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The *Ferrante* phenomenon in Albania

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ABSTRACT

In the last decade, the Albanian reader has welcomed the work of the Italian writer Elena Ferrante. The work that caused a stir and made her famous in Albania were the four volumes "The ingenious friend", which were successively published. What mostly attracts the Albanian reader is the reality the characters live in and the city of Naples where the events take place. Thanks to the way and style of writing, the Albanian reader experiences this reality because there he/she finds many things in common, almost the same mentality, not only the same lifestyle and habits, but also problems similar to those of southern Italy and especially Naples. The atavistic asphyxiation of the Neapolitan social classes only evokes ignorance and violence in daily life, and painlessly suppresses human intelligence. Elena, the main character of the work, embodies the characteristics of the city from which she wants to leave at all costs and where again the blood bond calls her and does not leave her free. Elena Ferrante portrays with a lot of elegance this reality which the Albanian reader can undoubtedly encounter in his/her daily life. Another motive that attracts the reader's attention is the close relationship of two friends, Lenu and Lila, a close friendship between girls, where love and envy, cooperation and rivalry, acceptance and rejection are the necessary directions of a society which would not exist, if it were in another, different form. For this and many other reasons the Neapolitan saga has been translated into 40 languages of the world and still continues to fascinate readers and publishers.

Key words: narrative, reader, friendship, mentality, culture.

Introduction

Since 2011, the Neapolitan saga of "The ingenious friend" has attracted over millions of readers around the world considering their writer Elena Ferrante as the most admired author of recent years. In the United States, a documentary entitled "Ferrante Fever" was made and the phenomenon *Ferrante* was discussed at the academic level and became the focus of researchers' articles and papers in seminars, conferences and serious publications. In Albania, Elena Ferrante comes with four volumes translated into Albanian. The first one entitled "The Ingenious Friend" appeared in 2016, then followed the "New Surname" in 2017, "The History of Escape and Resistance" in 2017 and "History of the Lost Girl" in 2018, all published by "Pegi" publishing house. The Albanian reader immediately welcomed Ferrante's work turning it into a bestseller and Ferrante herself into a literary phenomenon similar to many other parts of the world. This novel is mainly part of what is called the *novel of formation* (bildungsroman) focusing on the story of the journey of two female characters, their formation throughout life until the disappearance of one of them, a moment when the other friend undertakes to tell the story of their life by perpetuating it.

Close friendship, as a complementary form of a relationship

The so-called "Genius Saga" introduces us to two characters and two different worlds that each of them represents; Elena Greco (Lenù) and Rafaella Cerullo (Lila), close friends since childhood, with an intense and very strong bond which will last until adulthood and will include sixty years of history, from the years of Post-World War II until the end of the century. Elena Greco (Lenù) is considered as the embodiment of the writer herself: a wise and intelligent woman growing and moving forward only thanks to her hard work and efforts. Her friend is Lila, the opposite part of her personality and the complementary part, as well, where one is the genius friend of the other. Strong friendship between two friends, love and envy, cooperation and rivalry, acceptance and rejection are necessary directions of a society that would not exist if it were in another different form. The relationship between them is often complicated, unhealthy and inevitable, it is prey to almost unresolved contradictions with which they have to coexist because that is exactly their origin. Lila turns into Lenù's alterego, disorienting her every day, putting her into trouble, shocking her until the end of the story when Lila disappears, and what remains from her is only her childhood with the lost dolls that will be finally refound. And there could be no other choice if Lenù had to live.

Among the articles in the Albanian press, it will be reflected almost in the same way because "... it is extremely touching to find a little of yourself within these pages and there is so much to learn from the scenes that Ferrante "paints" with her skillful hand. Partly narration and partly inspiration, Neapolitan novels offer the reasoning of women of all ages about what early feminist writers have called "Female Mysticism," in particular anger, grief, and frustration over the role of women as *The Second Sex*."¹.

City and mentality at the junctions with the Albanian reality.

The events take place in post-war Naples, in a poor neighborhood where behavior, attitudes and language are inherited unchanged for centuries. The atavistic asphyxiation of the Neapolitan social classes only evokes ignorance and violence in daily life, and painlessly suppresses human intelligence. Elena will embody the characteristics of the city she wants to leave at all costs and where again the blood bond calls her and does not let her free. It's not just the second volume she would write in detail about that stifling and almost unbearable reality:

"Every time I came back, I found more and more a jelly town, which could not withstand the change of season, heat, cold, especially storms. This is where the station was flooded, this is where the gallery opposite the museum collapsed, this is where a landslide

¹<http://bitchmagazine.al/kulture/7-leksione-per-te-mos-harruar-nga-novelat-napoletane-te-elena-ferrantes/>

occurred, electricity was no longer available. Dark roads full of dangers, ever-confusing traffic, torn cobblestones, large puddles had taken refuge in memory. Sewage overflowed canals would burst and spill all over. Lava of water, sludge, litter, germs poured into the sea from the hills where brand new and fragile constructions swarmed or eroded the world beneath it. People were dying of carelessness, perversion, misery and bullying, and yet, whenever elections were held, they enthusiastically gave their consent to politicians who made their lives unbearable.” (Ferrante,2017).

It is exactly this reality which reveals elements that resemble the Albanian reality, - said during an interview, the translator of the three volumes of tetralogy, Agim Doksani. The Albanian reader will seem to be in this reality where he/she finds many things in common, not only in regards with mentality, lifestyle and customs, but also in problems similar to those of southern Italy and especially Naples. Elena Ferrante portrays with a lot of elegance this reality which the Albanian reader can undoubtedly encounter in his/her daily life. This is similar to what Roberto Saviano writes about Naples. Three of his works have been translated by the translator Agim Doksani.

Appeal to the mysterious identity

But who is Elena Ferrante? It has been known for years that the novels written by her are signed by a nickname. It has been searched for a long time about her mysterious identity. The character of Elena (Lenù), the protagonist of the Neapolitan saga, has been studied in detail to find biographical elements that lead to the true physiognomy of the Italian writer. In particular, since Roberto Saviano, the well-known author of Gomorrah, nominated the writer for the Strega Award, curiosity about this novelist has exponentially grown. However, the Italian media, after extensive research, suggest an alternative which is later followed by others making it even more difficult to discover Elena Ferrante’s identity. However, it is said that it is about the 63-year-old translator, Anita Raja, who was born and raised in Naples. She was the daughter of a Polish Jew who fled the Holocaust and settled in Naples, and also the wife of the writer Domenico Starnone. She has never preferred any her photos or the confession of her identity because the work does not need to speak through the name. Keeping distance from the work, the author lets her communicate directly with the reader as the books have already been written and they no longer need the author.

The extraordinary success of this sage, according to the Italian researcher Tiziana De Rogatis, is closely related to four elements, seemingly heterogeneous, but which have mutual relations and are decisive in the book reception. “The essential components that position the novel in the international arena are: 1. The setting of events in Naples, the emblem of Italian

diversity and oscillations between opposite worlds and periods. 2. A new model of female identity where archaic and contemporary elements are combined. 3. The narrative period extended through a long time span 4. Autobiographical literary genre, memoir. (elements which will be further deepened in De Rogatis, 2015, pp. 288-289)" (Siciliano, 2020: 11).

A strong message conveyed by the author draws the attention to the attentive reader about today's youth and the importance of their education. Studying and reading will help generations understand what their future should be like as well as what should be the safest way to leave behind a compelling and almost inevitable past. What united the two friends, Lila and Lenù, was the school and the books. They were forced to confront and struggle with the patriarchal mentality of the society and parents who conceived the girl only as a woman and then as a mother. But they will be rewarded only through studying and reading; Elena will escape by leaving for further studies in Pisa, while Lila will never lose the desire to learn, which will also turn out to be her good luck. What united them throughout their lives and what constitutes the force of tetralogy is the genius friendship between the two girls because despite jealousies, envy, lies, Elena and Lila will never cease to be close friends, collaborators and allies. They will always be united in a not only turbulent and stormy relationship but also strong and solid that no one can break.

Exactly, the strong point of these volumes is the interweaving of the sociological and psychological plan. Narrating female emancipation, narrating the Italian society of the time and its history, as well as narrating the doubled emotions and torn hearts by human contradictions and fragility is an extraordinary mastery and ability of the Ferrante phenomenon. For this and many other reasons the Neapolitan saga has been translated into 40 languages of the world and still continues to fascinate readers and publishers. The *Guardian* writes about the second volume: "Much more vivid and shocking than the first book... The only book that made me scream for something I read in its story." Or New Republic comments on the entirety of the volumes that make up the tetralogy:

"The Neapolitan saga is not one of Ferrante's first works. [...] But it is really different, it belongs to a completely different artistic order. Sometimes it happens: a writer works diligently and steadily for a while and then, there is a leap towards the extraordinary. [...] We should be grateful. "When this populated epic is closed, as readers we will be left with the taste we most eagerly await from literary prose: a world full of life" (Ferrante, 2017).

Conclusions

It must be said that the world of the novel needed such a special "friendship", such a genius friend who would stay for long in our literary taste. The reader will feel the emptiness of such a friend ending with the fourth volume of the saga and will also miss the unrepeatable emotion caused by this unique relationship and this "nameless" writer who turned into a literary phenomenon leaving her art of writing to communicate only through its magic. The Albanian language welcomed Ferrante's narrative in the best version through a very careful translation making our reader feel the force of a reality that weighs and oppresses, and at the same time of a genius female relationship that inspires and fills with passion and love.

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Theoretical backgrounds of learning at different levels of difficulty in learning and teaching

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Abstract

Firstly, in the determination of this paper, it is very important to note that so far nothing has been done in this regard, as it is known that a large number of different factors have been influenced. By defining this paper we will explore and illuminate the factors but also the stagnation that directly affects learning and teaching. Also, this paper will analyze the possibilities for implementing and applying an advanced learning format that directly affects this content learnable lessons comprehension by students, in our schools. We will continue to recognize those factors that are effective and have impacted on this area of learning. Students with such problems have a variety of difficulties, focusing on attention, having difficulties in performing tasks and passing quickly from one activity to another etc. These learners also show other behaviors such as: they are often confused, forget things, do not care, do not repeat, develop excessive conversations, or move often in the classroom etc. In addition paper also has analyzed the theoretical and practical aspect of students in learning and teaching.

Keywords: *disorders, hyperactivity, lack of attention difficulty, factor, etc.*

Introduction

In every democratic society with high values of education level, a special role and priority has been and is being devoted to the level of education. Children are the initiators of the school, are creatures in formation and therefore a special care and support should be given to them in education and welfare. "As it is known from their birth, each child has a different predisposition that makes him/her different from each other, where each one has different predispositions of their different level of skills and knowledge. Therefore, the immanent need of society requires the school to enable elementary school initiators, from the creatures in their formation, to become capable of independent life and work for any challenge they face in society. When designing this research, which is of particular importance, it is very important to note that so far nothing concrete has been done in this regard, as it is known that a large number of different factors have been influenced. *Th.Karaj, 2005.P,117.*

"With our work, we will try to specify the factors but also the forms and possibilities for implementing and applying such form of learning in our schools. In continuity, we will recognize those factors that are effective and have influenced this area of learning, so that we know and practice in essence in this field of learning. *Islam,K. 2002.p, 122.* Today, many students in schools use a variety of different forms and techniques to learn, and therefore, school initiators should be offered a range of opportunities to express and interpret their abilities

in school. The acceleration of techniques and technology has made it necessary for each child to have the skills in different ways and for this should be offered conditions that in one way or another they will be formed and mastered for work. The topic I have chosen for research answers the immanent needs of the society into which we are going through today. "In schools, a need for implementation of a more advanced form and applicability of this type of learning is being felt. It is also necessary to look at how much the students are interested in, in addition to the learning work they develop to look for a deep enlargement of their knowledge that, in addition to those compulsory subjects, also to have some other subjects outside of the plan and the foreseen program, but which is of interest to the student and for his professional and positive formation. (M. Bardhyl, 2003, p.88).

Second Level Headings

1. The basis and the theoretical model of teaching content

During the efforts so far to find and apply such appropriate content and methodical forms, prior to the theory of teaching were presented and submitted different dilemmas that on what to focus more, on the common with all people, on particular for some people or on only those attributes and characteristics for each student. "The processors as well as the theoretic supporters of the entire classroom learning system, as known, perceives the class as a relatively permanent community of students of the same age and background knowledge who are educated under the guidance of the teacher and with their active participation in the classroom. Miller, Bonnie (2003) The main difference based on the research conducted with students in a classroom is that the textbooks did not fit all the levels and age of the students, which made it difficult to understand the textbook. M, Bardhyl, 1999, p.25.

Didactics (learning theory) but also the model of the learning advancement has found some important things in the learning of students in the classroom. Amongst others more important ones are these findings:

"The aspects of students' diversity in the learning process must necessarily orient towards the current and accepted model for teaching and learning methodology. (Islam, 2002, p.137). The relative differences between pupils in learning process are:

- differences in the aspect of intelligence (especially verbal factors),
- work plan and conditions,
- teaching techniques and practice, the behavior in classroom, engagement, sustainability,
- degree of motivation and the aspect of activation in learning.

Analyzing the thematic aspect of the teaching contents among others, this research has found out that: The student should be assigned to work in exercises by the level, the structure of knowledge in the sense of the read text (success in the text of the reading comprehension), at the same time taking into account the intelligence, motivation for learning, the development of the habit and the technique of learning and developing their vocabulary and the way of interpreting the contents of the textbook. (N, Virxhil 2003, p.63). With the development of learning at different levels, the model of individualization in classroom should be provided. Students should work in the same task during the classroom only in exceptional cases; e.g. during literary work (listening to interpreted reading, clarifying unfamiliar expressions, loud reading, common evaluation of results, etc.). Referring to student difficulties in learning, it is recommended to the teachers that: "Simultaneously differentiate the amount and complexity of the tasks, the pace of the lesson and the degree of the teaching

assistance. There are three kinds of exercises that make up the tasks and questions in four levels and complexity. The psychological content of the exercise consists of the mentioned intellectual operations in the justification of the level and structure of knowledge. The content of the first type of exercises are mainly the questions and the tasks of the first degree of significance dedicated to students who cannot successfully determine the facts. Referring to the different topics of the students' tasks and exercises in the lesson, a finding, while Freud believed that reactions of hysterical conversion occurred through the autonomic nervous system, where Freud's main purpose was to deal with psychological timing, calculating it between conflict and disorder. (*S,Spiro,2003,p.69.*)

The subject of the plan and the curriculum of every teacher is that each one of them is obliged to provide assistance to the students who need it the most, more often those who achieve lesser success in classroom. "Teachers often need to get enough information on the behavior, the level of progress of the pupils in the lesson, and also need to recognize the nature of the learning difficulties of the students in the classroom. This aspect allows for a look at the work done during exercises and direct contact with the students. *B,Robert F.Jack Snowman,2004,p,36-39.* To understand better and easier the student's learning process, the teachers are asked to make these important steps in the classroom with students who have difficulties in learning.

Third Level Headings

1.1. Chronological analysis of the definition of research objectives

First step: "It is usually required to divide students in groups according to the results of the progress or the psychological tests. In this group, teachers tend to treat students as homogeneous groups. However, based on this, the problem is that the group cannot be homogeneous even with

two students. Even if they both have the same skill level, they can be so different that they cannot resemble each other, which makes the students' learning process more difficult. (*S,Petrq,2015,p,80.*)

Second step: The overwhelming simplification of today's ways of adapting to students' perceptions based on their abilities and other characteristics has brought many difficulties to the academic work of many students in learning. In many cases, this has led to the failure to learn. Complexity of this issue becomes even more complex when it comes to studies or research surveys that evaluate the work of students who are considered as slow or fast learners.

Third step: The changes seen in learning speed are merely a result of the diverse impacts on learners with different skills and who study in different" working "conditions. For example, depending on the applied teaching methods today in schools, on one hand, we have highly skilled students who tend to work better on the basis of free teaching methods and on the other hand those with lower skills who tend to work better on leading teaching methods. (*S,Petraq,2015,p,29.*)

Fourth step: "In principle, today there is a possibility that teaching strategies and learning materials are drafted in some versions and have the right flexibility to adapt to the particular types of students' abilities in learning. Adapting the style of the teacher to the types of student skills can have a significant effect on the attitude, motivation, and learning outcomes of the students. (*S,Spiro ,2003,p.23-29.*)

Methodology

Second Level Headings

1.2. Models and learning styles of students in teaching, theoretical basis of teaching

Student learning styles bring a number of preferences among students to learn and teaching in the school. So the ways of responding, student impulsiveness, dependence, interdependence, mental structure of students, and preferences for visual interaction, listening or other ways, bring their consequences on the academic and impulsive work of students, in acquiring their knowledge. (*I.Krasniqi, 2002., p.89*). Recently, some educators have begun to recognize the importance of adapting teaching strategies to different styles of learning in teaching classrooms. But so far, they have not invested and done enough in this area, since this particular form has a special role to pay attention and greater support in meticulous advancement. (*M, Bardhyl, 1999, p.63*). Therefore, according to this, the teacher should make the adaptation of the teaching with the learning styles of the students, thus increasing the effectiveness of the teaching and evaluation of the learning outcomes in the lesson.

1.3 Main Student's Personality Processes in Teaching .Over the outcomes of learning and teaching in school for each student's role have also the characteristics of the personality of the students, among which are mentioned such as: self-confidence, attitudes, stress, interdependence, emotional endurance. Each of these factors mentioned above has special effects on learning and teaching of students at school. "However, while the effect of learning features in teaching is very little practiced and is being done in adaptation to teaching in the qualities and personalities of learners to learn. Based on many findings, many teachers have been convinced that it is very difficult to apply a multi-dimensional classroom teaching strategy to classroom students. (*S, Spiro ,2003, p.12.*) But it is always possible to make an analysis of the mutual impacts of the characteristics of students and teachers, as well as examine the different learning outcomes. Such a strategy of designing in the lesson would look like this:

- Those students who are very capable and have self-confidence in learning process and are independent, where they feel better with diverging teaching and the conditions of independent learning. (*B, Robert F. Jack Snowman , 2004, p.89.)*
- While students with low skill levels are addicted and concerned, tend to be better off with convergent teaching, and with a clearer structure and more guidance.

It has been recognized not only by teachers but also by policy makers in building the education system that faces many difficulties in adapting teaching strategies to student characteristics but the methods and concepts associated with complex systems can give us many ways the implementation of these changes in the framework of education reforms that are being developed today in Kosovo, namely at the level of the education system, from the mandatory elementary element to the university level (*M., Bardhyl 1999, p.16.*) "Denise de Fiore, a famous researcher, has pointed out that children are the only ones who can benefit from this way of teaching. This style of teaching is more appealing to teachers as well. It requires another type of energy that is different from direct teaching, by adapting to the pattern of methods, but also to the teaching model of these children, and this is the theoretical basis of teaching" (*I.Krasniqi, 2002, p.74.*)

"Regarding to the model of appropriateness and the advanced model of pedagogical teaching known Tomlinsonofron another explanation regarding the theoretical basis of learning with students who have difficulty learning, according to him today young teachers are developing the usual motor skills of learning. Differentiation is a highly engineered and planned motor skills for such a learning base, where through this form of teaching, the qualities and the level of student's preparation are recognized and respected. (*M.,Bonnie,2003,p,96*). According to this expert, the way to go there is to look at children as an individual and leave them free to show what they are doing. From these foreign scholars, which at the same time show that young teachers develop the whole set of competencies needed in the differentiation of the lesson, but one thing should be known that this form of teaching in order to be realized at the proper level also requires the relevant cadres in this particular field of teaching. (*K..Theodhor,2003,p..89*).

1.4. How to differentiate learners with learning difficulties

"This method of differentiated learning takes a lot of time or is unfeasible, given that everything in this form of learning is complicated and requires time and efforts responded by Tomlinson. At the same time, he stresses that a lot of time has been spent when dealing with diversity in the classroom using primitive methods, which today do not find their place in the field, because they are outdated and do not give learning outcomes. *M,Bardhyl, 1999,p.56*. Another well-known scientist who has worked on this problematic field of teaching Tomlinson says that teachers should imagine their classroom with their students as a driving ladder that goes higher and higher by raising and student outcomes in lessons hour, rather than going static. From the tasks that students take, they must be practical in order that tasks encourage the student think deeper. *N,Virxhil,2003,p,123*.

The course of the organization of the teaching work requires two or three weeks and the teachers go and observe each group of students. Small classes are ideal groups, said Tomlinson. "Tomlinson knows very well that in education there is no magic stick, and this form of teaching requires both time and effort from the teacher but also from the students to recognize this form of school lesson hour" "We know very well all in what way students learn in the school. Most of us remember that when someone continued repeating what we already heard, we did not like at all just as we did not understand the ideas we talked about above. (*Behler,Robert F.Jack Snowman (2004,p,78-79)*).

1.5. Experiences and evidence of students' efficiency in learning, writing and reading.

For such a study, a series of activities and seminars have been written and provided, but no such form of training package has been signed. It was then thought that in this area, which has not been studied enough and need to be done and written in this direction. The scholars have found that when in a class the students reached an accuracy of 80% they learned better and they feel good about themselves and the subjects they are studying. Nowadays, the actuality of learning in different degrees of difficulty is becoming more and more part of the daily needs in learning and elementary schools. Many of the different psychologists and especially behavioral psychology, as well as other branches of educational psychology aim to discover how teaching is taught and how it can be promoted to effective learning (*P.Simo,2005,p,23-39*).

American psychologist Skinner stressed that every subsequent stimulus-response step should be fairly small to ensure that the student is always correct in his response. Where the first application of Skinner's research in

classroom situations came in the form of linear programmed learning. In this type of programmed learning, the subject matter is divided into sequences of small steps, which follow logically one after the other (*P.Simo, 2015, p. 78*).

Conclusion

Nowadays it seems that to the teachers is quite reasonable and to say inevitably the dilemma of how much measure the difficulty level and to whom they should adapt the teaching, when it is known that the beginner pupils of primary school today do not come with the same school primary preparation. This has led to the acceleration of technique and modern technology to influence their faster advancement in teaching. With the planning and organization of differentiated teaching will be confronted the already parallel class obsolete didactic sense as the community of sameness of students' age and pre-knowledge.

However, we now have to admit that the practice of our school so far has been focused on the traditional model of teaching through which it is impossible to take into consideration the needs and demands of the students, which this present form of differentiated learning strongly strengthens the feeling of students' sense of belonging in engagement of learning .Today many of the students in the schools use a variety of forms and different techniques in the lesson, and therefore school beginners should be offered a range of opportunities to express and interpret their skills at school (*Z. Nijazi, 2005, p.23.*)

Differentiated learning at different degrees of difficulty has a great importance especially in the case of reforming the education system, because here we can see the positive side of this form, where it is known that by applying contemporary techniques of discourse and accelerating technology contemporary results are great in the sphere of education, and the results are no longer missing. Differentiated learning leads to the formation of student affinities both in the teaching and in other school activities, whether organized by the school, or in the ones organized by the district. This form or model of the teacher is more effective and produces results in all areas of teaching

because this model does not determine the student in providing the information but also in learning and comprehending the information. But there are also many of the different nature of remarks and increasingly frequent calls for this classroom system to be replaced with a model of learning which full fills pupils' needs and interests by having into consideration the age of their affinity for learning. (*Krasniqi.Islam.2003, p, 78*)

Over the outcomes of learning and teaching in school for each student's role has also the characteristics of the personality of the students, among which are mentioned below: self confidence, attitudes, stress, interdependence, emotional endurance. Each of the factors mentioned above has its own special value in this area, because each of the features has a special value and plays a role and priority in this area. I recommend that each teacher should consider these special features because these help and advance the work about differentiated teaching today in our schools (*G, Behxhet, 2005, p.17-19.*)

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Divorce in Albanian society, its causes and consequences

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ABSTRACT

The family is the foundation of a society and if the family is healthy, society will be healthy. If we analyze Albanian society for 30 years of transition, we will notice that the number of divorces in the family has been increasing. Regarding this phenomenon, a study was conducted which analyzes several causes and consequences of divorce. The analysis emphasizes the right of spouses, especially women, to seek divorce. The data indicate that women requested the most significant number of divorces. The data were obtained from the Institute of Statistics and the Ministry of Justice. The methodology used is descriptive analysis. A questionnaire was organized to study the divorce problem with 569 people who belonged to different social strata, statuses, education, areas, gender and ages. The study analyzes this phenomenon, the reasons why the number of divorces has increased and its consequences for Albanian society. Finally, recommendations are given regarding this phenomenon. Increasing the role of the family, society and media in the education of the younger generation will minimize the problem of divorce.

Keywords: divorce; social study;

Introduction

A healthy younger generation grows up in a healthy family and society. The family is sacred and each other's thoughts should be respected and understood. If the couple undertakes to create a family, respect, love, understanding, sincerity, tolerance for each other should be the family's foundation. Marriage should be an institution of free love and voluntary, but not of interest. In the last year in our country, the concept of family and the family itself has been going through a major crisis. Social and economic changes created a new family model, which has nothing of the traditional.

Postmodern times have brought the risk of an unclean marriage model with a pragmatic character, which has led to conflicting or consensual divorce. Marriage is a responsibility, respect, mutual love, which leads to happiness. The family and society should not impose on individuals in their choices and decisions. They need to be free and take all the time they need to make the right marriage decision. This is also expressed in the Family Code in Article 50, which states that "Obligation for fidelity, assistance and cooperation" states that "By marriage, husband and wife enjoy the same rights and assume the same obligations. From marriage arises the mutual obligation for fidelity, for moral and material help, for cooperation in the interest of family and cohabitation".

So the spouses themselves and society must use all possible ways to save the marriage from divorce. Based on statistical data released by INSTAT and the Ministry of Justice, it results that one of the problems that Albanian society has today is divorce. The data shows that for 2019 there were 21.6 divorces in 100 marriages. We must emphasize that the problem of divorce nowadays is not only a problem in Albanian society. This is a global problem.

According to the 2019 UNIDOMO questionnaire, Luxembourg led the list of European countries with the highest divorce rate per 100 marriages with 89 divorces, followed by Portugal with 61.4 divorces, Finland with 59.9 divorcees and Spain with 55.5 divorces. All four countries boasted a significantly higher share of divorced marriages in 2019 than the reported European average of 42.8 per 100 (22 countries reported in 2019).

The divorce proceedings begin with a request made by the party seeking the divorce, which can be both husband and wife. Under article 134, "Attempts at reconciliation" of the Family Code, it is stated that "In reviewing a lawsuit for the intents of an impending divorce, the court first schedules a reconciliation hearing, where the spouses are supposed to appear in person. The judge may choose to hear them separately and then in a joint session, without the presence of their legal representatives. If this process turns out to be a failure, the court rules in favor of the couple's divorce

and both spouses are asked to provide information about their assets. They are informed of the obligations they have to fulfill towards their children as well as of the incomes and the expenses they have to attend to.

Under article 154 of the Family Code, "Consequences of marriage dissolution for children," it is stated that "Divorce dissolution does not affect the rights and obligations that parents have towards their children, except in cases as being provided in this Code" According to applicable law the mother takes care of the child until the age of 14, so the father is obliged to pay a certain amount of money that will go towards the child's upbringing. The meetings are set when the spouse will be meeting the child".

If the marriage does not last and the couple finds divorce, both have obligations to the child as financial obligations and their education. This is reflected in Article 158 of the Family Code, which states: "The parent, upon whom the education and upbringing of the child have not been granted, reserves the right to supervise the maintenance and education of the child and consequently should be informed and consulted upon important choices related to his life. He contributes his share relative to his income and those of the other parent. The right to visit and residence, as stipulated under the conditions as determined by the court, cannot be denied, except for serious reasons deemed to harm the child's interests".

Assess the divorce rate in Albania

Specific objectives

1. To analyze the causes of divorce in the Albanian society.
2. To analyze the consequences of divorce in the Albanian society.
3. To analyze the role of family and society in reducing divorce in the Albanian family.

Results

The increase of divorce's number is one of the main problems of the Albanian family today.

Table 1: Number of marriages and divorces per year

Year	1990	1995	2000	2005	2010	2015	2016	2017	2018	2019
Number of marriages in years	28992	26989	25820	21795	25428	24997	22562	22641	23104	22415
Number of divorces in years	2675	2331	2168	3929	3478	3761	4345	4508	4846	5860
Number of divorces per 100 marriages	9.2	8.6	8.4	18.0	13.7	15.0	19.3	19.9	21	26.1

Source: INSTAT

If we analyze the table according to INSTAT data, we notice that the number of divorces in Albania has increased. The data from the table show that in the last ten years, from 3478 in 2010, their number has reached 5860 in 2019. The number of divorces per 100 marriages has also increased, almost doubled from 2010. The figures show that from 13.7 divorces per 100 marriages in 2010, in 2019, it reached 26.1. So in 2019, INSTAT reported 26.1 divorces per 100 marriages, one of the highest figures during these 30 years of transition. In the dictatorship system, the dissolution of marriages has been very low.

According to the data, in the 80s, marriage dissolution was one of the lowest globally, with 86 solutions per 1000 marriages. This result may be related to the fact that, generally, the dictatorship system did not allow marriage dissolution. There is also another fact that young people, when they have problems before going to court, go to the Youth organizations, Front, Women, who tried to resolve disagreements and not reach a divorce.

To analyze this phenomenon in detail, we conducted a survey with 569 people, of which 183 of the responses belonged to males and 386 to females, or 32.2% males and 67.8% females. The survey was conducted with age groups from 20 to over 50 years and it resulted that 191 were aged 20-30 years, 111 were aged 30-40 years, 112 were aged 40-50 years and 151 were over 50 years. Of the responses resulted that 57% of them had higher education, 39% had secondary education, and 4% had eight-year education. Regarding employment, 52% were employed, 19% were self-employed, 7% unemployed, 22% were retired. Regarding the status of the respondents, it results that 61% of them were married, 31% single, 4% divorced and 2% widowed. Four hundred seventy-three of the respondents lived in the city, 93 in the countryside.

Regarding the years of marriage, the results showed that 184 respondents were single, 231 respondents had been married for more than 15 years, seven persons had been married 15 years old, 60 persons had been married ten years old, 41 persons had been married for five years, 21 persons had been married for three years and 24 persons had been married for two years.

Another question was if they felt good about their marriage. The answers show that 351 individuals felt well with their marriage, while 218 persons did not feel well. Regarding the question if you respect or not your partner and how much you respect him/her, 185 refused to answer. Of 384 persons, 222 said they respected their spouse highly, 98 satisfactory, 50 sufficient and 14 had little respect.

The high number of divorces indicates that the family today is not stable. Regarding the question of how stable the family is today, the respondents were offered several choice alternatives, very stable, less stable and unstable. Most of them, 72%, think that the family is less stable nowadays, 19% unstable and 9% very stable. As we can see from the answers, the opinion about the stability of the family nowadays is that it is less stable and this was expressed by 72% of the respondents.

Studies for divorce and organized surveys indicate that there are several causes for divorce:

- Economic reasons, the problematic 30-year period of transition was accompanied by rising unemployment and this is one of the causes of divorce, especially among young couples. In the survey of 204 respondents, about 36% of respondents admitted this fact. In the comments they made at the end of the survey, it is said that with the income received, they cannot afford to live, leading to divorce. The respondents' opinion is that problems can be solved despite the economic problems that a family may have if there is love between the couple, respect, and gratitude for each other.
- Nowadays, there is a tendency to take the partner with the same cultural level. The facts indicate that the desired level has not been reached yet. The cultural disparity among young people is another reason for divorce, confirmed by 11% of respondents and by the comments they have made regarding this question.
- In marital relationships, there are also relationships with matchmaking, recommendation, which, even though they are reduced, 8% of respondents accept as a reason for divorce.
- Physical, psychological, or emotional abuse is one of the leading causes of divorce and it is acknowledged by 37% of respondents.
- Age differences between partners are another cause of divorce. Although nowadays, this difference tends to decrease, it still exists as a problem. This fact was accepted by 6% of respondents.
- One of the main reasons for divorce is adultery. This is related to the transition period we are going through but also to the growth of information technology, where through social networks, young people make new acquaintances and separate from their current partners. Since men betray women, some of them go with other men as revenge on men. Thus, adultery is accepted by about 35% of respondents.
- Conflicts between the mother-in-law and the bride in the family are another cause of the high number of divorces. This fact was accepted by 8% of respondents. As a result of low income or unemployment, the couple cannot buy a house and live apart from their parents. This creates problems between the generations in the family, brings conflict and leads to divorce.

- As a result of unemployment, stress, men become addicted to alcohol, drugs that cause problems and domestic violence and women are forced to seek divorce. This cause is expressed by about 33% of respondents.
- The tendency in today's society is for young people to get married at the right age, but this occurs because of economic conditions, family problems, women forced to marry at a young age. This means that they don't have the proper maturity; they cannot solve family problems and seek divorce. 13% of respondents admit that early marriage is a cause for divorce.
- Today, domestic violence, even murder, is the biggest problem in Albanian society. This comes from various factors, economic, social, stress, drinking alcohol, etc. 33% of respondents emphasize this phenomenon. Problems in the family arise from genesis. If a child grows up in a violent and unloving family, the predisposition to create such a family is high. The concept of family has been created since childhood; this family model is predisposed to be created.
- Conflicts between the mother-in-law and bride in the family, addiction to alcohol, drugs and gambling, forced marriage at an early age, domestic violence, emigration, increasing the position of women in society, these causes were given as stand-alone alternatives in the survey. The last alternative was if all these factors affect together and 30% of respondents thought so.
- Immigration, after the 90s, with the advent of democracy, resulted in a good part of Albanians going to work abroad. The desire for a better life for economic income forced men to go to Greece, Italy, England, Germany, etc. A part of them left their family and got involved in the societies of these countries, emancipating themselves and increasing the level of culture. In order to obtain a residence permit, some men were forced to connect with other women in these countries. They got married or cohabited there and left the family, which led to an increase in the number of divorces. About 7% of respondents highlighted this phenomenon.
- Another reason for divorce is the increase in the position of women in society. This happens because the spouses' level is not the same, and he feels inferior or for reasons of jealousy, etc. 4% of respondents highlighted this phenomenon.

In analyzing this phenomenon, we will consider several factors:

1. Awareness of women, the transition from dictatorship to democracy, brought that people have more rights and freedoms, and the growth of a democratic culture of society as a whole, and women in particular. As a result, women became more aware of divorce.

Before the 1990s, the number of divorces was low. The woman found it difficult to dissolve the marriage in the dictatorial system because the state and its organizations forced her not to. However, even if the marriage dissolution occurred, she felt ashamed, although she could not be at fault. Today, women have become more aware that if they see that marriage cannot be continued, they seek marriage dissolution.

Nowadays, a good part of Albanian society sees divorce as an increase in women's rights to the injustices done to them. So if previously public opinion could prejudice the woman for the separation she made from the man, now this opinion has a positive spirit (changed for the better), considering divorce as a legitimate right of the woman in case she demands it.

Of 569 respondents, 478 persons, 84% of respondents expressed that divorce is the right solution for a bad marriage, and 90 persons, 16%, expressed against it.

Another survey question had to do with whether the respondents thought that the increase in the number of divorces was a degree of emancipation. From 568 answers to this question, 348 persons or 61% answered that it indicates a degree of emancipation, while 220 persons or 38% don't agree. We must emphasize that this degree of emancipation is mainly in the city because, in the village, there is still the patriarchal concept that "the man is the backbone of the house" and the woman must obey him.

When asked if divorced people in Albania feel prejudiced, 69.8% think that divorced people feel prejudiced, and 30.2% think that divorced people do not feel prejudiced. One of the questions was whether they thought family

disputes could be resolved without reaching divorce. To this question, 93% answered that family disputes could be resolved without reaching divorce and 7% think that they cannot be resolved without reaching divorce. Regarding whether the spouses should have cooperated more in order not to reach the marriage dissolution, 84% answered positively and 16% negatively.

Another point addressed in the survey is that family disputes can be resolved through tolerance or imposition. 93.3% of persons answered that family disputes are resolved with tolerance and 6.7% think they are resolved by imposition.

2. Economic conditions in previous years, some women, had no financial income, so they were forced to support their husbands even though they could be mistreated or betrayed. This is because they could not afford to live for themselves and their children. Last year, due to the employment of some women in both the public and private sector, the number of divorces had increased, and women are becoming more and more aware of this problem.

Divorce has many consequences, which can be economical and psychological for spouses and children.

Economic consequences resulting from divorce: some women lose their jobs; some men do not even pay the child support they have to pay according to the law. Some women are left homeless and forced to return to their parents to raise children.

Psychological consequences, psychological stress, regardless of separation with tolerance or not, both spouses suffer. After divorce, most spouses find it difficult to make life alone, burdened with work and stress.

Studies indicate that "Divorced individuals, compared to their married counterparts, have higher levels of psychological distress, substance abuse, and depression and lower levels of overall health ([Amato, 2000](#); [Hughes & Waite, 2009](#)).

The reality indicates that even though they are divorced, the spouses exert psychological violence on the spouses and some of them do not give even the financial obligation. However, the court has imposed on them an obligation for their child. The biggest consequences of divorce suffer the children, especially when they are little. Due to the lack of cooperation between ex-spouses after divorce, children often become part of the crime, which has a range of consequences in their lives. In the survey, the question if divorce affects the child's psychology, the vast majority of respondents, 93%, answered that divorce affects the psychology of the children, but 7% of them answered that it does not affect.

A new psychology that has society today concerning young people is the couple's cohabitation. This is also contained in the Family Code, Article 163 "Meaning of cohabitation," which states that "Cohabitation is a factual union between a man and a woman living as a couple, characterized by life shared together, which is regarded to be a manifestation of stability and endurance."

The social opinion, this is a positive phenomenon, because young people live together as a couple; they know each other better during this period and after several years of living together, they start a family. The question of marriage or cohabitation is better, resulting in the majority of respondents, 326 of the 57%, though that cohabitation is a better form than marriage. In contrast, 242 of them, 43%, think the opposite. The state's role is crucial to reducing the number of divorces and strengthening the family. This would be realized first of all by increasing the well-being of the people and reducing poverty. Society plays a key role, but today, Albanian society itself is not oriented in all this transition period. Even the company they had struck up when living in the same neighborhood, people do not have today for many reasons. The school has an important role in educating young people to build a healthy family based on mutual trust and love. If we want a healthy family, children must be educated because a part of young people tend to grow economically in a short time and do not reach with clean work. This makes that they don't know the rules in the family because, in their case, the rules put money. While the family has difficulties educating the children, the solution is their inclusion in extracurricular courses and activities. Both parents must be activated for children's education, and they should not differentiate them.

Another question addressed in the survey is who can play a role in strengthening the family. The respondents were given several alternatives: government, media, society, non-profit organizations, or all alternatives together. It results that 276 persons, 49% think that all four factors influence together, 157 think that society influences, 72 think about the media, 55 think about the government, and nine people think about Non-Profit Organizations.

The media plays an important role, but in this period of transition, a part of it did not play a positive role. On the contrary, through different films or shows, some media did not educate young people about the creation of a healthy family, but in some cases have given opposite messages. In the survey on the question: Do you think that the role of the media in strengthening the family and society has increased in the transition period very, satisfactory, sufficient, little, 47% of them answered little, 30% sufficient, 12% satisfactory and 11% too much. Most of the respondents in the comments they made emphasized that the role of the media in strengthening the family has been weakened. According to them, very few programs address family problems in the media.

Conclusions and Recommendations

1. Compared to the dictatorial system where a woman could have justly divorced her husband, felt ashamed and underestimated by society, today's society has reached a degree of civilization. It does not prejudge it, which is expressed in the increase in the number of divorces of females.
2. The government should design programs to increase people's well-being in order not only to avoid divorce for economic reasons but also for parents to have more time available for the education of their children.
3. Nowadays, the role of the family has diminished, both from families that have difficult living conditions and from families that have good conditions and are engaged in business. Both types devote little time to educating the children about the values they should have in society to create stable connections in the family. In their opinion, they leave this task only to the school.
4. The media ought to treat more family problems, make a detailed analysis of divorce, and provide educational programs for young people to create a stable family.

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Using machine learning algorithms in Microsoft Azure ML to improve system search

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ABSTRACT

Machine learning algorithms have revolutionized predictive analysis, natural language processing, image classification, and information retrieval. Semantic AI is a new concept of using the power of machine learning and knowledge graphs for better search and system recommendations. This paper combines the knowledge graph information from an ontology with ML algorithms in a system where citizens can search for e-government services. The ontology describes linked entities of government institutions, legislations, public services, documentation, and their attributes. Service ranking and previous searches saved on the ontology provide users with better experience and search results. The experiment we model in Microsoft Azure ML uses data from the ontology and classifies public services with more accuracy and precision using machine learning algorithms by assigning weights to essential words when searching.

Keywords: ML algorithms; ontology; semantic search; e-government;

Introduction

Machine learning addresses how to build computers that improve automatically through experience. It is one of today's most rapidly growing technical fields, lying at the intersection of computer science and statistics and the core of artificial intelligence and data science (Kravets et al., 2015). Machine learning algorithms have been applied in different fields such as banking, e-government, medical, physics, and e-learning.

E-Government refers to the use of internet technology as a platform for exchanging information, providing services, and transacting with citizens, businesses, and other arms of government (Kamal, 2009). As administrative agencies serving the people, government agencies provide people with convenient and fast services. With the popularization and development of information technology, traditional inefficient government work methods can no longer adapt to the development of social information and cannot satisfy people's convenience and the need for fast administrative services;(Zhao, 2021). Every citizen can have a personalized experience with the use of ML applications.

Although there is a huge number of research in the literature related to ML applications, there is a lack of a comprehensive study focusing on the usage of this technology within governmental applications. (Charalampos et.al 2019).

In this paper, we aim to describe the use of machine learning algorithms to classify public electronic services more accurately based on citizen search. Our previous studies (Shehu & Xhina 2020) developed a web-based tool that searches our ontology OntoAL (Shehu & Xhina 2019) and translates life events into public services. This tool is dedicated to citizens and businesses and has a separate interface for employees to support them in modeling and altering public electronic services.

Literature Review

Many types of research have highlighted the improvement of systems as a combination between semantic web technologies and ML algorithms. In (Sveatshova & Zhou, 2020), the authors propose a system called SemML for ontology-enhanced ML pipeline development. It has several novel components. It relies on ontologies and ontology templates for task negotiation, data and ML feature annotation.

(Liao et al., 2021) designed an ontology for high-performance computing (HPC) to make training datasets and AI models FAIR. Their ontology provides controlled vocabularies, explicit semantics, and formal knowledge representations.

(Kim et al., 2017) investigates two approaches and finds a suitable solution that maximizes the advantages of both technologies. They suggest a novel integration idea to compensate each technology with semantic filtering. (d'Amato, 2020) presents envisioned research directions for further developing Machine Learning solutions for the Semantic Web. (Hsu & Lin, 2020) defined an integrated machine learning with semantic web framework into cloud computing and developed a linked data query platform (LDQP) to validate its feasibility.

Methods & Methodology

Many tools can process a large amount of data to classify, determine similarities or predict new data from current data. Some of the most popular tools are Weka (Frank et al. 2016), TensorFlow (Abadi et al. 2015), Google Cloud AutoML (Google 2022), and Microsoft Azure ML (Microsoft 2020). Some text classification libraries: Fast text (Facebook), ml5.js at collaboration with TensorFlow.

We have selected Microsoft Azzure ML to implement our experiment on machine learning algorithms based on data obtained from the ontology. Microsoft Azure ML is a cloud-based environment that can train, automate and create machine learning models (Microsoft 2022). The patterns that are created support programming languages like Python and R; however, this tool also has a simple interface for designing experiments without programming.

Through drag & drop functionalities, many modules can be included in the experiment. Regardless, we used some modules listed below:

- ✓ Ready-saved or locally uploaded data sets.
- ✓ Converters of data formats to CSV, TSV, dataset, ARFF, SVMLight.
- ✓ Data transformers, such as filters, intermediate data modifiers, data connectors, and data split used during the training process. For data manipulation, we can also mention grouping the values of several categories into one category and the elements of column selectors in the data set that allow the definition quickly of the columns, which we wish to include in the training.
- ✓ Filter based on feature selection, where columns specified have greater predictive power in the data set.
- ✓ Text analyzer for word processing.
- ✓ Machine learning module that would determine the initialization of the model by using neural networks for classification, training modules and model evaluation.

Data Analysis

Once the user provides feedback on the service, the user's search data are stored in the ontology at the distinguishing public service. These searches and the public service to which they belong will be exported from Protégé in CSV and uploaded to Microsoft Azure ML studio. To access the data, we drag & drop from the My Datasets submenu, the ontoAL.csv dataset, as shown in Figure 1.

In the following, on the data set, we will select only two columns that are "Search" and "Public Service". The data will be cleaned, split, and over them; we apply the "MultiClass Neural Network" machine knowledge module, which creates a multi-class classification model using a neural network algorithm. The experiment designer performs the whole procedure, even though the corresponding parameters are configured for each module used. For the Multiclass Neural Network module, we could specify some attributes:

- ✓ Create trainer mode->This option determines how the model will be trained. By selecting the value "Single Parameter," i.e., a single parameter, we are convinced of how the model will be configured. If we select the "Parameter Range" value, this would determine the uncertainty as to the best parameters. In this case, in the

Azure ML documentation (Microsoft 2022), for this value, it is suggested to specify a range of values and use the Tune Model Hyperparameters module to roam over all combinations and select the optimal configuration.

- ✓ Hidden layer specification->This option would specify whether to create the model relied on the basic neural network architecture by selecting the value "Fully-connected case," or we could use a personalized script in Net# language for the definition of hidden layers and their connections. For our experiment, we will select the "Fully-connected case" option.
- ✓ The number of hidden nodes-> This option allows us to customize the number of hidden nodes. The default value for a hidden layer would be 100 nodes.
- ✓ Learning rate-> This option determines the step size taken in each iteration before correction. The values for this option are from [0.1-1]. The definition of this feature is paramount because a small value can take a long time to train the data. Meanwhile, a considerable value can make the model train quickly but generates an unsustainable model (Microsoft 2022).
- ✓ Shuffle examples->This option is used to change the order of instances within the learning iterations.

Results

The preliminary results of the experiment are promising. With 1500 record searches, it is possible to predict the public service with an average accuracy of 98%; the average accuracy is 96% and the average sensitivity (recall) 95%.

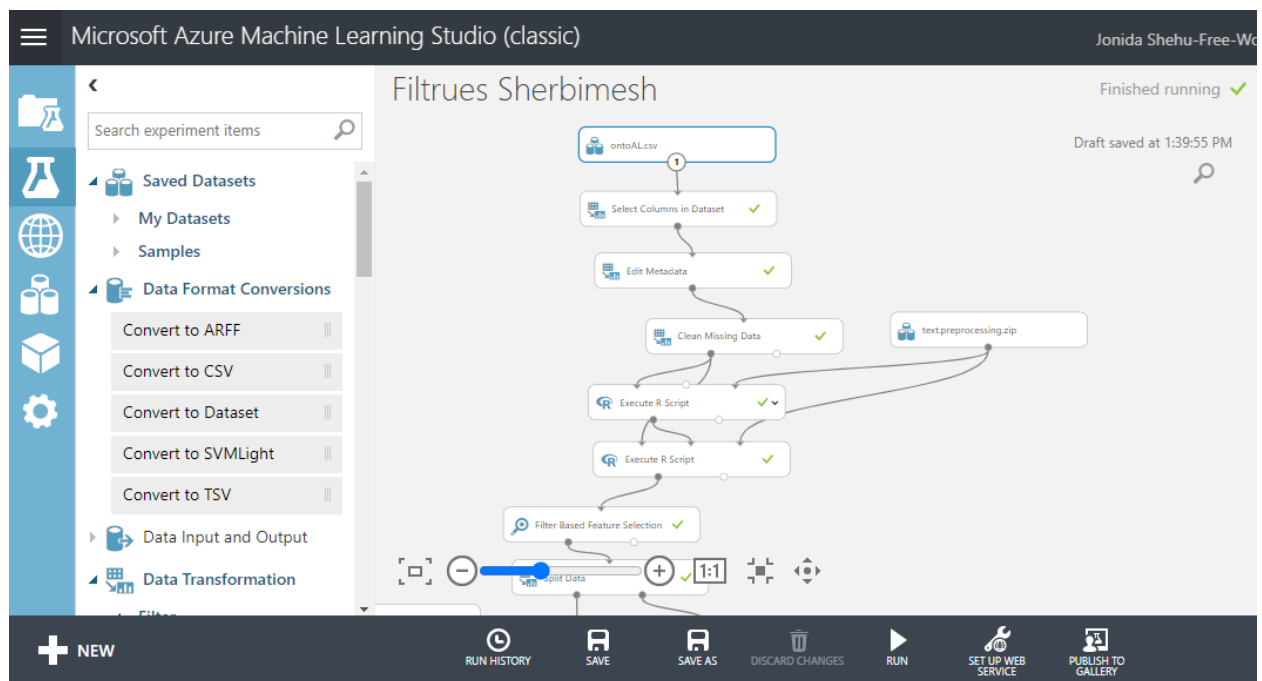


Figure 1. Experiment on Microsoft Azure Machine Learning Studio

Based on these outcomes, we can conclude that machine learning algorithms will significantly improve citizens' search on the ontoAL tool. The solution can be easily integrated because the Microsoft Azure ML Studio platform offers the possibility of accessing experiments as web services. Once created as an experiment service, it can use a programming language that supports an HTTP request and response. The official documentation of Microsoft provides guidelines and examples for implementation in C #, Python, R, and JavaScript.

For the JavaScript language, it is enough to use the object in JSON format to format input data and get after the results. To connect to the service, we need to install the request package. We can then use JavaScript code from the official Microsoft documentation.

Conclusions

Systems based on artificial intelligence increasingly require data closer to how people think and reason, which has led to the interaction with web semantics technologies. This paper emphasizes the importance of ML algorithms for improving search as a system that does not learn is incomplete. The experiment we created at ML Azure Learning Studio is based on the searches in the ontology of public services based on the legislature, naming, description, or even service category. Cleaning modules, data sharing, and neural networks have been applied to the data. The final results increase the accuracy by 10% compared to the previous results. We will automate the experiment by integrating it as a web service in the future.

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LANGUAGE LEARNING FOR COMMUNICATION PURPOSES

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Abstract

The purpose of learning a foreign language is to achieve communication. Effective communication is achieved when we have a correct use of language. Acquisition of a foreign language is achieved when we have a good knowledge of communicative skills, their use for certain purposes and at the right time. There is a growing need to acquire a foreign language for communication purposes. Our students need language acquisition to be able to live, work and survive in a multicultural and multilingual environment. This demand arising from the globalization of the economy necessitates the learning and acquisition of language for communication purposes in school benches. This is achieved only by ensuring teacher-student and student-student interaction, creating student-centered learning and using authentic language in the classroom. Acquisition of language skills and treatment of practical problems that arise during this process are the subject of this paper. Language acquisition is not simply a process that depends on the teacher and his methods. It is a very complex process, where the main role is played by the student with his features, learning strategies, learning environment and culture, his attitude towards school in general and foreign language in particular

Key words: *language, strategies, communication, teaching and learning.*

Introduction

Language teaching method for communication purposes

It is important to understand how it developed, how it evolved and why this method is used. Who are the linguists and teachers who inspired, developed and advanced it? What does it mean to learn a language in communication and why is it important to communicate in the foreign language being studied? All people living in a cultural society try to learn to communicate in a foreign language in their own way. They use different methods and techniques to achieve this goal. The reason why different students choose different methods to acquire a foreign language is quite clear: Students need to learn the foreign language as efficiently as possible. Which method is best can be deduced from the experience of students and foreign language teachers. The method that is being used more in the last decade is the language teaching method for communication purposes. Learning a language for communication purposes has been called by many linguists an achievement rather than a method. This method emphasizes interaction which is the purpose and means of learning a language. Otherwise this method is called "Communicative achievement of a foreign language", or simply "Communicative achievement"¹.

Richards classifies achievements in teaching practice in the last 50 years according to these three phases: Phase 1: Traditional methods (until 1960), Phase 2: Classical communication methods (1970 to 1990) and Phase 3: Language learning method for communication purposes (from the late 1990s to the present²). The history of this method dates back to 1960 in Great Britain as a replacement for the previous structuralist method called: "*Learning situational language*"³, which was partly a response to Chomsky's critique of the structural theories of language and partly based on the theories of functionalist linguists John Firth, M.A.K Halliday, but also of American sociolinguists like Dell

¹ Wilkins, D (1976). Notional Syllabus, Oxford University Press

² Richards, J. C. (2006), Communicative Language Teaching Today. Cambridge University Press p.6

³ Larsen- Freeman, D. (2000). Techniques and Principles in Language Teaching , p 121-122

Hymes, John Gumperz and William Labov, as well as the writings of philosophers John Austin and John Searle on acts of speech.

In 1960 there was much discussion by foreign language teachers about how English was taught and the use of language in communication by students. From the observations it was seen that the students were able to articulate the sentence correctly in the lesson, but would the same thing happen in real life? Some teachers noted that the ability to communicate required more than mastery of language structures. Students may know the rules of language use, but are unable to use the language⁴. So communication required students to acquire certain language functions within a social context. In other words, the ability to communicate requires more than a language competence, so communication skills are required, which means knowing when and how to say something to someone. Linguists' observations shifted from the structural view of language to a communicative achievement. Linguists and teachers noticed that students were not happy, they were not learning the real language. They did not know how to communicate, what language to use in a social context, what gestures, expressions, so in short they were losing the ability to communicate in the language they were studying⁵. An impetus for the development of this method came as a result of changes in education in many European countries. With the internal developments of the countries, the need arose to teach adults to adapt to European languages, an organization for cultural and educational cooperation between languages. Various conferences on foreign language teaching were sponsored by the European Council. The need to articulate and develop methods of learning foreign languages was identified as a top priority.

This method is a product of the work of teachers and linguists dissatisfied with previous methods such as audio-lingual, grammar, direct method, etc. According to traditional methods, grammar training was the foundation of language acquisition, grammar occupied the main place and was taught deductively, i.e. through rules. All four language skills were introduced after grammar rules were strengthened and learned and the emphasis was on accuracy rather than fluency. Students were discouraged from speaking for fear of making grammatical errors. Linguists realized the need to focus on learning the language of communication. The first to give language the definition of communication was Wilkins. He described two types of meanings: the category of notion (concepts such as time, sequence, quantity, place, and frequency) and the categories of communicative functions (requests, denials, offers, and complaints). He extended his idea to the book *"The Syllabus of Notions"*⁶. *"Without methods, without books, without grammar rules, without punishments and tears, I learned Latin as well as my teachers"*⁷.

One regularly cited dimension, which is attributed to teaching for communication purposes is the focus on the learner. Common to all variants of this method is the fact that the theory of language learning starts from a model of language teaching and its use. This model outlines a guiding system for materials, behavior, and the role of teacher and student in activities and techniques to be used in the classroom.

The importance of using the language teaching method for communication purposes

Communicative achievement in language learning starts from the definition of language as communication. There are several different definitions in terms of the term language in relation to communication, mainly by the linguists who developed this method. Before making a presentation, we will look at the definitions of these two concepts. In the Longman English Dictionary, the word language is defined as: *"A system of communication through written or spoken words, which is used by people in different countries."*⁸ While the word communication is defined: *"The process by which people exchange information or express their thoughts and feelings"*. Similarly, in the Oxford Dictionary, the word language is defined as: *"A system of sounds and words used by people to express their thoughts and feelings"*⁹.

⁴Widdowson H.G.(1978). Teaching language as communication Oxford University Press

⁵ Larsen, F, Diane.(2000).Techniques and Principles in Language Teaching. O U Press.p.130

⁶ Wilkins, David (1976). Notional Syllabus, Oxford University Press.

⁷Savignon, S.(1983).Communicative Competence: Theory and Classroom Practice Reading, p. 47

⁸Longman,(2006) :Dictionary of Contemporary English language, p 902.Pearson education Limited,

⁹ Oxford,(1995). Advanced Learner's Dictionary, p.662,857

In the dictionary of the Albanian language, the word language is defined: “*A special system of sounds, words, shapes and rules for the formation of words and their connection in sentences, which is the basic and most important tool that serves people to mold and to express thoughts and to get along with each other in society*”¹⁰.

While communication in the English dictionary is defined: “Exchange information or conversations with other people using words, signs, writing”¹¹. If we look at the definition of the word communication the explanation is: a) communicate b) enter into a relationship with someone; exchange opinions; I get along well with someone. So as seen there are some definitions for language and communication, where it turns out that language is used as a means of communication and the very concept of communication is related to the ability to speak easily with others. Richards¹² and Rodgers point out that this method begins with language theory as a means of communication, and its purpose is to develop the ability to communicate or the ability to communicate. Communication skills include knowing what is being said, how to say it in accordance with the situation, the participant and his goals. Richards¹³ in his study on the method of teaching language for communication purposes explains that communicative ability is the ability to use language for meaningful communication. He further explains that it includes several aspects of language knowledge:

- Knowing how to use language for different purposes.
- Knowing how to use language depending on the situation and the participant (e.g. knowing when formal and informal language is used in lectures, or using appropriate language to express oneself in writing, or when speaking orally).
- Knowing how to say and understand different types of text (e.g. stories, reports, interviews, conversations).
- Knowing how to continue communication, regardless of whether language skills are not sufficient (e.g. using different communication strategies).

If we refer to the “*Common European Framework of Reference for Languages*”¹⁴ for this concept the term communicative competence is used as well as the term communicative competence and for the purpose of the latter term will be used in this study. In the communication methods of foreign languages that are used today in our country, the emphasis is placed on the acts of communication and the connection with the functions of the language. Communication acts performed through language generally fulfill functions that represent the intentions of the interlocutor or the author, for example: advice, description, warning, etc. Another perspective on language is provided by Noam Chomsky, who criticized Skinner's behaviorist theory of language and language learning¹⁵. His point of view of language is seen from a structural point of view. Chomsky argued that the structural theory of language was insufficient to explain the characteristic principles of language as creativity and individual production of sentences used by man. His view of language and its acquisition shifted linguists' view from structural to semantic features. Thus slowly passed to the development of communicative achievement in learning a foreign language. However Chomsky's focus on language was on the interpretation of sentences. He characterized language ability with the ability to grammatically correct sentences. A different view from Chomsky gives Hymes, who reacted to this linguistic view, saying that the purpose of learning a language is to achieve what he calls the term communicative competence, which refers to the use of language in a social context. . Communication involves negotiating meaning between the speaker and the listener, the author and the reader¹⁶. Hymes's theory of communicative ability defines what a language user needs to know in order to be able to communicate in a community where language is used for communication.

¹⁰ Fjalor i Shqipërisë të Sotme Sh.B. Toena Tiranë, fq 443

¹¹ Dictionary of Contemporary English Language.(2006) :Pearson education Limited, UK. p. 307

¹² Richards, J. C., & Rodgers, T.(2001). Approaches and methods in language teaching (2nd ed.). New York: Cambridge University Press.

¹³ Richards, Jack. C. (2000) Communicative Language Teaching Today p. 3

¹⁴ Common European Framework of Reference for Languages (2006).p 18

¹⁵ Savignon, S. J.(1987). Communicative language teaching Theory into practice, 26(4), 235-242

¹⁶ Hymes,D(1972).OnCommunicativecompetence.fq.281cituar.Pride.Holmes(eds),Sociolinguistics,p,269 - 293,Harmondsworth: Penguin. 'Communicative Competence'

According to Hymes, a person who acquires the ability to communicate acquires at the same time knowledge and ability to use the language taking into account:

- Up to what extent something is formally possible.
- Up to what extent is something changeable and ready to use?
- Up to what extent is something appropriate (appropriate, beautiful, successful) in relation to the context in which it is used and valued.
- Up to what extent something is currently in use¹⁷.

So language learning for communication purposes aims to apply the theoretical perspective of communicative achievement, making communicative competence the goal of learning a language and making foreign language learning deeply communicative. This method also aims to take learning beyond grammatical ability, to a point where students are able to not only understand a language, but use it in a personal dialogue, i.e. use it to achieve a goal. This is known as communication skills. Encouraging speaking ability, language learning for communication purposes brings language to a higher level: A language used for personal use is more time-consuming than a language taught strictly through grammatical explanations and exercises of translation. So this method puts the emphasis on communication and real life situations. This method is extremely important for language learning because it has a number of important principles for training students in communication such as:

- Students learn the language using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.

Another principle of this method is that the student is placed at the center of the learning process. The role of the teacher in the lessons where this method is applied is very different from the role he has when using different traditional methods. In classes where traditional methods are used, the teacher is in charge of controlling and controlling learning, while in language acquisition for communication purposes the teacher allows students to take control of their own learning.

The teacher gives the tasks and instructions for solving them and the students are involved in the lesson more than in traditional classes, encouraging students to participate more actively in learning increases their responsibility in using language. While language learning traditionally places more emphasis on grammatical rules, language learning for communication purposes emphasizes real-life situations and contextual communication. Grammar continues to be important for this method, but it is in the function of message communication. It is clear that one may know the grammar rules very well, but may not be able to use language for meaningful communication¹⁸.

In the lessons, where the language learning method is used for communication purposes, students practice real life situations, which can be of various kinds such as: a visit to the doctor, going to the supermarket, research or giving instructions, giving clarifications. The student aims and tries to communicate his needs and thoughts without worrying too much about using a very grammatically correct language. As described in the Foreign Language Curriculum that is implemented in our country, the emphasis is placed on the use of the method, where the student is placed at the center of the learning process, which should enable him to develop fluency in a foreign language, through practice, authentic, appropriate for the age, interests and level of language experience¹⁹. The purpose of learning a language today is to develop communicative ability, which is also found in learning a mother tongue and is described in order to achieve the two main objectives which are:

- To develop communication skills, which realize the act of communication through listening, speaking, reading and writing.

¹⁷ Hymes, D (1972). On Communicative competence. In: P. H. Holmes (ed.), *Sociolinguistics*, p. 269 - 293, Harmondsworth: Penguin. 'Communicative Competence'

¹⁸ Richards, J.C. (2006). *Communicative language teaching today* New York: CU Press. p. 3

¹⁹ National Curriculum of Modern Languages (2000) .Ministry of Education and Science.p.16

- To instill and systematize certain knowledge about the Albanian language which includes its language system and its standard norm, of which the student should be aware.

So, as we see it, regardless of the language being studied, the goals are the same: developing communication skills and communication skills.

According to Larsen²⁰ the language we use is a tool for classroom communication, not just the object of study and the greatest contribution of this method is that everything that is done is aimed at achieving communication. She explains that recognizing forms and meanings is part of communicative ability. Another aspect is the recognition of functions in which language is used. Understanding is paramount. There are a range of communication activities (games, role play, simulations, problem solving and tasks), which provide students with an opportunity to practice their communication skills in different contexts and taking on different roles. In the process of using these communicative activities, students avoid using their mother tongue. Another typical feature of language learning for communication purposes is that it places emphasis on both the functional and structural features of language, combining them into a more complete communicative view of language²¹. Teachers create opportunities for students to use the language learned in a meaningful way. In doing so, they help their students strengthen their communication skills.

This method emphasizes the social and situational context of communication, which means that the language spoken, the words we choose, should be tailored to the circumstances, the type of communication. According to Larsen²² the student must take into account the social situation in which the communication takes place, in order to convey to the interlocutor what he will express. She further illustrates it with such an example:

The speaker can ask permission using May, *May I have a piece of fruit?* However, if the speaker knows that the listener is in the same social status, or the situation is informal, he or she will use the Can form to ask permission: “*Can I have a piece of fruit?*” but also in other languages. As an example, we can take the use of the Albanian language to see what is meant by the use of language in a social context and the role of words. Ilo Stefanllari²³ in the text “*A Course in English Lexicology*” emphasizes that words being linguistic units serve people to communicate, therefore the word has a communicative function. Within the linguistic system, the word or lexicon exists as a system and unit in all its forms and variants.

Xhevat Lloshi²⁴ in the text “*Stylistics and Pragmatics of the Albanian Language*” explains that language serves to communicate. Language also serves a variety of expressive and social functions. When communication takes place in the circumstances of formal, formal, public social relations, the combination of linguistic and extra linguistic factors brings about an organization that is different from oral discourse. According to him, linguistic behavior changes according to social relations at the moment of conversation (i.e. when we communicate through speech) or by the audience to whom we address in writing by selecting the language register.

Likewise, Gjovalin Shkurtaj²⁵ in the text “*Ethnography of Speech*” explains that the ethnography of speech goes according to the questions: “*Who speaks, with whom, where, when, for what and what language?*” In every act of communication, in certain social communities, there have been and are norms of certain behaviors, on the basis of which every act of speaking is performed”. This means that if the above is not done, then a gap is created between the speaker and the interlocutor.

Even Barns²⁶ in her view of language explains that it is an internal, personal activity, which expresses the language-society relationship. In this perspective, the study of language should focus on the use and function of language in a social or situational linguistic context. The importance of using this method can be concluded with Richards, who points out the basic principles of this method:

- Communication is the focus of language learning.

²⁰ Larsen, Freeman, Diane. (2000). *Techniques and Principles in Language Teaching* Oxford University press. p.130

²¹ Littlewoods, W. T. 1981. *Communicative language teaching: An introduction*. C U Press p.1

²² Larsen, Freeman, Diane. (2000). *Techniques and Principles in Language Teaching* .O.U.press.p.131

²³ Stefanllari, Ilo. (2011). *A Course in English Lexicology* .Sh.B.Geer p 22-25

²⁴ Lloshi. Xh. (20010) *Stylistics of the Albanian Language and Pragmatics* SHBLU (2nd ed.). Pp.154-287

²⁵ Shkurtaj. Gj. (2004) *Ethnography of speaking* Albanian SHBLU p.40

²⁶ Barns .M.S.(1984). *Functional approaches to language and language teaching* p. 3-21.

- Experiment with language to test what the learner knows
- Tolerance of students' mistakes gives fluency in speech and self-confidence

Conclusion

This paper presented an overview of foreign language teaching methods at different stages of their development starting from last century. Richards gives the evolution of methods from traditional methods to the 1960s, the transition to classical communication methods from 1970 to 1990 and to the language teaching method for communication purposes from the late 1990s to Nowadays. We further focused on the importance of using this method, where the goal is to achieve communication, where language is learned for communication purposes.

We conclude that language study should focus on the use and function of language in a social or situational linguistic context. We saw that theories that study language acquisition treat it as a complex process based on the environment that is driven by the environment and develops in communication. We glanced on the various theories and hypotheses according to which language is learned and acquired through interaction and communication.

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ENVIRONMENT PROTECTION IN KOSOVO

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Abstract

Protecting the environment is a fundamental challenge for humanity around the world. The living environment is an important value and asset of man for his biological, psychological, intellectual, economic development and is subject to legal regulation, both at international level by means of international laws, but also at national level in respective states. Our society has considerable environmental issues.

This paper uses methodologies commonly used in social sciences. Narrative, observation, and historical method was used to pursue the objectives. This paper was developed to study more thoroughly the ecological awareness related to living environment.

The paper seeks to answer the following questions:

Q1: What is the role and impact of the human factor in raising social awareness on protection of the living environment in Kosovo?

Q2: Does education affect ecological awareness in Kosovo?

Q3: What are the responsibilities of key actors and institutions such as: (MESP), legislature, agencies and self-government bodies, i.e. local government on environmental protection in Kosovo?

Environment protection and care is not merely a social obligation; it is, above all, an individual responsibility, therefore ecological education is paramount in protecting the environment. It makes people aware of their living environment and environmental issues, as well as teach them to prevent issues that destroy the environment.

Keywords: environment, environmental awareness, education, ecological education, society, etc.

Introduction

Our living environment is very important to us, because it is the source of human life. Environment protection and ecological awareness are important for the development of life on our planet. The Dictionary of the Albanian Language defines environment as: "Environment - the totality of natural conditions in which a person or another being lives or develops, where an object is located or evolves, or where a phenomenon occurs, etc. (Dictionary of the Contemporary Albanian Language, 1981, p. 1158).

Protecting the environment is a fundamental challenge for humanity around the world. The living environment is an important value and asset of man for his biological, psychological, intellectual, economic development and is subject to legal regulation, both at international level by means of international laws, but also at national level of respective states.

-Declaration of the United Nations Conference on the Human Environment, Stockholm, June 1972, defines the human environment in the following terms: "*Man is both creature and moulder of his environment, which gives him physical sustenance and affords him the opportunity for intellectual, moral, social and spiritual growth*".

-United Nations Environment Program (UNEP) - The United Nations Environment Program is a program that coordinates organization's environmental activities and assists developing countries in implementing sound environmental policies and practices, and provides technical assistance for a range of international conventions, including the Montreal Protocol on Substances that Deplete the Ozone Layer (1987), the Basel Convention on the Control of Transboundary Movements of Hazardous Wastes and their Disposal (1989), and the UN Convention on Biological Diversity (1992).

- **Global Environment Facility (GEF)** - The facility was established on the eve of the Earth Summit in Rio de Janeiro in 1992 to help solve the most pressing environmental problems of our planet. The GEF brings together 183 countries in partnership with international institutions, civil society organizations and the private sector to address global environmental issues by supporting national sustainable development initiatives. Humanity is facing many challenges, one of which is the environment protection awareness. The most important human endeavor is the conscious effort to avoid causing disaster to our living environment; in fact, our inner balance depends on it.

Environmental awareness

Awareness and commitment of human forces to improve the state of the environment is among the most important issues of our lives on this planet. Our society has considerable environmental issues. Environmental protection should be practiced at the individual level, but also at organizations and government level, for the benefit of the natural environment and human beings. Society might do better if our human organizations were less rigid and more flexible and interactive as in nature's. (Odum, 1998, p. 23).

As human rights related to the environment are receiving a great deal of attention in the world, we remain waiting for a "magic wand" that will fix all our problems. We seem oblivious to the fact that it is our basic right to have fresh air, to drink clean water, and to eat safe food. (Murati, <https://sbunker.net / e-right-for-a-healthy-and-safe-environment /> ,January 30, 2018, 11:30). Ecological awareness consists of knowing, behaving and exhibiting views about the environment that surrounds us, therefore must be wary of the environmental destruction and preserve the basis of nature such as: land, water and air. Human society must be required to use every opportunity to protect our environment and nature. The protection of the living environment begins with each individual, as every day we hear and see how our environment is destroyed: how forests are cut down and burned, water is polluted, landfills opened at every corner, climate changing, and our ozone depleted, etc.

Protecting the environment from pollution is already an obligation that countries must implement to protect their citizens. It is the international organizations, which are supporting many countries in the region on issues of environment protection, as well as the responsible local bodies that are being supported through funding by European Union projects. On the other hand, it is precisely these organizations that will make assessments on how far these countries have managed to meet the environment protection standards and facilitate raising environmental awareness, through awareness campaigns and initiatives for cleaning habitable spaces. This is best evidenced by the campaign through social networks to unite against a major cause, such as the case of Greta Thunberg, a 16-year-old activist who uses the social network Twitter. She attended the UN, where during her emotional speech she called on world leaders to take more action on climate, and many other useful activities like this to protect the environment.

The importance of ecological education

It is known that man is part of nature and that he should love, preserve, be ashamed to destroy nature, because nature can live without man, but man cannot live without nature.

The environment is the bedrock of man's life activity and without it, he could not exist. Environment care and protection is not only a social obligation, but it is, above all, an individual responsibility. Environmental education is of great importance for environment protection because it makes people aware that they care about their environment and about environmental issues, but also helps him become aware and recognize environmental issues and ways to prevent their devastating impact on the environment.

Dr. Kiril Temkov in ETHICS FOR GRADE VI book where, among other, things the book educates children about the value and importance of nature, such as: In addition to health, care for nature and the environment is also important for humanity. Environmental science is called ecology, while ECOLOGICAL ETHICS

teaches people to care for nature, as well as to have a good living environment. Due to overcrowding and technological evolution, nature and the environment are damaged; there are fewer trees, water is more polluted, the air quality is worse, people generate more waste and find it difficult to cope with the dirt, the climate is changing, with very dire consequences. Chemicals cause disease and many other health problems. Nuclear weapons are very dangerous. Wise people are concerned about such dangers and suggest that people show restraint, act seriously, and care for nature. It is the basic idea of today's and tomorrow's morality. (Temkov, 2010, p. 34). This ecological ethics is very meritorious, if the children are actually taught to care about the environment since their early age.

Ecological and environmental education provides many definitions, such as: Ecological education is the acquisition of contemporary knowledge, skills, sciences and attitudes on ecological features, processes and laws on the environment, knowledge on human actions / impact on the environment in various forms and dimensions; understanding the goals and opportunities of science, technology, social sciences and arts for complete protection and enrichment of the environment; formation of good habits of students for maintaining personal hygiene and aesthetic regulation of school environments, as well as the formation of habits for a right attitude towards objects in nature, or for cultural values in general.

Environmental education is a learning process that fosters people's knowledge and awareness on the environment, associated challenges, and develops skills and experiences needed for change and for forming attitudes, motivations and commitments to be informed and to take responsible action. Ecological consciousness or morality which reflects commitment and responsibility for the environment, including plants and animals, as well as current and future generations of people. It is oriented towards human societies that live in harmony with the nature, their survival and well-being are dependent upon. Or, the search for moral values and principles in man's relationship with the natural world. (Potera, 2002, p. 22).

The necessity of law enforcement on environmental protection in current society

Each individual or institution is responsible for environment protection, however, most competent are defined by the laws of the executive institutions of central and local government, as well as government agencies for environmental protection. "The environment, according to contemporary dictionaries, represents the totality of external physical and biological conditions in which living organisms live (Veselaj & Mustafa, 2007, p. 10)

We have different definitions that portray different approaches, however, they are quite similar in terms of defining environment. In addition to executive bodies, such as Ministry of Environment and Spatial Planning (MESP) and environment protection agencies, laws are also issued in Kosovo in order to ensure environment protection and establish environmental standards in harmony with European Union standards and in accordance with the Constitution Republic of Kosovo, . The Assembly of the Republic of Kosovo has adopted 10 special laws on environmental protection. According to a report: "Environmental risk in Kosovo is the result of uncontrolled construction of large areas, inadequate urban planning and industrial urban areas, old and obsolete industrial technology, increased number of vehicles, lack of wastewater treatment, waste accumulation, as well as uncontrolled deforestation." (www.mmph-gov.net, Annual Report 2005/2006).

There are also authors who have given very short but very generic definitions. The following is an excerpt of such definition: It is a conclusion of world experts that the best way to solve problems related to the state of the environment is to create adequate instruments, set out policies, laws and establish institutions for addressing them at global, national and local level (Kadriu, 2018, p. 7). In order to have a clean and sustainable environment, it is the responsibility of the competent authorities to implement laws that regulate the protection of specific areas of the environment, to invest in protection and addressing environmental issues and to cooperate with all structures and organizations, non-governmental organizations to prepare and raise awareness on dangers posed by pollution and the destruction of the living environment. In this respect, the awareness campaigns on environment protection play a role, as they have and will continue to have an impact on raising the awareness of citizens on environment protection.

The environment is a shared issue of both rich and poor countries, both developed and developing, because environment protection is closely linked to the human factor. Another challenge is the rational and sustainable use of natural resources, shifting towards existing available resources and towards renewable resources. Another challenge is to avoid all detrimental actions, converting them instead to economic activities that have the least impact on the environment.

According to 2005/2006 Report of the Ministry of Environment and Spatial Planning, it is stated that: "Environmental risk in Kosovo is the result of uncontrolled construction of large areas, inadequate urban planning and industrial urban areas, old and obsolete industrial technology, increased number of vehicles, lack of wastewater treatment, waste accumulation, as well as uncontrolled deforestation."

When talking about the challenges of environmental protection, we must also take into account some factors that may bring about improvement, regeneration or even preservation of the environment itself in its natural state. Areas for the use of natural resources, and activities in those areas, should not endanger the environment beyond the prescribed norms, while construction of building should be done based on specific plans, following assessment of the impact of such plans on the environment. It is also necessary to plan waste disposal facilities, which must be in line with European standards, so as not to cause ecological pollution during their activities.

The impact of education on social awareness for environmental protection

The right to awareness and environmental education is also prescribed by the Aarhus Convention on 25.06.1998 in Aarhus, Denmark. This Convention concerns the "right of the public to information, to participate in decision-making and to the right to seek court redress in matters relating to the environment." The Aarhus Convention includes:

- Acceptance of the right to information, participation and the ability to go to court, based on the right to an environment conducive to health.
- A broad definition of responsible public authorities, including all central and local government bodies, as well as the private sectors actors.
- A broad definition of environmental information, including environmental health information.
- Ensuring the public's right to participate in environmental decision-making, including the drafting of environmental policies and legislation,
- Supporting the right to information and to participate in decision-making, with recourse to judicial redress.
- Involvement of the European Union institutions within the purpose of the Convention and the need to promote the implementation of the principles of the Convention in international bodies on environmental issues.

Man has always had an impact on the living environment, whether good or bad. Man, consciously or unconsciously, exploiting these environmental goods destroys it: throwing waste in open spaces, polluting the air with various harmful gases, polluting water in various ways, destroying forests, etc. Through his actions, man has caused major imbalance to virtually all environment elements, even though he knows very well that nature can live without man but man cannot live without nature. Therefore, the creation of morality and consciousness should be deemed necessary, to ensure that parallel with the rise of human material power, man also develops his moral abilities and his relationship with nature in a way that will not create hostility, exploitation, but above all, cause no major consequences (Kadriu, 2012: 119).

Conclusions

Our environment today is overloaded with many different pollutants, such as: they affect human health, sometimes leaving behind major consequences, although on the other side, the man himself has significantly contributed to the deterioration of this otherwise difficult situation through the use of tobacco, alcohol, drugs and other poisons, as well as through various activities he undertakes for his own personal or collective needs. To prevent this, educational education and awareness are essential to help future generations live in a clean environment.

It is necessary to establish better cooperation between central and local bodies in the future, so that relevant laws on environmental protection are implemented fully and achieve environment protection standards. Building competent and capable institutions, equipped with tools for the implementation of environmental policies, such as decision-making, monitoring and supervisory and inspection institutions, are priorities for maintaining a safe and sound environment.

Social media, press and television also play an important role, by creating a greater space for educational programs. The main task of our current society should be to protect the environment. In order to have an environment in which a person lives a peaceful, ecologically ethical life, we must ensure its protection, in cooperation with state institutions, environmental organizations. Electronic media, televisions must work in the educational and moral process, so as to raise awareness and education of younger generations on environmental issues. The campaigns carried out through TV commercials, social networks, manufacturers' notice about the degrading effect that various products have on the environment, the living environment must be clean and protected from degradation that can come from the human factor.

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Harmonization of content lessons in textbooks Man and Nature with defined objectives of the school subject in the field of psycho-motor affective.

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Abstract

Teaching objectives of the program for the school subject Man and Nature also intend emotional education and psycho-motor development of pupils.

Therefore, objectives of this school subject as official and pedagogical guidance except natural knowledge, they aim pupils' conscientious and awareness to be active in conservation of the environment from human destruction and demotion. Logically the textbooks Man and Nature have to implement these curriculum objectives through putting in order the teaching material in the teaching lessons and practical teaching assignment.

The assignment of the school subject contributes in the pupil's active development and their human and environmental education. Also the evidence, experiments and other activities taking place within and outside the classroom are a good help to the formation of psycho-motor development of children at this age. The object of the research and analysis of this paper is therefore verification of the level of harmonization of the teaching contents of textbooks Man and Nature with established objectives of this school subject on the affective of psycho-motor areas. We want through analysis to find out how much have the authors of these textbooks met the objectives defined by curriculum in putting in order of the teaching matter. We based our research study on comparative analysis of teaching objectives in the affective psycho-motor fields in programs of textbooks Man and Nature for the three grades where this subject is taught.

Also in order of research we surveyed teachers and pupils of this subject as well as parents of these pupils. The findings of this research are interesting and of current scientific importance. In this paper we are going to present them through percentages, charts and different graphs.

Keywords: Textbooks, teaching objectives, affective fields, psycho-motor field.

Introduction

Division of the personality formation on particular development, dimensions and areas in science and various debates is done for reasons of research analysis. Affective field and psycho-motor are important dimensions of general and harmonic pupils' development. Educational work and pedagogical literature in schools have always paid attention to the cognitive domain leaving psycho-motor affective development of pupils overshadowed. In fact, all the three dimensions or areas of formation and education are equally important and closely related among themselves. If in textbooks and in our pedagogical practice ignore any of the following three dimensions of pupil's development, we have directly created a void in the harmonic formation and progressive development of generations. This reality raises the question: How much is worth and useful to the society a wise person without healthy emotional? What is a typical day of this “intellectual”? In human history are known cases of wise people who had power and strength but not the healthy or moral human formation. We consider that neither psycho-motor development aspect is not given deserved importance and place in scientific debates and treatments or in pedagogical school practice of our families. In this research we analyze the harmonization of educational contents in textbooks Man and Nature and defined objectives set by psycho-motor affective areas.¹In Kosovo, the school subject Man and Nature is taught in grades 3, 4 and 5 of primary school. We here aim through comparative analysis to see how teaching contents of the textbooks have met the objectives implemented and psycho-motor affective of program as an official and pedagogical instructor to write and realize all the practice in our schools. It is known that the teaching of this subject has units of different topics and interesting lessons that can form opinions and develop positive attitudes to the natural environment and also develop skills and psycho-motor habits through researching and doing simple experiments outdoors or in the class. The findings of our analysis are

¹ In this paper object of research and analyses were curriculums in the school subject Man and Nature for the grade III-V of the textbooks for the primary school Man and Nature grade III-V Rasim Bejtullahu, M. Bicaj, R. Rustemi, printing house “Libri Shkollor”, Prishtine, 2006.

interesting and important references for up-to-date teaching both active or interactive. These findings will be presented and interpreted during the elaboration of the theme of this paper.

The purpose and objectives of the study

The purpose of this study is to find out the degree of harmonization of teaching contents represented in textbooks Man and Nature and defined objectives of this school subject and its psycho-motor affective. Whereas, specific objectives of this research are: Presentation in a tabular and graphic data processed by the analysis of the school subject and teaching contents of these textbooks. To analyze the consequences of this disharmony on environmental education of pupils and the formation of psycho-motor dimensions of pupils of this age.

Research questions and methodology of the paper

Research questions

Research questions of this study are: Are teaching contents represented in textbooks Man and Nature enough harmonized with the objectives of this school subject in the psycho-motor affective? Do these textbooks establish a fundamental proper environmental education for pupils?

Methodology

For the research of this paper we carefully analyzed the curriculum for the school subject Man and Nature for all the three grades where this subject is taught. From this curriculum we take out teaching objectives of affective field. Where these objectives that require awareness of pupils for preservation and cultivation of a beautiful natural and healthy environment.

As well as psycho-motor objectives that we investigated and took out these curriculums which emphasize the importance of developing skills and various bodily habits that are accomplished in experiments and other teaching activities during acquirement of this teaching matter. These program expectations we compared with represented contents in textbooks Man and Nature. Our aim was to ascertain that the contents represented in these textbooks are adhering to the guidelines, frameworks and objectives established in this school subject of affective and psycho-motor areas. For this purpose, we got opinions through survey of pupils who learn from these textbooks, the teachers of this school subject and the parents.

Analysis and interpretation of data

The school subject Man and Nature is an integrated subject within which provides knowledge of these natural science: Biology, Chemistry, Physics and Geography. Initial teaching contents of these natural science taught from the third grade to the fifth grade is an opportunity and an excellent teaching aid to establish sound basis for intellectual formation and pupils' psycho-motor affective. Teaching objectives of this school subject in the fields of psycho-motor affective are consistent and in compliance with the educational opportunities of the pupils age to form positive environmental attitudes. Opinions which raise awareness and activate the pupils in maintaining a sound and pleasant environment of theirs.

Interactive and active acquisition of these initial knowledge realized through exercise, simple experiments held in school labs directly contributes to the development of the skills of basic psycho-motor skills such as : skills of manipulating fingers of hands, coordination of eyes with other bodily movements to perform more complex actions etc. Below harmonization of teaching contents in textbooks Man and Nature with its defined objectives of the school subject in the fields of psycho-motor affective will be treated separately.

Harmonization of teaching lessons of textbooks Man and Nature with defined objectives of the school subject from the affective field

Teaching content of the school subject Man and Nature entails affective aspect of education. In the framework of this content are included lessons that arouse different emotions like : Love for pure / clean environment in the natural order, pleasure to positive human actions in service of pure and healthy nature. On the other hand, the discussions about the pollution of water, land and air from various pollution sources, certainly inspire pupils to raise hate and dissatisfaction to all those who in one way or another help the destruction and pollution of the environment where they live. These and other units and problems which are handled in this school subject with pupils of this age are discussion points and treatment either in the classroom or in open areas which help pupils' education, development and education of their affective dimension.

“We should remember that teaching units Nature and Society Knowledge is valued as a very healthy source to educate positive qualities of willingness and character, to strengthen positive behavioral habits of action's. Islam.2000. p. 19.

The gamut or breadth of the teaching contents from the affective filed of this school subject gradually expands in the fifth grade. Careful and comparative analysis of program objectives and textbooks Man and Nature brought discrepancies between them regarding the affective domain. In textbooks Man and Nature for the third and fourth grade the contents which can arouse emotions and willingness of the pupils are few in comparison with relevant program objectives in this area. While the objectives of the program of these grades affective domain are: To aware the pupils about clean environment, aware about their negative action such as throw the waste in an inappropriate place and without a principle activate voluntaries for cleaning and green the nature and environment etc. In textbooks of the first two grades where this school subject is taught the teaching contents and other information are few and do not fully serve the fulfillment of the aforementioned objectives of the respective programs. The same assessment cannot provide for textbook Man and Nature for the fifth grade. In the textbooks of this grade we find out that the teaching contents and information in a satisfactory number to handle problems which arouse the desire of pupils' desire for discussion.

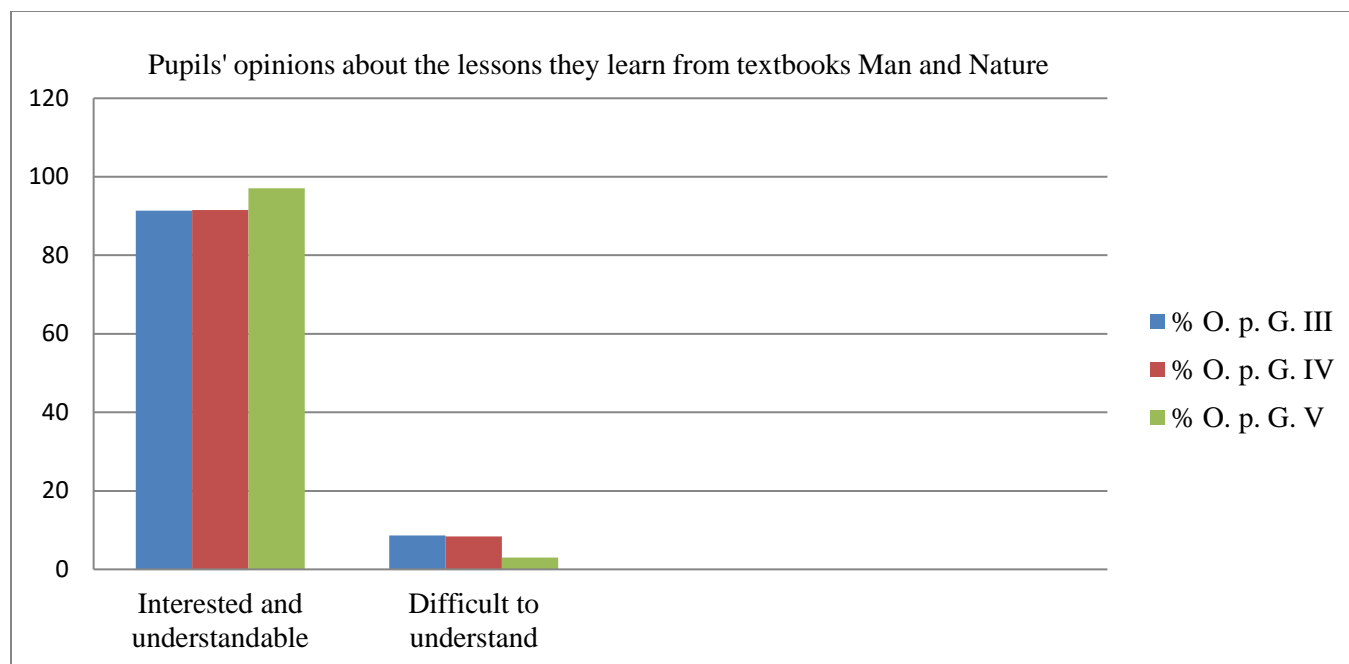
These contents also call on the pupils' conscience and encourage them to act and behave in a cultured way in maintaining individual and collective health and to preserve natural beauty and resources from pollution and destruction. In the survey we asked the pupils how attractive and understandable are the lessons they learn from the textbooks Man and Nature for all the three grades. Questions for pupils and their opinions were as follows:

Chart – 1

Pupils’ opinions about the lessons they learn from textbooks Man and Mature										
Question	The lessons you learn from the textbook Man and Nature are:		Grade III		Grade IV		Grade V		Total	
			No.p.	%	No.p.	%	No.p.	%	No.p.	%
Options	A	Interesting and understandable	201	91.36	174	91.57	196	97.07	571	93.30
	B	Difficult to learn	19	8.63	16	8.42	6	2.97	41	6.69
Total surveyed pupils			220	99.99	190	99.99	202	99.99	612	99.99

The above pupils' opinions through the graph look as follows:

Graph – 2



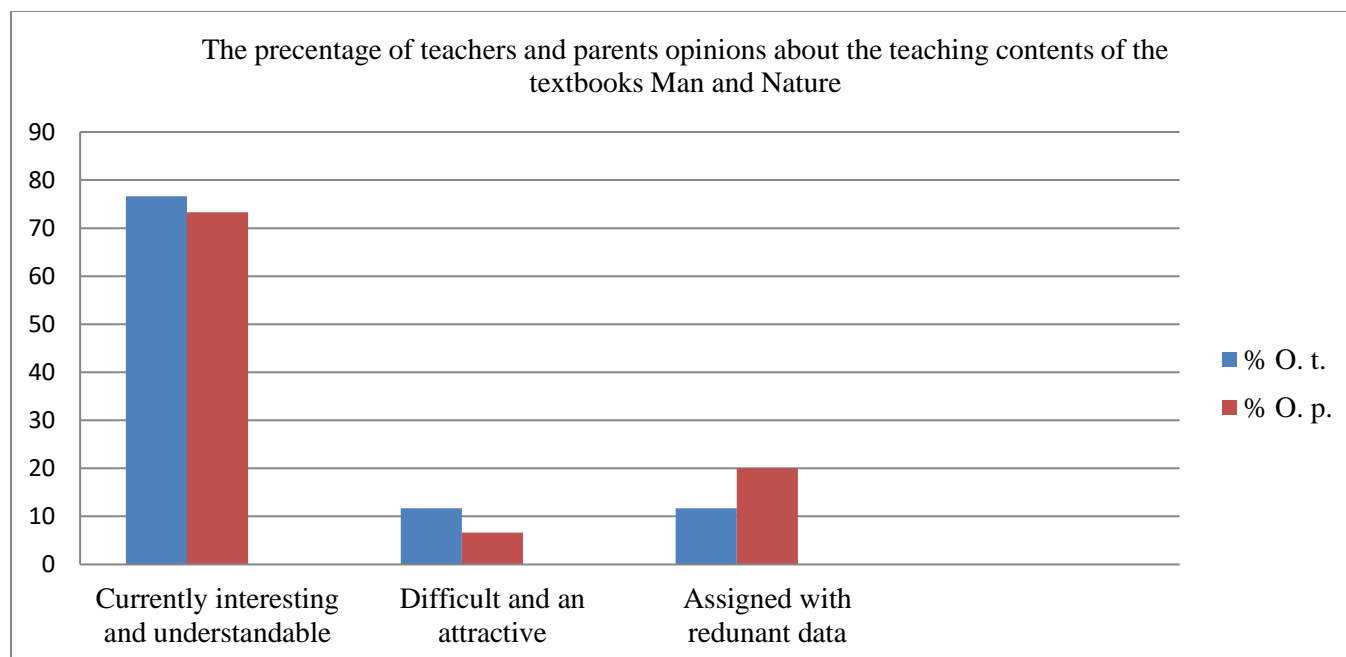
The data from the above chart and graph show that the majority of pupils stated that the lessons they learn from these textbooks are interesting and understandable. As seen in the third and fourth grade the pupils' opinions shown on a percentage basis who stated the option interesting and understandable lessons are smaller compared to those in the fifth grade. And therefore we think the lack of sufficient material or the insufficient of teaching contents from the affective field for the third and fourth grade has diminished and dimmed positive impressions for the lessons they learn from the textbooks of this school subject. Approximately the same questions we set in the survey for teachers and parents and their opinions were as follows:

Chart – 3

The opinions of teachers and parents for the contents of textbooks Man and Nature						
Question		Teaching contents of the textbook Man and Nature in your class respectively your child attends is :	No.t.	%	No.p.	%
Options	A	Currently interesting and understandable	46	76.66	44	73.33
	B	Difficult and unattractive	7	11.66	4	6.66
	C	Assigned with redundant data	7	11.66	12	20
Total surveyed teachers and parents			60	99.98	60	99.99

The above opinions of teachers and parents for teaching contents of textbooks Man and Nature is presented through the following graph:

Graph – 4



From the appearance of the graph and the chart's data above indicates that the majority of respondents stated that teaching contents of textbooks Man and Nature is currently interesting and understandable. But on the other hand is not so small the percentage of those who pleaded for the other two options. As shown in the opinions of teacher and parents about the questions are different. In conversation with surveyed teacher and the interviews conducted with three teachers of the subject Man and Nature for all the three grades we noticed that when we mention and think about current interesting side of teaching content of these three textbooks, teachers always consider its content that addresses the current environmental health problems: healthy eating, smoking, alcohol, drugs than environmental pollution disposal and treatment of waste, global warming and so on. These are the units that are treated as the objectives of the subject so in the textbooks Man and Nature especially in the fifth grade. These units of the problems that are processed in these textbooks arouse various emotions to pupils and assist information of sound views, willingness and readiness positive behavior in relation to cleanliness, healthy nature and so on.

In conclusion of this treatment we can say that the teaching content of textbooks Man and Nature from the affective domain in the third and fourth grade does not fully comply with the objectives of the curriculum in this area. While the outcome of the program are higher in line with the age of the pupils development opportunities in the textbooks of this subject in the third and fourth grade, teaching contents and objectives of the affective areas compared with the respective program's objectives are somewhat dimmer and with less influence in health and environmental education of pupils.

In the fifth-grade teaching contents of the textbooks Man and Nature are more diverse and much closer to harmonization with the objective of the relevant program. In this grade information other didactic devices and textbooks put pupils in a situation where they need to assess and justify positive and negative behavior which are present in our health and environmental circumstances. So for this grade we can say that the teaching content of the textbook Man and Nature in the affective domain is pretty harmonized with program adjectives.

Harmonization of educational content of textbooks Man and Nature with defined objectives of the subject from the psycho-motor field

Psycho-motor field of children development mainly the pupils, is one of the three dimensions of development which in programs and textbooks should be left the deserved room. Since all the three of these areas or dimensions of education and teaching are interrelated and condition one another. Harmonization of the teaching contents of textbooks Man and Nature of psycho-motor fields with the objectives of this subject we researched two directions. On the one hand, we analyze the teaching content of textbooks Man and Nature and objectives of the program on psycho-motor fields for the three grades. This point we

have explored through the survey with teachers and pupils' parents asking them questions about this field. In addition to fully brighten on harmonization of teaching contents of these textbooks with the objectives of the curriculum in this area. We interviewed three teachers of the subject Man and Nature of the three grades by a careful study and comparative analysis of textbooks Man and Nature including their workbooks which are part of textbooks and by analysis of the objectives of the subject's program for the three grades we have come to conclusion that as to the psycho-motor field the teaching contents of these textbooks are closer to harmonization with relevant objectives in this area. All the three textbooks Man and Nature taking into account their workbooks contain evidence, experiments and other activities through which pupils have the opportunity to develop their abilities and skills. Depending on the nature of the teaching lessons other evidence and activities which are given as guidance to develop, change orienting pupils towards experimental results. "The proof is the safest form of knowledge in teaching of Nature and Society. Evidence is artificial development of phenomena and lawfulness which can optionally be noticed. The proof is the most secure conversation with nature." *L.Djordje.1974. p.40*

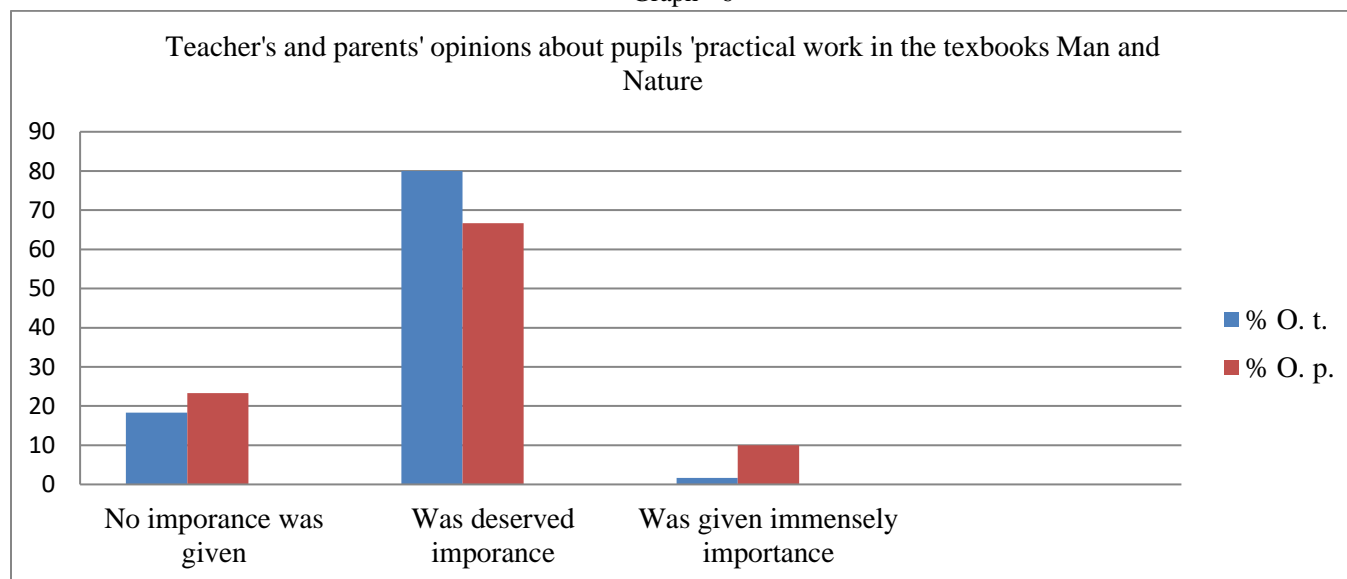
The nature of the evidence, experiment and activities is diverse for example pupils should do out and observe the natural environment measure, collect material, compare things and real phenomenon, then visit the workshop, plant botanical and zoological gardens and so on. All so during these numerous and diverse activities are organized discussions articles summarizing the results etc. But the flaw is that these activities do not develop enough findings and the ability to investigate the details, sniff the problems and their solution. These activities there for define before the procedure and work tools as well as the expected outcome. This does not put the pupils in challenging situation when they should think about choosing different options. When pupils do not think about solution and do not try to find it they do not rejoice the outcome nor motivate enough for recognition of new activities since this outcome is not the result of their work and activity. In a word, these exercises and activities that are presented through these textbooks are not very creative and innovative for pupils. This was stated above not only it does not educate and develop enough initiative adaptation and pupils' creative work, it obstructs the formation and development of psycho-motor skills of pupils. Teaching content straighten up in these textbooks almost in a traditional way do not contribute to the progressive development of skills and psycho-motor abilities. When the pupil is not motivated enough with practical activities when we set creative assignment they do not fully engage their psycho-motor capacity. Consequently, they do not take the opportunity that this subject has for strengthening and coordination of various psycho-motor movements to the children of this age. Below we present the results of the survey done with teachers and parents about the importance of textbooks Man and Nature for pupils' research.

Chart - 5

Teachers and parents options about pupils practical and research work in textbooks Man and Nature						
Question		Practical and research work in the textbooks Man and Nature in your class or your child attends.	No.t.	%	No.p.	%
Options	A	No importance was given	11	18.33	14	23.33
	B	Was given deserved importance	48	80	40	66.66
	C	Was given immensely importance	1	1.66	6	10
Total surveyed teachers and parents			60	99.99	60	99.99

These opinions of teachers and parents through the following graph looks:

Graph - 6



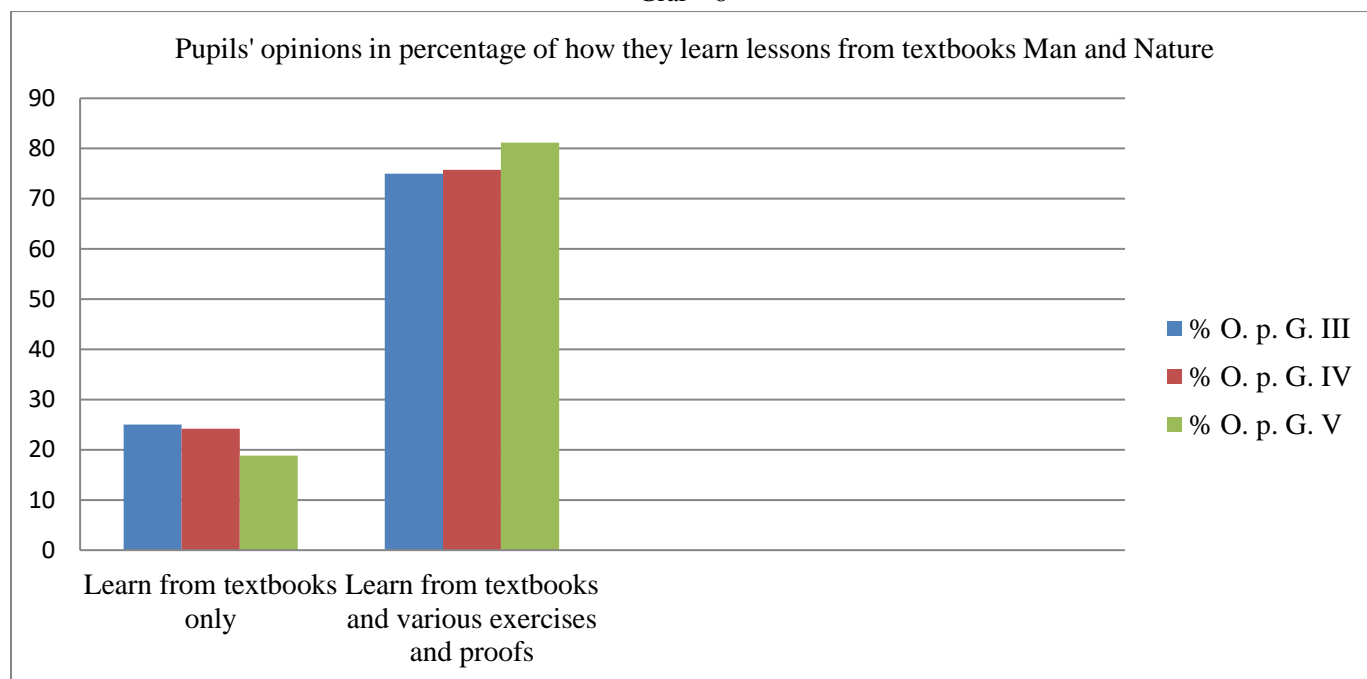
The above results show that the greater percentage of teachers and parents consider that the textbooks Man and Nature the practical work respectively psycho-motor field development of children has been given proper importance and space. But on the other hand is not small the percentage of the surveyed teachers and parents who stated that pupils practical work was not given proper importance and space. The percentage of those who stated that pupils' practical work was not given proper importance perhaps is associated with the fact that these entities recognize other circumstances and condition under which teaching takes place. Lack of cabinets and other teaching experimental aids in our schools are certainly reflected in the percentage of these opinions. Approximately the same question was asked the pupils and they answered as follows:

Chart – 7

Pupils thoughts how they learn lessons from textbooks Man and Nature										
Question		Lessons from the textbooks Man and Nature	Grade III		Grade IV		Grade V		Total	
			No. p.	%	No.p.	%	No.p.	%	No.p.	%
Options	A	Do you learn only from the textbook?	55	25	46	24.21	38	18.81	139	22.27
	B	Do you learn from the textbooks and do various ex and proofs?	165	75	144	75.78	164	81.18	473	77.28
Total surveyed pupils			220	100	190	99.99	202	99.99	612	99.99

The above opinions of pupils of the three grades that they acquire knowledge only from the textbooks or during learning different exercises and proofs are presented in the graph as follows:

Graf – 8



The results of this chart shown in the graph above, show that most of the pupils stated that the lessons and the knowledge from textbooks Man and Nature acquired not only from the textbooks but also through tests, exercises and other practical activities. In the above pupils' opinions beside teaching content of textbooks from psycho-motor fields reflects the teaching and other working conditions. The above data from the pupil survey testify that textbooks Man and Nature contain different activities and exercises that pupils should develop during learning and the same are in function and develop psycho-motor of pupils. Harmonization of educational content of textbooks Man and Nature from the psycho-motor fields with relevant program objectives we can say that the number of experiments and other activities that these textbooks contain roughly complies with the objectives of the relevant program. These textbooks contain a considerable number of proofs, simple experiments and other activities, through which pupils can develop the abilities, the skills and different manipulative habits. These activities and operations that occur and are processed in textbooks should the pupils' development are equipped inclusively. So these textbooks which have been our subject of analysis and research are equipped with activities that involve the pupils' psycho-motor development. Learning content of textbooks Man and Nature from the psycho-motor area is not fully harmonized with relevant program objectives in terms of the level or the degree of development of the pupils' dimension. By reading and careful analysis of these evidence and other practical activities in these textbooks we have noticed that these practical activities of teaching experiments cannot reach that psych-motor degree of development of pupils is foreseen to be realized with program's objectives.

These activities are mainly determined activities which show pupils work, its process and outcome. In a word, most of these activities and pupils work flow is shaped and leaves no room for creativity, avoiding in this way the possibility of putting the pupils in a puzzling situation, where they would have to think about the solution and the results of their work engagement. So, from this aspect lacks the harmonization of educational content of textbooks Man and Nature in this area with the objectives or educational claims of the relevant program.

Consequences of disharmony of the teaching contents of textbooks Man and Nature with defined objectives of the school subject from affective and psycho-motor field

Curricular objectives of a school subject are of mandatory standards for textbooks and teacher's pedagogical work. These objectives as measures and results that should be achieved define quality limits to straighten up didactically the textbooks for proper grade. Disharmony of these measures and teaching standards between the textbooks and the curriculum for the respective school subject certainly creates oscillations and dissonance in the education of forming affective and psycho-motor of pupils. Also in our study case disharmony of the educational contents of textbooks Man and Nature with its curricular objectives of school subject and affective in the psycho-motor field has educational implication which are separately presented below.

Consequences in affective area

From what we saw above when we treated the harmonization of educational content of books with curriculum objectives in affective domain, we noted that the textbooks of the first two grades where this school subject is taught are not sufficiently harmonized with the level of the objectives set on this school subject. Therefore, they remained largely at the level of description of the received wisdom that serve at school. While the textbooks Man and Nature of the fifth grade, in the treatment of teaching matter is more persistent in the awareness and activation of pupils to change and improve our environment. This textbook has presented several examples of environmental cases of negative health as inappropriate waste disposal, smoking, drugs and so on, which provoke debates and create critical attitudes for badly-behaved and vice of human behavior. Consequences of non-reconciling the contents of these textbooks with the program objectives are numerous and varied. It is known that the textbooks are pretty determining for the level and teaching strategy. Teacher as implementer of the school subject programs, the contents of the textbooks directly influenced by actual unit processed in the textbooks.

He is rarely in contact and consultation with the programs. For this reason, if the authors have never managed to achieve the teaching objectives of the programs in their textbooks, they have created discrepancy between educational factors in the educational purpose of our schoolchildren. This discrepancy leaves and creates space for unplanned teaching, occasional and other negative impacts of large influential force in education. This way damages institutional goals, for creating original personalities critical, and creative schoolchildren.

Through this discrepancy of teachers, authors of textbooks and other educational factors contribute in creating passive generations, incapable to create value, the generation that cannot break through nor ourselves or achievements of previous generations. In this way we simply blunt the affective dimension of our pupils making them passive receivers of the values that others have created. While the goal of the

modern school and Kosovo society is to create positive, affective dimensions in the service of progressive engagement of the schoolchildren to gain knowledge for self – forming as creative personality.

For this purpose, textbooks in general and those which we analyzed particularly may contribute if we implement strategies, question of modern teaching, techniques in their treatment that encourage promotion of constructive debates about our healthy environment. If the textbooks we analyzed do not fully realize the curriculum objectives of the school subject from the affective field, then they do not arise pupils' interest and willingness to learn or understand them. Textbooks that lack their pedagogical and methodical sense to invite and arose pupils' interest and curiosity for reading and learning.

The consequences of lack of the inner affective of textbooks, respectively affective objective of discrepancy in those curricular levels of the school subject is felt directly in the realization of up to date interactive teaching. Man and Nature teacher has it hard to make an interesting, attractive and pleasant teaching class when there are not enough question exercises, problems and other educational requirements that harass pupils' emotional reactions. Teaching content that awakens joy, hatred and various resentment is learned and remembered much better and has more influential power to create attitudes and change behavior.

Consequences in the psycho-motor field

When we talk about the discrepancy between teaching contents of textbooks with defined objectives of the relevant school subject, we think about compliance respectively equality of educational objectives. Therefore, the entire treatment is in function to certificate that the contents of analyzed textbooks contain objective level of the subject's program Man and Nature.

Consequences of not meeting adequate psycho-motor objectives of the school subject in textbooks that were analyzed are evident and direct, the program of the subject Man and Nature foresees that in the textbooks have assignments, experiments

and various practical activities. These in function of connectivity of theoretical knowledge with practice of everyday life situations and in order to develop abilities and psycho-motor skills of the pupils. On the other hand, the lack of the psycho-motor objectives and the other assignments and practical activities in the textbooks consequently reduces the chance that this school subject offers for the normal development of body abilities and skills of the pupils. Disregard of the program's objectives in the psycho-motor area in the textbooks connect more the pupils with the desk and classroom. Staying too long in the classroom, in their desks has its consequences in skeleton formation and in general health development of the pupils. The lack of teaching requirements and assignments which are fulfilled through psycho-motor activities has affected acquisition of logical knowledge.

Matter of acquiring learned through demonstration and trying to measure, collect and implement is more understandable and applicable in the pupils' everyday situations in life. So, in the end to summarize we emphasize that proofs and activities that take place outside the classroom have a range of values and advantages to form the straight and healthy body, cooperative education among peers in joint projects and interactive acquisition of knowledge.

Conclusions and Recommendations

As conclusions of this paper are follows:

- Teaching contents represented in textbooks Man and Nature are not enough harmonized with the level of objectives defined for this school subject from the psycho-motor affective for the respective grade.
- Disharmony of the teaching contents of these textbooks with the level of the school subject's objectives from psycho-motor affective area apparently impairs education and teaching of these aspects for formation and pupils' development. As a consequence, in the formation of their versatile personality, creates gaps and educational defects which can hardly be repaired in their after school life.
- Nonfulfillment and failure in realization of relevant curricular objectives in the contents of these textbooks damages the quality and reduces the learning results of pupils and our schools' productivity.

As these paper recommendations for textbooks' authors and teachers we reached this conclusion:

- The authors whose textbooks we analyzed and other textbooks' authors in general should follow the instructions for curricular objectives of the relevant school subject.
- Since, the processing the teaching matter in their textbooks with pedagogical skillfulness keep the balance between dimensions for harmonious formation of pupils' personality with the interests of positive development.
- Teachers discrepancy between teaching contents of textbooks with the defined objectives of the relevant school subject through strategies and up to date techniques for teaching intend differences in common aims in education.
- Whenever it is possible and the teaching lesson requires so, teachers should organize the class outside the classroom. This enables acquiring active and lasting knowledge and at the same time it develops the attitudes, interests and the personality physically agile and healthy.

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The Balkans and German geopolitics in change

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Abstract

The changes that caused the elections in Germany, in many ways, have a common denominator which is a silent revolution.

In this essay, an important place will be devoted to the "rational German" position in the efforts to return Germany to the carpet of geopolitics, emphasizing its role in the Western Balkans.

In the "new concert of the great powers", which, unlike that of the 19th century, has already taken the planetary extension. Precisely, the withdrawal of the West from Afghanistan has proved emerging new disputed regional areas, which for, the superpowers of the time still have not reached full agreement on their division, as they once did in the Europe of the 19th-century. In this context of clashes, Southeast Europe for the EU is becoming a neuralgic point. In this course of events, the time is in favor of Germany to determine its true value as far as the Western Balkans and the future of the EU are concerned.

Keywords: German Geopolitics, Western Balkans, Serbia & Open Balkans, Kosova.
emerging new disputed regional areas.

Introduction

The recent parliamentary elections in Germany last week are one of the events that will mark a historic turning point in Europe. Prominent German political thinkers, geopolitologists and geoeconomists, not without legitimate concern and curiosity, ask the legitimate question: What direction will Berlin's foreign and security policy take in the post-Merkel era?

As curious as Germany's partners, allies, and competitors are, there exists an obvious dose of concern for the expected direction of Berlin. In terms of this, see the relative victory of the SPD (Social Democrats) and the historic defeat of the CDU/CSU (popular conservatives), which have been receiving full attention. Dozens, if not hundreds, of analyses and comments, have been published that make the course of the German ship in the turbulent sea of modern geopolitics more predictable.

At a price his team seems to have considered, Scholz is expected to soon become the next chancellor of the EU's most powerful state, at a price his team seems to have considered: giving key ministries to its partners. Coalition-liberals (FDP) and moderate left (Die Grünen).

With the background of preoccupation with this health crisis, especially after the warning of the new wave and the new variant of the virus already named OMICRON, the European public, as well as a good part of the politicians, are not even aware of what is happening in the already stormy geopolitical waters around the Western Balkans. In this analysis, I will try to point out the expected course and possible catastrophe if its main actors do not urgently find a minimum framework for cooperation and prompt intervention to prevent the outbreak of war in Bosnia and its effect on dominoes throughout the region.

The most urgent issues on the agenda of the incoming federal government

Germany has been in the hands of the Christian Democrat chancellor since 2005. Since then, the Social Democrats have either been in opposition or part of a broad coalition but have not been at the helm of government. From

2005, even the "Greens" were no longer part of the government. The FDP has been out of power all along, since 1998, with the exception of 4 years.

The most urgent issues on the agenda not only of the negotiators, but also of the incoming government, remain the domestic ones, but almost all of them also have pronounced dimensions of foreign policy. As it has been announced, this agenda includes the modernization of the physical, administrative, educational, and digital infrastructure of Germany, as well as the realization of a fair and green transition.

The next federal government is expected to begin work at a time of rapid and multidimensional international change. New threats, transnational risks, and a growing mix of external and internal developments will challenge governments' ability to act. Most countries, including Germany, are losing their creative power. At the same time, it is becoming increasingly important to be able to influence international developments to achieve the classic domestic political goals of security, prosperity, and political order.¹ Meanwhile, it is known that the new international order demands from Germany more responsibility for European security.

Eminent German political and economic experts advise the new federal government to take the so-called "smart sovereignty approach," which states that the German government should use increasingly limited energy resources with the goal of preventing "any further loss of creative activity and influence, but also to open new opportunities for action through cooperation." "The aim is to prevent another strategic breakdown. Germany should not approve of the goals of others in key areas, but should be able to define and implement its own goals. Also, she should be able to support the goals of her partners if she considers this important."²

The analysis of this message by our governments, in Tirana and Pristina, would be enough to focus on the creation of a national strategy that aims to achieve goals in some of the key areas of economic development and security, which, first of all, are vital interests of the nation. Of course, all this should be in line with the interests and goals of our partners at the global level and those in the region.

Interdependence and sovereignty

Further, the voice of reason insists on maintaining the balance between the interdependence and sovereignty of the country. In this sense, German experts suggest the federal government consider achieving four objectives:

1. To define goals and solutions to political problems and be able to decide politically,
2. To develop structures and processes that facilitate the analysis of internal and external development problems and enable policy decisions and their implementation;
3. Provide resources, skills, and tools to help you achieve your goals;
4. To make offers of cooperation to partners in all three areas-namely in terms of goals, structures, and resources.³

Each of these four objectives is not accidental, they are very much in line with the strategic interests of our two republics and can easily be turned into official objectives of Tirana and Pristina.

For both the incoming German federal government and our governments, the areas of action and problems, but also the solutions are interdependent and affect different spheres.

"Smart" solutions mean that the measures and actions taken should not only have a relatively high level of effectiveness in solving problems in various areas but also have low negative effects due to unintended consequences. This is a criterion that pays attention to energy efficiency. In this context, we should look at the two expected decisions of our two governments: the one related to the construction of Hec Skavica in the Drini i

1 See link: <https://dgap.org/de/forschung/publikationen/smart-souveraenitaet>

2 ibidem

3 ibidem

Zi canyon (Peshkopi) and the decision of the Government of Kosova regarding the project for the pipeline, which de facto does not have to do at all with American gas or belonging to any other state, but for the infrastructure that would bring natural gas, the European strategy in this area and the cost.

The Government of Kosova, although it was for continuous cooperation with the Millennium Challenge Corporation, which is a US development agency, remains waiting for the results of the initiated MCC study, which has to do with the pre-feasibility and then the feasibility of the construction of gas infrastructure in Kosova. dollars, which could be used to build this infrastructure. But since MCC would not fund the entire project, the consequences seem to be undesirable for our economy and especially for households in the near future. Consequently, according to the government's views, it seems unlikely that this project will pass. This decision, see this, could be called smart.

Eastern Partnership and German-Russian relations

The Green Democrats (Die Gruenen) and the Liberal Democrats (FDP) have already been clearly profiled as both pro-American and anti-Russian. As an obvious political fact, the two ministries that, in such cases, have traditionally taken over the Greens are the Ministry of Foreign Affairs and the Ministry of Environment. This fact easily enables the incoming Chancellor, Olaf Scholz, to continue the cooperation with Russia by concluding the symbolic projects of the German-Russian partnership, such as that of the Nord Stream 2 gas pipeline, without even giving up the avoidance of deepening this partnership in other villages.

But as the key security partner-the United States-remains interested in minimizing Germany's and Europe's dependence on Russian gas in general, the Biden administration will put enough pressure on Schulz to include as many "Greens" or politicians close to their views as possible in the next German government. For this reason, rumors are spreading, particularly within business circles and influential in German policy for the establishment of the so-called Eastern Partnership, warning of a possible cooling of German-Russian relations and, as a result, of the risk that awaits German business, which has invested in the Russian market for years and has a strong presence throughout Russia. Despite these rumors, Moscow is reacting calmly and insisting on proving the importance of continuing stable Russian-German relations in two directions: for the stability of the whole of Europe and also for developments at the global level. But the escalation of the situation in and around Ukraine has overturned all possible forecasts in terms of German-Russian relations. Meanwhile, the situation in and around Ukraine has escalated dramatically. The extent of this radicalization, according to some Russian analysts, who these days openly say that if there is a war in the region, there will be a complete transformation of the current political situation, which heralds the creation of a new political map in Europe and the creation of a whole new world.⁴

Balkans the sphere of Western interest

In this plan, one must understand the context of why the US is sending the first class of diplomats to the Republic of Serbia and beyond—Gabriel Escobar and Christopher Hill. In this regard, the interesting judgments of Dr. Dubravka Stojanovi, professor at the Faculty of Philosophy at the University of Belgrade, are relevant.

The announcement and manifestation of the "Day of Serbian National Unity" was a clear message of Serbian and Russian policy in relation to Serbia's neighbors. The day of national unification and the national flag of Serbia declared that the state of Serbia sent an irredentist message to neighboring countries and at the same time to "their Serbs"--whereby they lived, to try to join the "homeland", as said Slobodan Milosevic, who constantly spoke of "the state in which all the Serbian people will live."

According to Stojanovic, since Dobrica Cosic's novel "Time of Death" in the early 1970s and through the great artistic-historical production of the 1980s, the consciousness of Serbs as the greatest victims has been formed (produced). The war of the 1990s was based on this self-victimization, which made it morally correct because in

⁴ See link: <https://www.geopolitika.lajme/analize/z-metër-vrima-e-zezë-ukrainase-thith-trishtuar-eu-dhe-rusia/>).

it the historical victim is protected from historical enemies, as the ruling narrative before and during the wars showed. The war was called preventive; it was said to prevent future Serb casualties.⁵

Meanwhile, Belgrade is following this course almost openly, preparing the ground for intervention with flash military operations in Bosnia and Kosova (north). And what is crucial to the understanding of the West in particular, is that such a war is necessarily interpreted as defensive, and therefore legitimate.

This course seems better than anyone in Berlin, consequently the incoming government.

"The fight for the return of Kosova under the sovereignty of Serbia will be long-term and uncertain. It should and can be done, only through a strategy of cooperation and permanent struggle to develop an autonomous political awareness everywhere among the peoples of the Balkans of the need for their cooperation (reaffirmation of the strategic password "Balkans for the peoples of the Balkans" and "Europe for Europeans").", Thus gaining a kind of hope for the Europe of the future and the world. Becoming an economically and culturally strong country, Serbia will regain its political reputation and ensure democratic reintegration into this geospace."⁶.

Therefore, the initiative, namely the project already coded as "Open Balkan," should be understood as a kind of strategic password of Serbia towards the "Serbian World."

It is not clear how it is said that at the core of the "Open Balkans" project is precisely this strategy developed by Serbian scientific institutions in the service of politics.

In this age of geopolitical alignments and alignments, both the winners and losers of the global geopolitical battle will be known quickly. It seems, quite logically, that in this rearrangement, Russia has a tremendous interest in destabilizing the Balkans, as it is far from its borders as a separate geostrategic area.

In these circumstances, it seems that Belgrade considers this the moment to realize some of its aspirations.

The Balkans will determine the strength of the EU

After the debacle suffered by the West in Afghanistan, a number of observers ⁷ We are already in the process of sketching the new multipolar world that is taking shape before our eyes.

In the "new concert of the great powers", which, unlike that of the 19th century, has already taken on a planetary reach, it is precisely the withdrawal of Perednim from Afghanistan that has proved that new disputed regional areas have emerged, for which the superpowers of the time are still not finding full agreement on their division, as they once did in Europe in the 19th century. In this context of clashes over spheres of influence, Southeast Europe for the EU, with an emphasis on the Western Balkans, is becoming an important point. The Balkans will consequently define the power of the EU in the new parquet of diplomacy and world power, respectively, in this sensitive race for domination and division of spheres of influence.

Sergei Lebedev, one of Russia's most prominent intellectuals, described the battle for Chechen subjugation, which had turned into a massacre of its kind, as "the black hole from which the current illegality in Russia arose." It seems to be exactly Kosova, the Serbian genocide that was applied here, the one that has created and continues to establish the "black hole" that after twenty years, has become a kind of Procrustes Bed for Serbian justice, and a

5 ibidem

6 Dr Ljubiša Mitrović:
https://npao.ni.ac.rs/files/584/01_Zbornik_Globalizacija_akulturacija_i_identiteti_na_Bal_5f571.pdf

7 Krahaso: Herfried Münkler, [Eine Weltordnung ohne Hüter: Afghanistan als globale Zäsur](#),
nē „Blätter“, 10/2021, S. 63-76.]

Sergei Lebedev, one of Russia's most prominent intellectuals, described the battle for Chechen subjugation, which had turned into a massacre of its kind, as "the black hole from which the current illegality in Russia arose." It seems to be exactly Kosova, the Serbian genocide that was applied here, the one that has created and continues to establish the "black hole" that, after twenty years, has become a kind of Procrustes Bed for Serbian justice and a heavy cross for the conscience of a nation which is imposing the position of a vassal on the Serbian state, Russia's state-owned run, TASS news agency reported on November 29 that "the president of Serbia promises Russia eternal friendship." This is "the epilogue to the talks that Serbian President Vucic held on November 25 in Sochi with Russian President Vladimir Putin," concludes Albanian diplomat and analyst Shaban Murati. ([1])

A few days after the visit of the Serbian president to Moscow on December 2, 2021, the Russian state news agency "TASS" announced that Serbia would buy in Russia other complexes of missiles in the Russian anti-missile defense system "Pancir". This was announced by the Minister of Interior of Serbia, Aleksandar Vulin, after talks in Moscow with the Minister of Defense of Russia, Sergey Shoigu. Vulin stated in Moscow: "We took the Russian anti-tank missile complex, Kornet." "We bought tanks and armored vehicles and will buy other Russian Pancir missile systems."

What few understood then clearly was precisely the war in Kosova (1998/99), which marked the dividing line between West and East for this area and which will appear today as a turning point on the road to a multipolar world, towards a "concert of the great powers", as the German historian, Achim Engelberg, puts it.⁸

This dividing line was marked once again, even very clearly, during September of this year (2021), when the aggravation until the outbreak of war between Serbia and Kosova, did not catch fire to repeat the case of the assassination of the heir to the throne of Austria, Franz Ferdinand that Sunday 28 June 1914 together with his wife.

As it is already known, the murder was committed through an assassination organized by the well-known Serbian organization "Black Hand", which will become even more famous later,

as the organizer and executor of other political assassinations and mass crime against Albanians in Kosova. between the two world wars. At that time the real causes for the start of

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As the organizer and executor of other political assassinations and mass crimes against Albanians in Kosova, Between the two world wars, At that time, the real causes of the start of the Great War, or as it is now known as the First World War, were the conflicts of interests of the powers for states and provinces that considered them as areas of their legitimate influence. The murder was used simply as a pretext.

Even in September 2021, Serbia quickly found a trigger: it was the application of a decision that enforces reciprocity measures for vehicle license plates by the Kosova government, despite the fact that it was fully in line with an agreement reached between the two governments in Brussels in 2016.

This fact has, meanwhile, marked the presence of four world powers in the region. In addition to Russia and China, which are already present with armies and massive investments, Turkey as a regional power, along with some of the Arab states, is increasingly dropping anchor to mark their presence.

Serbian President Aleksandar Vučić, according to Moscow, of course consciously, through the so-called idea of the project "Open Balkans" and the hybrid war against its neighbors, is also performing another important task:

8 See link: <https://www.blaetter.de/ausgabe/2021/november/brennpunkt-balkan-oder-schoene-neue-imperiale-welt>

preventing the unity of the EU in its foreign policy segment, which is crucial to its global geopolitical positioning. He is doing his best through Serbia's fierce confrontation with Kosova, Montenegro, and Bosnia and Herzegovina, where Germany, whether it wants to or not, because of historical and geopolitical interests, must act, showing the line. red Belgrade.

For this, of all the powers vying for dominance, only the EU considers this part of the old continent as an integral part of it, as the domain of its vital interests. But for the EU, the Western Balkans are both connected and disconnected.

This has been evidenced more clearly than anyone else by the incoming German government, which has clearly stated, even in its program agreed upon between the three political forces, that I made it up. Meanwhile, on December 2, this commitment was made public by Great Britain. With the appointment of Sir Stuart Peach as the UK Special Envoy for the Western Balkans, describing this act as a contribution to peace in the region and for Europe as a whole, for Germany and Great Britain, the Western Balkans are not only an integral part of Europe, but even more so, they remain the domain of vital Western interests.

It is at this time, when relations between Moscow and Belgrade have intensified, that we have the arrival of a new coalition at the helm of Germany.

At the same time, Biden sends his leading diplomats to the region, "bulldozers", especially Christopher Hill, who is coming to Belgrade, but also Gabriel Escobar, who, as an American envoy to the Western Balkans, is already active in the region, concluding that the arrival of both on the political scene in the region is a message to all. This fact will be imposed on the incoming German federal government, which will react in accordance with the interests of the West.

Thus, according to Sonja Biserko, head of the Helsinki Council for Serbia, these selections of personalities "declare the intention of the United States to finally resolve the situation in this part of Europe, presenting two main assumptions:

1. The Balkans is defined as a European or Western sphere of interest;
2. I doubt that America will allow its most successful mission in the last 20 years, in Bosnia and Kosova, to be called into question. "⁹

This determination, according to the American diplomat with many years of experience in the Balkans, Daniel Fried, speaks clearly in favor of our thesis that Washington is very aware of the dangers in the Western Balkans. But the incoming German government also seems to be aware of this danger.

Germany's geopolitical position is strongly linked to Europe. Such is the geopolitical position of our two republics and our national space in general.

Studying this position could be a good lesson for officials in Tirana and Pristina. It is the order and time to be on the side of the winners as a nation.

Conclusion

In the next four years, Germany will face the need to redefine the extent of German responsibility in world politics.

No government in the history of the Federal Republic of Germany has previously paid as much attention to the Western Balkans as the coalition between the SPD, the Greens, and the FDP. The objectives they want to achieve for the region were formulated in the coalition agreement.

⁹ See link: <https://www.geopolitika.news/analize/prestaje-li-zapad-hraniti-krokodila-mesom-nadajuci-se-da-ce-postati-vegetarijanac/>

The pre-signed treaty, which was presented in Berlin (November 24th), states: "We support the EU accession process of the six countries of the Western Balkans region and the reforms needed to meet all the Copenhagen criteria."

"In this context, we are strengthening civil society and supporting the further steps of pre-accession. The next step should be the opening of the first chapters of EU membership with Albania and Northern Macedonia, liberalization. Of visas with Kosova, while negotiations between Montenegro and Serbia should continue.

We support the EU-led normalization dialogue between Kosova and Serbia and the efforts to achieve lasting peace in Bosnia and Herzegovina, based on maintaining territorial integrity and overcoming ethnic divisions. In parallel with the accession negotiations, the EU needs to improve its absorption capacity. "

Germany must play a "leading role" not only within the EU but also in the process of resolving outstanding issues between Serbia and its neighbors in the Western Balkans. It must do so in a special way, in order to reduce Russia growing and destabilizing influence in the region. Of course, in this context, to accelerate the integration of the region into the EU.

The SPD can push this political agenda forward, giving a new tone to German geopolitics.

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Pragmatic Language Characteristics of Individuals with Asperger Syndrome: Systematic Literature Review and Meta-analysis

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Abstract

The purpose of this Systematic Literature Review and Meta-analysis ((SLR & Meta-analysis) was to examine the differences between Asperger syndrome (AS) individuals and typically developing and achieving individuals (TD) regarding language competence and how are these differences related to AS individuals' age and the significance such differences add to our knowledge of understanding their language performance as issues that are still underdiagnosed and ill-treated entities.

The study followed SLR & Meta-analysis protocol and was armed with data of 456 AS subjects and controls (231 and 225, respectively) abstracted from 14 studies that have been collected from different electronic bibliographic databases including web of science, Scopus, EMBASE, Cochrane library, PubMed, PsycInfo and google scholar along with unpublished literature. Outlined results show deterioration in language competence of AS subjects in comparison to TD controls. Such deterioration impairs conversational implicature more than it does to conventional maxims of AS individuals' pragmatic language and has no relationship with their age. Results also show that difference in intelligence feature of the mental reality in the language competence becomes smaller with increasing age, and that difference in representational content feature becomes larger. These findings help experts in the field not only predict pragmatic language impairments in AS individuals but also enable AS individuals themselves to decode and/or interpret speech inputs; therefore, perceive the world around them and interact with its community members. Outcomes should be considered to lay out a path for further exploration of genetics, etiology, and response to treatment of all these premises that is currently unsearched in AS individuals.

Keywords: Pragmatic Language Characteristics, Language Competence, Mental Faculty, Mental Reality, Features, Language Performance, Pragmatics, Conventional Maxims, Conversational Implicature, Asperger Syndrome, Systematic Literature Review, Meta-analysis

Introduction

During the past century, grown body of research on Asperger syndrome (AS) has emerged (Eisenmajer, et al., 1996), suggesting that understanding pragmatic language characteristics of individuals with AS may lead to understand how, when and why these characteristics are impaired. Psychoneurolinguists believe that understanding what AS individuals "know" may help explain what they "do" and how they "behave" and more importantly why, which enable them solve these individuals' problems of behavioral responses (Bankier, et al., 1999; Ehlers, et al., 1999), reactions (Shtayermman, 2011 a), behavioral manifestations (Ghanizadeh, 2011) and audiovisual speech perception and eye gaze behavior (Saalasti, et al., 2011) along with social interactions and communicative disturbances (Ellis, et al., 1994).

Pragmatic-based communication skills and issues lie beneath speech act along with encoding problems all were highly considered over the course of years in the AS development (Rodman, 2003; Stanford, 2003). On most measures of language functions; however, a pragmatically-based distinction ought to be made between AS individuals and other typically developing and achieving (TD) individuals in terms of speech act relations and utterances' expressions and interpretations (Gillberg, et al., 2001),

While Al Yaari, et al., (2017) addresses a bilingual case with AS as a way to understand the relationship between pragmatic language, AS and bilingualism, Klin (2006) believes that the problem of these individuals is in the way they speak that is in a way or another abnormal. Precisely, abnormalities in AS individuals' speech, according to McPartland & Klin (2006), include: Verbosity, abrupt transitions, literal interpretations and miscomprehension of nuance, humor (Emerich, et al., 2003), irony and teasing (Kasari & Rotheram-Fuller, 2005), pausing and disfluencies and inability to make inference (de Villiers, et al., 2014) and comprehending indirect requests (Miller & Ozonoff, 2000).

Language characteristics' impairments encompass a wide range of difficulties affecting language as well as verbal and nonverbal pragmatic skills (Lust, 2006; Norbury, et al., 2008). Over the past few decades, however, evaluating the relationship between implicit meaning in contextual speech and AS has become necessary due to the fact that impairments/deficits' rate of pragmatic language characteristics in individuals with AS has consistently increased (Sandra, et al., 2012; Allison, et al., 2016).

Theoretical frameworks of pragmatic comprehension studies vary widely where researchers attempted to explain how the hearer interprets speaker's meaning on the basis of contextual factors agreed upon social community (Sperber & Wilson 1995). It is already known that individuals with anomalous language comprehension and language-based learning disabilities present significant difficulties in language interpretation. These problems are, strictly speaking, due to their tendency to understand language literally (Rapin & Dunn 2003) in addition to their deficiencies in pragmatic skills and comprehension abilities and many other pragmatic language abnormalities (Bishop, 1989). Since pragmatic impairments are connected to the features of mental faculty (perception, will, reason, initiation, imagination and memory) and those of mental reality (intelligence, representational content, intentionally broad understanding and conscious experience) of the language competence, AS individuals' mental capacity is always prone to fail in many tasks. Strictly, language competence features and pragmatic language characteristics are important to run a conversation because both interlocutors need them. Abstract meanings; for instance, are connected to phonemic fluency and message decoding (Spek, et al., 2009) and this is what shapes pragmatic comprehension in social communication. To that end, Tesink (2009) have rightly observed:

"Language comprehension in (verbal) social communication calls upon pragmatic language skills, since the listener is often required to work out the non-literal meaning of the speaker's message by using the context and his own knowledge of the world." (Tesink, 2009: p.1942).

This is not surprising, if we take into consideration that much of what AS individuals need to understand in order to communicate their ideas is not directly stated, said, written, or depicted. A probable reason might be that they are not able to succeed in understanding it; therefore, they fail to construct meaning via processes of inference from social scripts, metaphors and speech acts (Dennis, et al., 2001). In fact, impairment of novel metaphor comprehension has been observed in 10–41-year-old AS individuals (Gunter, et al., 2002) and this can help understand the characteristics of AS individuals' pragmatic language (Hermann, et al., 2013) in various social and workplace scenarios (Murza & Nye, 2013).

Moreover, researchers urge to pay more attention to the pragmatic language characteristics as it helps, Gilliam (2001) and Duggal (2001) emphasize, determine who is disposed to exhibit the conditions of AS and who is not and help see who may show later unique behavioral characteristics to be documented for tracking behavioral progress. More importantly, monitoring AS individuals behavior helps understand their pragmatic language impairments (Furusho, et al., 2001; Myles & Hagiwara, 2001; Oktem, et al., 2001).

Pragmatics is the domain of language concerned with how speakers use language appropriately in decided to social knowledge conventions and rules- governing to have a successful communication and/ or socio-cognitive understanding i.e. attempts to understand the relationship between what speakers say and what they mean or intend to communicate (Ariel, 2010; Austin, 1962; Leech, 1983; Levinson, 1983; Mey, 1993). Problems related to the appropriate use and interpretations of language in different contexts are reported in AS individuals (Tager-Flusberg, 2006).

The situation becomes worse when addressing this in AS individuals who are pragmatically impaired (Tager-Flusberg, 1999) which makes the characteristics of their pragmatic language of worth-investigation.

Inferencing is an important characteristic in pragmatic language and one of its key components, as meaning is constructed by making connections between information and atmospheric context (Singer, 1993; Thorndike, 1976; van den Broek, et al., 1995). AS individuals, however, lack the ability to connect the two, which makes them liable not to understand the speaker's intention or realize the point behind his utterance. Research on language in AS has mainly focused on pragmatic language since most of AS individuals have pragmatic impairments that are directly related to language interaction be it on the level of production or comprehension (Adams, et al. 2002).

More specifically, these pragmatic deficit include: Impairments of comprehension, misinterpretations of literal/implied meanings and understanding of figurative language (Attwood, 2007) and less knowledge about the social rules of appropriate communication (Gibbs, 1999; Marriage, et al. 1995) along with impairments in humor (Ozonoff & Miller, 1996) and irony/ sarcasm (Happe, 1993, 1995; Martin & McDonald, 2004) and one-sided interaction way (Burgoine & Wing, 1983).

To repeat, involvement of pragmatic language characteristics in AS is always seen in aspects that are susceptible to pragmatic incomprehension by AS individuals who tend to violate them notably those that play a part in finding the literal content of the speech act made and the literature is full of examples (Bach, 1994 a, b, 2001; Carston, 1988, 2002; Perry, 1986; Récanati, 2001, 2002, 2004; Searle, 1978, 1980; Sperber & Wilson, 1986; Travis, 1985, 1991.). This problem of not understanding is not only restricted to pragmatic aspects' violation; rather, it extends to include faux pas also (Leofanski, n.d). A working definition of faux pas might be when a speaker says something without considering if it is something that the listener might not want to hear or know, and which typically has negative consequences that the speaker never intended (Garcia-Molina & Clemente-Estevan, 2019; Golding, 2005; Thie'baut, et al., 2016).

Severely, AS individuals are smacked of deficits in cognitive capacities concerning the appropriate use of pragmatic language and have immense trouble understanding indirect speech acts, and conversational implicature. Even when indirect speech was tested to see if it affects the ability of AS individuals to understand texts, these individuals reported significantly more errors in indirect sentences comprehension than TD individuals (Haji, et al., n.d). It is true that pragmatic language characteristics of nonliteral language comprehension do not seem to pose particular difficulties for TD individuals, but it is a part of AS individuals' daily speech (Gentner & Bowdle, 2001) along with novel problem-solving (Channon, et al., 2002).

Current research examines AS attributes by drawing on a half-century of literature discussing studies' findings. The analysis reveals that impairments in the characteristics of pragmatic language overpass that of other features. The results of Thakur, et al. (n.d), for example, show that pragmatics is an alternative way of differentiating between groups of children with Autism Spectrum Disorders (ASDs) than the current criteria. Pragmatic language also found to be most deteriorated from among other pragmatic language parameters where AS individuals show poor performance in inferring speakers' implied meaning (Iveung, n.d).

The success to identify the majority of integrated findings from many existing studies as is seen in this systematic literature review (SLR) and meta- analysis is hoped to ensure valid and reliable conclusions. Understanding the differences in language competence between Asperger syndrome (AS) subjects and controls and in which categorical age of the individuals' life the features of language competence could be seen and identifying in particular the aspect (s) of the pragmatic language performance being impaired in this or that period of life might not only specify impaired pragmatic language aspects but also aid early prediction of these impairments.

Research Objectives and Hypotheses

The current systematic literature review (SLR) and meta-analysis study has three (3) major objectives that are formulated as follows:

To examine the differences that could be seen between AS subjects and controls regarding language competence.

To see how these differences between AS subjects and controls in language competence are related to age.

To investigate the significance these differences between AS subjects and controls in language competence add to our knowledge of understanding language performance of AS individuals.

Based on these objectives, the research hypotheses are stated as follows:

H1: Deterioration in language competence hinders AS individuals to interpret what is meant by speaker's utterance.

H2: Deterioration in language competence in AS individuals impairs conversational implicature more than it does to conventional maxims of their pragmatic language.

Methodology

Design of the Current Research

This systematic literature review (SLR) and meta-analysis was written and conducted in accordance with the preferred reporting items for systematic reviews and meta-analysis (PRISMA statement) checklist recommendations (Moher, et al., 2009, 2010) that have been used as guidelines. The study did not involve any patients. Ethical approval and patient consent was not applicable.

Information Sources and Methods Search Strategy

A broad comprehensive search of the literature was performed in an academic setting using different electronic bibliographic databases as sources for selecting research studies including world most common databases. These were: Web of science, Scopus, EMBASE, Cochrane library, PubMed, .PsycInfo and google scholar in addition to unpublished literature on the topic under investigation. A combination of free-text and MeSH-terms and index/key words has been performed in the present study to search these databases. In addition, reference lists of the identified articles were inspected for additional relevant studies.

Search results were imported into a single grouping using American Psychological Association, sixth edition (APA-6) and screened for duplicate entries. In addition, bibliographical searches of the articles included in the review were conducted using the "cited by" function in Web of Science. This extensive search was conducted to identify the available relevant papers with the combination of the following free text and psycholinguistic subject headings and key words where applicable: [Features of Language Competence OR Aspects of Language Performance].

Since search strategy was designed to combine the features of language competence and aspects relating to language performance as characteristics of language in general and pragmatic language in particular, targeted features of language competence included [mental faculty (Perception OR reason OR will OR memory OR imagination OR initiation)] AND [mental reality (Intelligence OR representational content OR intentionally broad understanding OR conscious experience)] whereas pragmatic parameters included: [Conversational implicature AND cooperative principle: Conventional maxims (Quantity OR quality OR relation, OR manner)] AND [AS OR Asperger syndrome OR Asperger's syndrome OR Asperger's OR Asperger's Disorder (AD) OR Asperger Syndrome Disorder (ASD)].

Eligibility Criteria and Study Selection Inclusion Criteria

To be included in the analyses, the selected articles had to fit the following predetermined seven criteria: They should (a) be written in English, published or under submission at the period between 01.01.1980 and 30.05. 2019, (b) include subjects diagnosed with Asperger syndrome (AS) between four to fifty nine years old, (c) assess at least one feature using standard measures, (d) compare the two groups of interest (i.e., AS and typical developing and achieving (TD) controls), (e) provide sufficient information to allow for effect size calculations (e.g, mean [SD] for participants, (f) include age- and intelligence quotient (IQ)-matched of all participants, (g) report original empirical data based on direct, valid and reliable tests.

Exclusion Criteria

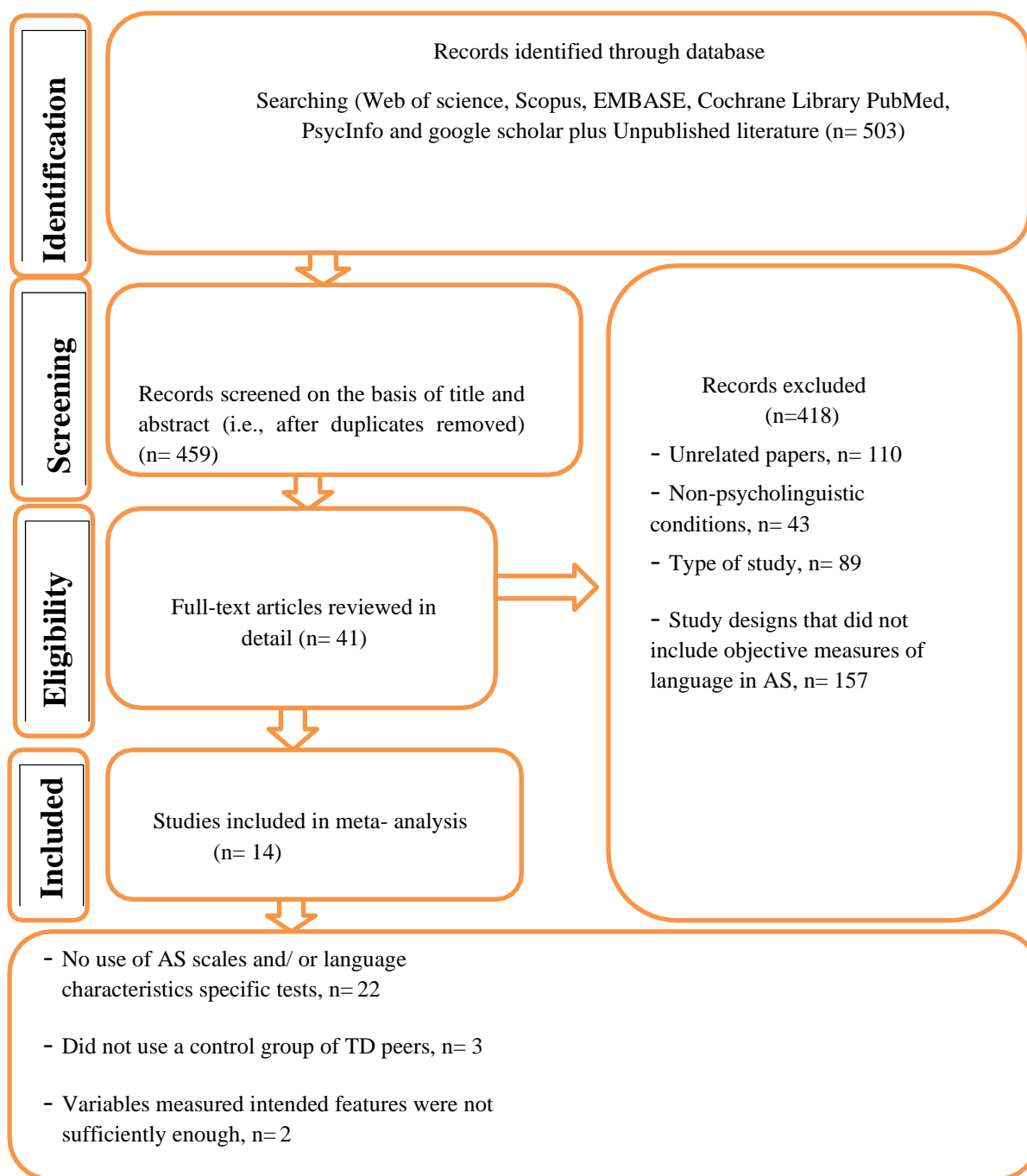
After initial screening of the abstracts, studies were excluded for eighteenth reasons: If participants were (1) younger than five and older than sixty years old or (2) initially seen with comorbidity of any medical or chronic neurologic condition characterized by recurrent spontaneous seizures altering cognition (e.g., epilepsy). Also, if the study (3) included a nonclinical population (e.g, with autistic-like traits), (4) indicated to Asperger syndrome (AS) as Higher-Functioning Autism (HFA), (5) were not analyzed using Analysis of Variance (ANOVA), (6) were published before 01.011980, (7) included no data on any of the specified cognitive domains (e.g., intelligence quotient (IQ), or (8) written in language other than English.

In addition, (9) cross-sectional, prospective cohort studies, single case studies, reports, comments, descriptive and case-control studies were all excluded along with those (10) recruited a group of AS individuals with no comparative typically developing and achieving (TD) controls, (11) had different assessment methods but were statistically incomparable, (12) were part of other studies already included in the present study without any new contribution, or (13) measured participants' capacity so to distinguish those who passed from those who did not.

Exclusion has extended to include studies (14) with one of the features of the language competence or the aspects of the language performance being absent, (15) did not have an author or were not journal articles, (16) were based on children and youth population samples only, (17) included population with intellectual disability based on IQ low levels, or (18) were masters theses and/ or doctoral dissertations.

Peer Review

Initially, after eliminating duplicates using the web-based software platform Covidence, potentially relevant publications selected by independent title and abstract screening were then assessed by two independent reviewers previously trained and calibrated for reviewing the list of articles separately, selecting eligible studies according to the criteria defined. If at least one of the exclusion criteria was fulfilled or one of the inclusion criteria was not met, the study was automatically excluded. This led to 100% agreement in study characteristics among the persons responsible for screening studies and consensus was reached before the final decision was made. Stages for peer reviewing included: Identification, screening, eligibility and included articles. Consider:



Full= text articles excluded, with reasons (n= 27)

PRISMA Flow Diagram: Study Scheme Risk of Bias

Individual studies were reviewed with reference to four types of bias (confounding, selection, information, and reporting) and an overall level of bias for each paper was determined from a combination of these subgroups (Higgins, et al., 2019). Each type of bias was classified as “low,” “moderate,” “serious” or “critical”. Risk of bias analyses was also performed with regard to diagnostic validation of diagnostic and statistical manual of mental disorders, fourth edition (DSM-IV), international classification of diseases and related health problems, tenth edition (ICD-10) and the autism diagnostic interview-revised (ADI-R) vs. Autism Diagnostic Observational Schedule (ADOS) and self-reported diagnosis checklist.

Participants

Individuals with Asperger syndrome

As is mentioned earlier, the context or environment where the present systematic literature review (SLR) & Meta-analysis has been conducted was 456 participants, age ranges between four to fifty-nine years old of both genders. Of 456 participants that were recruited, 231 of them were diagnosed as Asperger syndrome (AS) subjects. Characteristics of AS individuals can be seen in Table 2, 1, below.

Typically Developing and Achieving Controls

Typically developing and achieving (TD) comparison individuals were used as baseline measure comparators for performance by the AS groups. As has been clearly stated above, out of 456 participants recruited in the present study, 225 of them were TD controls of both genders. Characteristics of TD controls are clarified in Table 2.2 below.

Table 2.2 Characteristics of Typically Developing and Achieving Participants

TD N.	TD. Age. x b	TD. Age SD c	D. IQ x d	TD IQ.	TD PIQ.	D PIQ SD g
15	5.166667	2.583333	6.9	1.8	N.A	N.A
28	22.9	1.5	N.A	N.A	N.A	N.A
16	23.1	3.07	106.8	12.6	N.A	N.A
8	16.88	8.1	115.75	8.63	N.A	N.A
17	30	9.12	106.47	10.94	105.24	14
17	30	9.12	106.35	10.89	105.24	14
13	15.6	3.1	110.2	12.3	106.9	12.9
20	15.58	39.4	126.4	10.6	113.1	14.7
20	13.82	0.67	N.A	N.A	10.76	2.41
10	15.9	3.6	98.4	10.9	N.A	N.A
16	11.5	NA	NA	NA	NA	NA
20	7.35	NA	NA	NA	NA	NA
15	9	NA	104.5	11.33	107.07	8.98
15	27.8	4.5	117.90	17.5	110.20	7.7
12	6.416667	2	7	2.5	7.4	2

Study	Craig & Baron-Cohen (1999)
	Giora, et al., (2012)
	Gold, et al., (2010)
	Gunter, et al. (2002)
	Jolliffe & Baron-Cohen (2001)
	Jolliffe & Baron-Cohen (1997)
	Kaland, et al., (2011)
	Kaland, et al., (2002)
	Koning & Magil-Evans (2001)
	Le-Sourn-Bissaoui, et al.(2009)
	Myles, et al., (2003)
	Paynter & Peterson (2009)
	Planche & Lemonnier (2012)
	Zalla, et al., (2008)
	Ziatas, et al., (1998)

- Number of typically developing and achieving (TD) participants.
- Mean of age in typically developing and achieving (TD) participants.
- Standard Deviation of Age for typically developing and achieving (TD) participants.
- Mean of verbal intelligence quotient for typically developing and achieving (TD) participants.
- Standard Deviation of verbal intelligence quotient for typically developing and achieving (TD) participants.
- Mean of nonverbal intelligence quotient in terms of performance typically developing and achieving (TD) participants.
- Standard Deviation of nonverbal intelligence quotient in terms of performance for typically developing and achieving (TD) participants.

Context

Data Extraction

All articles were retrieved before 30.05.2019. Extraction of all data for involved studies was included in five comprehensives excel tables: Table of extracted bibliographic data, table of coding system, two-work sheet table of analysis (descriptive data and data of the analysis of variance (ANOVA)), table of measurement instruments' data and detailed table.

Data Synthesis

Quantitative Domain: Procedural Principles of Data Manipulation

Meta-analysis was conducted to perform a quantitative synthesis on the data extracted from primary studies which required proposing some statistical designs and models. For each dependent variable, an effect size was calculated using Hedge's *g* (Borenstein, et al., 2007; Hedges, 1983). In most of the studies included, several tasks were used to assess linguistic performance. In order to take into account all measurements, as well as correlation between results of different tasks on the same participants, a three-level meta-analysis with random effects was done (Cheung, 2015).

The three levels of heterogeneity were: 1) sampling variance of effect sizes at level 1, 2) variance between effect sizes on the same sample (within each study), and 3) variance between effect sizes from different samples (i.e. different studies). Hypothesis of homogeneity was tested using Cochran's *Q* (Cochran, 1954).

Qualitative Domain: Operational Practice and its Innovativeness

Study design is systematic literature review (SLR) before meta-analysis takes place. As the name implies, systematic literature review is a qualitative means of providing a full narrative synthesis of the findings reported in the studies at hand on the topic under investigation (Armstrong, et al., 2011). Qualitative analysis covered the psycholinguistic part of the study from different angles at levels of both language and the cognitive neurosciences. In fact, it was expanded to include details on all the characteristics of pragmatic language of the individuals in question and the way they live with them. Internal and external variables were examined and that is what confirmed the validity and reliability of the research. Needless to say, that all backdrops of data collected were methodically organized before they were psycholinguistically assessed. Features of language competence were analyzed to examine what was known about the differences they could make in the language performance of the participants, namely pragmatic language compared with what has been found.

Analysis of Subgroups or Subsets

Analysis of subgroups and/or subsets in the meta-analytic part of the current systematic literature review (SLR) & Meta-analysis was not possible because sufficient data was not available nor was there potential sources of heterogeneity that might affect outcomes.

Analyses and Results

Quantitative Part Characteristics of the Sample

A total number of 456 Asperger syndrome (AS) and typically developing and achieving (TD) participants (231 AS subjects and 225 TD controls) from four linguistic backgrounds, namely English, French, Danish and Hebrew were involved in the analysis of the fourteen studies included in this current systematic literature review (SLR) & Meta-analysis. Tables 2.1 and 2.2 summarize the characteristics of the participants included in the studies.

Model of Systematic Literature Review and Meta-analysis

Pooled mean home practice data and meta-regression were conducted using the software program Comprehensive Meta-analysis and RevMan 5.3. Four models were analyzed: 1) model with random effects within and between studies, 2) model with random effects only between studies, 3) model with random effects only within study, and 4) model with fixed effects only.

Four model comparisons of nested models were performed using likelihood ratio: Model with both levels random vs. models with only one level random and models with only one level random vs. the model with fixed effects. Final model was chosen based on these comparisons and Akaike criterion corrected. Outcomes of the current systematic literature review (SLR) & meta-analysis were graphically represented and displayed on forest plot. Funnel plot model was implemented for data visualization as a graph designed to check for the existence of publication bias and also one of the best ways to show outliers (McGill, et al., 1978).

Differences between Asperger Syndrome Individuals and Typically Developing and Achieving Individuals in Language Competence Differences in Mental Faculty Features of the Language Competence Perception

Unlike single studies that represent experts' personal judgements, one of the current systematic literature review (SLR) and meta-analysis main objectives, recalls, was to investigate the differences that could be seen in Asperger syndrome (AS) individuals in comparison to those in typically developing and achieving (TD) individuals in matters concerning language competence. To that end, perception feature in the mental faculty of the language competence was broadly investigated through related tasks. As is seen, the profile of the perception feature in the mental faculty of the language competence was assessed through a number of tasks that have administered to examine the performance of AS participants compared to that of TD controls. This feature found to be deteriorated in AS individuals whose scores were significantly worse than those of their equivalent TD peers in almost all tasks.

Perception feature has been visualized in forest plot (see appendix 3, Figures 1). Effect sizes were computed as Hedge's. For example, in Planche & Lemmonier (2012)'s study, effect size was -0.32, indicating that AS group had better result on WISC III vocabulary than the TD. However, the 95% confidence interval spans from -0.41, 1.05 and so forth. Since it includes 0, difference between the AS and TD group in this study was not significant.

The four diamond shapes at the bottom of the forest plot represent the overall effect estimates from the four models. Cochran's test of heterogeneity was significant, indicating that a model with random effects should be used. There was no significant difference in model fit between the model with both level 2 and 3 effects random, and that with only between studies (level 3) effect random. On the other side, keeping only within studies effect random resulted in worse fit. The model with random effect between studies also had the lowest values of AIC, BIC and AICc. That is the second model in the forest plot. Final estimate of effect size for perception was -0.76 with 95% confidence interval between -1.73 and 0.22. Thus, no significant difference in perception was found between AS and TD groups.

Funnel Plot was implemented in perception feature as well as all other features for the purpose of checking the existence of publication bias where studies with high precision were plotted near the average, and studies with low precision were spread evenly on both sides of the average, creating a roughly funnel-shaped distribution. Deviation from this shape could indicate publication bias (see appendix 3, Figure 2). There were no gaps in the funnel point, indicating no publication bias. There were several outliers in the plot, as could be expected since we have found significant heterogeneity between the studies in the meta-analysis.

Differences in Mental Reality Features of the Language Competence Intelligence

Well-aptitude and intellectual skills are needed for interacting, responding and manipulating relevant information in the execution of an action. Intelligence feature of mental reality in the language competence has been investigated in the meta-analysis to see what differences could be seen in Asperger syndrome (AS) individuals compared to their typically developing and achieving (TD); therefore, understands what damage intelligence feature causes to language performance in case if it gets deteriorated. Performance of the participants show deterioration of intelligence feature in AS group compared to TD controls and results of the meta-analysis are represented in the forest plot (see appendix 3, Figure 3).

Addressing these results in the forest plot, it was found that the best estimate of the risk ratio of the intervention for Kaland, et al., (2002), for example, was -2.16 for the number of the prompt questions (mental state inference, B stories) and -2.68 for the number of the prompt questions (mental state inference, A stories). Again, while a dot on the line refers to ratio - 2.16 and -2.68 both for B and A stories subset, short vertical lines on the borders represents -2.92 and -1.40 vs. -3.51, and 1.85 in brackets, respectively and so on. Like in the feature of perception, the line no effect was zero.

Model with random effect between the studies and fixed effect within the studies had the best fit. Thus overall effect was estimated as -1.16, with 95% confidence interval from -2.23 to -0.08, indicating significant difference between AS and TD group. In order to check the existence of publication bias in this feature, forest plot has been used (see appendix 3, Figure 4). There was no indication of publication bias, but there were some outliers indicating heterogeneity at study level.

Representational Content

A potential but almost inevitable goal of the present systematic literature review (SLR) and meta-analysis concerns the difference in language competence between the Asperger syndrome (AS) group and typically developing and achieving (TD) group. This raises the possibility that the findings are primarily due to a difference in representational content feature of the mental reality in language competence that could be deteriorated in AS individuals. In order to ensure this possibility, an intensive analysis has been undertaken for the studies included and results show deterioration in this feature where performance of AS individuals found to be less well than that of TD controls. Reading these results in the forest plot, it was found that, like in the perception and intelligence features, each of the lines emanating out of each box in the forest plot of the representational content feature was the 95% confidence interval of study involved. The best estimate of the risk ratio of the intervention for Ziatas et al., (1998), for example, was -0.81 for the belief term expression task and the like. Results were combined from all studies examined representational content feature. Resembling to the features of perception and intelligence, the line no effect for the representational content was zero.

Comparing the fit of the four models, there was no significant difference in fit between the model with random effects at both the second and the third level. Model with random effect at only the second or only the third level did not differ significantly from the fixed effects model. However, the AIC, BIC and AICc were the smallest for the model with only the third level random. Using this model, overall effect for Representational content was estimated at -0.39 with 95% confidence limit from -1.06 to 0.28, indicating a non-significant overall effect size. These results are represented in the forest plot (see appendix 3, Figure 5). Funnel plot (see appendix 3, Figure 6) did not indicate existence of publication bias.

Intentionally Broad Understanding

The present systematic literature review (SLR) and meta-analysis examined whether differences do exist between Asperger syndrome (AS) individuals in comparison to their typically developing and achieving (TD) peers in language competence of which intentionally broad understanding is one of its mental reality's features.

Differences have been shown in terms of results both groups obtained against tasks that examined their abilities to provide context-appropriate explanations (justifications) for a speaker's nonliteral utterance (in the mentalistic conditions sometimes wherein they had to infer to the intended meaning). AS and TD participants were given time to respond fast with a reasoned explanation as to why a particular action/ reactive decision had occurred or being made in the way it was. Therefore, scores could be obtained or be used as explanatory evidences on the deterioration of the intentionally broad understanding feature in AS individuals that may explain their pragmatic language impairments.

Participants' results were interpreted in forest plot where, like in the perception, intelligence and representational content features, in intentionally broad understanding feature, each of the lines emanating out of each box was the 95% confidence interval of study involved. The best estimate of the risk ratio of the intervention for Ziatas et al., (1998), for example, was -0.62 for the belief term comprehension task and son for other studies addressed this feature. Like with other features the line no effect for the intentionally broad understanding was zero. For intentionally broad understanding the best fit model was also model with random effects between studies, and fixed effects within studies. Overall effect size was -0.69 with 95% confidences interval were (-1.11, -0.27), indicating significant difference in intentionally broad understanding between the AS and TD groups. For better understanding of these outcomes, they were illustrated in forest plot to make the picture clearer (see appendix 3, Figure 7). Publication bias may be visible in the funnel plot (see appendix 3, Figure 8), as studies with small sample size and small difference between AS and TD groups were lacked (lower right corner of the funnel). However, since there were several larger studies with small or positive effects, they probably balanced this. Outliers in the funnel plot corroborated heterogeneity between studies and the need for random effects model.

Conscious Experience

A major aim of this systematic literature review (SLR) and meta-analysis was to compare the language competence of Asperger syndrome (AS) individuals and typically developing and achieving (TD) controls, and to see if differences could be seen between the two groups' performance on the tasks designed to examine features of the language competence of which conscious feature in the mental reality is of special importance. Results of AS individuals were worse than those of TD controls and this can be seen in their performance that was low compared to that of TD group.

However, results of both AS participants and their equivalent TD controls were represented in forest plot where, like in the perception, intelligence, representational content and intentionally broad understanding feature, in the feature of conscious experience, each of the lines emanating out of each box was the 95% confidence interval of study involved. Similarly, the best estimate of the risk ratio of the intervention for Zalla et al., (2008), for example, was -1.73 for the task's total score and son for other studies addressed this feature. Again, like what was shown in the features of perception, intelligence, representational content and intentionally broad understanding features, the line no effect for the conscious feature was zero.

For conscious experience, model with random effects within studies, and fixed effects between studies had the best fit. Overall estimate of effect size from this model was -1.18 with 95% confidence interval -1.50, -0.86, indicating statistically significant difference between AS and TD groups. This is illustrated in forest plot (see appendix 3, Figure 9).

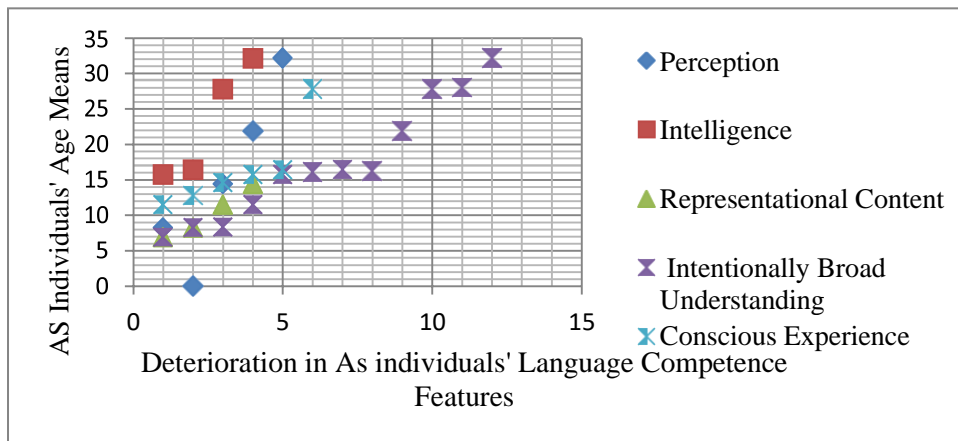
The funnel plot does not indicate presence of publication bias in this feature (see appendix 3, Figure 10)

Language Competence of Asperger Syndrome Individuals and Typically Developing and Achieving Individuals throughout Lifespan

Deterioration in language competence features found not to be restricted to certain age which makes relationship between age factor and any of these features not of special significance and this is clearly seen when looking at the means of all participants' age. These means are better be illustrated through scatter plot, which is one of the best ways to show a relationship between two variables as is seen in Figure 3.1 below.

Figure 3.1.

Scatter Plot of Deterioration in Language Competence Features of Asperger Syndrome Individuals Compared to their Age Means



Evidently, a relationship ought not to be made between Asperger syndrome (AS) and typically developing and achieving (TD) participants' performance in language competence features be it that of mental faculty or that of mental reality and age factor. Having it identified, analyzed and screened, age of the AS and TD individuals found not to represent a more stable clinical characteristic to AS individuals regardless if they were functioning up/below the mental age criterion as their profile shows. It could be that group differences in age appeared to decrease with the language impairment and how the AS individual cope with that impairment personal-wise, academic-wise, social-wise and otherwise.

Psycholinguistically, age was not considered a negative factor for AS individuals even some may not be able to speak fluently before six years (Szatmari et al. 2000), but that does not make any change nor does it add any significance to their language performance that depends on some factors including linguistic intelligence, type of impairment, familial, academic and social environments and further considerations.

Qualitative Part

Understanding Language Performance of Asperger Syndrome Individuals through Differences between them and Typically Developing and Achieving Controls in Language Competence

Mental Faculty Features and Pragmatic Language Perception and Conventional Maxims

To better understand how deterioration at any of the competence features of Asperger syndrome (AS) individuals impairs their performance compared to typically developing and achieving individuals (TD) controls, Table 3.1. provides a summary of one of the language competence features, namely perception in the mental faculty of the language competence that involved factors being categorized by focus on the perceptual feature they measured in participants (AS individuals and TD individuals) surrounding the contribution they add to our knowledge of understanding the way these individuals speak pragmatically the way they do.

The fourteen (14) studies included in the current systematic literature review (SLR) and meta-analysis contained a hundred and two (102) dependent variables, of which twenty-eight (28) of them discussed the conventional maxims by exploring the perception feature. Here is the summary of frequency of these variables for this feature and the conventional maxims. The following Tables and graph show that:

Table 3.1. Frequency of the Dependent Variables of Mental Faculty Features (Perception) of the language competence in light of Conventional Maxims of the language performance

Mental Reality Features and Pragmatic Language

No_Study * Language Competence and Language Performance Cross tabulation		
Study	Perception	Total
	Conventional Maxims	
Craig & Baron-Cohen (1999)	0	0
Giora et al., (2012)	10	10
Gold et al., (2010)	8	8
Gunter et al., (2002)	0	0
Jolliffe & Baron-Cohen (1997), Jolliffe & Baron-Cohen (2001)	0	0
Kaland et al., (2011)	0	0
Kaland et al., (2002)	0	0
Koning & Magill-Evans (2001)	1	1
Le Sourn-Bissaoui et al., (2009)	0	0
Myles et al., (2003)	8	8
Paynter & Peterson (2010)	0	0
Planche & Lemmonier (2012)	1	1
Zalla et al., (2008)	0	0
Ziatas et al., (1998)	0	0
Total	28	28

It is already known from the quantitative analysis of the present systematic literature review (SLR) and meta-analysis that typically developing and achieving (TD) individuals performed better than individuals with Asperger syndrome (AS). It was found in that part that AS participants failed to adopt with mental reality-based tasks in accordance with abstract information presented or assumed to be understood in those tasks. To a large extent, one can clearly see how the AS group could not respond appropriately to the utterances that required them to make use of mental reality features (intelligence, representational content, intentionally broad understanding and conscious experience).

Precisely the same level of arguments can be made about the relation between responding time to crucial requests and/ or questions, which, in turns, required them to swiftly implement a certain level of mental and cognitive capacities and linguistic abilities. On the other side, the provision of TD group found to be pertinent to this issue. Table 3.2. casts light on the relationship between mental reality features and pragmatic language aspects, namely conversational implicature, with clearer picture showing obvious deteriorations in these features of the language competence and impairment severity to conversational implicature.

Again, the fourteen (14) studies included in this systematic literature review (SLR) & Meta-analysis contained a hundred and two (102) dependent variables, of which seventy-four (74) of them discussed the conversational implicature by exploring the intelligence, representational content, intentionally broad understanding and conscious experience features. Here is the summary of frequency of the variables for these features and the conventional maxims. The following Tables and graph show that:

Table 4.2. Frequency of the Dependent Variables of Mental Reality Features (Intelligence, Representational Content, Intentionally Broad Understanding and Conscious Experience) of the language competence in light of Conversational Implicature of the language performance

No_Study * Language Competence and Language Performance Cross tabulation					
Study	Mental Reality				Total
	Conversational Implicature				
	Int. a	RC. b	IBU c	CE d	
Craig & Baron-Cohen (1999)	0	0	0	1	6
Giora, et al., (2012)	4	0	4	0	18
Gold, et al., (2010)	0	0	4	0	12
Gunter, et al., (2002)	0	0	4	0	6
Jolliffe & Baron-Cohen (1997), Jolliffe & Baron-Cohen (2001)	5	0	1	2	8
Kaland, et al., (2011)	2	0	4	4	10
Kaland, et al., (2002)	2	0	4	6	12
Koning & Magill-Evans (2001)	0	2	0	0	3
Le Sourn-Bissaoui, et al., (2009)	0	0	4	0	4
Myles, et al., (2003)	0	4	4	1	17
Paynter & Paterson (2010)	0	0	4	0	4
Planche & Lemmonier (2012)	0	1	3	0	6
Zalla, et al., (2008)	0	0	1	1	2
Ziatas, et al., (1998)	0	1	1	0	2
Total	13	8	38	15	74

a. Intelligence b. Representational Content c. Intentionally Broad Understanding d. Conscious Experience

Subjectively, the AS individuals whose conversational implicature found to be harshly impaired seemed to show a good performance of some tasks which was borne out by the fact that their intelligence quotient (IQ) was at normal average, yet that good performance in certain number of tasks was incomparable to their big failure in all other tests' subsets.

Conclusions

This systematic literature review (SLR) and meta-analysis of fourteen studies investigated language competence in Asperger syndrome (AS) by comparing performance differences of 231 AS individuals to those of 225 typically developing and achieving (TD) controls against sixteen of language competence measurement instruments. The purpose was to investigate what differences could be seen between the two groups of participants and whether or not such possible differences are related to age and, more importantly, the contribution these differences could add to our knowledge of understanding AS individuals language performance.

Overall, there were significant differences in the language competence performance as was seen in the analysis' findings of the related tests where features of language competence found to be deteriorated in AS participants, not TD controls. Results revealed no relationship between deterioration in the features of mental faculty and mental reality of the AS individuals' language competence and their age. Outcomes shed light of the trend to focus more on the features of the language competence being deteriorated than on the age of the AS individuals in order to understand which aspect of their language performance may be impaired as age found not to prevent language competence features from being deteriorated but understanding that deterioration helps protect certain aspects of language performance from being severely impaired. These aftermaths were discussed from two-in-one conclusive perspective: Quantitative (Statistical) and qualitative (Psycholinguistic).

With exceptions to the reason, will, memory, imagination and intuition features of mental faculty of the language competence, the main results showed that the vast majority of the AS individuals' deteriorated performance in general has fallen into the features of mental reality. In comparison to TD individuals, language competence profiles on the mental reality revealed that intentionally broad understanding feature in AS individuals is the most deteriorated (see appendix 3, Figures 7 and 8) followed by mental faculty feature of perception (see appendix 3, Figures 1 and 2). The conscious experience feature of the mental reality came at the third rank (see appendix 3, Figure 9 and 10). While intelligence feature of the mental reality occupied the fourth rank, the representational content feature came at last (see appendix 3, Figures 4, 5 and 5, 6, respectively).

A total of hundred and two (102) dependent variables have measured five features of the mental faculty and mental reality in the language competence across all fourteen studies included and investigated them against the conventional maxims and conversational implicature of the language performance. Table 4.1. summarizes the frequency of these variables for these features.

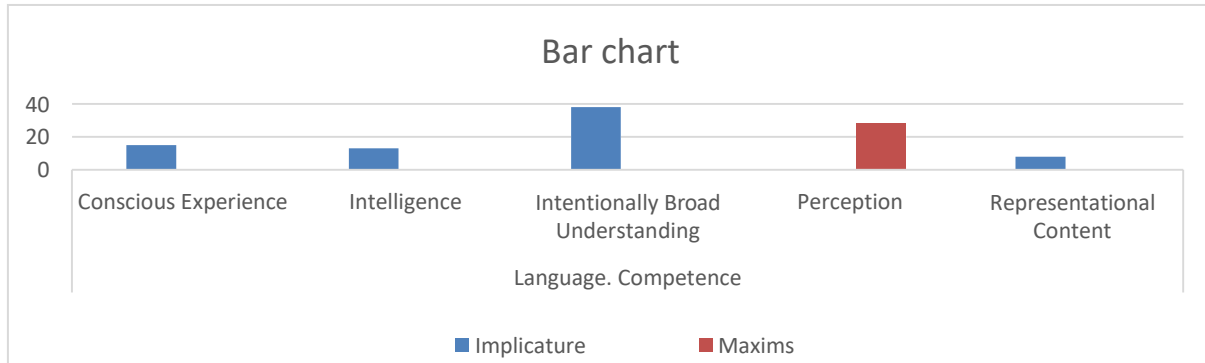
Table 4.1. Frequency of variables of Language Competence features to Show What Goes with Conventional maxims and Conversational implicature

Language. Competence * Language. Performance Cross tabulation						
Language. Performance	Language. Competence					Total
	Conscious Experience	Intelligence	Intentionally Broad Understanding	Perceptionnt	Representational Content	
Implicature	15	13	38	0	8	74
Maxims	0	0	0	28	0	28
Total	15	13	38	28	8	102

Evidently, deterioration in mental reality features is linked with conversational implicature impairments whereas deterioration in mental faculty feature is connected to impairments in the conventional maxims of pragmatic language of the AS individuals. More importantly, intentionally broad understanding feature of the

mental reality found to be deteriorated more in the mental reality of the language competence compared to other features followed by perception feature of the mental faculty. Figure 4.1. below illustrates this picture.

Figure 4.1. Frequency of Language Competence features to Show What Goes with Conventional maxims and Conversational implicature



Significantly, outcomes displayed above mean that executive parts of the language competence in the AS individuals' brains are unable to transform solid knowledge into functional parts, which incapacitates the figurative mentality of AS individuals to understand what is meant by speakers' utterance. Put differently, inability to get AS individuals' concreteness connected to their abstractness is due to deterioration in their language competence that impairs their pragmatic language performance and this can be clearly seen in their metaphorical language. This impairment may also help explain AS individuals' uncomprehend reactions towards situations. This finding supports suggestion of Hermann and his colleagues who in 2013 proposed using metaphorical language as a means through which one can understand characteristics of pragmatic language in AS individuals.

The observation of significant deterioration in the intentionally broad understanding feature compared with the conscious experience feature of the mental reality of the language competence in the population of this SLR & Meta-analysis coincides with many researchers in the field (Dretske, 1980; Dreyfus, 1982; Searle, 1983; Dennett, 1987; Perry, 1994; Crane, 1998, 2007) but contradicts Strawson (1994), who reported supremacy of conscious experience over other features of the mental reality in the language competence.

It is an interesting finding though, that deterioration seen in features of the language competence of AS individuals compared to that in TD individuals is not restricted to mental reality. Perception feature of mental faculty found to be deteriorated more than other features of mental faculty (see Figure 4.1, see also appendix 3, Figures 1 and 2), yet those of conscious experience, intelligence and representational content (see appendix 3, Figures 9, 10; 3, 4; and 5, 6, respectively) of mental reality. Stimuli recognition gathered by sensory experience and actions in response to these stimuli depends on the basics assumed to be common in both interlocutors and this is what form perception of the individual.

However, it should be pointed out here that the particular memory's abilities at which function overrides shape in AS individuals' perceptual generalizations, is debatable, with some studies suggesting broad investigation of roles and functions played by these abilities in the language characteristics of AS individuals (Ozonoff, et al., 1991). It is for this reason that AS individuals' perception feature in the mental faculty of the language competence has been subsumed under the performance umbrella of maxims of the cooperative principles.

However, AS individuals found to lack conscious experience (see appendix 3, Figures 9 and 10); otherwise, they would have been aware of the discourse skills. This does not mean that they could not control what not to be understood as this process is automatically done in the brain; rather, it means that their metacognitive experience lacks informative background that functions as an alarm to tell them what they do not know when they do not know. In other words, their strategies were not shifting.

Likewise, results revealed deterioration in the feature of intelligence (see appendix 3, Figures 3 and 4) in mental reality of the language competence and this is not surprising. Intelligence in general refers to the way one can find logic and reasonable solution for a problem, saving time, money and effort. Technically, it could be seen as the capability of implementing critical thinking, understanding, self-awareness (Goh, et al., 2003) for the purpose of solving certain problems within contextual environment.

In the current study, intelligence quotient (IQ) in all its aspects (verbal, non-verbal, performance and full scale) was included as a covariant that could make change and/ or at least affect general outcomes. Intelligence is in mutual relationship with representational content that occupied the last rank in the features being deteriorated in the language competence of the AS individuals be it in their mental faculty or mental reality features (see appendix 3, Figures 3, 4 and 5,6, respectively). More importantly, it could explain what incapacitates the mentality of AS individuals to manipulate the content before producing it. This finding supports Nass & Gutman (1997); Attwood (1998); Gillberg (1998); and Volkmar & Klin, (1998), who believe that intelligence in AS individuals is at the normal (sometimes above normal) average.

Utterances as potential interferences in the personal rights, autonomy and wishes (Grice, 1975) have been violated by AS individuals. This violation in the maxims of the cooperative principles found not to be restricted to deterioration in mental faculty features (see appendix 3, Figures 1 and 2) but also to deterioration in the mental reality features as has been obviously seen (see appendix 3, Figures 3,4,5,6,7,8,9 and10) where speech of AS individuals has been characterized as being ambiguous, obscure, irrelevant and provable by adequate evidence. These are the symptomatic features of inability to process information due to language competence deterioration and that what has been found in AS individuals.

Upon further examination of their dependent variables, it was found that, unlike perceptual feature's variables of the mental faculty that address cooperative principles, the findings of mental reality features suggested that they are concerned with conversational implicature of the contextual/ utterance meaning. These findings confirmed researchers' predictions that AS individuals' failure to reason and/ or imagine have consequences relating to language misunderstanding and speech misinterpretation including facial expressions (Sawyer, et al., 2014), acoustic perceptions (Filipe, et al., 2014), communicative behavior (Reyes, 2014) and other linguistic and paralinguistic tasks (Durdiaková, et al., 2014 b; Steeb, et al., 2014).

AS individuals' failure to give persuasive reasons to convince others that their behavioral responses and social reactions are appropriately acceptable by rules and principles commonly agreed upon society members is in fact due to deterioration in their language competence. This failure has put them in critical situations simply because they are following their own rules assuming them to be logic; therefore, misunderstanding questions, AS individuals believe, should turn into and/ or be posed for the other side (community members) to answer them in terms of who misunderstands who? And whose rules should be followed? Likewise, incompetence to use imaginative mentality in order to understand abstract meaning does not mean in any way that AS individuals are slow-understanding people. Conversely, it shows that they are busy with details that "prevent" their imaginative capacity from looking into the metaphorical meaning and "project" it to focus on details (Piaget, 1972; Frith, 1989).

There were few differences in the deterioration profiles and age factor in AS participants as between youngers and adults, but they were insignificant as this is restricted to certain variables and observed differences were small in absolute magnitude. Thus, although their language competence deterioration may have differed, age of AS individuals differed statistically in only a few areas at adolescence which means that no relationship could be drawn between language competence deterioration and age (see Figure 3.1).

Finally, it seems to conclude that hitherto seemingly promising evidence from the current SLR & Meta-analysis about the AS more accurate definition as a psycho-neuro-developmental disorder that incapacitates interpretive ability of those exhibiting the syndrome to diffuse their intended messages and absorb others' uncodable utterances and clues due to deterioration in their language competence that impairs their language performance, namely pragmatic language, leading to negative behavioral responses, inappropriate social interactions and communicative disturbances.

Understanding what AS individuals "know" may help explain what they "do"; therefore, avoiding reciprocal misunderstanding between these individuals who feel shunned and alone and external world around them including their parents who get hurt by their children's inability to act naturally and do what please and/ or displease others like what most children seem to do. Moreover, it helps society members reconsider AS individuals more as different from their equivalent TD peers than as patients.

Verifications of the Hypotheses

The current systematic literature review (SLR) and meta-analysis has stated two hypotheses:

H1: Deterioration in language competence hinders Asperger syndrome (AS) individuals to interpret what is meant by speaker's utterance.

H2: Deterioration in language competence in AS individuals impairs conversational implicature more than it does to conventional maxims of their pragmatic language.

Both hypotheses are accepted. Deterioration in language competence found to hinder AS individuals and obstruct them to interpret speaker's speech. This deterioration had more effect to conversational implicature than it did to the conventional maxims of AS individuals and this was clearly seen in their performance in competence language tasks compared to that of typically developing and achieving (TD) individuals wherein results show obvious deterioration represented by inability in AS individuals' interpretive capacity to comprehend the point behind speaker's utterance. However, the results also revealed the pivotal role played by features of mental reality of language competence, notably the feature of intentionally broad understanding that found to be most deteriorated.

Certainly, the innovative concept of Chomsky's linguistic theory in 1967 of competence and performance is consistent with the findings of the present SLR & Meta-analysis whereby AS individuals found to exhibit the idiosyncratic tendency more to misinterpret speech than being unable to differentiate ill- formed from well-formed structures. From an initial focus on the necessary and sufficient language competence features at the cognitive-wise and mental-wise and their explanations of AS individuals' performance at the productive and receptive levels, the discussion of this SLR & Meta-analysis hypotheses turned to Premack & Woodruff (1978)'s theory of mind (ToM) seen as the ability to attribute mental states in terms of understanding that others have beliefs, desires, intentions, and perspectives that are different from one's own and the hypothesis that language competence stability is necessary to foster the neighborhood information exchange during language performance (Unger, 1981).

For pragmatic language, Bishop (1989) promoted the hypothesis regarding friendship and pragmatic language abilities overlap between AS individuals and TD by notifying that poor understanding of the meaning is evidenced in children with AS who have borderline or low pragmatic language abilities and this is supported by this SLR & Meta-analysis outcomes as it was supported right after it has been introduced at that time by some researchers who noticed negative effects on the personal level (Kohn, et al., 1998; Lincoln, et al., 1998) and social level (Twachtman-Cullen, 1998; Ropar & Mitchell, 1999) of the AS individual.

Through an investigation of Chomsky's linguistic theory and Gricean pragmatic theory, and using the hypotheses proposed by Bishop and those introduced in the present SLR & Meta-analysis to make very specific predictions about connection ought to be made between competence and performance for the purpose of giving crucial answers to the relative debate among researchers of 1990s who believed that ToM can explain language deterioration in AS (Bowler, 1992) and those who do not (Scragg & Shah, 1994; McKelvey, et al., 1995; Eisenmajer et al. 1996; Dahlgren & Trillingsgaard, 1996).

Again, the findings of the current SLR & Meta-analysis replicate earlier conclusions, confirming that deterioration in language competence impairs interpretive ability of AS individuals' pragmatic language and incapacitates these individuals to grasp interlocutor's hidden meaning in conversational speech (conversational implicature) (Towbin, 1997). The central coherence hypothesis is a very influential cognitive model for AS (Jolliffe & Baron- Cohen, 1999 a, b; Jolliffe & Baron-Cohen, 2001) found to be in consistence with the hypotheses of the current SLR & Meta-analysis and now there is little evidence to support this hypothesis from the findings. Lack of proficiency in integrating discourse elements in AS individuals in this study may help understand how meaning changes coherently and cohesively at the level of proposition (oral form) and sentence (written form) as per the intentional use and usage of the speaker.

Taken together, hypotheses verifications against the current SLR & Meta- analysis' hypotheses, objectives and findings could be due to that intellectual disability is not a real but an artefactual confounding factor which means that AS individuals are better be described more as unable to interpret the meaning than as disable to understand speech. This may have influenced researchers of the studies involved in this SLR & Meta-analysis that seem to have missed chronological IQ as a covariant. If that was true, the present study would in contrast overestimate definition of AS population in the domain of being more described as different individuals as being classified by Piaget in 1972 than as patients.

Research Limitations Method Limitations

As is mentioned in the methodology of this research, the study design is both systematic literature review (SLR) and meta-analysis. While the former was used to qualitatively analyze narrated findings, the latter has been implemented to synthesize quantitative data. In this regards, some statistical models and designs have been used to manipulate data and analyze studies' outcomes as per the design's needs. Research-wise, any possible problems reported by the studies' researchers related to participants' recruitment is noted when interpreting the results. Yet, it is important to notify here that gender factor has been eliminated from the analysis because (a) it is not discussed in many of the studies included and (b) it does not have a remarkable influence on AS individuals; that is perhaps what made the focus of the research to be dedicated more on the role of the pragmatic language characteristics in AS "individuals" than on "male-females".

The results from this study was, generally speaking, be in line with previous related research examining the language characteristics in AS. Jolliffe & Baron-Cohen (2001) used the same participants of 1997 to replicate results; that is why, results of both studies were combined. Qualitative part has been addressed using ANOVA analysis. Quantitative part, on the other hand, was addressed using the descriptive analysis because they were enough papers with good descriptive data.

Clinical Implications

The language characteristics of competence and performance were only investigated in the current study; hence, other language characteristics were excluded. Main focus on the characteristics of language performance was given to the aspects of pragmatic language because (a) they fit the language characteristics of the individuals with AS on both levels of competence and performance. Cooperative principles phrased by Paul Grice in his pragmatic theory were what have been used here in this systematic literature review (SLR) and meta-analysis. While the six mental faculty features were adopted from Proctor (1984), the four features of mental reality were adopted from [Strawson](#) (1994).

Partial differences between results and conclusions reported in the studies involved were probably due to functions of different diagnostic characteristics used by the various researchers in the field. Giora and her colleagues, for instance, adopted broad definition of AS while Planche & Lemonnier used DSM-IV, ICD-10 and ADI-R definition of AS but eliminated the onset criteria, thus making their AS definition broader than that of Giora and colleague's criteria. Different scales, tests and instructive guidelines have been used in the studies involved. It is true that they were not equally used in the studies but they were equally standardized. Put differently, they have similar standardized guidelines and included nearly alike instructions; therefore, even though some of these tests were used in each study, they were fairly enough to be used as tools of assessment.

Although above mentioned measurement instruments used in the studies included were considered to represent pure measures of various meta-analytic aspects, it is possible that higher level cognitive knowledge of participants in some of the studies at hand might contribute to the tasks' power of measurements notably in matters concerning language skills and language components. It is important here to differentiate between language and cognitive tasks that were more or less reliant on psycholinguistic abilities because the participants recruited in the studies included were mainly suffering from psycholinguistic problems. It should be pointed out here that the present study limits itself to the studies under investigation and more specifically to the participants in those studies who have been randomly selected by authors. The study is delimited to pure psycholinguistic issues; rather, it expands to include other related issues like speech language science, special education, psychiatry and psychoanalysis.

Recommendations

Following the protocol of such kind of studies, the current systematic literature review (SLR) and meta-analysis outlines some of the language competence characteristics of Asperger syndrome (AS) individuals being described as having pragmatic language problems using different sources of information. It is one of the first studies to use a more objective assessment and psycholinguistic parameters as well as statistical models to define data input before analyzing their output and finally interpreting their outcomes. It also has an advantage of using individuals within a classified age band, thereby controlling for developmental factors.

Since lack of exact data in available literature is obvious, the current SLR & Meta-analysis recommends further research using the same pragmatics' parameters to investigate language competence in AS gender to see in which gender it is more deteriorated. Furthermore, investigating relationships between language competence and different autism spectrum disorders (ASDs) subgroups (e.g., higher-functioning autism (HFA), pervasive developmental disorder not otherwise specified (PDD-NOS)) and/ or other autistic spectrums using parameters from different linguistic disciplines (e.g., phonetics, phonology, morphology, syntax, semantics and discourse skills) is also recommended to see what contribution language competence adds to our knowledge of these individuals' language performance. This will help better assessing individuals exhibiting these syndromes and will also provide specialists in the field with more accurate diagnostic data. For example, focusing on features of language competence in this study be it those of mental faculty or mental reality will help assessing the validity of the current diagnostic tools and develop new ones to predict impairment (s) in the aspect (s) of the language performance of AS individuals; therefore, work on avoiding exhibiting it.

Additional outcome studies of ASDs' subgroups, using solid nosologic criteria of diagnoses, are needed to clarify the differences in developmental progression and in particular, age factor among them. The results of future research may be one of the strongest defenses for in/validating a controversial differentiation between AS and HFA — provided the differences in outcome measures are/are not a direct function of intelligence quotient (I.Q) as a covariant or language levels. The aim of verifications of hypotheses section should therefore, be considered to lay out a path for further exploration of genetics, etiology, and response to treatment of all these premises that is currently unsearched in AS individuals.

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Appendices

Appendix 1: Studies Included

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Appendix 2 Additional Tables

M.Ia	DV Nb	Dc		F. Md
		P	Neg	
TTCT	6	6	0	Con.
RD	18	2	16	Per., Intel., Inten.
RD	12	4	8	Per., Inten.
RHLB, UMT,	6	6	0	Inten.
SFT	6	2	4	Intel., Con.
EFT, MRFT	3	1	2	ntel., Inten.
SEL	10	4	6	ntel., Inten., Con.
SEL	12	4	8	ntel., Inten., Con.
CASP, CELF-R	3	3	0	Per., Rep.
SPT	4	4	0	Inten
TOWL-3	17	14	3	Per., Rep., Inten., Con.
ToM T	4	4	0	Inten
NEPSY, WISC III	6	6	0	Per., Inten., Rep.
FPT	2	2	0	Inten., Con.
BTCT	2	2	0	Rep., Inten.,

Study
Craig & Baron-Cohen (1999)
Giora, et al., (2012)
Gold, et al., (2010)
Gunter, et al. (2002)
Jolliffe & Baron-Cohen (2001)
Jolliffe & Baron-Cohen (1997)
Kaland, et al., (2011)
Kaland, et al., (2002)
Koning & Magil-Evans (2001)
Le-Sourn-Bissaoui, et al.(2009)
Myles, et al., (2003)
Paynter & Peterson (2009)
Planche & Lemonnier (2012)
Zalla, et al., (2008)
Ziatas, et al., (1998)

Table 1 Measurement Instruments Utilized to Assess Language Competence

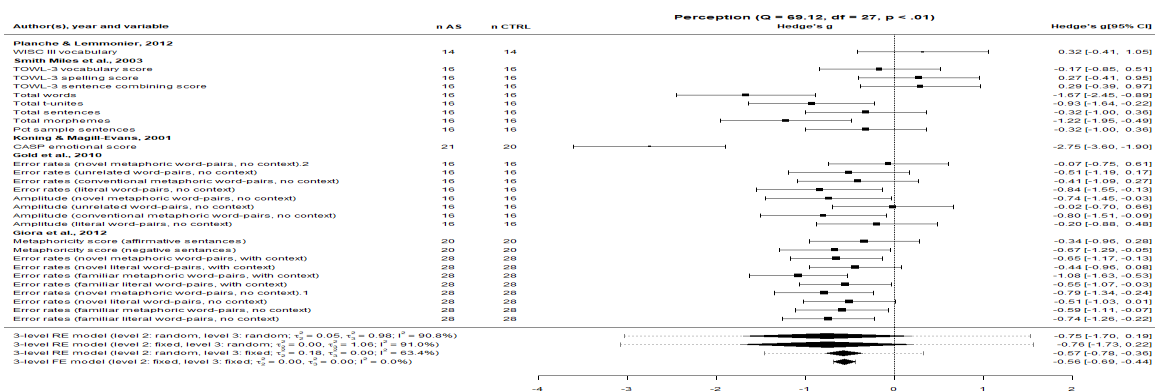
a **M.I** Measurement instruments, **TTCT** Torrance tests of creative thinking, **RD** researchers' design, **RHLB** The right hemisphere language battery, **UMT** Unusual metaphors test, **WRMT** Warrington recognition memory test, **SFT** Shuffled fragments test, **EFT** Embedded figures test, **MRFT** Modified Rey figure test, **SEL** Stories from

everyday life, **CASP** Child and adolescent social perception measure test, **CELF-R** Clinical evaluation of language fundamentals–revised, **SPT** Semantic & pragmatic tasks, **TOWL-3** Writing a story, test of written language, **ToM T** Theory of Mind tasks, **NEPSY** neuropsychological tasks, **WISC III** Wechsler intelligence scale for children-Third edition, **FPT** faux pas test, **BT CET** belief term comprehension and expression tasks.

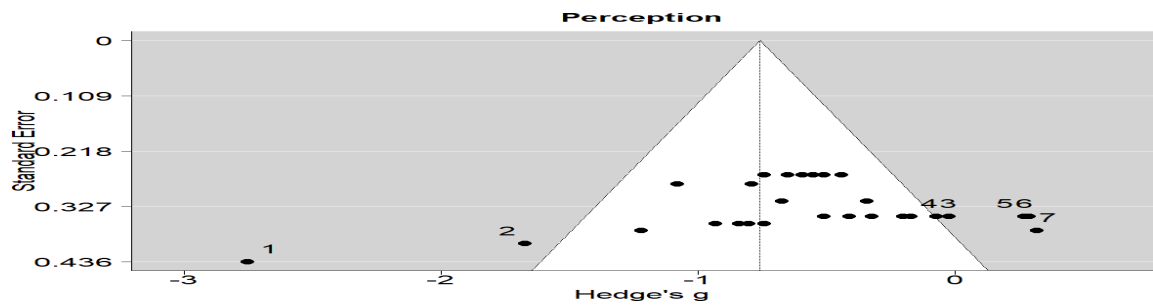
b. Number of dependent variables. **c.** Variables' directions (positive/negative).

d. Feature (s) of language competence being measured. **Per.** Perception, **Intel.** Intelligence, **Rep.** Representational Content, **Inten.** Intentionally broad understanding, **Con.** Conscious experience.

Figure 1 Forest Plot of Individuals' Effect Sizes and Overall Effect Sizes: Perception



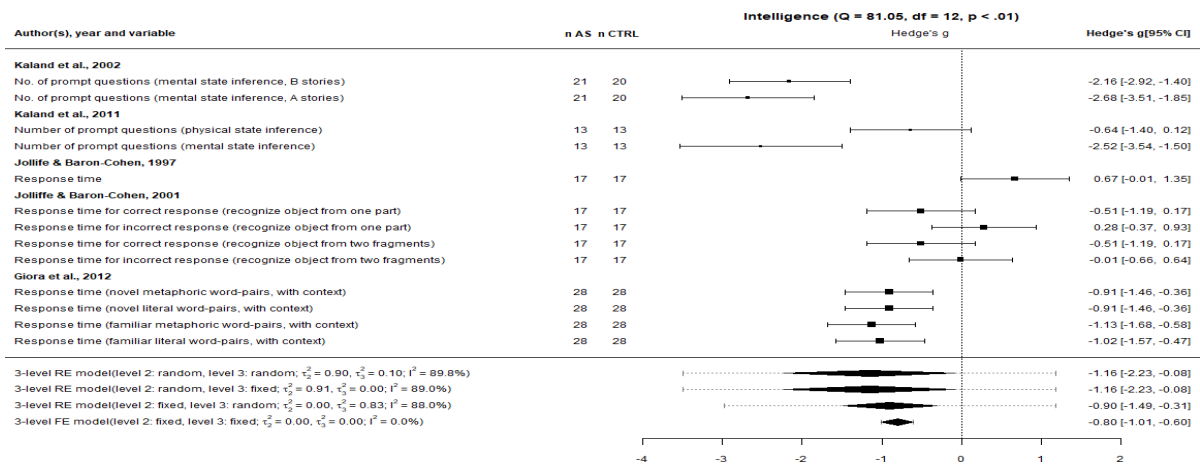
- 1. Results are estimated using different multi-level random and fixed effects meta-analyses for outcomes associated with perception.
 - 2. **N. AS** number of participants with Asperger syndrome (AS).
 - 3. **N. CTRL** number of typically developing and achieving (TD) control participants.
 - 4. **CI** confidence interval. A negative Hedge's g value indicates impairment of competences in AS group.
- Figure 2** Funnel Plot for Outcomes Related to Perception.



Outliers are:

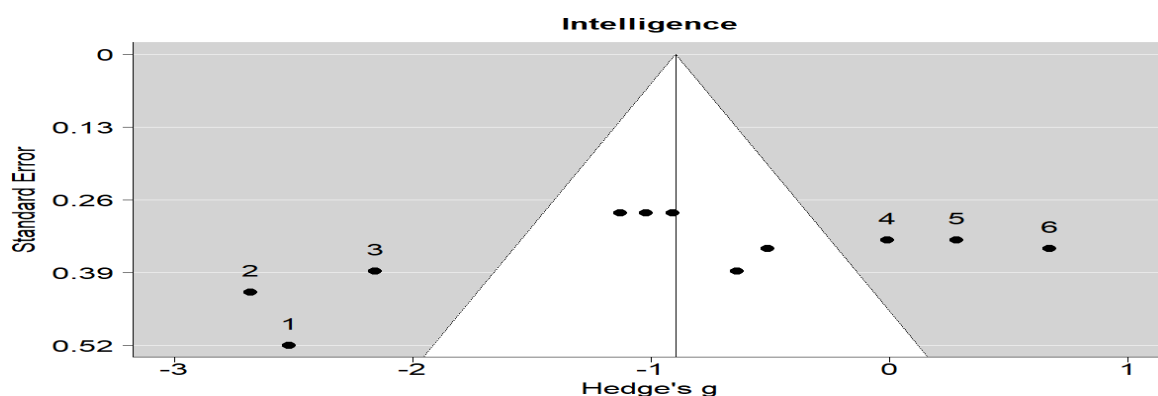
- 1. Koning & Magill-Evans, 2001 / CASP emotional score
- 2. Myles, et al., 2003 / Total words
- 3. Gold et al., 2010 / Amplitude (unrelated word-pairs, no context)
- 4. Gold et al., 2010 / Error rates (novel metaphoric word-pairs, no context)
- 5. Myles, et al., 2003 / TOWL-3 sentence combining score
- 6. Myles, et al., 2003 / TOWL-3 spelling score
- 7. Planche & Lemmonier, 2012 / WISC III vocabulary

Figure 3 Forest Plot of Individuals' Effect Sizes and Overall Effect Sizes: Intelligence



1. Results are estimated using different multi-level random and fixed effects meta-analyses for outcomes associated with intelligence.
2. **N. AS** number of participants with Asperger syndrome (AS).
3. **N. CTRL** number of typically developing and achieving (TD) control participants.
4. **CI** confidence interval. A negative Hedge's g value indicates impairment of competences in AS group.

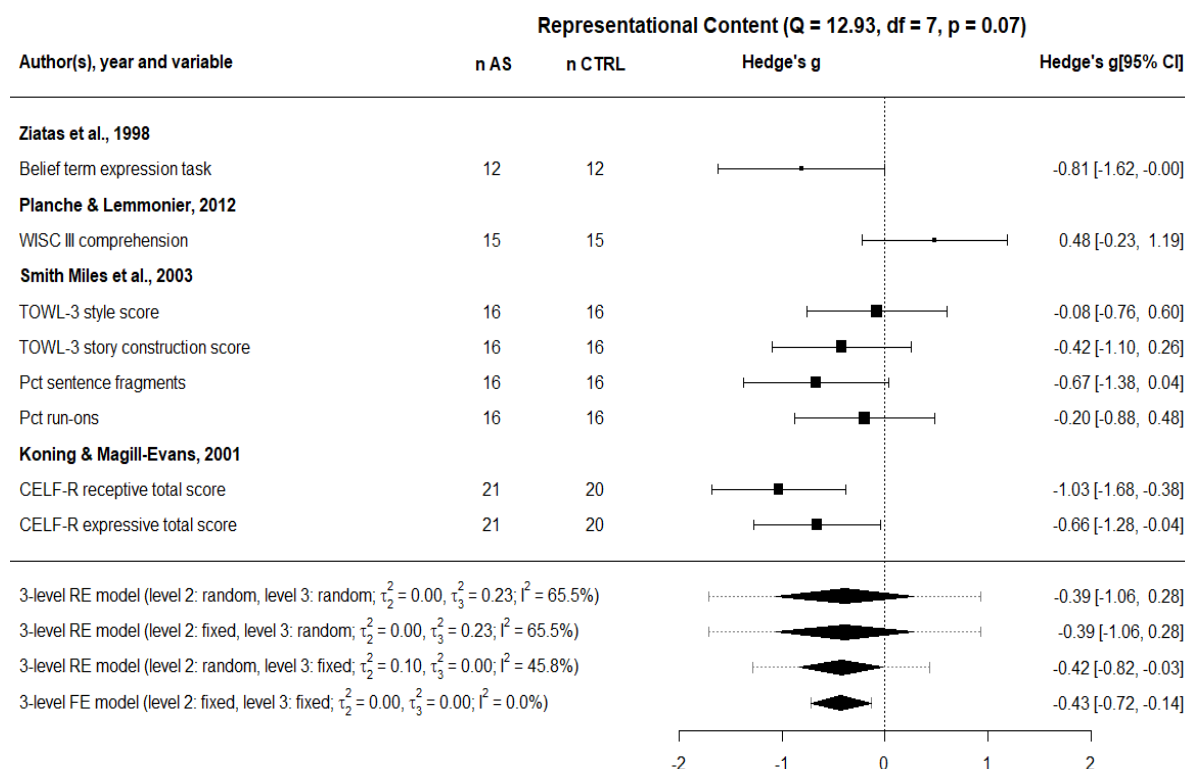
Figure 4 Funnel Plot for Outcomes Related to Intelligence



Outliers are:

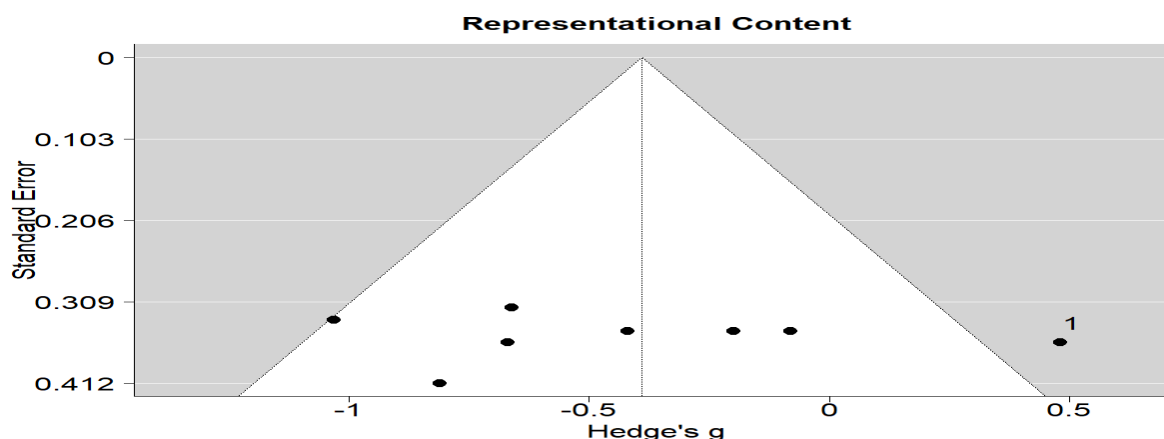
1. Kaland et al., 2011 / Number of prompt questions (mental state inference)
2. Kaland et al., 2002 / No. of prompt questions (mental state inference, A stories)
3. Kaland et al., 2002 / No. of prompt questions (mental state inference, B stories)
4. Jolliffe & Baron-Cohen, 2001 / Response time for incorrect response (recognize object from two fragments)
5. Jolliffe & Baron-Cohen, 2001 / Response time for incorrect response (recognize object from one part)
6. Jolliffe & Baron-Cohen, 1997 / Response time

Figure 5 Forest Plot of Individuals' Effect Sizes and Overall Effect Sizes: Representational Content



1. Results are estimated using different multi-level random and fixed effects meta-analyses for outcomes associated with representational content.
2. **N. AS** number of participants with Asperger syndrome (AS).
3. **N. CTRL** number of typically developing and achieving (TD) control participants.
4. **CI** confidence interval. A negative Hedge's g value indicates impairment of competences in AS group.

Figure 6 Funnel Plot for Outcomes Related to Representational Content



Outliers are:

1. Planche & Lemmonier, 2012 / WISC III comprehension.

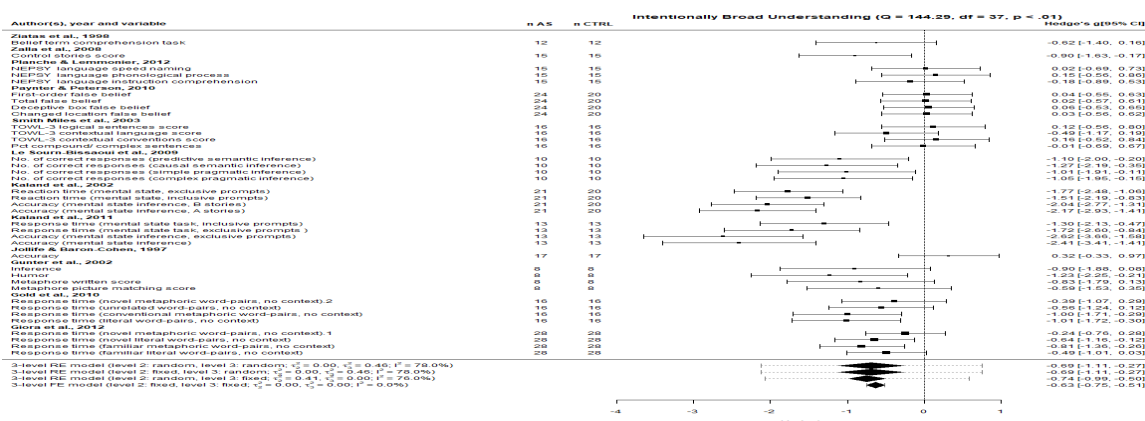
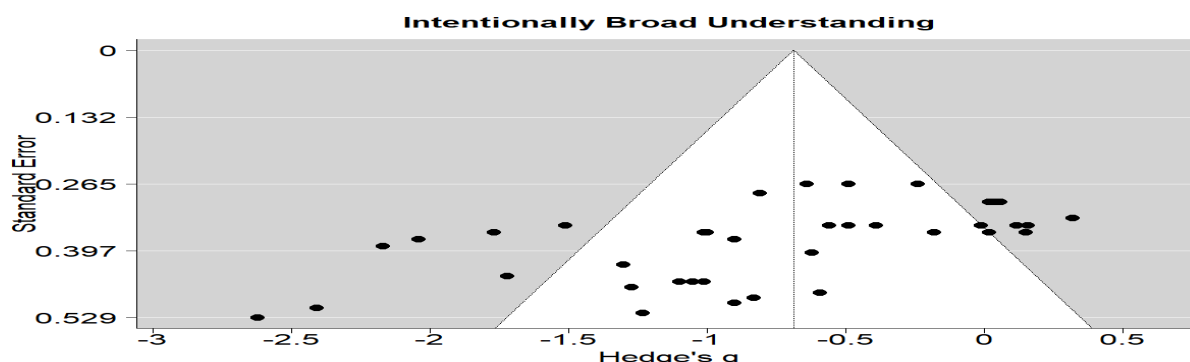


Figure 7 Forest Plot of Individuals' Effect Sizes and Overall Effect Sizes: Intentionally Broad Understanding

1. Results are estimated using different multi-level random and fixed effects meta-analyses for outcomes associated with intentionally broad understanding.
2. **N. AS** number of participants with Asperger syndrome (AS).
3. **N. CTRL** number of typically developing and achieving (TD) control participants.
4. **CI** confidence interval. A negative Hedge's g value indicates impairment of competences in AS group.

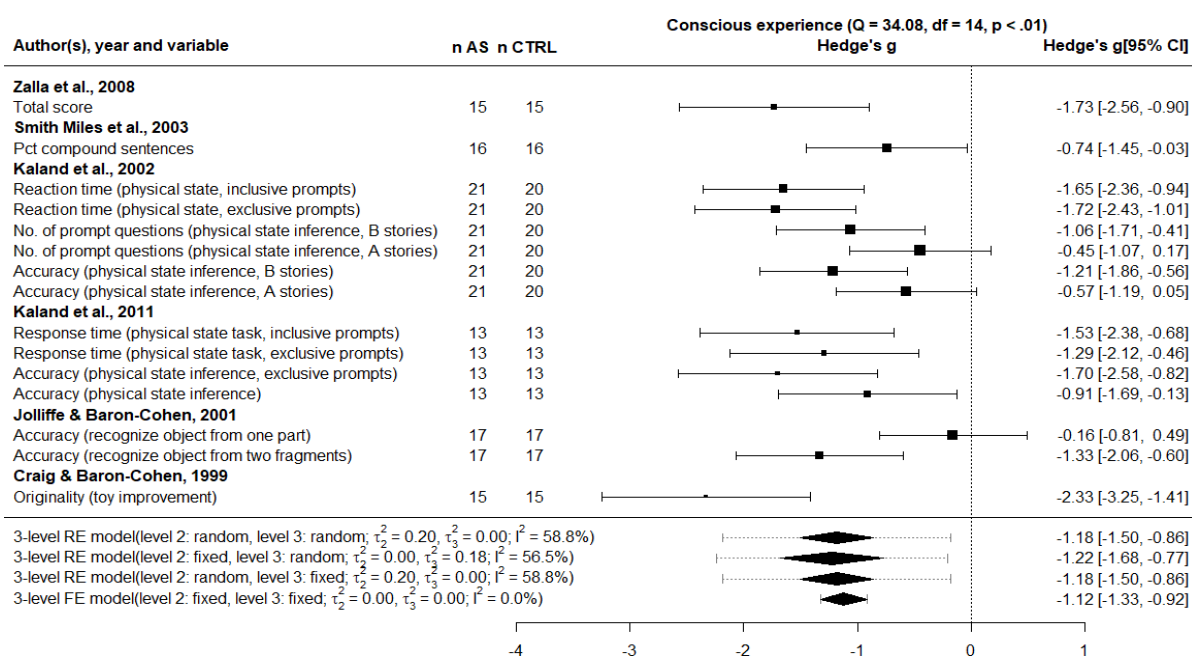
Figure 8 Funnel Plot for Outcomes Related to Intentionally Broad Understanding

Outliers are:



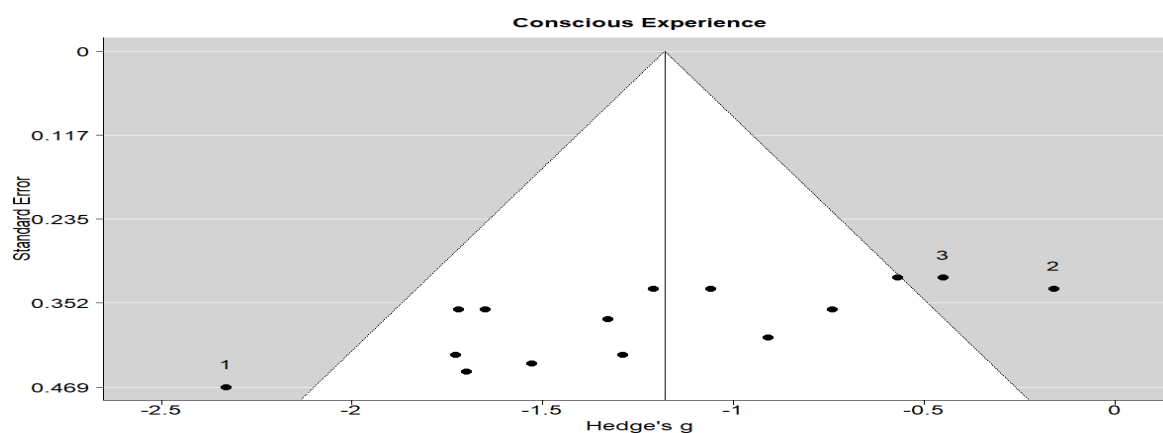
1. Kaland et al., 2011 / Accuracy (mental state inference).
2. Kaland et al., 2011 / Accuracy (mental state inference, exclusive prompts).
3. Kaland et al., 2011 / Response time (mental state task, exclusive prompts).
4. Kaland et al., 2002 / Accuracy (mental state inference, A stories).
5. Kaland et al., 2002 / Accuracy (mental state inference, B stories).
6. Kaland et al., 2002 / Reaction time (mental state, inclusive prompts).
7. Kaland et al., 2002 / Reaction time (mental state, exclusive prompts).
8. Jolliffe & Baron-Cohen, 1997 / Accuracy.
9. Myles, et al., 2003 / Pct compound/ complex sentences.
10. Myles, et al., 2003 / TOWL-3 contextual conventions score.
11. Myles, et al., 2003 / TOWL-3 logical sentences score.
12. Paynter & Peterson, 2010 / Changed location false belief.
13. Paynter & Peterson, 2010 / Deceptive box false belief.
14. Paynter & Peterson, 2010 / Total false belief.
15. Paynter & Peterson, 2010 / First-order false belief.
16. Planche & Lemmonier, 2012 / NEPSY language phonological process.
17. Planche & Lemmonier, 2012 / NEPSY language speed naming.

Figure 9 Forest Plot of Individuals' Effect Sizes and Overall Effect Sizes: Conscious Experience



1. Results are estimated using different multi-level random and fixed effects meta-analyses for outcomes associated with conscious experience.
2. **N. AS** number of participants with Asperger syndrome (AS).
3. **N. CTRL** number of typically developing and achieving (TD) control participants.
4. **CI** confidence interval. A negative Hedge's g value indicates impairment of competences in AS group.

Figure 10 Funnel Plot for Outcomes Related to Conscious Experience



Outliers are:

1. Craig & Baron-Cohen, 1999 / Originality (toy improvement)
2. Jolliffe & Baron-Cohen, 2001 / Accuracy (recognize object from one part)
3. Kaland et al., 2002 / No. of prompt questions (physical state inference, A stories)