistical inferences (McLeod, 2008). With the intention to acquire more information the questionnaire involved questions on different areas of engagement in the classroom, such as the cognitive engagement, behavioral and emotional area. Through these areas, the study will reveal the students’ knowledge and information about engagement, their opinions, feelings and wills about it and also their behaviors during the lessons. The survey was distributed by paper-based questionnaires to 30 respondents. The respondents were from the University of Prishtina and UBT College. Respondents were undergraduate students of different fields, such as linguistics, architecture, engineering and economics. The questionnaire was distributed in the Albanian language for the main reason that such students may not be familiar to the English Language.

Results

The respondents who answered the survey were from different years of study – 11.5% were first year students, 30.8% were second year students. 38.5% attended the classes of the third year and 19.2% were fourth year students. The contributors of the survey were students of architecture, business, linguistics and engineering. In the very first question, whether students feel happy or unhappy when having to follow lectures, the majority of the responders confirmed that they are happy and encouraged when they go to university. The vast majority of students deciphered in 80% admit that they follow lectures. According to the data gathered from the survey, most of the students feel happy to go to university. Among students who gave a positive answer, students feel happy when lectures consist of tutorials too. In this way they do not get bored and uncomfortable during the learning process. Moreover, a greater number of students accepted that having a good relationship with professors and colleagues plays a huge role in the advancement of a student as a learner. Ratings about advantages of having good behaviors with professors and colleagues show that students who show respect to their tutors and peers are better in learning and are more encouraged to learn. The majority of students admit that this is necessary and they consider it as an important feature.

Homework are often considered to be not so preferable by students (Mayes, Cutri, Rogers & Montreo, 2006). Even though, students seemed to be interested in learning, they showed an objection toward homework. Among students’ preoccupations when being involved in the learning process is that they consider homework a waste of time and when having homework a majority of them admits that they remain passive. They are more interested in activities and practices during the lesson, rather than homework. In one of the questions whether they feel happy with homework assignments, one-fourth of students confirm that they are encouraged to do homework and the rest are against it. Another issue that influences the performance and encouragement of students in the learning process is also professors’ behavior toward students’ achievement. Sometimes professors’ creativity and will to teach influences in students’ concern in learning. Considering the importance of professors’ attention in the learning development, a question was compiled to determine students’ perception and experience to this subject matter. More than half of the participants reveal that their professors take great care of them and the rest of the students convey that their professors do not show an interest toward them. Another issue that seems to be quite important to students is the use of technology during lectures. Modeling engagement with technology is an easier way through which professors can get students’ attention faster than with other methods. According to the data gathered from the survey, students admit that technology is important in making them active during a lesson and defining their goals better. In order to get more information from students and their engagement in the learning process, the study revealed that half of the students fully agreed that they are learning what they need to learn, whereas a huge part of them partly agreed and also a big percentage of them
conveyed that things they are learning are not so helpful to supplement the knowledge they see as necessary. However, only 4% of the students disagreed. Finally, students’ responses were analyzed for skipping classes. Even though, following lectures is important in achieving high quality of learning some students tried to skip classes for certain reasons. This is another issue that influences the learning progress. The responses of students have shown that they never thought for skipping classes, however a big percentage reveals that they have experienced it. Engagement on the learning process depends from different methods professors introduce to students in order to develop their knowledge. Working in groups and individually is a very common approach and students are familiar to it. However, students have different needs. Consultations with professors and discussions during the lessons help students a lot and make them more interested in learning. According to the results, there is a percentage of students who were never consulted to a professor and did not use technology much. Finally, one of the most important issues of the study was to investigate students’ opinion in regard of what they assume to be important in the learning process, they point out that they consider tutorials, participation and rehearsals as the most important features in the learning achievement, and the rest think that homework and reading in class is less important or not important at all.

Discussion

The research paper was focused on examining student engagement in the learning process, how they approach engagement in learning and what can influence in their advancement in both positive and negative sides. In this paper, it was highlighted the importance of engaging in the classroom with all its benefits. This chapter serves to integrate the findings of the overall study. This is done with reference to the research question and methods employed. The remainder of this chapter is organized into three major subsections. The first section addresses to behavioral engagement – how students behave with their professors and peers. The second subsection provides commentary of the cognitive engagement level regarding the knowledge students have about engaging in the classroom and its benefits. The final subsection will address the third and final research question how students feel and percept engaging in the learning process. As students consider important having good relationship with professors and colleagues, the study shows that this part may play a great role in making students active. Even though, professors tend to help and encourage students to learn and get involved in the lesson, different thoughts and purposes make some students think in a different way. There is a percentage of students from the survey who tent to have a negative attitude toward this. Students’ perception about the class and the professor sometimes impacts in negative sides. For example, there are times when students do not feel accepted in the class and they feel kind of distracted from the professor (Marzano, 1992). However, sometimes it depends from students if they want to be engaged or not (Friedrick & McColskey, 2012). Some of the students also discovered that they dislike some activities that are in benefits of them, such as homework. According to the cognitive level of engagement, students convey that not always they have the possibility to work projects by technology. They admit that technology helps them a lot in gaining good results and encouraging to learn, but the impossibility to use technology always makes them lazy and passive at several times.

Conclusion

A substantial, robust body of evidence exists to support assertions that individual student engagement in educationally purposive activities leads to more favorable educational outcomes.
The results of the study bear a relationship between student engagement and student achievement. From the perspective of the students the behavioral or participatory engagement contributes most to their achievement. However, students believe that emotional engagement, most specifically their relationship with their teacher and other students, play the biggest role in their academic success. The evidence of cognitive engagement is unclear based on the study as the students identified this to a lesser degree in contributing to their success. Although this is the case, it is important to note that each student participant is considered academically strong. However, the idea of getting engaged in the learning process is also up to the students. The quality and quantity of effort a student put in school greatly influence the benefits of schooling. Learning will be better, and the probabilities of pursuing higher education or integrating the workforce with success will be higher.

References

Evolution of a Course: Instructional Design Elements and Impacts

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Abstract. During the 2017 spring semester, international educators from the United States and Sweden collaborated on an Information Systems, Analysis, Design and Modeling course at the University of Business and Technology (UBT) in Kosovo for graduate students. In the spring of 2018, the collaboration and course were repeated with both graduate and undergraduate students. In the initial course, student work was focused on the conceptual design of a UBT Knowledge Center through the lenses of soft systems methodology and co-design activities. The Spring 2018 course built upon and expanded this work with additional stakeholder input from a mixed group of students from the Computer Science undergraduate and Information Systems graduate students, forming a richer and more meaningful exploration of the topic. Moving beyond the conceptual visioning activities from the 2017 course, the 2018 students were also required to analyze, design and model platforms for an institutional repository of UBT knowledge and reflect on its impact to multiple stakeholder groups at the institutional, regional and global levels. Differences between the pedagogical course design, learning outcomes, and student reflections will be explored in this paper to highlight the impact of flipped classroom teaching, cross-disciplinary/cross-degree group work and introducing soft systems thinking to students without a prior background in this methodology.

Keywords: Soft Systems Methodology (SSM), Near-peer mentoring, Co-teaching, Flipped Classroom, Interdisciplinary collaboration, Informed learning.

Introduction

The University for Business and Technology (UBT) was established in 2001 by founder and now Rector Edmond Hajrizi in Pristina, Kosovo. In recent years, one of the primary goals of the University has been to develop, staff, and curate a Knowledge Center comprised of physical and digital books and a digital repository of knowledge produced by UBT faculty, students and staff. The goal of this latter initiative is to “build a national knowledge base in the (primarily) Albanian language, through intentionally building upon earlier student and faculty research, scholarship and creative work” (Somerville et.al, 2018). Collecting, preserving and disseminating a substantial body of work in both the Albanian and English languages “ensures relevance to Kosovar community readers and fortifies UBT’s lead role in national and regional knowledge generation,” (Hajrizi et.al, 2017). Shared commitment to achieve the vision of a UBT Knowledge
Center has led to a collaborative multi-year teaching partnership between UBT, Linnaeus University in Sweden, and University of the Pacific in the United States.

**An International Partnership**

In March 2017, faculty from Linnaeus and Pacific traveled to Pristina to co-teach a 6 credit, graduate level course on Information Systems, Analysis, Design and Modeling at UBT. The modular course was designed through a four month planning process, in collaboration with staff at UBT. A ‘flipped classroom’, was utilized whereby students were given an assignment three weeks before the course start, to complete in advance. This preparatory work included reading seminal texts about Soft Systems Methodology (SSM), founded by Peter Checkland in England. Other readings on Informed Systems, which emphasizes the aspect of using information to learn during systems design, further framed class discussion and design activities (Mirjamdotter et.al, 2017)

Subsequently in the May 2018 course, a ‘flipped classroom’ approach and SSM were used again; however, there were a few key differences in instructional design. In the 2017 version, only graduate students from Information Systems (IS) were enrolled; in the 2018 version, a mixed group of students came from the Computer Science (CS) undergraduate and IS graduate programs. Additional international staff from Pacific and Linnaeus, as well as one UBT faculty member, were added as members of the co-teaching team. Lastly, more emphasis in 2018 was placed on the theories of ‘informed learning’ advanced by Christine Bruce in Australia. This content served to build upon prior experiences of ‘using information to learn’ (Bruce, 2008), within a larger context of the co-created digital repository of UBT generated knowledge.

**Grounding Theory in Practice**

In order to fully understand the pedagogical underpinnings across the two iterations of the course, it is important to cover the theories of SSM, co-teaching, flipped classroom, informed learning, near-peer mentoring, and interdisciplinary collaboration in relation to the in-practice application of them to the classes. Highlights are presented below in a literature review.

**Soft Systems Methodology (SSM) (2017 & 2018)**

Soft Systems Methodology (SSM) was developed by Peter Checkland in 1981 (Checkland, 1981). One of the primary benefits of SSM in the pedagogical context of the course was that it “acknowledges the social context of learning – that knowledge is acquired and understood through action, interaction, and sharing with others” (Mirjamdotter et.al, 2017). This was expressed during class in the multiple co-design activities that students participated in, drawing rich pictures and engaging in small discussion groups prior to sharing with the larger group. When approaching a real world problem such as the absence of a digital repository, this methodology is eminently useful. It can also be described as Participatory Action Research (PAR) wherein real-life stakeholders in the problem situation are defining the problem; in that case, the research is “socially relevant…in the production of practical knowledge that drives real changes” (Sanchez & Meija, 2008). Relatedly, Checkland identified an extended version of SSM which requires the investigation and definition of the problem situation to be done “through a cultural dimension, which includes the analysis of the intervention, as well as of the social and political systems,” (Checkland & Scholes, 1990). By utilizing background methods of SSM and PAR in both courses, students were actively engaged in a case study with actual context to their lives and education, which has been shown to create an effective learning environment (Kolb, 1984. Student reflection papers from 2017 included statements such as “[a]nd I can say that my life will have two eras, before SSM and after SSM,” and in learning about SSM, they realized “we need
to consider many other factors and variables so that we do not repeat the same mistakes but rather think in long run and with social, environment, etc. wide approach.” In 2018, there was almost unanimous approval in the 22 student reflection papers for teaching SSM. Even one who was unsure about SSM in the beginning stated at the end, “it took only four days of lectures to change my mind about the SSM which made me into a different person.”

Co-teaching (2017 & 2018)

Co-teaching can have many benefits in the classroom, pedagogically and professionally. Seeing professionals co-teach can further student engagement and collaboration – through modeling – in class as well as in the workplace. That said, through thoughtful and thorough planning, the ‘down side’ of co-teaching must be avoided – i.e., the possibility of repetitive material, contradictory assertions, and personality conflicts, which can lead to student stress and cognitive insecurity (Lock et.al, 2018).

One student’s reflection paper from 2017 included thoughts on the co-teaching aspect as “I enjoyed the effort that they put in finding the most appropriate way for us to understand and the kindness that they show during the course … it made me be more active, focused and open minded. I’m certain the whole group felt joy which is rare in lectures.” Co-teaching was mentioned positively in seven of the 22 student reflection papers from 2018. Positive remarks on the co-teaching experience included “great focus and cooperation because it also affects our engagement,” “gave us a new spirit different from what we have been taught earlier,” “time has passed very fast because we have had a great time and we got new knowledge and new society and we have exchanged new ideas,” “good organization and coordination from professors helped us understanding,” and “it is important to note that the professors created a learning environment where all student skills were represented and all students were able to succeed.”

Flipped Classroom (2017 & 2018)

Jonathan Bergman and Aaron Sams are generally credited as the originators of the phrase ‘flipped classroom’ [10], when they began flipping their Chemistry classes in 2007. The purpose of a ‘flipped classroom’ is to “introduce students to course content outside of the classroom so that students can engage that content at a deeper level inside the classroom” [11]. A number of studies have shown the benefits of flipped classroom pedagogy: students perform better on exams, are more actively engaged, take ownership of their learning, and display better developed team-based skills. Conversely, a seemingly equal number of studies provides a list of challenges: demand on instructor time, lack of institutional funding and on-going support, and student resistance to change [10]. Other research has shown that the benefits of a flipped classroom may be better expressed in student satisfaction rather than academic gains – “engagement with academic content, educators and peers leading to the strengthening of lifelong learning” [12].

Several of the 10 reflection papers from 2017 appreciated the flipped classroom style with comments such as “[i]t made me be more active member in the class rather than a spectator and listener” and “instead of wasting a lot of time in lecturing about the topic in class, I did the reading … and then in class, with perfectly matching backgrounds, with three Lecturers we did more hands-on and engaged more.” In addition, many of the 22 reflection papers addressed the flipped classroom approach positively referring to it as “good”, “something different and awesome”, “a great opportunity to understand more … prior to direct meeting in classroom”, and “effective”. One student even identified some of the benefits addressed in the context highlights above by writing, “Flipped learning certainly addresses some issues that professors and students face – time, resources, learning styles, etc. The concept of flipped learning can lead to us as students to learn easier, more efficient, engaging, and meaningful.”

Informed Learning (2018)
Informed learning is the acknowledgement that learning happens in many broadly defined ways. First espoused by Christine Bruce in 2008, she has since explained it as being aware of how information is used when learning, in the classroom and beyond [13]. Informed learning is experienced as a framework of seven aspects: (1) Information and communication technologies; (2) Information sources; (3) Information and knowledge generation processes; (4) Information curation and knowledge management; (5) Knowledge construction and worldview transformation; (6) Knowledge sharing and knowledge extension; and (7) Professional wisdom and continuous learning [14].

In year two, outcomes focus had evolved from the initial course where a major problem was student-defined as “you are part of an institution and you are willing to generate some knowledge, but have no way of storing it or sharing it; or you’re looking for some important information that would have helped on your work but you have no way of reaching it” [15]. During the 2018 course, one of the first co-designed activities by the students was to draw Rich Pictures identifying their research process when first assigned a project: “[r]esults demonstrated that while students typically used academic library resources, building upon the work of published others, they never used content produced by their UBT peers or professors” [1], due to a lack of institutional repository environment which would allow storage of their work in order to reuse it in the future. Through analysis of student processes, instructors and students recognized that students currently only utilized numbers 1-3 of the seven informed learning aspects listed above – technology, sources, and processes. Instructors “recognized that [students] lacked explicit ways to advance categories 4-7, which ‘bridge’ from individual to collective use through curating, organizing, accessing, and using information for creating more knowledge”. [1]

Using the theories of informed learning in a teaching environment, as was done in 2018 at UBT, stressed the importance to the students of paying attention to how they were learning, especially being aware of the process. As one student noted in the reflection paper, “I learned how to learn.” Taking this further in their educational aims, students recognized that they could transpose the theory on other classes and situations. Two student reflection papers corroborated this by stating, “this will not only help me in my career but also in personal and academic life,” and “learning is a process that never stops … learning is something as a universe, infinite and vast…”

Near-peer Mentoring (2018)

Another new element in the second year course was ‘near-peer mentor’ which, in this context, is defined as a graduate student to an undergraduate student. In the initial version of the course, the class was composed solely of graduate students; however, in the 2018 version, both graduate and undergraduate students were included. Mentorship in the STEM fields has a well-established history of success in using ‘near-peer mentoring’ as an educational model, including advancing the mentees as early career specialists [16]. Some studies on the reciprocal relationship benefits for mentors have identified the rewards of helping others and obtaining and applying career-related knowledge [17]. Unfortunately, most of the student reflection papers did not explicitly address the effects of near-peer mentoring in the classroom, either positively or negatively. While many students mentioned the positive effect of teamwork and interdisciplinary learning, near-peer mentoring was only mentioned once. As one student wrote, “[b]eing a bachelor student in Computer Science and having to work with master students in Information Systems was a very enriching experience.” However, class conversations did include undergraduates’ gratitude for graduate near-peers’ attention during activities and presentations. Further attention to this aspect may be desirable in the next course iteration.

Interdisciplinary collaboration (2018)

Interdisciplinary research is defined by the National Academies of Science as “a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives,
concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or area of research practice” [18]. Research undertaken in an interdisciplinary, or interprofessional, fashion can lead to the development of “more advanced epistemological beliefs, enhanced critical thinking ability and metacognitive skills, and an understanding of the relations among perspectives derived from different disciplines” [19].

Of particular note in 2018 is the fact that students from both CS and IS were enrolled in the course. Combining students from these departments allowed for an expansion of ideas and skill learning on both sides, which translated into solution finding and problem solving. The students were divided into five groups. Three groups were an equal mix of students, one group was all IS and one group was all CS students. The CS students, influenced by their technical skills, analyzed and designed their Knowledge Center proposal more from a technical aspect whereas the IS students tended to emphasize the importance of the Knowledge Center from a data perspective.

Based on instructor observation, groups with a mix of students from both sides were able to have equal representation from both perspectives and consequently developed richer findings within the course assignments.

As interdisciplinary faculty interactions demonstrated, interprofessional collaboration is a valuable skill, particularly in the current professional and social contexts where problems can be more complex and require more than one way of looking at them [20]. The students assigned into groups containing representatives from both discipline, who were asked to collaboratively identify, define, and provide solutions to a situated problem, enjoyed practical experience in real world interprofessional collaboration.

Twenty of the 22 student reflection papers addressed the aspect of teamwork within the 2018 course. The most common positive word used to describe the collaborative process was “energetic”. One noted that it was a “unique opportunity…to see how other people think and write… processes and the strategies”, that it allowed them to “apply some level of negotiation” between disciplines in the final shape of the product, and, finally, it “facilitated my ability to skillfully work in group settings in the future.” One of the papers from a graduate student in IS addressed the interdisciplinary nature of the group even more explicitly, stating, “computer sciences had a bit different approach on dealing with the assignment we had, but when we discussed about SSM importance and functions we succeeded on completing the task.”

Interestingly, the teaching group was also interdisciplinary having individuals from CS, IS and Library Science. This interprofessional collaboration may have had a direct impact on class learning outcomes; it definitely was expressed in the instructional design of the course as multiple viewpoints and consideration were thoughtfully considered.

**Conclusion**

In year one (2017), evaluation of the student reflection papers and final assignments “revealed high level of knowledge acquisition and advanced understanding. Also, there were no dropouts for the course … suggestive of their high level of engagement” [3]. SSM, co-teaching, and the flipped classroom were all beneficially experienced by students in the first year and reflected in their papers at the end of the course. In 2018, student response to the pedagogical model continued to be favorable to the 2017 elements of SSM, co-teaching and flipped classroom and, in addition, their response was also positive to informed learning theories and interdisciplinary collaboration. While near-peer mentoring was a factor in year two, it was not addressed extensively in the student reflection papers at the close of the course and could be an area for additional study in following iterations. As with year one, there were no dropouts in year two, which offers further evidence that the pedagogical model, grounded in a local problematical situation, is successful in engaging and maintaining student interest and, hence, learning impact.
References

Computers’ Creating and Curating New Knowledge: A North American University Case Study

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Abstract. In the Fall of 2017, a cross disciplinary team at University of the Pacific in Stockton, California, USA worked together to identify ways of creating new knowledge for an undergraduate engineering course titled Building Information Modeling. The team included faculty from the School of Engineering and Computer Science and technical staff from the Cube, a digital makerspace in the library. Students were tasked to design and model a one-story building to house the University of the Pacific Garden Program on campus. The cross disciplinary team had the students explore an immersive way of seeing the building model by using a Virtual Reality (VR) system. As the University for Business and Technology Knowledge Center concept acknowledges, it is important to curate local knowledge so that future generations can build upon it. At Pacific, the cross disciplinary team was not content with merely producing exemplary student work; they opted to involve the Digital Repository Coordinator in the project and she uploaded all student projects to the University’s digital repository, where they will now serve as proof of concept for students in 2018 to build upon in their own course work. Implementing technology like VR in the classroom can lead to new ways of thinking and doing for students, including obtainment of new skills which can serve them in future classes as well as beyond their academic studies. Disseminating newly created knowledge through an online repository of University scholarship leads to increased visibility of work being produced on campus, which contributes to the general knowledge base for successive semesters of students at Pacific. However, as the works are also freely available to anyone online, through Creative Commons licensure, students are also contributing to new knowledge in teaching, learning and research at other institutions. This paper will explore both the technical elements of utilizing VR technology in the classroom along with the benefits of making University produced knowledge freely and globally available online.

Keywords: Virtual Reality, Teaching, Learning, Higher Education, Institutional Repository

Introduction

Implementing technology like VR in the classroom can lead to new ways of thinking and doing for students, including obtainment of new skills which can serve them in future classes as well as beyond their academic studies. Disseminating newly created knowledge through an online repository of University scholarship leads to increased visibility of work being produced on campus, which contributes to the general knowledge base for successive semesters of students at Pacific. However, as the works are also freely available to anyone online, through Creative Commons licensure, students are also contributing to new knowledge in teaching, learning and research at other institutions. This paper will explore both the technical elements of utilizing VR technology in the classroom along with the benefits of making University produced knowledge freely and globally available online.
The Cube
Aspiring to be the intellectual hub of the campus, in the summer of 2017, University of the Pacific library launched a makerspace, The Cube. A makerspace provides opportunities to engage learners through experiential learning and are “defined not by specific equipment but by a guiding purpose to provide people with a place to experiment, create, and learn” [1]. The purpose of The CUBE is to provide collaborative learning opportunities that engage students to create new forms of knowledge. The Cube promotes experimentation with curriculum design and the scholarship of teaching and learning in a flexible, collaborative, and technology-rich environment. The Cube provides access to an array of 3D technologies, including Virtual Reality head-mounted displays (HMDs), Virtual Reality capable computers and 3D modeling software, 360º cameras, and 3D printers.

Scholarly Commons
In 2016, the University of the Pacific Libraries purchased the Digital Commons institutional repository software created by bepress. They also hired a Digital Repository Coordinator who helped to implement the nascent, Pacific-branded repository, named Scholarly Commons (SC). SC highlights the intellectual and creative output of University of the Pacific faculty, students, alumni and staff, ensuring long-term preservation and worldwide electronic accessibility. Included in SC are: journal articles, conference papers, theses and dissertations, Pacific historical publications (newsletters, commencement programs, etc.), digital items from the Holt-Atherton Special Collections, and other materials, including records created in The Cube.

Virtual Reality in American Higher Education
In American Universities, Virtual Reality technologies are enabling new approaches to teaching, learning and research. Historical reconstructions, simulation training, immersive storytelling, collaboration, and architecture renderings are just some of the areas universities look to integrate Virtual Reality in order to enhance learning experiences and outcomes [2]. For example, at University of the Pacific, students from cross-disciplines created a Virtual Reality museum exhibit using historical research and interviews, which allowed you to virtually walk the streets of Stockton’s once-vibrant Filipino neighborhood, and learn the history of a place that was once home to the largest population of Filipinos in the United States.

Fig. 1. Example of historical reconstruction. A screenshot of Virtual Reality museum developed by University of the Pacific. Source - http://www.digitaldeltas.org/
At Harvard University, using Virtual Reality, students in French language and culture classes were able to meet native speakers at parties in their homes and hear conversations in cafes in France, all without leaving their classroom in United States.


At Yale University, the Immersive Tools for Learning Basic Anatomy project enables students to further their understanding of anatomical systems and medical procedures. Outputs of medical imaging devices such as CT scans are converted into 3D models, which then are brought into Virtual Reality to simulate human anatomy, allowing students an inside view of specific bodies. Massachusetts Institute of Technology is developing a Virtual Reality walkthrough inside a cell in which objects within the cell are appropriately scaled. Inside the virtual cell, if something needs repair, a cross-disciplinary team of VR developers and subject matter experts must communicate continually and effectively in order to repair the cell.

VR is being used as a media tool for journalism students at the University of Oklahoma; as virtual crime scenes for study by criminal justice students at George Washington University; and at Drexel University, they have partnered with 3Dream, a technology company that works on 3D animation, to create a database of over 250,000 “artifacts” - VR and AR images, 3D objects, and 360 degree panoramas - for use in the classroom.

As can be seen by this wealth of examples, VR technology has a myriad number of uses in the higher educational environment and is just beginning to gain popularity and momentum in that sphere. A recent Gartner study estimates 60% of US based higher education institutions will be using VR to create an enhanced simulation and learning environments by 2021.

### Creating With The Cube

In the fall of 2017, a cross disciplinary team at University of the Pacific worked together to identify ways of creating new knowledge for an undergraduate engineering course titled Building Information Modeling. The team included faculty from the School of Engineering and Computer Science (SOECS) and technical staff from The Cube. Students were tasked to design and model a one-story building to house the University of the Pacific Garden Program on campus. Project description and guidelines were shared with The Cube staff.

The cross disciplinary team had the students explore an immersive way of seeing the building model by using a Virtual Reality system. For 3D modeling, students selected Revit software to design their one-story building. The Cube provided the hardware, Oculus Rift Virtual Reality system. Along with students from the class, the Cube staff did a comprehensive review of
available software and plugins that converted the 3D models into a Virtual Reality experience. A solution was identified and tested with positive results. During the final presentations, students described their project using PowerPoint slides, while the audience wore the Virtual Reality system to virtually walk through 3D models.

**Curating with Scholarly Commons**

Staff from The Cube discussed with the SOECS faculty that at the end of the course, the students’ final presentation materials should be included in Pacific’s institutional repository, Scholarly Commons (SC). The reasons for this were twofold.

1. Display student work to the world -- this would have benefits for the students as they could point to their work with a static URL when applying for jobs or further academic studies. There are also potential benefits in attracting new students or new faculty if prospectives see the work occurring at Pacific and want to embark on similar projects in collaboration with The Cube and SC.

2. A repository of generated knowledge from the class with unlimited storage and static URLs would have beneficial consequences when the course is taught again. Previous work would be available for the future students to reference and build upon in their own projects.

Efforts were made to secure creator permission for the work to go in SC. Copyright ownership of the work remains with the creators and SC merely serves as a hosting platform for their materials. From the initial course in Fall 2017, there were a total of six produced projects from student groups, which are now housed in SC at https://scholarlycommons.pacific.edu/bim_projects/.

![Fig. 3. Homepage for Building Information Modeling Final Projects -](https://scholarlycommons.pacific.edu/bim_projects/)

Introductory text providing context to the collection was included at the top of the main content window, the collection is nested underneath the Department (SOECS) on the repository, and a link to the SOECS website was added to the sidebar as well (see Figure 3). Each record had basic metadata added including title, creators, document type, publication date, abstract, recommended citation, and disciplinary categories (see Figure 4).
While the main “Download” button will access the student groups’ presentation files, “Additional Files” are included at the bottom of the record page including their final reports, timeliner animation videos, rendering animation videos, and zipped VR .exe files.

Since the projects were posted in January 2018, there have been 72 unique visitors to the collection. It will be interesting to see how use increases as more time passes and new projects are added to the collection. In addition, educational databases of VR projects are in their infancy and much work is still being done on consistent metadata standards across repositories. This is a field to watch carefully as collaborative research is currently being done to initiate and define standards and best practices [12].

**Conclusion**

We had an opportunity to forge a different path and explore something beyond traditional ways of creating new content showcasing student projects. As a proof of concept on how University Libraries services - The Cube and SC - could work in conjunction with faculty and students to create and curate technologically rich projects, the Building Information Modeling course was a complete success. SOECS faculty and students were engaged in the creation process and have
been appreciative of the curation. Pacific University Libraries are now in a good position to share this initial project with the rest of campus and discuss additional collaborations within SOECS as well as with other departments as they relate to teaching and learning with VR technology. Here at Pacific, we look forward to continued exploration of advancing knowledge by integrating emerging technologies to create and curate student and faculty projects.

References


Translation Aspects of Brother Grimm Fairy Tales and comparison to translation between English and Albanian Version

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Abstract: The main aim of this paper is to provide an in depth analysis regarding some of the underlying translation aspects of Brother Grimm Fairy Tales. The paper will closely elaborate and make comparison to translation between English version and Albanian version. Due to the fact that translation in itself is a multidisciplinary field of study, its reasonable tackling and profoundly analyzing some of the core stylistic features of this genre as well as carry out an elaboration of lexical components will a special emphasis on synonymy, phraseology and metaphors. Undoubtedly, the paper also incorporates and interweaves methods of translation, aspects related to equivalence in translation and the qualities of a translator needed to translate literature for children, which is quite peculiar compared to other genres. Owing to the fact that it vastly copes with analysis of lexical and translation traits of the respective piece, the method of research employed in this paper it is basically a qualitative one. Translation is also closely related to culture which means that translator may frequently have to cope with cultural words, proverbs which may hamper the process of translation in its entirety, as matter of fact a section of this paper will be also devoted to this issue.

Keywords: equivalence in translation, synonymy, comparison, methods of translation, style, lexical components.

Introduction

Brother Grimm fairy tales bring us back to the world of fairies, witches and goblins. These tales are worldwide known for their memorable characters as well as aesthetical and emotional colorings. The tales may be referred to as a wild mixture as “The Rich Man’s grave, where it’s witnessed a rigid combination between fantasies, religion or as gruesome such as “The robber Bridegroom”. Nevertheless some of their tales are comprised of a sense of humor and nonsense such as in “Clever Grethel”. Obviously, folklore in itself obtains artistic and lingual traits not only because it is mainly created and further on inherited in successive generations.

In the course of 19th century Jakob and Wilhelm Grimm brought forth a collection of fairy tales aiming at representing the features of German culture. Contrary to other authors who had consistently strived for altering and somehow embellishing the stories to suit the audience, Grimm’s may be considered to be the first collectors who maintained a “strict allegiance” with the original tales and preserved their true value bearing in mind that the true strength relies on authenticity.
A distinctive trait of these tales is that they were targeted to all ages meaning that there was no age-restriction. Images, emotions and beings we associate with the primitive or childlike mind involve; fairies, sorcerers, magic and mystery, great joy, and fear are everyday experiences. Indeed, Grimm’s have the unarguable merit that through their masterpiece have masterfully reflected the emotions and desires of every human being. Nevertheless, the underlying function of the language in artistic literature is its aesthetic function a quality which is clearly mirrored in the Grimm’s masterpiece. This means that language in itself does not merely incarnates or is comprised of certain content as well as it doesn’t simply communicate literary information but aims at having an aesthetic function and evoke the feeling of beauty. Translation of these tales is not an easy matter and it requires a mastery of source and target language as well as a broad lexical diapason. Beside that the translator ought to carry out an interpretation rather than a word-for-word translation, which would rather convey the emotions, pleasure of the stories and the all their utmost variety.

The traits and qualities of a Translator when it comes to translating artistic texts and tales

Translation is an intricate and complex process in itself, owing to the fact that it is a multidisciplinary field of study. When it comes to translating a text at utmost proficiency it’s indispensable to analyze the source text linguistically, culturally, philosophically and politically. The translation scholar Robinson (1997;199), emphasizes that a translator must bear in mind the following elements: a) never assume you understand the source text perfectly b) never assume your understanding of the source text is detailed enough to enable you to translate it adequately. c) always analyze for text type, genre, register, rhetorical function, etc. d) always analyze the source text’s syntax and semantics, making sure you know in detail what it is saying, what it is not saying, and what it is implying e) always analyze the syntactic, semantic, and pragmatic relationship between the source language (especially as it appears in this particular source text) and the target language, so that you know what each language is capable and incapable of doing and saying, and can make all necessary adjustments.

Whereas the translation scholar Tupe (2006;22), argues that a translator who strives for perfection must render the following qualities: a) to have at least a comprehensive basic knowledge of the target language b) must be able to analyze and understand a text or a given speech c) capable to carry out not only a linguistic, but even a interpretative translation d) an enriched lexicon and vocabulary, that exceeds the linguistic framework, which is in other words called “overall culture” which is sustained by an eager curiosity and a strong memory. Consequently, it means to cognize the history, culture, the social and artistic life the respective population, from whose language you want to translate; whereas it is also necessary to acquire some information about their lifestyle, e) to approach to translation as an art, technique science and profession, f) to have a strong passion and be gifted in reading, comprehending, speaking, writing and creating when asked to translate from source to target language g) lastly, what is considered as one of the underlying features of a professional translator is that he must be fostered by a insight curiosity, concerning the world that surrounds him.

However one of the underlying components of a translator is knowledge and as matter of fact Roger (1991;31), argues that a knowledge base consisting of:

- Source language knowledge, the syntactic rule systems code, its lexicon and semantics, and its text creating systems
- Target language knowledge, equivalent to the source language
- Text-type knowledge
- Domain knowledge
- Contrastive knowledge of each above

As far as the four main areas and skills are concerned Roger (1991:31), distinguishes the following competences;
- **Grammatical Competence:** knowledge of the rules of the code, including vocabulary and word formation, pronunciation/spelling and sentence structure and knowledge and skills required to understand and understand literal meaning of utterances
- **Sociolinguistic Competence:** knowledge and ability to understand the utterances properly, such as constrained by topics, the status of participants and purposes of interaction
- **Discourse Competence:**
- **Strategic Competence:** the ability to combine form and meaning to achieve unified spoken or written texts in different genres, this unity depends from cohesion in form (the way which utterances are linked structurally to facilitate the interpretation of the text) and coherence in meaning (the relationship between different meanings) such as literal meanings, communicative functions, social functions and literal meanings
- **Strategic Competence:** the mastery of communication strategies which may be used to improve communication or to compensate for breakdowns (caused by limiting factors in actual communication to insufficient competence in one or more of the other components of communicative competence)


In olden times when people could have all they wished for at once, lived a king who had many beautiful daughters; but the youngest was so lovely that the sun himself would wonder whenever he shone on her face. Near to the kings castle lay a dark gloomy forest, in the midst of which stood a linden tree, shading with its foliage the pleasant waters of the mountain. Grimm (1981:1).

Translation in Albanian

Në kohët e vjetra, atëherë kur njerëzit mund të kishin cfarë dëshironin sa hap e mbyll sytë, jetonte një mbret i cili kishte shumë vajza të bukura; por vajza e vogël ishtë aq e hijshme sa edhe dielli magjepsej kur shihte shndërriste në fytyrën e saj. Pranë këshhtjellës së mbretit shtrihej një pyll i zymtë, i errët, në krye të cilit ndodhej një pemë blini e cila hijëzonte me gjethet e saj ujërat e qeta të një shatërvani që ndodhej pranë.

Near the borders of a large forest dwelt in olden times a poor woodcutter, who had two children Hansel and Gretel. They had very little to live upon, and once when was a dreadful season of scarcity in the land, the poor woodcutter could not earn sufficiently to supply their daily food. One evening after the children were gone to bed, the parents sat talking together over their sorrow, and the poor husband sighed and said to his wife who was not the mother of their children but their stepmother. What will become of us, for I cannot earn enough to support you and myself, much less the children? What shall we do with them for they must starve? Grimm (48:1981).
Translation in Albanian

Në kohët e vjetra kur lutjet e njerëzve bëheshin realitet, jetonte një mbret, vajzat e të cilët ishin të bukura, por me e reja mes tyre ishte aq hijshme saqë edhe vet dielli, i cili ishte mësuar të shihte shumë shtangej prej bukurisë sa herë shndërriste në fytërën e saj. By a great forest dwelt a poor woodcutter with his wife and two children. The boy was called Hänsel and the girl Gretel. He had little to bite and to break, and once when great dearth fell on the land, he could not even procure his daily bread. Now when he thought over this by night in his bed and tossed about in his anxiety, he groaned and said to his wife, “What is to become of us?"

Methods of Translation

Obviously, in translation of Brother Grimm Fairy Tales is witnessed an interweaving between faithful method of translation and adaption when time after time they appear to overlap each other. As Newmark argues (1998:46),

“A faithful attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It ‘transfers’ cultural words and preserves the degree of grammatical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer. Faithful translation which aims at preserving the grammatical and syntactical forms of the original statements. The main purpose of this method is to provide a text which is less ambiguous
and less complex than the source text. This sort of translation is distinguished for taming and simplifying the ambiguity which is apparent in the source text. Consequently, to enable this are added explanations, shortenings of sentences and it is reduced the lexical density."

Indeed there has been witnessed a faithful translation of the adjective woodcutter with the Albanian equivalent druvar, or the noun foliage with the Albanian equivalent gjethe and the adjective astonished with the Albanian equivalent shtangej.

Implementation of Adaption as a translation method was unavoidable in some cases when the translator has to cope with phraseology or idioms. Adaption as Newmark (1998;46) argues," Is the 'freest' form of translation. It is used mainly for plays (comedies and poetry: the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have rescued period plays. Adaption occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language or culture. It is a shift of cultural environment."

In translation from English to Albanian Adaption has been incorporated as a method of translation only in some specific cases, such as in translation the a great dearth fell on land to its Albanian equivalent në tokë ra zia e bukës ose pllakosi zia e bukës or in the sentence he had little to bite and break with the Albanian equivalent I duhej te punonte shumë për të siguruar bukën e përditshme.

**Theories of Equivalence in Translation**

**Jacobson’s Equivalence Theories:** R.Jakobson (1959), believes that equivalence comes in three types; inter-semiotic equivalence, (equivalence between sign systems), inter-lingual (equivalence between two languages), and intra-lingual, (equivalence within one language; paraphrasing or rewriting the same content). The second type, intra-lingual, is one where translation equivalence is classified in. In the brother Grimm Fairy “Tale Frog Prince” in a paragraph there is a sentence; “He had little to bite and break” which may be easily rephrased and re-written in English. “He could hardly make the ends meet, “He could scarcely earn living” or “He was on verges of starvation”, “He could barely find a morsel of bread”, “They had very little to live upon”, “Could not earn sufficiently to supply their daily food”. Undoubtedly, all those versions render a similar meaning. This rephrasing is the best example of intra-lingual equivalence.

**Nida Equivalence Theories:** Conversely, E.A Nida (1964), has written that there are two kinds of equivalence; a) formal equivalence (also known as formal correspondence), and dynamic equivalence. Formal equivalence is more concerned with word-for-word translation and content faithfulness, while dynamic equivalence is focused upon context and sense-for-sense adaption. The bottom line here is that all translation theories are somehow connected with the notion of equivalence in one way or another. Consequently, equivalence is an important philosophy when it comes to translation theory and its many different practical applications. Actually, both target and source language include equivalent ranges from the least significant morphemes to the most meaningful levels (sentences).

These levels of language are the ones that keep the ones that help strike the proper balance between two much faithfulness to the original text and too much pandering to the target audience. Accordingly, translation is all about creating a balance between the original language document and the target language document.
It is generally agreed so far that meaning is very important in translation (Catford, 1965: 35). Indeed translation has often been defined with relevance to the meaning. According to this approach, a translation ought to have the same meaning with the original, but should not sound like a translation. As far as this issue is concerned, I will provide my own illustrations about between English and Albanian versions and respectively to point out which is distinguished as a translated text and which not. The case of meaning is in fact conventionally packaged in the languages, either source or target language. What’s important to be mentioned is that each language has its distinctive forms and traits, and as matter of fact translators have to perceive and realize that not all elements of a language are have their equivalents in the other language. Therefore finding the equivalence may be considered one of the main obstacles which are commonly faced by the translators.

Whereas Eco (2001;20) argues that there cannot be a complete equivalence in meaning. Equivalence in meaning cannot be taken as a satisfactory criterion for a correct translation, first of all because in order to define the still undefined notion of translation one would have to employ a notion as obscure as equivalence of meaning, and some people think that meaning is that which remains unchanged in the process of translation. We cannot even accept the naive idea that equivalence in meaning is provided by synonymy, since it is commonly accepted that there are no complete synonyms in language. He’s probably come up to the right conclusion. Practically there may not be provided a full equivalence even in Brother Grimm tales. For example the names of personages such as “Hansel and Gretel” may be translated in Albanian “Hansi dhe Greta” ose “Rita dhe Hasani”, which unavoidably leads do a distortion of the original meaning. Other examples may also be “Frog Prince” translated in Albanian “Princi Bretk”, The Three Little Man in the Wood translated in Albanian as “Të tre Shkurtabiqët” etc, or “The Brave Little Tailor” translated in Albanian as “Terziu Guxintar”, The cat who married a Mouse” as “Macja dhe Miu”.

Translation of Metaphors

Metaphor emphasizes Newmark (2001:99) argues that metaphor is based on a scientific procedure and the perception or resemblance between two phenomena. Moreover he emphasizes that when a metaphor is repeated in various contexts, the emotive effect subsides and a term that describes reality has been more closely created. In the translated paragraphs may be easily pointed out the metaphor dealth fell on the land translated in Albanian ra zia e bukës. Mostly metaphors render and are distinguished for these two qualities a) personification which are considered anthropomorphic and b) mental and physic. Their common feature is that they both reinforce the emotive effect. Obviously another metaphor which has simultaneously anthropomorphic and personification traits is but the youngest was so beautiful than the sun himself, which has seen so much was astonished whenever it shone in her face it is translated in Albanian por me e reja mes tyre ishte aq hijshme saqë edhe vet aiëli, i ci i shi dhe mësuar të shihet shumë shtangej prej bukuritq sa herë shndërrese në fytërën e saj. In addition, In The Complete First Edition, The Original Folk & Fairy Tales of The Brother Grimm, Princeton University Press, 2014, in the tale “The Companionship between Cat and Mouse” is witnessed the presence of some metaphors such as “Swallowed it in one gulp” which is translated in Albanian as “E gllabëroi me një fryme” or “E gllabëroi sa hap e mbyll sytë.”
Conclusions

Due to the fact that translation is a complex and intricate process a translator ought to render the following qualities:

- Source language knowledge, the syntactic rule systems code, its lexicon and semantics, and its text creating systems
- Target language knowledge, equivalent to the source language
- Text-type knowledge
- Domain knowledge
- Contrastive knowledge of each above

to have at least a comprehensive basic knowledge of the target language,
- must be able to analyze and understand a text or a given speech
- capable to carry out not only a linguistic, but even a interpretative translation
- an enriched lexicon and vocabulary, that exceeds the linguistic framework, which is in other words called “overall culture” which is sustained by an eager curiosity and a strong memory. Consequently, it means to cognize the history, culture, the social and artistic life the respective population, from whose language you want to translate; whereas it is also necessary to acquire some information about their lifestyle
- to approach to translation as an art, technique science and profession,
- to have a strong passion and be gifted in reading, comprehending, speaking, writing and creating when asked to translate from source to target language
- Lastly, what is considered as one of the underlying features of a professional translator
- The method of translation is that of faithful translation
- A faithful attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It ‘transfers’ cultural words and preserves the degree of grammatical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer. Faithful translation which aims at preserving the grammatical and syntactical forms of the original statements
- A distinctive trait of these tales is that they were targeted to all ages meaning that there was no age-restriction. Images, emotions and beings we associate with the primitive or childlike mind involve; fairies, sorcerers, magic and mystery, great joy, and fear are everyday experiences. Indeed, Grimm’s have the unarguable merit that through their masterpiece have masterfully reflected on the emotions and desires of every human being.
- Obviously, folklore in itself obtains artistic and lingual traits not only because it is mainly created and further on inherited in successive generations.
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Maxim de Winter’s Perception of the Female World in Du Maurier’s Rebecca

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Abstract. Rebecca is a novel written by Daphne Du Maurier, in which the main characters are women. This paper focuses on the only male point of view, Maxim de Winter’s. He was Rebecca’s husband and he is the spouse of the current Mrs. de Winter. He is also Mrs. Danvers’ landlord, Beatrice’s brother, and Mrs. Van Hopper’s acquaintance. He is the lynchpin unifying the female characters, whose decisive leadership motivates the novel’s action. In the past, critics have often analyzed the plot’s female points of view, mentioning Mr. de Winter mainly as an opposite entity to these ladies. This essay examines Maxim’s experience of the women who have—apparently, against his will—taken over and decided about his adult life. This paper’s primary aim is to introduce into the criticism the figure of Maxim de Winter as a stronger masculine character in a novel dominated by women and their preponderant presence.

Keywords: Rebecca, Du Maurier, de Winter, Manderley.

Introduction: the meaning of Rebecca through the author’s eyes

Maxim de Winter is one of the main characters of Du Maurier’s most famous novel, Rebecca. George Fortescue Maximilian “Maxim” de Winter is a 42-year-old and very rich widower in a novel written by a female writer where almost all the main characters are women. Even if the work is strongly characterized by the ubiquitous female presence, there was need also for a male voice, even if his presence has been delivered to the readers through the eyes of the narrator, who is (again a female role, i.e.) the second Mrs. De Winter.

Maxim is a character who in certain ways resembles his author: they are both relatively young (Daphne du Maurier was only 31 when the novel was published), they both come from wealthy families, and they are both very attached to their quiet and private lives. Even their main residence seems to travel from real life to fiction, changing slightly its name from Milton Hall and Menabilly to Manderley. The main difference between the creator and its creature is that Maxim lives through the eyes, feelings and experience of other characters, he has no freedom whatsoever; and yet he is essential for the development of the plot. Du Maurier, on the other hand, preserved a certain level of complete independence throughout her adult life, becoming famous as (later, Dame) Daphne Du Maurier, instead of Lady Browning, or the wife of Lieutenant-General Sir Frederick Arthur Montague “Boy” Browning.

Rebecca was started in Egypt, after her husband has been deployed in the North of Africa, and Daphne, at that point already his wife, had to follow him. She felt continuously homesick, regardless, and despite all the distractions and amusements she could have enjoyed as a foreigner, and the wife of a man with a high military rank. It was then that Miss Du Maurier decided to write a new novel, and she set it in Cornwall, the part of England she loved above all the others. Even if started abroad, the book has been finished in England. “In April 1938, Daphne finally writes to her editor: Here is the book. I’ve tried to get an atmosphere of suspense. It’s a bit on the
gloomy side. The ending is a bit brief and a bit grim.” (de Rosnay 2017: 143) Once published, the book brought to its author international fame, improving significantly also her personal financial situation. Daphne Du Maurier was not anymore only the daughter of Sir Gerald Du Maurier, the renowned London actor and manager, now she became known not only as a fine writer, but more than anything she was now known as the author of the acclaimed Rebecca.

“Last night I dreamt I went to Manderley again. The famous opening line of Daphne du Maurier’s novel Rebecca has a sinister, haunting melancholy that heads straight to the spirit and the center of her private world. If she had written just this one work she would still be remembered as a truly great story-teller for it is with this novel more than any other that she is identified. None of her others has Rebecca’s power and strength. It has been outstanding at six levels of entertainment: as a best-selling novel, a radio series, a Hollywood motion picture, a stage play, a television series and even as an opera.” (Shallcross 1991: 59)

Daphne du Maurier wrote many books, but Rebecca remains her most famous work – it is enough to mention that the book has never been out of print since it first appeared in 1938. Set in Cornwall (like six among her other novels), this little giant has been named after a dead first wife, and its story has been told by the nameless second wife. “(…) like the later Rebecca, (…) deals with a young woman alone in the world, cast adrift in an unfamiliar, hostile environment.” (Shallcross 1991: 49) It is Maxim De Winter who introduces the narrator to his, i.e. Rebecca’s life at Manderley, and it is always Maxim who is, indirectly, brought to ruin, as a punishment for having forgotten the perfect, yet to him obnoxious first wife, and for having replaced her with a sloppy, frightened, and very young second wife. “Rebecca is a grim anatomy of wifehood. Rebecca the dead, bad wife exists only as a hovering name; the good second wife, who tells the story, has no name and little energy.” (Auerbach 2000: 1-2) De facto, it is Maxim the connection (together with the invented Cornish estate of Manderley) the connection not only between the two wives, but all the main female characters revolve around this triangle of personalities, and their base, the big, old De Winter’s house.

Maxim de Winter and the women of his life

Maxim de Winter

Maxim makes his entry into the book almost at the beginning, and the importance of his presence is immediately evident. Being presented and described as a character out of the ordinary, as a man out of place in his own century, especially in the hot summer of the Côte d’Azur, his initial lines give space for introductive conjectures. The story is very well known, but what is not so obvious, transpires from what his second wife shares, many times indirectly, with the readers. His surname is the first clue that gives a possible insight into a deeper level of his character: de Winter. An elegant and educated cosmopolite, Maxim seems to be also a cold and solitary man who dislikes crowds and parties. He arrives and stays in Monte Carlo all by himself, and later with the narrator of the story, who soon becomes his (second) wife. Once back at Manderley, Maxim reveals his love for solitude, but also mystery. His feelings towards his new wife are never clear, until he tells her about Rebecca’s death – it is only then that Mrs. de Winter gets to know her husband’s emotions both towards her, and also all the others living and dead characters. De Winter exists because there is need for a husband. He is taciturn and mysterious because he hides a serious secret, but what is not transparent is at first his deep dislike of his first wife (it can be called hate as well), and second the fact that he does care a lot about his second wife, who,
after he tells her about Rebecca’s death, is not treated, pampered and protected like an unexperienced, and too young wife, but she finally takes over the role of a life partner, equal to her husband, and willing to share all their lives and relationship brings them, unafraid of future challenges. Unfolding the truth in front of her eyes, both Mrs. de Winter and the readers discover in Maxim a new level of a more crude humanity, because Maxim is a murderer, regardless his motif and possible justifications. Jealousy, disappointment, and a thick web of lies compose the trigger that unfolds his most secret courage, in committing homicide, and also for living afterwards with that horrible bargain on the conscience.

**Maxim towards Rebecca de Winter**

Rebecca is the name of the novel, and so it seems to be everything else – “Rebecca’s writing, Rebecca’s desk, Rebecca’s diary, Rebecca’s last note to her cousin combine to make a theme which runs through the novel.” (Shallcross 1991: 64) Rebecca is a novel that never introduces its character because the first Mrs. de Winter is dead when the story begins. She is dead, and yet it seems that everything belongs to her, is dominated by her memory, that is, the fact that none of the other characters can do without her. She is described by others as the perfect woman, the one who covers every role with sophistication, class and elegance. What strikes the most is that it seems that Maxim and Rebecca have not a happy marriage, on the contrary. The readers can not know why Maxim married Rebecca in the first place. Perhaps he was infatuated with her; perhaps he was overruled by passion, or perhaps he proposed to her for the sheer pleasure of giving to his masterful mansion a (apparently) perfect mistress, one that everybody would adore and worship, taking her as an example to be followed. “Rebecca is a perfect woman in the novel’s first half, then, in the second, she turns into a woman who is perfectly evil, because unwomanly. She is a less coherent character than a series of discordant images.” (Shallcross 1991: 121) Maybe these discordant images are too weak to construct a complete character, but they are strong enough to hunt all the other characters, throughout the novel. Maxim never speaks about his first wife, and yet she is always present in his everyday life. When he leaves Manderley for Monte Carlo, he has with himself a book of poems that belonged to Rebecca. When he returns home with his new wife, the disposition of the rooms never changes, nor their furniture, or the way they have been always kept by the first wife. The only difference is that Maxim and his new, nameless wife live in the east wing of the house, while the west one belonged to Rebecca and her husband. There is a hunting question from that point on in the book: why has Maxim never ordered the west wing to be completely changed? Why does he never go there, knowing that Mrs. Danvers (who was obsessed with her mistress) will probably preserve everything as it was before her mistress died? Maxim has murdered Rebecca, and this might be the reason why he avoids everything that belonged to her, and does not change things in order to put to rest his own conscience. Maxim has the strength to continue to love Manderley, to live there, to bring his new wife in those rooms, and even to keep Mrs. Danvers, who continues to run the house as if nothing changed. Such behavior requires bravery, a strong will, and confidence in oneself. Rebecca has ruled over Manderley and all its inhabitants, she has ruled over their relatives and friends, but she has never had too much power over her husband, who not only had the courage to murder her, but also to build a new life with another woman, on Rebecca’s things, punishing her forever for her betrayals, and the web of lies in which she entangled him too.

Even if a murderer, Maxim inspires his readers’ sympathy, and even compassion, especially at the end when Rebecca, after all, wins against him, and all the others, because Manderley is set to fire. The culprit is unknown, but not so the outcome: Maxim and (the second) Mrs. de Winter leave England for good, leaving isolated in a little, unknown Mediterranean locality, cut from everybody and everything.
Maxim towards Mrs. de Winter

Daphne Du Maurier said about her most famous work that “I began the novel in the first person and I avoided giving the heroine a name because it became an interesting exercise in writing and technique.” (Shallcross 1991: 68) Who is this young, clumsy, insecure lady who becomes the second Mrs. de Winter? “(...) there is no escape for a woman. There is certainly none for the wife who tells the story of Rebecca. Throughout the novel she is a docile companion to the overbearing rich – first to a dreadful American, Mrs. Van Hopper, and then, as a wife, to the beautifully mannered landowner Maxim de Winter – with no control over the plot in which Maxim presides and falls.” (Auerbach 2000: 102) The young woman who is one of the main characters in the novel, and also its narrator, has in reality no name, she is described as insecure, clumsy, and not very pretty, and yet Maxim chooses her as his new bride, surprising all the other characters in the novel. This surprise has no effect on the reader, especially in the second part of the novel, when we discover the relationship Maxim and Rebecca had, and how she died. Actually, Mrs. de Winter is the only person towards whom Maxim shows complete rule, without ever questioning his own behavior. Since the moment he meets her, he is the one who casts his power on her: he does not propose matrimony in a traditional way:

“If you think I’m one of the people who try to be funny at breakfast you’re wrong,” he said. “I’m invariably ill-tempered in the early morning. I repeat to you, the choice is open to you. Either you go to America with Mrs. Van Hopper or you come home to Manderley with me.”

“No, I’m asking you to marry me, you little fool.” (Du Maurier 1971: 51)

And he continues:

“So that’s settled, isn’t it?” he said, going on with his toast and marmalade; “instead of being companion to Mrs. Van Hopper you become mine, and your duties will be almost exactly the same. I also like new library books, and flowers in the drawing-room, and bezique after dinner. And someone to pour out my tea. The only difference is that I don’t take Taxol, I prefer Eno’s, and you must never let me run out my particular brand of tooth-paste.” (Du Maurier 1971: 53)

Maxim’s attitude does not change towards his second wife until he confesses to her Rebecca’s murder. Only afterwards, when she is sure about his feelings towards her, does Mrs. de Winter acquire a stronger personality where, by the end of the book, she is the one taking care of Maxim, and not anymore the vice versa. It is interesting that the change in him occurs suddenly and only because Rebecca’s body emerges out of the waters. Readers rightly ask themselves what would have happened if Rebecca had not decided for the last, great revenge. Most likely the other characters would have remained unchanged over time, except, perhaps, Mrs. Danvers, who has always been too fond to her previous mistress to calmly endure the presence of the new comer. These are and remain conjectures, since the plot has been developed differently.

Maxim towards Mrs. Van Hopper, Mrs. Danvers, and Beatrice

Mrs. Van Hopper is a figure present only in the opening chapters of the novel, as her presence is needed for the introduction of the relationship between Maxim and Mrs. de Winter. Mrs. Van Hopper was a wealthy American woman, vacationing on the French Riviera with her young companion. She has been described as foolish, shallow, and insensitive, but is also she who will provide, though indirectly, Maxim with a new wife. Maxim treats the old lady from the very beginning with perfect courtesy, though veiled with irony. He treats her just like everyone else, with pride, but also keeping her away from his personal world and feelings. He has no consideration for the old lady, and starts a platonic relationship with the young companion
without ever considering possible consequences on Mrs. Van Hopper’s life. He dislikes her, but is also polite enough never to show his real opinion. When it comes to Beatrice, Maxim’s sister, his figure changes very little. Her purpose in the plot might be very simple: she is the one who, through the narrator’s words, unfolds another piece of the Maxim’s and Rebecca’s seemingly perfect marriage. Just like with his own wife (at least in the first part of the book), Maxim is not a very affectionate brother, and meets the sister only a few times every year, more for conventions and family ties, than by character affinity. When the narrator meets her sister in law, Beatrice is reasonable, and good-tempered enough to accept her brother’s second choice (even if it seems that, like almost everyone else, she used to adore Rebecca), and encourage their union. Mrs. Danvers is the last of the main characters, together with her lord and his wives. From the very beginning of her introduction in the plot, it is obvious that Mrs. Danvers (called “Danny” by Rebecca and her cousin) was more than fond of her young mistress – she was obsessed with her appearance and character, helping her to cover all her mischiefs. Maxim has never had problems or issues of any kind with the maid, though it is important to notice that he respected her, but kept her too on a distance, probably because he was afraid that sooner or later she would discover the truth. Mrs. Danvers never shoes her true fillings towards her landlord, though she clearly dislikes his second, young bride, probably considering that her landlord forgot Rebecca too soon, and married someone who was clearly under her league. Mrs. Danvers and Maxim have a cold and distant relationship, without apparent conflicts, but her influence over the young Mrs. de Winter has consequences over Maxim as well, because through his new young bride, Mrs. Danvers does not let him forget her beloved Rebecca.

**Conclusion**

*Rebecca* is a multi-faceted novel, and asserting that it simply treats the story of a man and his two wives would be too restrictive. The novel can be analyzed following various interpretations – this short essay wanted to underline the importance of Maxim de Winter in the plot of the work, following both his personality and the one of the women who characterized the unfolding of events in the life of the only male protagonist of the story. Each one of them has left a mark in his life. Sometimes deliberately, others unconsciously, these women have influenced his decisions and behaviors, leading Maxim to a financial ruin, and destroying the good name of his ancient family. What stroke him the most was the physical destruction of his beloved Manderley, set on fire, even if it has never been known by who was set the burning. At the end, Maxim is reduced to live in an anonymous hotel in the Mediterranean, secluded by his own will and attended by his second wife, and probably like her, living of memories and regrets, waiting, by now, only death.

**References**

The Cosmopolitan echo of Maya Angelou in the novel “I know why the caged bird sings”

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Abstract. A whole portrayal of the most brilliant echoes against the unbearable shown racist feelings on the black population is without any doubt pretty well mirrored in the American novel ‘I know why the caged bird sings’ by Maya Angelou. The sad echoes of extremely loneliness, the feeling of being under evaluated, of being disregarded as human beings, are depicted in a marvelous way in this novel. Maya had not a pleasant childhood at all. She was the sister of Bailey whose parents were divorced. They were sent to St. Louis. From this moment, the very realistic feelings about her life have been shown throughout the whole novel. First of all, the author puts the emphasis on the unbearable oppression of racism so freely shown on the blacks, the humiliation that she has to go through almost all her life, the unpleasant situations that she has to experience. That is why this book is an ode to the cosmopolitan echoes which are hidden in almost every single word of throughout the whole novel. The whole novel is an autobiographical story of Maya’s life. She struggles about one of the worst evils present even nowadays in a great number of countries all around the world. She feels imprisoned inside the metal bars which symbolize her stress, pain, complete dissatisfaction with the idea how bad and harmful can human beings be. Her living in one and only one place, that is the frequent movement from one place to another also causes her an enormous stress, because she raises her voice against the planned dislocation of the black people from one place to another, thus not having a stable living place. She also writes about her own dissatisfaction of her physical look, beginning with her teeth. Still, this is a wonderful novel which deals with the extremely harmful deformities of a lot of societies in the so called ‘our modern world’.

Keywords: loneliness, oppression, racism, evil, dissatisfaction

Rather humanely, Maya Angelou opens her heart in front of the readers. She manages successfully as well as professionally to dig into her own mind and soul. There is no doubt that she digs every single moment from the huge mosaic of her experience, thus making all the readers familiar with the inner side of her very sad life. She bravely reveals all ‘the skeletons in her cupboard’ and thus she becomes braver and braver led by her conviction that only truth is the only savior from every evil that one can encounter in the long and tiresome journey called life. Even though she is a very sensitive person, she bravely describes everything about the steps she had to climb as a black woman, in the steep and painful road of her life full of revolt, disillusioned caused by the frequent vulgar moments, which destroyed her aspirations, but somebody who just by chance, has got only another color of the skin, a white one.

Without any doubt, the novel ‘I know why the caged bird sings’ by Maya Angelou, from the very title, which consists of rather symbolical words, gives the ideas to the reader about the strong messages which are present in the whole novel. The author, actually, with all her capacity is being rather straight forward in revealing in an extremely pure and genuine way her contemplations, reactions and counter feelings throughout the whole novel. Her tone is an extremely, purely realistic and truthful way about the way she has experienced the black and
white relations in the society she used to live in. Actually she is stultified by the whites’ racism and the blacks’ inferiority to this question. So the both sides are being caught in the cage which is called lack of respect from the one side, and the big desire to get rid of this evil, from the other side. This is the main thematic as well as the symbolic echo which is heard rather loudly inside the cage. It is the black people who are being caught by the web of racism and the whites who are caught by their blindness.

Is it difficult to dedicate your life to pour all your energy in a constant struggle of her mind, which is dictating her all her to life that she does not have any destructive feelings toward the whites, but a never ending tribute to make these relations nothing but humane. She needs desperately to equalize this imbalance by never doing anything wrong, but just make a true account of what is really going on.

This is the reason why, the novel ‘I know why the caged bird sings’ by Maya Angelou, from the very title, which consists of symbolic words, gives the ideas to the reader about the strong messages which are present in the whole novel. The author, actually, with all her capacity is being quite straight forward in revealing in an extremely pure and genuine way her contemplations, reactions and counter feelings throughout the whole novel. Her tone is a purely realistic and truthful way about the way she has experienced the black and white relations in the society she used to live in. Actually she is stultified by the whites’ racism and the blacks’ inferiority to this question. So the both sides are being caught in the cage which is called lack of respect from the one side, and the big desire to get rid of this evil, from the other side. This is the main thematic as well as the symbolic echo which is heard rather loudly inside the cage. It is the black people who are being caught by the web of racism and the whites who are caught by their web of blindness and insanity.

Is it difficult to dedicate your life in pouring all your energy in a constant struggle of the mind, which is dictating her, the author, all her to life that she does not have any destructive feelings toward the whites, but a never ending tribute to make these relations nothing but humane. She needs desperately to equalize this imbalance by never doing anything wrong, but just make a true account of what is really going on.

As a result of her opinion about the world she was surrounded by, she is put in the vicious circle of the outside factors which play a rather strong way of making her life more difficult. But it is dignity, fairness, a very healthy way of contemplating, which help her be a person to be worshiped, by the reader on the one way, but on the other make her cosmopolitanism with her behavior toward the people of the white race. She is a perfect example of a perfectly creating image of the society she lives in. When the main character of this novel, Maya Angelou, was no older than only three, while her brother only four, without knowing anything about the difficulties, dangers, and everything that caused harm, without being aware of the fact that they were walking directly into the thorns of the dangerous and extremely unpredictable paths of the long journey called –life, their father removed them from his life, thus sending them from California, in a place called Stamps in the state called Arkansas. They were sent to their father’s grandparents, when Maya was only three.

The pivot figure, of the future life of Maya, remains her grandmother, keeping in mind that their parents had divorced, having in mind that they have been rejected physically as well as spiritually, since they got to get acquainted with their own selves.

California during the 60’s was a nightmarish land for the black people to live in. It was a land of wild antagonisms quite beyond the reach of a normal human mind. It was a place of a complete irrationality, of a desperate need to run of the country, but the question is – where -….The reflections of this period are present even nowadays. The appearance of the emblematic young senator John F. Kennedy, with an origin from Massachusetts, sharing with the people his ambitions to fight against the segregation of the black people, in ‘The Civil Rights Act’ of 1964, banned any kind of employment discrimination based on the race, religion, sex and of any kind of discrimination. Documents are to be signed, it only takes a moment to do so, but the mentality of the people is something that cannot be changed, or it can take a whole life to do so.
The color of her skin is one of the most distinctive traits. They were not whites. That had nothing in common with the white good looking girls, as well as with the handsome white boys. But somehow Maya had an innate strength and an enormous dignity, which was morally pushing her to keep her head up and never feel underestimated, first from her outside look, and then from her inner desire to leave an important impression, and that was running away from her cage to fly, because the immense sky is very clear and maybe not big enough to hug her endless cosmopolitanism, which is the culmination of her ceaseless fights against one of the worst specters of the human society – racism, discrimination, despair, humiliation...

That is why her grandmother whose name was Annie Henderson, called Momma, who owned a small store where she sold the things only to the black people. It is here in Stamps where she felt as always very discriminated, as a result of her first reciting of a poem in the church, after what she was trying to encounter the reality she faced with. This reality consisted of different people who would have destroyed everybody with a black skin, different kind of organizations by the white skins against the black skins.

One day, quite out of blue, the father of these two children, comes where they live, and takes them to continue their lives with their mother, whose name was Vivian. Her family, apart from their mother consisted of three extremely bad-tempered brothers. But this is not the end of the story and of the difficulties which struck Maya one after the other. Vivian happens to have a boyfriend, who rapes Maya, and then obviously, he forces her to keep her mouth shut, otherwise she would have to bear a lot of consequences. But, quite unexpectedly, her mother’s brothers finds blood in her trousers, and realize immediately what had happened. Vivian’s lover is being sent in front of the judge. During the trial, she refuses to tell the truth, and after that she has had her biggest pang of remorse in her life ever. So she decided to remain silent and not contact anyone she new except her brother Bailey.

This is another harsh and ruthless blow on Maya’s mind and her life. She was not a kind of personality who hated to pretend that she is an autist and hides herself behind the door. So how can she keep on going cherishing her cosmopolitanism? By lies, by not yelling and not pointing her finger at the person who has harmed her, that is, let all her people to be blackmailed by a sick person who wants to remain unrevealed just because he has hurt a black young lady. How many black ladies have been raped by the whites and no one has ever known anything about their feelings about the whites. How many white birds, as symbols of Maya Angelou’s life were caught on the cages built by the wickedness and mental superiority of the white people…Why did the black people felt guilty just because they were afraid to tell the truth. Why did they not destroy all the cages which prevented them to taste the freedom, everybody has got to live in a society where the rights of the people would be the same. That is why Her living in one and only one place, than is the frequent movement from one place to another also causes her an enormous stress, because she raises her voice against the planned dislocation of the black people from one place to another, thus not having a stable living place. She also writes about her own dissatisfaction of her physical look, beginning with her teeth. Still, this is a wonderful novel which deals with the extremely harmful deformities of a lot of societies in the so called “our modern world”.

This is the reason why the authority by force has been imposed by the one of the harshest white people’s organizations KKK. Maya has seen these wild formations of the white people who dressed themselves in white, with huge hoods on their heads, with only two holes on their faces, so that their eyes can be seen. They functioned during night times, and hunted people with black skin, and during day times they were moving freely, as if nothing had happened. They wanted to bring a new state organization in order to kill as many as possible black people. But after bad things, always the good things follow.

Than the narration of the novel continues with another interesting momentum, and that is Maya’s hatred toward Mrs. Cullinan, who finally stops avoiding calling Maya by her real name. But finally, as a result of Maya’s iron decision not to let her go with her wishes, she is successful in
making her finally to call her by the original name – Marguerite. She wants to “yell” at the whole world that whenever there is a strong will, there is a way out.

On the other hand, Bailey, used to come back late from the movies on Saturdays, which makes Momma worried. Momma and Maya find him walking around and looking dejected; Maya is especially worried for him. At last Bailey tells her that he saw an actress in one of the movies who looks exactly like their mother. Maya goes with Bailey to all the movies that the actress has got a role on, and they think that it is their mother on screen.

On the other hand, Momma’s store is crammed with people listening to a Joe Louis fight on the radio; he is fighting a white man, and of course they all support Joe Louis because he is black. When he wins, they believe that “Joe Louis had proved that we were the strongest people in the world”; his victory gives hope to the people of Stamps, as well as to the rest of the black people, wherever they lived.

Maya begins to form her first friendship, with a girl in her class named Louise. Then, Bailey meets Joyce, a girl 4 years older than him (he is 11, she is 15). Joyce begins to hang about the store to be around Bailey; Bailey begins to steal things for Joyce, who is poor. Joyce leaves suddenly, with a railroad porter she met, and Bailey becomes unpleasant toward Maya.

On a stormy, spooky night, George Taylor, whose wife, Florida Taylor, had died during the previous summer, comes by. Maya was forced to go to the funeral by Momma, and there she was confronted with the reality of death for the first time. She realized when she saw Mrs. Taylor's body, how strong and how final death is, and this has a profound effect on her.

When the graduation day begins, Mr. Donleavy, who is a kind of school superintendent, is the graduation speaker. He tells of the much better opportunities given to the white school in town, and then mentions that some graduates of the black school have managed to become athletes.

Henry Reed starts to sing the “Negro National Anthem,” and so people join in and sing, and Maya feels a part of the black community for possibly the first time.

Maya has two very bad cavities, so her dentist, as a white one treats her very bad that is why she taken to a black dentist. After the horrible scene where they see a black person drowned in a pound, Momma decides to take them out to Los Angeles by train. Than the World war II starts, and Maya and Bailey are in San Francisco. She feels very much like a human being since she has been treated very properly by an excellent teacher.

Maya is homeless, and there happens to happen a real mosaic of black and white intolerance, until she returns home, of course a little bit grown old. Maya begins looking for a job, and after lots of trials she finally is hired as the first black streetcar conductor in San Francisco. She feels a lot of renaissances of the mind and soul when she goes the church and listen to the priests singing against the harms of the whites to the blacks. It is also another character who plays a dominant influence on her strengthening of her knowledge and her fight against the whites, Mrs. Flowers. That is why, Maya Angelou is a not caged bird any longer, because she came to realize that she belongs to the world of equality, where she will be treated in the same way just like everybody else, is this not she was striving for all her life???

References

The Effect of Bilingualism in Children’s Ability to Solve a Perspective – Taking Task

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Abstract. Previous research has demonstrated that bilingualism contributes to cognitive advantages in nonverbal tasks. This study examines whether these cognitive advantages extend to spatial problems, more precisely the perspective-taking task. Fourteen bilingual and 14 monolingual third-grade children were compared on their ability to solve a perspective-taking task, which required them to imagine what an observer would see from a viewpoint that was different from their own. The background measures showed that children from both groups had similar cognitive functioning. In perspective-taking, the main difference was found in the comparison of different trials. Bilinguals were more consistent across all trials, while monolinguals showed more variability. Generally, monolinguals made more errors than bilinguals, especially in conditions that involved the most conflict.

Keywords: Bilingualism, monolinguals, children, spatial cognition, perspective-taking task
Research into bilingualism is diverse with studies examining cognitive development, verbal and spatial ability, and education. Various studies exploring cognitive differences between monolingual and bilingual children have contributed not only to our understanding of the developmental processes of bilingual children, but also to our understanding of children’s cognitive processes in general. Currently, the research shows that bilingual children have a cognitive advantage in dealing with some tasks. For example, bilingual children show advantages in understanding the general symbolic representation of print, conceptualization of symbols (Bialystok, 1988, 1997), greater phonological awareness (Campbell & Sais, 1995), higher performance on some metalinguistic tasks (Cromdal, 1999; Galambos & Goldin-Meadow, 1990), and greater ability in dealing with ambiguous figures (Bialystok & Shapero, 2005).

Peel and Lambert (1962) conducted the pioneering study comparing monolingual and bilingual children on verbal and non-verbal measures. Their findings suggested that bilingual children have a greater degree of cognitive flexibility than monolingual children. Later, Bialystok (1988) compared monolingual, partly and fully bilingual children on their metalinguistic awareness. The ability to solve the metalinguistic tasks made demands on their analysis of knowledge or control of processing. In this study, Bialystok hypothesized that “all bilingual children would perform better than monolingual children on all metalinguistic tasks requiring high levels of control of processing, and that fully bilingual children would perform better than partially bilingual children on tasks requiring high levels of analysis of knowledge” (Bialystok, 1988). Bialystok’s findings were mainly consistent with her predictions. In a later study, Bialystok (1997) examined three groups of children: English monolingual, English-French bilingual, and Chinese-English bilinguals, all aged four and five on their conception of how print refers to language. Her findings concluded that bilingual children were able to understand the general symbolic representation of print better than their monolingual counterparts. These results led to the supposition that bilinguals’ exposure to two language systems enables them to better understand the arbitrariness of language. Combining the bilingual advantage of metalinguistic awareness proposed by Bialystok (1988, 1997) with the bilingual advantage in cognitive flexibility proposed by Lambert and Peel (1962), leads to the prediction that bilingualism may lead to further cognitive advantages.

McLeay (2003) claimed that the cognitive advantage of bilingualism extended to various spatial tasks. Forty-one participants consisting of Welsh-English bilinguals and English monolinguals were assessed on their ability to distinguish between like and unlike pairs of knotted and unknotted ropes presented in different orientations. The results showed that bilinguals were faster than monolinguals in performing these complex tasks. The bilingual advantage was also demonstrated by the fact that bilinguals were able to resist distractions involved in these tasks more successfully than monolinguals. The distracting influence of increasing the number of lobes in the ropes and the changing orientation confused the monolinguals, while the bilinguals were more capable of resisting these distractions. McLeay suggested that bilinguals’ high performance in these tasks depended on their ability to choose an effective strategy, which includes selective attention and control. This research demonstrates that the bilingual advantage extends to spatial problems. The purpose of the present study is to explore whether there is a bilingual advantage in another type of spatial problem, more precisely the perspective-taking task.

Spatial ability is one of the major aspects of cognitive functioning and is further divided in three subtypes: spatial visualization, spatial orientation, and mental rotation. Research has shown that these three spatial abilities involve different mental spatial transformations, thus they should be treated differently. These three transformations require the observer to process three different frames of reference: the object-based reference frame, the egocentric reference frame and the environmental reference frame (Kozhenikov & Hegarty, 2001; Zacks et al 2000). As part of spatial orientation, the perspective-taking task requires the examinee to make a spatial transformation in which the individual’s relation between object based and environmental frames of reference remains the same, but the egocentric reference frame changes with respect to the environment. The ability to successfully solve the perspective-taking problems involves attention...
control and inhibition, and requires that the observer imagine the appearance of objects from other observers’ perspectives (Hegarty & Waller, 2004).

Piaget and Inhelder (1967) a biologist and a psychologist, were the first to show interest in children’s ability to solve perspective taking problems. They developed the classic perspective-task called “three mountains task”. The children were required to view a 3-D model of three mountains from different angles. Then, the experimenter showed the children various pictures revealing images of the mountains from different locations and he asked the children to first pick a picture that represents their own observation, and then to pick the one that showed another observer’s view. Piaget found that children were able to correctly select the picture that revealed their own view, but were generally unable to select the picture that represented another person’s observation. Often, the children selected the same picture, the one showing their own view, as an answer to both situations. “Egocentrism” was the term used by Piaget to explain children’s inability to realize that their peers from another location have a different view from their own.

Based on this study, Piaget concluded that children develop the ability to take another person’s visual and spatial perspective at a certain age, more precisely at age 9 or 10. Piaget argued that changes in children’s perspective-taking ability were strongly related to changes in spatial orientation.

Following Piaget’s study, many studies were conducted over the last decades to examine children’s ability in solving the perspective taking problem. Huttenlocher and Presson (1973, 1979) argued that children were unable to solve the standard perspective task, not because of “egocentrism” but because of their failure to link their own view of array with the imagined one. They designed a perspective-move task, which allowed children to actually move to another person’s location and see how the original array gradually changes. This task, according to the authors, removed the conflict involved in the standard perspective task, and enabled the children to solve the perspective task more easily. While the standard perspective-taking task involves a two stage process, the perspective-move task involved a single continuous one by which the child imagines seeing the original array gradually change its appearance.

Many other studies showed that, in fact, children are able to understand that other observers see the same objects differently (Allen 1999; Huttenlocher & Presson, 1973, 1979; Rosser 1993; Wallace, 2001). The problem that Piaget did not acknowledge was the conflict operating between the different reference systems in a perspective taking problem. Various studies that controlled for this conflict have revealed that young children can manage to solve the perspective-taking task. Newcombe and Huttenlocher (1992) suggested that children’s problems with perspective taking stem from conflict between actual and imagined frames of reference. The children in this study were given a picture selection task and an item question task. The picture selection task was more difficult because it set up a conflict between actual frames of reference appropriate for the imagined picture. During this task the children were seated either on their stool or were asked to imagine sitting in the “pretend stool” were then shown four pictures. The children then were asked to pick the picture that best answers the questions “From where you are sitting right now, what does the board look like to you” or “If you were sitting on the pretend stool what would the board look like? Which picture shows that?” The findings revealed that the children had difficulty with judgments when they faced conflicting reference frames involved in the picture selection task. The researchers controlled for this conflict by asking item questions, such as “From where you are sitting, can you tell me which toy is closest to your body? Or farthest from your body?” Their findings demonstrated that, when the conflict was removed, children as young as three were able to correctly answer item questions, demonstrating an ability to code spatial location.

Vasilyeva’s study (2002) provided further support for this claim. She conducted two studies with four year old children investigating whether these children’s difficulty in dealing with spatial perspective-taking tasks stem from their inability to deal with the conflict between the egocentric and objective cues. In order to compare performance in the presence or absence of conflicting information, in Study 1 the researcher asked the children to locate an object in a single layout presented from different perspectives, while in Study two, the children had to transfer locational
information between two unaligned layouts. She found that when four-year old children were tested for their ability to solve perspective-taking tasks, they were successful if the researcher removed conflicting egocentric cues, because this allowed them to use more objective cues. When both egocentric and objective cues were available and conflicted with each other, children were unable to deal with this conflict and as a result focused more on the egocentric cues and chose an incorrect response.

Because it involves dealing with conflicting information, the perspective-taking task is considered to be the most difficult test of the spatial ability. In order to deal with the conflict involved in solving the perspective-taking task, children need to use various aspects of executive functioning, such as goal-directed behaviour, planned action, initiating and maintaining purposeful behaviour, and selecting among conflicting alternatives (Hegarty & Waller, 2004).

According to Tipper (1992) attention control and inhibition are key factors in perspective-taking tasks as they are part of the selection mechanism and the mechanism for ignoring the unimportant stimuli. In the perspective-taking task, attention control involves children’s ability to imagine the appearance of objects from viewpoints different from their own, while inhibition requires their ability to suppress their own viewpoint of an object. Nelson, Haan and Thomas (2006) explain that the prefrontal cortex is the brain region responsible for higher order thinking, such as executive functioning, including concentration and controlled attention. Only through the use of controlled attention, which includes the ability to actively maintain the relevant stimuli in the working memory, and inhibiting the interference of the irrelevant ones, is the child able to deal with new and complicated tasks, and those involving conflicting information. Nelson, Haan and Thomas (2006) claim that “Neuroimaging studies using the go/no-go paradigm have demonstrated signal increases high in inhibitory demand in ventral PFC during periods high in inhibitory demand, with correspondingly lower levels of activity during periods of low inhibitory demand” (Nelson, Haan and Thomas, 2006, p.150).

Diamond (2002) lends further support for this claim. She claims that many tasks such as day-night, tapping, card sorting, go/no-go, appearance reality and theory of mind require holding relevant information in mind and inhibiting irrelevant information. For example, in the Day-Night task, when presented with pictures showing objects related to the daytime, such as the sun, the children were asked to say “night” and when they were shown stimuli representing the night, such as the moon, they were required to say “day”. In order to solve this task, the children had to inhibit the tendency to name the picture, and replace that response with the opposite name. Diamond (2002) reports that children 3 ½ to 4 ½ years of age found this task very difficult, while children 6-7 years of age found it very easy. The researcher supposes that the ability to successfully solve these tasks depends on the development of cognitive functions related to the prefrontal cortex. Diamond (2002) also reports that performance in the day/night task and other similar tasks that require inhibitory control are correlated. The children with high or low performance in one task show a corresponding accelerated or delayed performance in other similar tasks. Diamond (2002) claims that these tasks show improvements with age in speed of processing, ability to use strategies, the ability to hold information in mind and work with it, and the ability to hold information in mind and exercise inhibition. All these mental processes are necessary in dealing with the conflict involved in the perspective-taking task.

Why do we assume that bilinguals have an advantage in dealing with tasks that involve conflict? Bialystok (2001) reports that compared to monolinguals, bilinguals are more successful in inhibiting attention to irrelevant or distracting information. The interaction between two processes, representational analysis and attentional control allows children to solve increasingly complex problems. Representational analysis involves constructing mental representations that can record and organize information, while attentional control involves selective attention to the important elements of a representation. High levels of attentional control also allow children to ignore or inhibit distracting details of a representation. The bilingual advantage seems to be present in the interaction between representational analysis and attentional control. Green (1998) argues that in bilingual language experiences, inhibition plays a crucial role in preventing the
non-relevant language from interfering with the relevant one. Bilingual children exercise various functions of the frontal lobe, including inhibition, at an earlier age compared to their monolingual peers, because these processes help them keep the relevant language run without interference from the irrelevant one. Bialystok (2001) argues that these processes of frontal lobe, exercised and fortified in the bilingual mind as a means of switching between the two languages, may become available for performance in other cognitive domains.

Many studies have demonstrated attentional control superiority for bilinguals over different cognitive tasks. For example Bialystok and Majumder (1998) revealed that bilingual children outperformed monolingual children in solving a set of non-verbal tasks, especially those that required attentional control, such as the Block Design and the Water Level task. In both these tasks, children had to ignore misleading or irrelevant information, and focus on the relevant ones. The Block Design Task required children to use colored blocks to recreate patterns shown in pictures. In order to solve this task successfully the children had to ignore the pattern as a whole, and focus on the separate blocks. In the Water Level Task, children had to draw a waterline on a picture of a bottle placed in a certain direction relative to a horizontal base. Solving this task successfully required children to ignore the base of the bottle and instead focus on the horizontal base of the table. This study revealed that compared to monolinguals, bilinguals were superior in problem solving; they were more successful in ignoring distracting information, and focusing their attention on the logical components of a problem. This advantage of dealing with misleading information seems to stem from bilinguals’ extensive practice with inhibition and attentional control when switching successfully between their two languages.

Another study, conducted by Bialystok and Martin (2004) revealed similar results. In this study monolingual and bilingual children were tested in the dimensional change sort card task, which consisted of four different levels of interpretations for the sorting rules. The rule sets included a colour, colour-shape, colour-object, and function-location set. Although there was no difference found in the two groups’ performance on the colour and function-location conditions, the bilinguals scored higher than monolinguals in the colour-shape and colour-object condition. The last two conditions involved more misleading information. The fact that bilingual children performed better then monolingual children particularly on these two tasks, provides further support to the claim that bilingual children display advantage in situations involving distracting perceptual information.

A study by Mezzacappa (2004) provided further support for the argument that there are benefits to selective attention mechanisms related to bilingualism. In this study, the author administered the ANT (attentional network test), which tested three attentional dimensions: alerting orienting and executive attention of young urban children. This study revealed that Hispanic children outperformed the other groups on the reaction time index of executive attention, which required children to resolve the conflicts between conflicting demands. Mezaccapa’s results contradicted the expectations that the socioeconomic status will influence task performance. In fact, Mezaccapa attributed these results to the fact that the Hispanic children were composed out of 69% of bilinguals, and bilingualism alone might have been the main contributor to their superior performance on tasks involving executive attention.

There is a strong relationship between inhibitory and attentional control and the theory of mind development in preschool children (Carlson & Moses, 2001; Carlson, Moses & Breton, 2002; Bialystok & Senman, 2004). Nelson, Haan and Thomas (2006) describe the theory of mind as the ability to detect the mental states of others, such as their beliefs desires or intentions. This ability is often assessed using the “false belief” tasks, in which the experimenter presents the child with a scenario like the following “Max left his chocolate in the green cupboard, and his mother moved it to the blue cupboard. When Max comes back, where will he look for his chocolate?” The correct answer is, of course, that Max will look in the green cupboard, because that’s where he left it, and he is not aware that his mother moved it to the blue cupboard. Nelson, Haan and Thomas (2006) suggest that theory of mind development is a consequence of the development of executive function, in particular of improvements in inhibitory control. In order
to mentally represent others’ beliefs children need to inhibit the tendency to focus on a salient fact (their knowledge of where the chocolate really is) and focus on the less salient but correct answer (where the other person thinks the chocolate is).

A study by Goetz (2003) revealed that bilingualism extends to influencing theory of mind development. Goetz found that bilingual children showed better performance than monolingual children on the theory of mind tasks, such as level 2 perspective-taking, appearance reality, and false belief. Goetz (2003) suggested that bilinguals have an advantage in metalinguistic awareness and greater linguistic control for conflicting representations, leading to greater inhibitory control, and greater sociolinguistic awareness, which aids in understanding of their conversational partners’ linguistic knowledge. Moreover, Goetz’s study demonstrated that since bilinguals are more aware than monolinguals that an object can be represented in more than one way linguistically, they are able to easily recognize the arbitrariness of language, and hence develop greater metalinguistic abilities. As a result, bilinguals in this study outperformed monolinguals in the theory of mind tasks. Goetz also reported that “…bilinguals’ executive function operation is more advanced; the area of inhibitory control is one which has recently been shown to be related to false-belief performance” (Goetz, 2003).

Perspective-taking ability involves both inhibitory control and theory of mind, as it involves the conflict between what the child sees and what the child knows. In order to solve the perspective-taking task the children need to be aware that the mental states of others may be different from their own, so they have to inhibit their own view of the objects and focus on another person’s view.

The general consensus of the literature has revealed that various spatial tasks, including perspective taking, involve conflicting information. The ability to solve various spatial tasks depends greatly on obtaining a strategy in dealing with conflicting reference frames. Children develop the necessary cognitive flexibility for thinking about a situation in more than one way at around age of four and five, and this flexibility enables them to identify and organize different strategies in solving a spatial task. In addition to the above-mentioned strategies, cognitive flexibility and inhibition enable the children to solve the conflict situation by filtering irrelevant information and focusing on the relevant information. Research has also shown that bilingual children, with their efficient use of attention control, inhibition, and other aspects of executive functioning, are able to deal with conflicting information more successfully than their monolingual counterparts. Linking these two ideas together, the present study will explore if bilingualism advantage extends to the perspective-taking problem. More precisely, these ideas result in the hypothesis that bilingual children will score higher than monolingual children on a perspective-taking task.

**Method**

**Participants**

There were 40 children that participated in this study. However, 12 children had to be excluded as they were considered unclassifiable by language group: they were neither monolinguals nor fully functioning bilinguals. Out of the remaining 28 participants, 14 were monolinguals (9 girls and 5 boys) with a mean age of 103.3 months (SD = 3.4), and 14 were bilinguals (6 girls and 8 boys) with a mean age of 102 months, (SD = 3.9). Participants were recruited through personal contacts and a School Board. The children lived in the same community and shared a similar socioeconomic status, and they were all in grade 3.

The bilingual children spoke English at school and in the community, and used a language other than English at home and with their families. Bilingual children came from 10 different language groups: Albanian, Arabic, Bosnian, Serbian, Gujarati, Hindi, Chinese, Pashto, Urdu, and Punjabi.
Measures and Procedure

The Peabody Vocabulary Test (PPVT-III Form A) (Dunn & Dunn, 1997) is a standardized test to assess English receptive vocabulary proficiency. The PPVT has a total of 228 items, each consisting of four pictures. The child was asked to point to the picture that best describes the word spoken by the experimenter. A basal score was established when the child made 0 to 1 error out of the 12 items in a set. The test progressed in difficulty in sets of twelve until the child made 8 errors in the set, determining the ceiling score. Then, the raw scores were calculated, which were later converted into standardized scores. The PPVT was administered to all the children to determine their English language proficiency.

The Corsi Block Task was used to measure the children’s capacity for visual-spatial short-term memory span. The apparatus consists of a set of nine wooden blocks, each 4 cm³ irregularly positioned on a wooden board (26 cm X 28 cm). The experimenter pointed to a series of blocks at a rate of one block per second. Subsequently, the participant was required to point to the same blocks in their order of presentation. The length of the block sequences was increased until recall was no longer correct, and each block was presented only once in each trial. The sides of the blocks facing the experimenter were numbered, which helped with scoring. This task was used to determine that the children from the two different groups have similar abilities in spatial memory span.

The Perspective-Taking Task

The Perspective-taking apparatus consisted of a wooden display frame and a set of four different coloured blocks and a wooden display frame containing four different animals.

The blocks and the animals were displayed in such a way that it allowed the children to view them clearly, without any obstruction. The observer was a toy cat with wheels that was moved around the table and was positioned in front of the blocks and animals at 0, 90, 180 and 270 degrees. Children were shown previously taken pictures, which illustrated the correct view, the
egocentric view, the oriented view (incorrect orientation but correct internal structure), and the structured view (incorrect internal structure but correct orientation). So, there was 1 correct response and 3 incorrect ones. The egocentric view showed the child’s inability to imagine another observer’s viewpoint from a different position than her own. The oriented view, although an incorrect response, was a small step towards a child’s ability of taking another observer’s perspective, as it demonstrated a child’s ability to realize that the observer sees the blocks or animals differently from its position. However, this error response was labeled as “oriented view” because of the child’s inability to distinguish the correct orientation. The child needed to realize that, although the observer’s orientation is different from her own, it still needs to be correctly identified. For example, at the 180 degree trial with the blocks, the correct response shows the blocks from the 180 degree reference points from the child. The oriented view shows an incorrect orientation, as it shows the objects at 90 degrees. The structured view was considered as the most sophisticated error, because not only the child was able to realize that the observer sees the objects differently from its position, but she was also able to identify the correct orientation. However, in the structured view, the child failed to realize that, while the two objects (blocks or animals) at the front remained the same, the 2 objects at the back of the layout were reversed. Therefore, this view was labeled as “structured view” because the structure at the back of the layout was manipulated. In order to successfully solve a perspective-taking task, the child needed to realize that, in addition to the 2 objects in the front, the observer saw the objects at the back differently, as well.

In the training stage, each child was shown a doll, first with its front facing the child and then with its back facing the child. Next, the child was shown two previously taken pictures: one showing the front of the doll and the other one showing its back. Then the child was asked to choose the picture that shows the way he/she saw the doll. Later, the children were shown the doll again, and this time they were asked to choose the picture that shows how the experimenter saw the doll from where she was sitting. This time, the children were shown three pictures showing the doll from the front, the back, and one side. Lastly, the experimenter showed the doll to the child sideways, and then presented the child with four optional pictures revealing the front, the back and each side, from which the child had to choose the one that showed the experimenter’s view of the doll. In all cases, the children were provided with feedback for their answers.

In the next stage of the training, the children were presented with a toy wagon and the toy cat with wheels, which was used later as the observer in the main perspective-taking apparatus. The children were shown the toy cat moving around the wagon. Then they were asked to imagine what part of the wagon the cat would see from different positions, more precisely stopping at 0, 90, 180 and 270 degrees from the child. It was pointed out to the children that they need to imagine what the cat sees, not what they see. This introduced the children to the idea of perspective-taking. Again they were shown pictures showing the wagon from different positions, and they were asked to choose their response. The children were again provided with feedback.

The complete Perspective-taking apparatus was presented at the end of the training. It was divided into two parts: the first one was a wooden frame containing four plastic blocks with different colours, and the second one was a wooden frame containing four different animals, comparable in size, but in different colours. Half the children were first presented with the frame containing the blocks, and then with the frame containing the animals, and the other half started with the animals and ended with the blocks. The experimenter circled the cat around the frame and stopped it at different reference points from the child, more precisely at 0, 90, 180 and 270 degrees from the child. Each child received four trials for the blocks and four for animals. Moreover, each child was given trials in a counterbalanced order, starting from different reference points. It was emphasized to the children that they needed to imagine what the cat sees, and not what they themselves see. After each trial, the blocks or animals were covered up, and the child was shown four pictures showing the egocentric view, the correct view, the oriented
view and the structured view, from different reference points. The children had to choose one of these pictures as their answer to what the cat sees.

All the children received the Corsi blocks task first, followed by the perspective-taking task, starting either with blocks or animals, and ending with the PPVT. After completing their tasks, the children were presented with a choice of a card game, an eraser, or a colored pencil as a token of appreciation for their participation in this research. An informed consent was sent home to children’s parents, explaining the nature of the study, and asking them to sign upon their decision to allow their children to take part in this research. In addition, all the parents were required to fill out the Language Background Questionnaire, which explained children’s language experience and helped the experimenter determine which language group the children belong to. Both the consent form and the Language Background Questionnaire were returned to children’s school and collected. The children were tested in a quiet room at their school, and the entire testing session lasted for approximately 40 minutes.

Results

The mean scores of background measures consisting of PPVT and Corsi blocks are reported in Table 1. The monolingual children outperformed bilingual children on the PPVT, t (26) =1.665, p=0.05. There was no difference between monolinguals and bilinguals on Corsi blocks-forward, t (26) =0.17, or Corsi blocks-backward, t (26) =-0.17. The results of the Corsi blocks confirmed the equivalence between the groups in basic cognitive functioning.

Table 1 Mean scores and standard deviation by Language Group in Background Measures

<table>
<thead>
<tr>
<th>Age in Months</th>
<th>PPVT</th>
<th>Corsi-forward</th>
<th>Corsi-backward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=14</td>
<td>103.3 (3.4)</td>
<td>104.2 (9.4)</td>
<td>5.6 (1.1)</td>
</tr>
<tr>
<td>Bilingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N=14</td>
<td>102.3 (3.9)</td>
<td>96.1 (15.2)</td>
<td>5.7 (1.2)</td>
</tr>
</tbody>
</table>

The Language Background Questionnaire evaluated the degree of child’s bilingualism as reported by the parents. The bilingual children learned their first language at a mean age of 1.5 years and English at a mean age of 3.2 years. Bilingual children came from 10 different language groups: Albanian, Arabic, Bosnian, Serbian, Gujarati, Hindi, Chinese, Pashto, Urdu, and Punjabi. The children learned their first language at home, and the majority learned English at school. The language Background Questionnaire revealed the frequency with which the children switched between the two languages. On a scale of 1 to 4, where 1 meant they rarely switched between languages, and 4 meant they did so very frequently, the children attained a mean score of 2.9. The language switching was a crucial feature of determining bilingualism and a mean score of 2.9 showed a group of fully functioning bilinguals. Moreover a scale of 1-poor to 5-excellent showed parent’s rating of their children’s understanding and speaking ability in their first language. Bilingual children had a mean score of 3.4 in their language understanding ability and a mean score of 3 in their language speaking ability. The mean scores of language use at home
are presented in Table 2, where 1 means they use all English, 2-mostly English, 3- both languages equally, 4-mostly the other language and 5-all the other language.

**Table 2** Language use at home on a range of 1-all English to 5-all the other language

<table>
<thead>
<tr>
<th>Child Speaks</th>
<th>Adult Speaks</th>
<th>Spoken to Child</th>
<th>Siblings Speak</th>
<th>Adult TV watch</th>
<th>Child TV watch</th>
<th>Read to child</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9 (1.1)</td>
<td>4.1 (1.1)</td>
<td>3.9 (1.1)</td>
<td>2.3 (1.1)</td>
<td>2.8 (1.1)</td>
<td>1.8 (1.1)</td>
<td>2.4 (1.1)</td>
</tr>
</tbody>
</table>

It is evident that adults in the home mainly use their first language to communicate with each other and with their children. Moreover, the children speak both languages equally at home, and they are read to in both languages. The children watch TV and videos mostly in English, and communicate with their siblings slightly more in English than the other language. The perspective-taking tasks involved four different orientation positions: 0, 90, 180 and 270 degrees. The children were given four trials for the block task and four trials for the animal task corresponding to the four orientation positions. After each trial the apparatus was covered, and the children were presented with four pictures representing four different response choices: correct, egocentric, oriented and structured.

A comparison between the mean scores was conducted for the two language groups in the block task. Monolinguals' and bilinguals’ mean scores were compared for the block trials at 0, 90, 180 and 270 degree, and the main mean difference was found in the 180 degree condition. Both groups performed similarly at the 0, 90, and 270 degree trials, but the bilinguals performed higher than the monolinguals at the 180 degree position of the block task.

**Table 3** Mean scores for group and position at the block task

<table>
<thead>
<tr>
<th></th>
<th>Block 0</th>
<th>Block 90</th>
<th>Block 180</th>
<th>Block 270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolinguals</td>
<td>0.79 (0.43)</td>
<td>0.57 (0.51)</td>
<td>0.36 (0.49)</td>
<td>0.57 (0.51)</td>
</tr>
<tr>
<td>Bilinguals</td>
<td>0.71 (0.47)</td>
<td>0.57 (0.51)</td>
<td>0.57 (0.51)</td>
<td>0.57 (0.51)</td>
</tr>
</tbody>
</table>
Figure 3 Mean Comparisons by Language Group in the Block Task

Similarly, a comparison between the mean scores was conducted for the two language groups in the animal task. The comparison between monolinguals’ and bilinguals’ means at 0, 90, 180, and 270 degrees in the animal task, showed no difference between groups at the 0 and 180 degree positions. However, the bilinguals scored higher than monolinguals in the 90 degree position and 270 degree position. Moreover, it is evident that across all positions (trials) in both the block and animal tasks, bilinguals were more consistent on their performance, while monolinguals showed more variability.

Table 4 Mean scores for group and position at the animal task

<table>
<thead>
<tr>
<th></th>
<th>Animals 0</th>
<th>Animals 90</th>
<th>Animals 180</th>
<th>Animals 270</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolinguals</td>
<td>0.79 (0.43)</td>
<td>0.29 (0.47)</td>
<td>0.5 (0.51)</td>
<td>0.36 (0.5)</td>
</tr>
<tr>
<td>Bilinguals</td>
<td>0.71 (0.47)</td>
<td>0.57 (0.51)</td>
<td>0.57 (0.51)</td>
<td>0.64 (0.5)</td>
</tr>
</tbody>
</table>
A two-way repeated-measures ANOVA for language group (monolingual, bilingual) and position (0, 90, 180, 270 degrees) was conducted separately for the block task and the animal task. No significant statistical difference was found between the groups in the block task, $F < 1$. Moreover, there was no main effect of position, $F (3, 78) = 1.8$, n.s. Finally, the interaction of group and position in the block task was not significant, $F < 1$. Similar results were attained for the animal task. There was no significant statistical difference between the groups in the animal task, $F (1, 26) = 1.63$, n.s. There was a trend for an effect of position, $F (3, 78) = 2.65$, $p = 0.05$. Finally, the interaction between the group and position was not statistically significant, $F (3, 78) = 1.06$, n.s.

Since the analysis showed a trend for an effect of position in the animal task, a simple analysis ANOVA was conducted to compare the means attained at 0, 90, 180 and 270 degree positions for both groups in the animal task. This would help us determine which position means were different from each other. The results showed that there was no main effect of position. However, there was an interaction of position only for monolinguals in the animal task, between the 0 and 90 degree positions, $F (3, 78) = 6.85$, $p = 0.01$, and between 0 and 270 degree positions, $F (1, 78) = 5.44$, $p = 0.3$.

An examination of error responses was important to determine if language group played a role in the types of errors made on the perspective-taking tasks. There were three types of error responses: the egocentric view, the oriented view and the structured view. Combining error responses of both the block and animal tasks, it is evident that, generally, monolinguals made more errors than bilinguals. Bilinguals made slightly more egocentric errors than monolinguals, but they made no oriented error. In addition, monolinguals made more structured errors than bilinguals.

![Mean Comparisons by Language Group in the Animal Task](image)
Discussion

The background measures revealed that the children in each language group had similar cognitive abilities. In PPVT, which is a measure of the receptive English vocabulary, monolinguals outperformed the bilinguals. Research has shown (e.g. Bialystok & Martin, 2004) that compared to bilinguals, monolinguals display a vocabulary advantage. The reason might be that monolinguals rely only on one language system for naming objects and functions, while bilinguals have two systems, and at least two words for the same object, therefore more interference. Although the bilingual group in this study scored lower in PPVT, they still obtained scores within the normal range of English functioning appropriate for their age. The scores in the Corsi block between the two groups were very similar, and this task was very important as it revealed that monolinguals and bilinguals had similar spatial abilities and working memory functions.

The Language Background Questionnaire revealed that children in the bilingual group were fully functioning bilinguals. They were almost homogenous on their language acquisition for both the native language and English. Most of the children learned their first language between 1 and 2 years of age, and English after the age of three. All of the bilingual children were exposed to both languages on a daily basis, using their native language in their homes and in their family surroundings, while using English mostly at school and the community. The children lived in the same community, went to two schools located within that community, and had a similar socioeconomic status.

There were no statistically significant advantages found for bilinguals when compared to monolinguals in perspective-taking tasks. However, mean comparisons clearly revealed a bilingual advantage. When comparing the monolinguals’ performance across all trials, there was a greater variability. There was a great drop in the monolinguals’ performance from the 0 degree trial to the 180 trial in the block task (refer to figure 5). The 0 degree trial was the easiest one.

Figure 5 Error patterns for monolinguals and bilinguals in perspective-taking (blocks and animals combined)
because the observer saw the objects from the same orientation as the child. When comparing
the performance between the two language groups in the block task, the bilingual advantage is
most clearly shown in the 180 degree condition, which is believed to contain the most conflict,
because it is exactly the opposite side from the child.
In order to successfully solve the perspective-taking task, children had to keep in mind the mental
representation of the scene (how the blocks and the animals are arranged together) understand
that from a different position than their own, the cat saw the objects differently. Consequently,
they had to be able to choose the picture that showed the observer’s (cat’s) view, as opposed to
their own. So, the main conflict arising in this situation was between the conflicting reference
frames. In order to successfully solve the perspective-taking tasks, the children had to be able to
inhibit their own view (the egocentric reference) of the blocks or animals, and instead choose the
observer’s view.
In the perspective-taking task with animals, the bilingual advantage was displayed in the 90
degree and 270 degree conditions. Compared to monolinguals, bilinguals scored considerably
higher in these two conditions (see figure 6). Moreover, bilinguals were more consistent in their
responses across all trials, while monolinguals had more variability. A comparison between
different position means for the monolingual group revealed that there was a great drop in their
performance from the 0 degree to the 90 degree condition and from the 0 degree to the 270 degree
condition (see figure 6). Similarly to the block task, bilinguals maintained similar scores across
all trials in the anima task.
The 90 degree and the 270 degree conditions were believed to contain the most conflicting
information in the animal task. Compared to the block task, in which the objects were positioned
symmetrically, and they differed in color and shape, the animals were positioned diagonally, and
in addition to the colour and shape difference, there was a categorical difference between them.
As a result, distinguishing between the 0 degree (egocentric view) and the 90 degree conditions,
as well as between the 0 degree (egocentric) and the 270 degree conditions in the animal task,
required more inhibition and attentional control. These findings suggest that the bilingual
advantage in inhibiting irrelevant information and focusing the attention in the relevant details of
a condition, displayed in both the block and animal perspective-taking tasks, were consistent with
previous findings.
It was important to compare error responses between the two groups to determine if language
group played a role in the types of errors made on the perspective-taking tasks. There were three
types of error responses: the egocentric view, the oriented view (incorrect orientation but correct
internal structure) and the structured view (incorrect internal structure but correct orientation).
Generally, monolinguals made more errors than bilinguals across all trials for both the block and
animal perspective-taking tasks. The most sophisticated error was the structured view, because it
was closest to the correct answer. However, distinguishing between the correct response and the
structured view involved more conflict, because in both cases the objects on the front looked the
same, while the objects in the back were reversed. So, by choosing the structured view response,
the child was able to correctly identify the orientation of the observer (the cat), but could not
distinguish the fine detail of object manipulation at the back of the frame. Distinguishing the
object reversal was a more complex task, because it required the ability to use various strategies
such as representational analysis, which involves constructing mental representations in an
organized manner, and selective attention to the important elements of a representation. The
bilingual advantage was present in the structured view error more so than in other types of errors.
Monolinguals made considerably more structured view errors, compared to bilinguals (see figure
7).
Bialystok (2001) argued that the bilingual advantage was most strongly shown among fully
bilingual individuals. Therefore, one possible limitation of this study was that the bilingualism
assessment relied only on subjective parental input. Depending solely on parental input may have
limited the distinction between true bilingual and semi-bilingual children. Future studies can
control for this limitation by assessing if children’s proficiency in their native language is
comparable to their English proficiency. One difficult and complicated possibility of assessing children’s native language functioning would be translating the PPVT in different languages. Another limitation of this study was a small sample size. There was also a great variation of the means in most trials for both groups, and the standard deviations were almost as great as the means. The fact that the standard deviation was so close to the mean limited the confidence intervals, and therefore obtaining any statistically significant results was difficult. However, the mean comparisons revealed findings that were viewed as promising, and an expansion of this study would probably show more significant results. With more participants, there would probably be more regression towards the mean, less standard deviation and hopefully more statistical significance in group comparison. More research in perspective-taking is needed to fully understand the cognitive effects that bilingualism has on the children’s ability to solve it.

References

Albanian Internal and International Migration

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Abstract. Albania’s international and internal migrations remain complex phenomena to describe and quantify. Irregular migration adds more complexity to understanding international migration and estimates fluctuate across sources of information. As a result, international and internal migration has collectively changed the demographic landscape of Albania. The consequences go beyond the total population estimate and affect other domains, such as the overall economic and infrastructure changes in the country, the labor market, and gender- and age-ratios.

This study attempted to uncover some of the characteristics of contemporary Albanian migration, the paths and trajectories and the rationale behind them, whereas the estimates provided are simply numbers that describe but do not define the phenomenon. The overall objective of the study was to depict the characteristics of international and internal migration in Albania and identify the region’s most affected by these phenomena. Furthermore, the study sought to identify push and pull factors that led to decisions to migrate. The qualitative approach was used to gather information on the internal and international migration of Albanians. This study was based on a two-fold goal. First, to identify and review relevant literature accumulated on the topic of Albanian migration.

The study included a strong component of literature review that preceded the data collection phase. When attempting to understand the demographic dimensions of Albania’s internal migration, several conclusions can be reached. The majority of the population is young and this has implications on the labor markets, which are increased in host communities and decreased in communities of origin. The male/female ratio in internal migration is more proportionate than the male/female ratio in international migration. Additionally, coastal and central prefectures are most usually destination regions, whereas north and northeastern prefectures are often source regions.

As with internal migration, international migrants are also characterized as young, with more males migrating than females. Furthermore, international migrants tend to work in sectors such as construction, manufacturing, and services, with more women employed in domestic settings. Additionally, international migration is often a multistep process with neighboring countries (Greece, Italy) serving as primary countries of destination and later used as trampolines to migrate to other destinations. The most commonly identified destination countries are Greece, Italy, Austria, Canada, France, Germany, United Kingdom, and the United States.

Return migration has emerged as a result of multiple factors, such as difficulties in obtaining proper documentation in destination countries, difficulties in obtaining family reunifications abroad and political and economic stability in Albania. As a result, voluntary return has become more prevalent recently and the prospects for temporary return are often predictors of permanent return to Albania.

Keywords: migration, internal and international migration, returning migration
Aims of the Study

The overall objective of the study was to depict the characteristics of international and internal migration in Albania and identify the regions most affected by these phenomena. Furthermore, the study sought to identify push and pull factors that led to decisions to migrate. The qualitative approach was used to gather information on the internal and international migration of Albanians.

Methodology

This study was based on a two-fold goal. First, to identify and review relevant literature accumulated on the topic of Albanian migration. The study included a strong component of literature review that preceded the data collection phase. The desk research phase of the study attempted to identify relevant literature on Albanian migration and developed a database of reports and studies already existing on the phenomenon. Desk research activities consisted of identifying and gathering relevant reports and materials generated by Albanian governmental entities (i.e. Ministry of Labor and Social Affairs), public institutions (e.g. INSTAT) and international agencies (e.g. International Organization for Migration, World Bank, United Nations Development Programme).

Internal Migration in Albania

During the second half of the 1990s, Albania experienced internal population movements contributing to overall demographic changes in the country. Carletto et al. (2004) define internal mobility based on the movements of the head of household. Their 2004 study concluded that two thirds of household heads were living in their municipality of birth. Whereas 22% of their sample of heads of household reported moving to a new municipality before 1990, with a smaller percentage (12%) moving after 1990.

Other research gathered on internal migration, considers those individuals who have changed their prefecture of residency during 1989-2001 (INSTAT, 2004). Long-term internal migration (birth-2000) is more difficult to examine because of insufficient information, such as migrants’ biographical data.

Studies on internal migration have shown that the majority of the population is young, with 46% of internal migrants being under 30yo. Only 6% of internal migrants belong to the retired age group (INSTAT, 2004). When it comes to gender, 54% of individuals migrating within the country are female; although this statistic changes across age (more females migrate at an earlier age, compared to their male counterparts). Some of the reasons to explain this trend pertain to the availability employment possibilities for young females in urban areas and gender-based tradition such as the lack of prospects for property inheritance in rural areas, etc. (INSTAT, 2004). However, gender distributions in internal migration can also be attributed to the fact that females tend to prefer short-term and internal migration, whereas their male counterparts choose long-term, and multiple migrations ranging from internal to international. This recent migration trend makes it harder to capture the true population of males in studies that examine internal migration in Albania.

Family-based migration is another characteristic of internal migration in Albania. According to INSTAT (2004), in 2001 10% of children between ages 0 and 4 lived in a prefecture different
from that in which they lived in 1989. This phenomenon has largely affected children in rural and remote areas of the country.

When examining internal migration in Albania, it is important to examine several factors such as demographics and employment status. Despite the fact that the majority of internal migrants (84%) is relatively young (15yo-64yo), only 60% of this population works (INSTAT, 2004). Furthermore, unemployment rates are higher among females (41%) than males (23%). Women who manage to obtain jobs after migrating to a new area within the country belong to two age subgroups: (15-19yo) and (40-49yo). The former find jobs that do not require formal training and skills, whereas the latter group is comprised of women who have formal and advanced training.

An estimated 900,000 internal migrations occurred in 1991, as the country underwent significant changes while transitioning from a socialist to a democratic system (INSTAT, 2004). According to a household registration conducted in 2001, the population in rural areas decreased by 13%. Prior to this, the rural population was characterized by increasing levels (20%). According to INSTAT (2004), internal migration can be examined via two dimensions: space and time. The former pertains to migration occurring within and/or across regions, prefectures, and districts. The latter refers to internal migration occurring from date of birth until 2000, from 1989 to 2001, and 2000 until 2001. When this temporal dimension is taken into account, it can be noted that short-term (2000-2001) and mid-term forms of internal migration (1989-2001) are interrelated.

According to population and household registration that took place in 2000, 5.7% of the population (182,600) relocated from one region to another between 1989 and 2001. Destinations of migration were central regions (prefectures of Durres and Tirana) and coastal regions (prefectures of Vlore, Fier, and Lezhe). The Northeast and Southeast regions were minimally affected by internal population movements. For example, during the period 1989-2001, internal migration in Central Albania was 44 times higher than in the Northeastern region and 13 times higher than in Southeastern regions (INSTAT, 2004).

Four trends can be identified with inter-regional population movement:
(1) Individuals leaving north and northeastern regions (Kukes and Dibra) and moving to central regions.
(2) Individuals from various parts of the country (Berat, Korce, Elbasan, Gjirokaster, Shkoder) moving toward the center of the country.
(3) Individuals from secondary coast regions (Fier, Vlore, Lezhe) moving toward the central regions.
(4) Individuals from various central parts of the country migrating to secondary coastal regions. (INSTAT: 2004).

Some internal migration is attributable to poverty and lack of opportunities for economic growth in source areas. For example, 40% of families in Kukes (Northeastern region) received social welfare, whereas the national average of the welfare index was 12% (INSTAT, 2000).

Tirana ranks first as a host prefecture followed by Durres, Fier, and Vlora. According to population registration conducted in 2001, 72% of individuals migrated internally to Tirana and Durres (INSTAT, 2004). The population in these two regions increased by 41% and 12%, respectively. Furthermore, in 2001 30% of the entire population lived in these two regions, as opposed to 23% in 1989.

This complex and often unregulated and chaotic internal migration has been characterized by low levels of integration between host and newcomer communities, disequilibrium in infrastructure (water, electricity, roads), and education and health care systems. Additionally, more research is
needed better to understand the impact of internal migration upon source communities and the influences of internal migration on family subsystems, particularly, spousal, parental, and sibling subsystems.

As opposed to international remittances, little is known about the phenomenon of internal remittances. Findings of research have shown that internal remittances are minimal, (Castaldo & Reilly, 2007 as cited in Vullnetari, 2007). One interpretation of these findings is that internal migrants are commonly employed in low-paying jobs, leaving little scope for remittance. Alternatively, low levels of remittance may be explained by the fact that Albanian internal migration tends to be more permanent and involves the entire family unit rather than the individual.

**Albanian International Migration**

**1. Albanian Migration Before 1945**

Albanian migration pre-1945s is characterized by influxes of population movement within and across the borders. Barjaba et al. (1992) provide a comprehensive analysis of migration based on books and accounts accumulated from scientific scholarly work, as well as journals and personal reflections of travelers who visited the country. Migration prior to 1945 was characterized by economic factors (i.e. individuals migrating as seasonal workers, traders, religious missionaries) and political factors (individuals recruited and those who joined the armed forces in different wars across the Balkan region). Vullnetari (2007) provides a thorough review of early mass migrations of Albanians primarily in Italy (i.e. Sicily and Southern Italy in 1444-1468) and Greece (islands of Eubea, Hydra, and adjacent inland territories) during the 14th and 15th centuries. Some of the factors leading to massive population movements pertain to the Ottoman rule and resistance against its occupation. This resistance resulted in Albanians leaving their country and settling North (Dalmatian coast) and South (Greece).

Additionally, poverty, low standards of living in rural areas, exploitation of farmers, a heavy taxation system, almost non-existent health care and education systems, wars, and the prolonged Ottoman occupation, all collectively explain the massive migration waves during these years (Vullnetari, 2007). During 1468-1506, an estimated 200,000 Albanians fled the country, representing one quarter of the entire population at that time (Barjaba et al., 2002; Vullnetari, 2007).

Opponents of Ottoman rule and political activists feared persecution and oppression during the second half of the 19th century and the beginning of 20th century. The result was a significant number of migrants fleeing the country and seeking refuge and exile in neighboring countries, as well as in other parts of Western Europe, the United States of America, Argentina, and Australia.

Changing borders, as the result of the treaties of the Balkan Wars (1912-1913) also caused forced migration, resulting in internal displacement of individuals from South to Coastal regions (Durham, 2001) and crossing borders and establishing new settlements in Turkey (the case of Chameria) and North America. Internal population movement occurred within regions and coastal cities attracted people from surrounding areas. Two dimensions characterized internal migration: rural-rural and rural-urban movements (Vullnetari, 2007; Carletto et al., 2004; Tirta, 1999). Tirta (1999) noted that the Southern and Southeastern parts of Albania were most affected by migration, although statistics from the North were scarce and hard to obtain. An estimated 100,000 Albanians emigrated abroad between 1923 and 1925. This figure corresponds to 13%
of the entire population in 1945 (UNDP Albania, 2000.) According to INSTAT (2004), 110,000 Albanians left the country from 1923 to 1939, primarily for reasons of economic and political instability. Furthermore, 19,000 Albanians left the country during 1940-1945 due to their opposition to the rule of the communist party.

In summary, migration of Albanians prior to 1945 was complex and influenced by an interplay of political and economic factors. Massive waves of migration led to a significant shrinkage of the population and established some of the ongoing features of the current migration situation in Albania, such as multiple migration paths and internal population movements. Understanding the early Albanian migration phenomenon can aid our understanding of the antecedents of recent migration and potentially explain and predict the current trajectory of Albanian migration.

2. Migration during Socialism

Following World War II, Albania underwent significant political changes and remained a communist and later a socialist country for over four decades. Between 1945 and 1990, international migration was banned and internal population movement was rigidly controlled and planned. Rural-rural migration remained pervasive during the first five years, reflecting agrarian reform of the time and urban population growth emerged only in 1950-1955 (Berxholli, 2000). This increase in urban population was attributed to rural-urban migration and new administrative changes, resulting from industries emerging in the new urban areas (UNDP Albania, 2000).

During the 1960s, there was a plateau of rural-urban demographic shifts, attributed to new reforms undertaken by the authorities in an attempt to retain rural populations by launching minimal urbanization policies. The attempts to equilibrate the quality of life in urban and rural areas failed as socio-economic indicators remained worse in rural areas. Nevertheless, the authorities managed to stall rural-urban migration in 1960s and internal movements were highly regulated and occurred only within regions (intra-regional migration). In her comprehensive review of Albanian migration, Vullnetari (2007) noted that the majority of internal migrants were young individuals (19-30yo), male, skilled, and semi-skilled. Censuses taken between 1979 and 1989 reveal a tendency for women to migrate into urban areas, seeking the better education and employment that was only available there.

As mentioned earlier, international movement during the socialist era was banned. However, the borders with Yugoslavia and Greece were somewhat permeable during the early and mid 1950s and 1960s. Those who managed safely to cross the borders were temporarily sent to refugee camps in Greece, Italy, or Yugoslavia and later moved to final destinations in Western Europe (i.e. France, Belgium) or Northern America (U.S.A). As the Albanian authorities monitored borders more closely, crossing became more dangerous and difficult and the incidence more sporadic. Those caught, were accused of betraying their homeland, and received punishment ranging from internal exile, to lifetime imprisonment.

3. Contemporary Albanian Migration (1990 and Beyond)

The most recent migratory wave began in 1990 and remains a dynamic and complex process. It should be noted that there is ample literature available on this topic, due to myriad of studies that have been undertaken. Conversely, as mentioned earlier, literature on Albanian migration prior to the 1990s remains scarce and limits full exploration of the phenomenon. Pastore (1992) organizes the major emigration moments in contemporary Albanian emigration into four stages: (1) the stage of protest-migration (1990), (2) the stage of uncontrollable migration (1991-1992), (3) the stage of “sensible migration” (1993-1996) and (4) the stage of flight migration (1997), (as cited in Carletto et al., 2004).
Several studies have been undertaken to examine the pervasiveness of Albanian international migration in the aftermath of the fall of communism in early 90s. It has been estimated (Van der Pol, 1992) that between 1989 and March of 1992 that 220,000 Albanians left the country and this number had increased to 300,000 by the end of 1992. Another estimate, offered by INSTAT, suggests that 250,000 Albanians lived abroad during this timeframe; this statistic does not include seasonal workers working in Greece (as cited by INSTAT, 2004).

This first wave of migration slowed during stabilization of the political and economic situation (1992-1995), characterized by a decrease in unemployment (12%) and inflation rates (<10%) and increasing GDP growth rates (from -7.2% to 9% in 1993-1996) (Carletto et al., 2004). However, this economic growth and stability was short-lived and the fall of pyramid “saving” schemes in 1996 paved the way to another migration wave. It should be noted that the “saving” schemes vaguely resembled a credit system, largely sustained by international remittances. Albanians who tried to leave in the aftermath of the fall of the schemes and the subsequent civil unrest were repatriated and Greek and Italian border controls were significantly reinforced.

Different sources offer varying estimates of the number of Albanian emigrants during these years. Albanian immigrants with a residence (and work) permit in Italy were estimated at 164,000 in 2001 (Bonifazi & Sabatoni as cited in Carletto et al., 2004). Albanians in Greece were estimated at between 800,000 and 1 million (OECD, 2002), based upon the number of applications for legal residence and those who obtained work permits (858,000 in 2001) (Carletto, et al., 2004).

Similarly, the Return and Readmission Report (IOM, 2006) identifies and describes flows and patterns in Albanian migration, acknowledging that between 1946-1991 international migration was almost non-existent. The first migration flow took place in 1991-1992 when 24,000 Albanians fled to Italy and emigrants represented 9-11% of the total population by 1995. The second flow (1997-1998) coincided with the fall of the pyramid schemes and civil unrest, causing another migration wave of Albanians to EU countries (30,000 migrants in Italy; 40,000 in Greece). However, the majority of migrants during this migration wave were repatriated (HLWG, 2003 as cited in IOM, 2006, chapter 1). After this wave of repatriation, Italian and Greek border controls were significantly reinforced. The economy recovered rapidly after the fall of the pyramid schemes and again, this recovery is primarily attributed to the remittances of emigrants living and working abroad. Remittances have played an important role in the recovery of Albania’s economy after the fall of the “pyramid schemes” and beyond. According to a report compiled by IOM (2006), the value of remittances is three times as high as foreign net direct investments and nearly twice as much as the developmental aid received by Albania’s government.

The third migration wave (1998-1999) occurred during the Kosovo crisis that led to many Kosovars seeking refuge in Albania. An estimated influx of 500,000 Kosovars again changed Albania’s demographic landscape although this was a temporary state of disequilibrium. After a brief stay in Albania, many Kosovars sought refuge in other countries in Western Europe, the United States, Canada, and Australia. Albanians also attempted to migrate presenting themselves as Kosovars. Albanian migration during this time is considered “invisible” (IOM, 2006; Vullnetari 2007) because the Albanian authorities were less involved in tracking the effects of this wave of migration.

In subsequent years (2006 and beyond) migration became more difficult for Albanians (enforcement of boundary crossing rules and regulations) and the last flow of international migration pertains to Albanians moving from initial destination countries (i.e. Italy, Greece) to other countries, predominantly the United Kingdom, United States, and Canada. In a recent Migration Profile Report (IOM, 2007) the countries of Greece and Italy are identified as primary
destination countries (434,810 migrants in 2003 and 348,813 migrants in 2006, respectively). Other countries that rank high are the United States, United Kingdom, Canada, and Germany.

Additionally, Albania’s international migration can be examined by the core push and pull factors that characterize the phenomenon. In his 2004 article, Barjaba identifies unemployment and poverty as the primary push factors influencing decisions and migratory experiences. Other push factors offered by the existing literature include poor living conditions, lack of individual safety and political safety (De Sotto et al., 2002; Hope, 2006). Conversely, hope for a better future and prospects in host countries are key pull factors influencing international migratory experiences. The prospects sought range from education, employment, to overall quality of living for the individual migrant and his or her family (King & Vullnetari, 2003; Barjaba, 2004).

Remittances represent a central feature of Albanian international migration. Studies focusing on remittances are based on several sources such as the National Bank of Albania and several formal and informal outlets such as banks, Western Union, family friends, and relatives (IOM, 2006, World Bank, 2005; Vullnetari, 2007, Gedeshi et al., 2003). It is estimated that between 1992 and 2003 remittances ranged from $ 200 million to $ 800 million annually (de Zwager et al., 2005), although there is a widespread belief that these figures are underestimates. Estimates that are more accurate are hard to obtain. During the early ‘90s, remittances were monetary and in-kind, with the latter comprising items such as clothing, furniture, and appliances. However, during the past decade remittances have been mostly monetary. When examining the trend of remittances, an increase can be noted during 1992-1996, a decline in 1997 during the fall of the pyramid schemes and again an increase afterwards, reaching an estimated $ 1 billion in 2004 and representing 10% to 20% of the country’s overall GDP (Vullnetari, 2007). Largely, these estimates surpass foreign investments, international aid, revenues generated from export and other similar indices. Overall, remittances have played a crucial role in Albania’s economy, in particular preventing and reducing the poverty.

A very interesting finding comes from King et al. (2006) study who revealed gender differences in remittances among senders and recipients. Their findings suggested that male partners of the migrant family send the majority of remittances and the male head of the household in Albania receives them. This finding can be partially explained by the Albanian tradition in which the woman, who gets married, merges her income with her husband’s, who ultimately manages the household’s income (as cited in Vullnetari, 2007). However, this finding should be interpreted with caution and could be sample specific since participants in this study were Albanians from the North, who migrated in the United Kingdom.

Recipient families and individuals use remittances for a variety of purposes. Some remittances are used to improve the home, renovating, and remodeling. Other remittances are used for traditional and religious rituals, education and covering various expenses (i.e. emergencies, medical treatment) (Balliu, 2007; King & Vullnetari, 2003). Some studies suggest that there are differences in remittance use between urban and rural households, with the former emphasizing education over house renovation and the latter using remittances to pay off debt and for savings and investment. In her comprehensive report, Vullnetari (2007) describes the trajectory of remittance use through several phases. During the first phase, the money covers core expenses and is used to improve living conditions. In the following phase, money is invested in other ways, such as building a new home close to the parents’ home. Research has also shown usage of remittances for investment purposes, opening family-owned businesses such as stores, bars, restaurants, hotels, and mid-size enterprises such as factories, retail, and farming (Kule et al., 2002).
In summary, a review of existing literature on Albanian international migration, leads to several conclusions:

- The phenomenon predominantly affects the working-age young population and is more prevalent among males.
- Migratory experiences are influenced by factors such as unemployment, poverty, lack of individual and collective safety (push factors) as well as economic, educational, and aspirations for a better quality of life (pull factors).
- International migration can emerge as an individual undertaking and later become a family-based phenomenon, where family members join the individual migrant after an initial period of living abroad.
- Remittances are a key characteristic of Albanian migration, its resources influencing the immediate well-being of family members and indirectly the local economy.

**Return Migration**

Over the years, return migration has emerged as another phenomenon within Albanian migration. Return migration can result from changes in various contexts, such as the reasons for migrating (push factors), the individual migrant (i.e. the individual has worked and saved while living abroad and is now thinking of starting a business at home), or the family context (i.e. family reunification is impossible and the individual migrant decides to return home). These factors are often considered to influence voluntary return (Hope, 2006). On the other hand, return experiences can also stem from negative migratory outcomes, such as a failure to obtain regular status in destination countries, forced return, or deportation because of readmission agreements or return practices in the source country (IOM, 2006). According to IOM (2006), prospective returnees may decide to move to big cities upon their return instead of returning to their hometowns. This decision may be explained by the additional opportunities available in larger urban communities. Additionally, a typology of return migrants can be developed based on migrants’ experiences during their migratory experiences abroad. For example, returnees can be classified as potential investors, skilled migrants, or without a profession upon return (IOM, 2006). Accordingly, strategies that facilitate return experiences should be differently tailored depending on the needs of the individuals in each category.

Despite the variability of factors leading to voluntary or involuntary forms of migration, there is wide consensus in the literature about the importance of facilitating re-integration experiences. King (2000) points out that reintegration experiences include objective and subjective factors. Objective factors include indices such as the number of returnees who obtain a job after returning home, returnees who access vocational training opportunities, those who start their own business, etc. On the other hand, subjective factors include returnees’ perceptions of return, their adjustment experiences in the country of origin, and their outlook on temporary or permanent stay in Albania (IOM, 2006, King, 2000). Return migration in Albania has many of the features mentioned above. It includes both voluntary and involuntary dimensions and experiences of return are considered along a continuum ranging from positive to negative. Regardless of return migratory experience (i.e. voluntary, forced), there is a wide consensus that return migration should be a facilitated process by government and civil society structures. IOM in Albania has played a pivotal role in facilitating the return and reintegration of Albanians over the years, under various initiatives funded by the British Home Office\(^1\) as well as the European Commission\(^2\).

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1 Assisted Voluntary Return and Reintegration Programme (VARRP)

2 Fostering sustainable reintegration in Albania, Kosovo and FYROM, by reinforcing local NGO capacity for service provisions to returnees
Despite emerging research on this phenomenon, return migration remains an understudied area in Albanian migration literature. Undocumented Albanian migrants, particularly those living in Italy and Greece, were more exposed to return than their documented counterparts. Those who were forced to return, attempted to cross the border multiple times and often within short time intervals. In 2004, an estimated 30,000 Albanian migrants returned after failing to achieve proper documentation (legal status) in host countries (de Zwager, 2005).

In an attempt to profile irregular migrants and potential returnees to Albania, IOM (2004) highlights four push factors that lead to international migratory experiences in the first place: (1) general insecurity in country of origin; (2) economic hardship; (3) political reasons; and (4) poor standard of living in country of origin. From a sample of 68 Albanian migrants participating in this study, only 21% viewed return as a positive step, whereas 16 percent were indifferent to the possibility. The study highlighted three reasons for Albanian migrants to consider the possibility of return: (1) acceptable living standards, (2) secure employment and (3) acceptable level of security. Similar studies have indicated the presence of a relationship between perceptions of success and willingness to return, implying that stronger perceptions of achievement are positively related to willingness to return. In addition to individual factors, societal factors also influence this relationship, such as meanings ascribed to the return phenomenon in host and source societies. When return is viewed as a personal failure, the individual immigrant is less prone to consider return as a possibility. Therefore, an emphasis on mass information campaigns and reintegration assistance programs to foster positive feelings and expectations among potential returnees, would buffer the negative effects of stereotypes of return migration.

In summary, literature already existing on Albania’s return migration phenomenon indicates that return migration can result from

(a) the voluntary decision of the individual;
(b) the individual decision if coupled with an assisted voluntary program; or
(c) the individual if forced to return (IOM, 2003).

Furthermore, return decisions can stem from various reasons, such as failure to obtain regular status in destination countries, personal and family reasons (i.e. health, feeling homesick, etc.). Secondly, upon return, migrants can still face the obstacles they experienced prior to migration abroad, such as unemployment and economic difficulties. These factors can influence decisions about temporary or permanent return, making return migration a time-sensitive phenomenon in Albania.

Thirdly, not all return migrants receive assistance from governmental and non-governmental programs. When assistance is available, it facilitates reintegration experiences in both subjective (i.e. adjustment) and objective levels (i.e. attending a workshop, professional training opportunities, obtaining loans to start a business etc.).

**Conclusions Emerging from Desk Research**

When attempting to understand the demographic dimensions of Albania’s internal migration, several conclusions can be reached. The majority of the population is young and this has implications on the labor markets, which are increased in host communities and decreased in communities of origin. The male/female ratio in internal migration is more proportionate that the male/female ratio in international migration (1:1 versus 3:1, respectively). Additionally, coastal and central prefectures are most usually destination regions, whereas north and northeastern prefectures are often source regions.
As with internal migration, international migrants are also characterized as young, with more males migrating than females. Furthermore, international migrants tend to work in sectors such as construction, manufacturing, and services, with more women employed in domestic settings. Additionally, international migration is often a multistep process with neighboring countries (Greece, Italy) serving as primary countries of destination and later used as trampolines to migrate to other destinations. The most commonly identified destination countries are Greece, Italy, Austria, Canada, France, Germany, United Kingdom, and the United States.

Return migration has emerged as a result of multiple factors, such as difficulties in obtaining proper documentation in destination countries, difficulties in obtaining family reunifications abroad and political and economic stability in Albania. As a result, voluntary return has become more prevalent recently and the prospects for temporary return are often predictors of permanent return to Albania.

In summary, Albania’s international and internal migrations remain complex phenomena to describe and quantify. Irregular migration adds more complexity to understanding international migration and estimates fluctuate across sources of information. As a result, international and internal migration has collectively changed the demographic landscape of Albania. The consequences go beyond the total population estimate and affect other domains, such as the overall economic and infrastructure changes in the country, the labor market, and gender- and age-ratios.

This section of the report attempted to uncover some of the characteristics of contemporary Albanian migration, the paths and trajectories and the rationale behind them, whereas the estimates provided are simply numbers that describe but do not define the phenomenon.

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POLITICAL SCIENCE
MEDIA & COMMUNICATION
PSYCHOLOGY