Volume: 7 – Issue: 1 – Aprill 2023 – Humanities Session

International Scientific Journal Monte

ISJM

Editorial Board

Editors

Newsroom Board

Science Board

International Scientific Journal Monte (ISJM)

CONTENTS

The importance and role of the personal development of the teacher's work in albanian education

Subtopic: The strategic importance for development of Albania's education system. Creating a professional teaching system for teachers in individual development

Alda FRAKULLA

Director of 24 Maji School Vlora Albania

University Ismail Qemali "Deparment of Letters and Education Sciences, Vlora , Albania

Abstract:

 Creating a professional teaching system, for teachers in individual development today is one of the conditions for increasing the quality of teaching. Reforming and developing methods have been introduced in every school in Albania. In this scientific work we will analyze one more important element which is the personal and methodical development of the work of teachers in Albanian schools.

After the 90s, Albania embarked on an education system reform aiming at remodeling the education system to meet European standards and global developments on education. The vision of the future of education in Albania is to build and strengthen a modern nationwide education system that supports and promotes a sustainable economic development, improves levels of competitiveness in the region and consolidates democracy. The education reform focuses on four main areas: legal and administrative, curricular, teaching technology and human resources.

The legislative and administrative reform aims at drafting a modern legal framework attuned to the European standards, the establishment of a democratic school system, support for decentralization processes and encouraging local initiatives, strengthening of ties and interaction with the community, and an increase in participation of teachers, students and parents in the decision-making process.

Key words: Educational personal development, Education reforms, class, teaching methodology programs, teaching methodology study and education, empirical studies, leader in school, learning politics, Albanian Progress in Education

JEL Classification Security System: AN0, AN1, N2, N3, S O1, S O2, O3.

I.   General information and purpose of this paper research:

The teacher's curriculum reform is developed along two main lines: Student-centered curriculums and competency-based curriculums. The reform on teaching technology aims at modernizing the processes of learning and teaching with information and communication technology for teaching. The reform on the department of human resources aims at improving the quality of all the people employed in the education sector, especially teachers, to successfully implement the curricula reform and the process of democratization in the education system.

Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education The goals and functions of these have recently received considerable attention, both because of the influence that such histories have had on the legitimacy and self-image of the disciplines and also because of the adaptability that they have shown when faced with the conceptual and methodological changes that they have undergone. With regard to these disciplines, there are, moreover, alternative approaches whose advantages and disadvantages are also the subject of debate: from within the discipline itself or from a more general starting point external to the history of science; from motives that lead into history, the problems of today, and out of an interest for the past unrelated to present-day concerns.

1.1 The role of teachers in school

Teachers of the preschool education system and elementary schools teachers should graduate a three-year bachelor programmed with 180 credits, with purpose-built curricula. After graduation, students may enter the work market as assistant teachers, after they have won the right to exercise the teaching profession (after passing the licensing examination).Certain old sciences, such as geography, constitute areas of special interest in this respect, since on the one hand there are diverse generations of disciplinary histories, connected with the most important theoretical issues and the contentious relations with other sciences. *Source: Albanian Final report on the reform of higher education and scientific research, Tirana July 2014, pg. 47.*

2. Introduction:

 The policy on the teaching profession includes teacher formation, continuous professional development, teacher training, and qualifications. Schools and education institutions plan and administer the teachers' professional development, according to the needs of teachers and in agreement with education policies and strategies at national, local and school level.

These paper researches consist on: With in-depth analysis of three key policy domains:

 (1) Curriculum development and reform; Personal development, Referred to Law 69/2012, Item 58.3

(2) Information and communication new methods of Personal Development in education; and teaching

(3) Teacher and school leadership policies.

These three domains were identified by the Government of Albania and ministry of education, as areas in which strategic reforms could deliver maximum impact towards the achievement of policy goals including harmonization with European competency-based curriculum standards and the international education agenda. Source: Decision of the Council of Ministers No 194, date 22.04.1999 "On adoption of a salary structure for the teaching personnel in pre-university education."

These recommendations are intended as a contribution to education policy dialogue and to support the country towards its wider goals, including and beyond the 2014-2025 pre University Education Development Strategy. *Source: Albanian Educational Reform 2023.*These cross-cutting issues, which are relevant both within and across the three domains of curriculum reform.

Leader programs found that, over time, participating teachers demonstrated an increased ability to create tools to assess student learning gains in their classrooms; to develop and evaluate pre- and post-tests; to define measurable outcomes in "hard-to-quantify" areas like art, music, and physical education; and to monitor student learning growth in relation to their action plans.

a) In addition to strengthening the reform agendas in the three key policy domains, addressing these cross-cutting issues will create greater alignment with Albania's policy targets related to EU integration and SDG4-Education 2030.

b) The policy recommendations made in the EPR thus provide a basis upon which to identify possible areas for future collaboration between the Government of Albania, and national, regional and international stakeholders and development partners, including active in the field of education.

The Regional Department of Education, are responsible of informing candidates on procedures and rules to be observed during the process of qualification; on follow-ups for applications; on evaluating candidates portfolios; improving the professional development process for the personnel of the education system according to examination results.

1. School principals and school leaders (DSH) are responsible for training and qualification of the teaching staff at their school. Needs for professional development should be identified on time and then a schedule should be adopted to carry out professional development activities.

2. The needs of the school, the teaching staff, and needs of individual teachers should be taken into consideration. This led them to write, or rewrite, the history of the discipline, to reveal the obstacles that had been put in the way of the development of that science, whose final manifestation was now assured - and to point out those forerunners who had prepared the way. *Source: (Berliner, 2004; Ladd & Sorensen, 2015)*

3. An appreciation of the distortions that are found in the historical conceptions of great scientists, and of the personal and corporate factors that can affect these, allows us also to question the validity of the way that the members of a scientific community collectively present their discipline.

4. Teacher and teacher performance: The curricula of the second-cycle programmed on teachers' preparation should retain a certain degree of similarity at the national level according to the field of study, at least by 80 percent.

5. A teacher's preparation should not stop after securing a job position. Institutions of higher education should create the right conditions to facilitate continuous and constant training of teachers in cooperation with institutions of high school education

Source: Final report on the reform of higher education and scientific research, Tirana July 2022, pg. 76
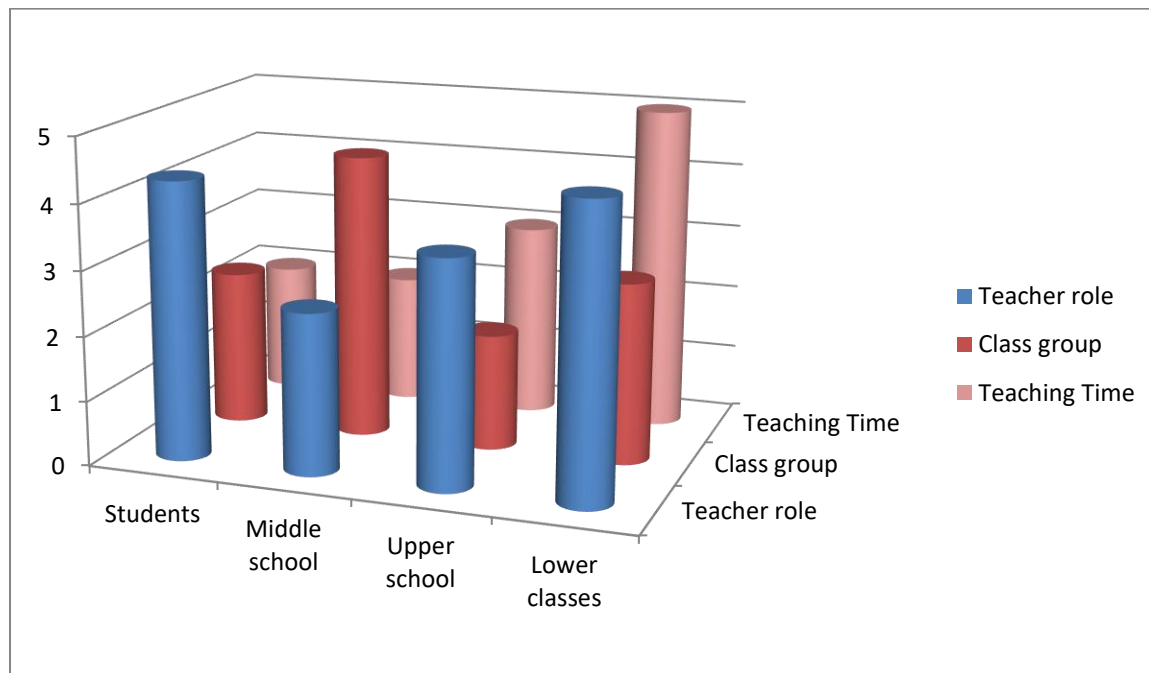
A recent research synthesis this graph shows that there is a strong relationship between teachers' years of experience and teacher effectiveness in terms of gains student outcomes, but that experience is not educational in itself.

3. Methodology of increasing teacher competences in teaching

All teachers in the pre-university system go through a qualification process. Their qualification takes into account their personal portfolio of professional development and respective exams.

1. Tests or exams are carried out based on programmers of qualification for teachers in the pre-university education, teachers of the 9-grade schools, elementary schools. They focus on: Albanian language, English, French, Italian, German, Mathematics, Physics, Biology, Chemistry, History, Geography, Physical Education, Musical Education, and other specific subject matters of the education system; teachers in high schools and general knowledge teachers in vocational, socio-cultural and special schools; teachers of professional subject matters in vocational schools: general examination; teachers of professional subject matters in artistic schools: general examination; teachers of professional subject matters in special schools; general examination.
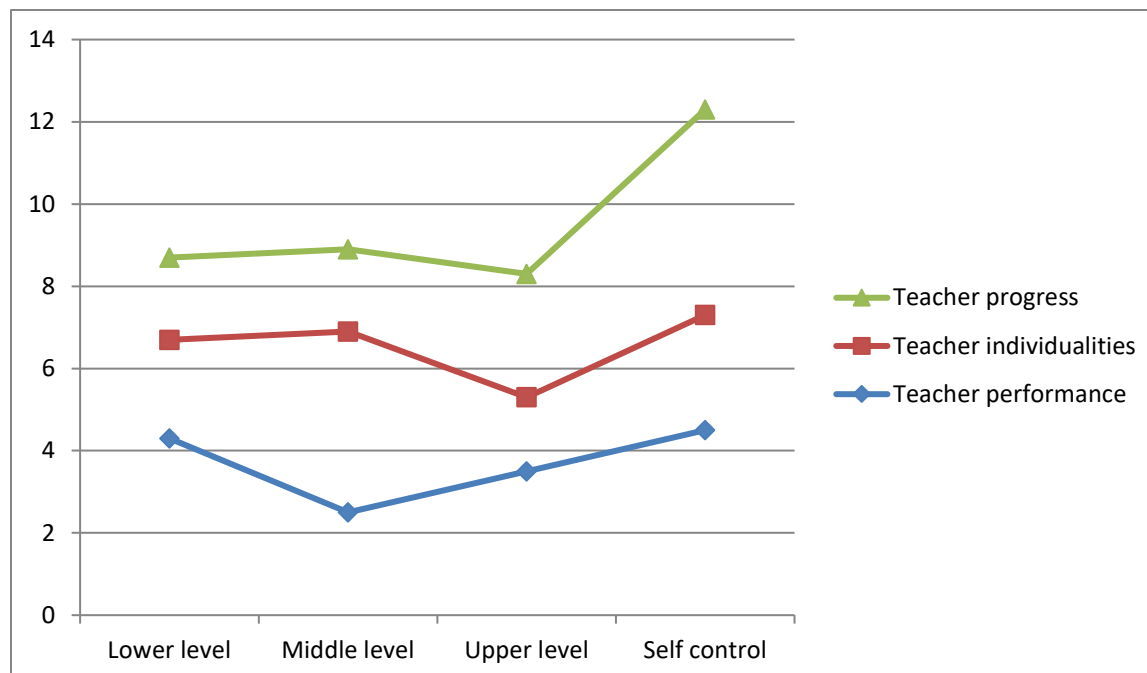
Source: Ladd & Sorensen, 2022

What has undoubtedly contributed to this is the incorporation and diffusion of relativist focuses in the study of the disciplines. The traditional view considered the sciences as predetermined archetypes, which the progressive unfolding of reason alone allowed us to see in their true form by stripping them of the mixing and confusion with other branches of knowledge which existed in the pre-scientific phase.

In contrast, we recognize that the character of the scientific disciplines is determined by, and contingent on, history; they take shape in changing social and intellectual contexts, and have boundaries that are not predetermined at all but depend both on the conditions of their constitution and also on the developing relationship with other disciplines that are also contingent on history.

First stage: The preparation of a teacher's personal portfolio, which includes his or her CV, documents and certificates awarded during a period of work, and other professional 37 documentation, such as: a yearly academic plan on a subject matter; a chapter test; objectives and student test results on a chapter on three levels of a subject matter at a

particular class; daily planning of a full structure, which includes methods and ways to fulfill teaching requirements and student needs; a syllabus and a description of the course and activities.

2. The portfolio is evaluated by a commission established at the DAR/ZA of the district where the teacher works.

3. If every discipline has its own history, at times in contradiction with its neighbors or overlapping with them, it is also true that within one single discipline the history is not always the same. Heskett, J.L. *Culture and performance*.

The theoretical changes that take place, in particular the revolutionary changes, i.e. those that lead to the diffusion and imposition of what Kuhn would call a new paradigm, force the continual rewriting of history, both so as to justify and support of the change and also to prevent and defend the status quo, but in any case, to refer to the past in order to legitimize present-day
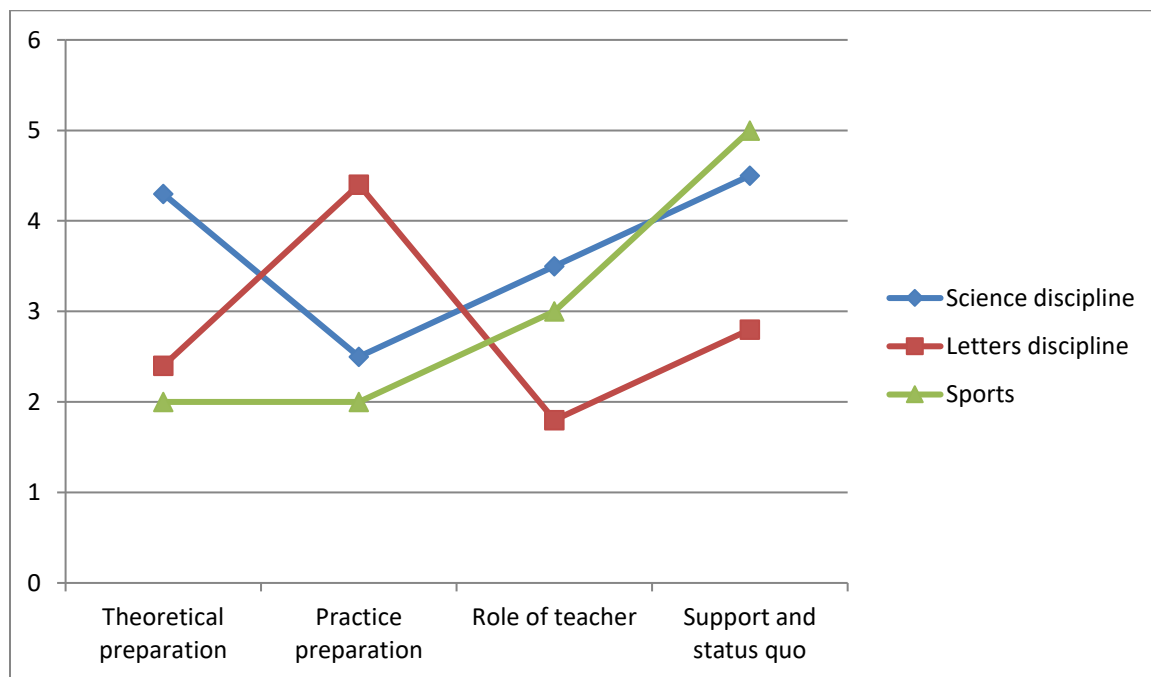
Source: Ladd & Sorensen, 2023

More frequently, histories are aimed within the discipline itself, either to socialize the by indoctrinating them, through the historical presentation of the past. Through the history of the discipline one can observe the position that a scientist adopts in controversies and in the changes that affect his science.
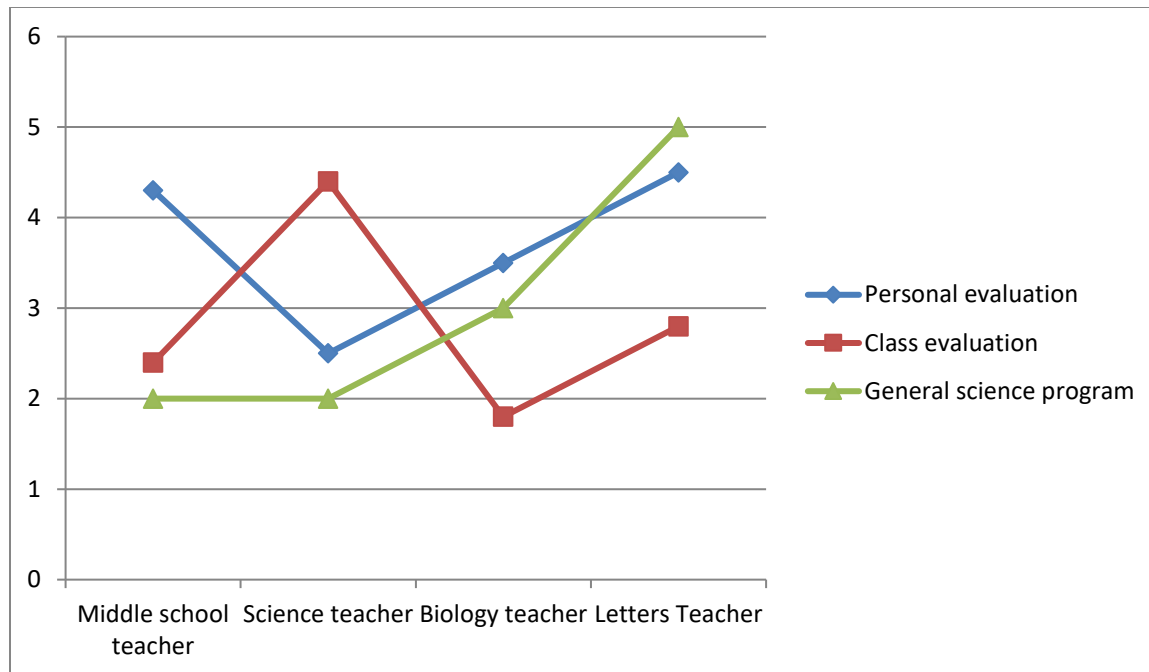
Still others, focused on innovative curricula (in science and mathematics, for example), typically address one part of a school's program and aim for widespread implementation, while innovative approaches to instruction, such as cooperative learning, hope to change teachers' practices one teacher at a time. *(Albanian Study 2022)*

Conclusions and recommendations

Teachers are usually evaluated once a year by their principals or school leaders. Many teachers, especially the most qualified have not been subject to evaluations for several years. These teachers may not be evaluated on their performance and achievements for many years.

The main responsibility of a teacher is to help his or her students to learn. However, the academic progress of students is rarely taken into consideration when evaluating a teacher's work.

On the contrary, teachers are often evaluated based on superficial judgments of their behavior with their peers or other things that may have nothing to do with the students' learning.

Evaluations take into consideration few sources of information. Often evaluations are carried out simply by attending one class by the principal or the deputy principal. One single source of information is not enough to evaluate a teacher's performance. Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.

Teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement.

These conditions include: a) teacher participation in developing the system and supporting the ongoing decision-making processes; b) recognition and encouragement of collegial contributions to overall school success and clear criteria for accomplishment that all eligible teachers can achieve, rather than a quota system that pits teachers against each other. Albania is focused on developing and aligning its education policies and practices with European and international agendas, in particular the European Union's Education Benchmarks for 2020 and SDG4-Education 2030.

References

Albanian Public resources, Communication in Public administration Koxhaj A, Economic Faculty, Tirana University, year 2003,

Kotter, J.P. and Heskett, J.L. (1992). *Culture and performance*. New York: Free Press.

Kunda, G. (1992). *Engineering culture*. Philadelphia, PA: Temple University Press.

Lewis, G. (1990). *Corporate strategy in action: The strategy process in British road services*.

Mitroff, I.I. and Kilmann, R.H. (2001). *On Organizational Stories: Approach to the design and analysis of organizations through myths and stories*. In R.H. Kilmann, L.R. Pondy, and L. Steven (Eds.), The Management of Organization Design. New York: Elsevier.

The revival of the teaching process in albanian schools after the difficult situation of the covit 19

Subtopic: Increasing the teachers role and performance in class

Selina ARSHIAJ

Ismail Qemail, University "Deparment of Letters and Albanian Language , Branch of Vlora ,

Teacher of school 24 Maji , Vlora, Albania

Abstract:

This paper research provides the rationale for policy makers to invest in school leadership policy. Nowadays, teachers need to continuously improve themselves professionally in order to keep abreast of the latest trends, teaching approaches, and techniques in the education field. Definitely, keeping up-to-date and relevant is key to address adequately students' learning needs and helping them reach successfully their full potential. We use the term teacher performance to define the observable outcomes in the classroom of this training and development or lack of it. That is, it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. Simply put, what a teacher does, or does not do, in the classroom impacts hugely on how effectively students advance in their learning process. Therefore, we cannot stress enough the immense influence that a teacher's performance has on students' academic success or failure.

It describes the focus of this study, the importance of school leadership and the major challenges countries face in school leadership policy. Effective school leadership is essential to improve teaching and learning within each school and to connect the individual school to the outside world.

Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

In recent years, the workload of school leaders has expanded and intensified as a result of increased school autonomy and accountability for learning outcomes. As the expectations of what schools should achieve have changed dramatically, countries are seeking to develop new forms of leadership better suited to respond to the needs of rapidly evolving societies.

This study is designed to serve as an open, active platform for participants to share, collaborate and co-create new ideas, approaches, methodologies and best practices. The multi-stakeholder approach and structure of the conference will make it possible for participants to organize or participate in special sessions dedicated to in-depth exploration of specific topics ranging from subject content, pedagogy and learning technologies to social and economic impact on issues such as employment, skills development, business development, innovation, social power, citizenship, cultural diversity, personal development and individuality.

2. General information and purpose of this paper research:

Remote teaching forced students in Albania to adapt to a new way of learning on digital platforms. Adjusting to educational technology, however, was not easy for everyone. Some students faced many difficulties throughout the school year and some did not even follow the online classes. Society is changing more rapidly than ever before, generating unprecedented opportunities and challenges in its wake. Anticipating and addressing the consequences of the Fourth Industrial Revolution, environmental pressures, rising levels of youth unemployment and inequality, globalization and virtualization of business models, the explosive growth of online communications and education, the globalization of education, increasing intercultural contacts and migration will place enormous pressure on educational institutions, students, teachers and researchers. *Source: The lead agency is the United Nations Educational, Scientific and Cultural Organization (UNESCO).*

Teacher and school leaders gather the best and the brightest to make decisions. But school leaders across OECD and partner countries are facing challenges which policy makers need to address. In recent years, the workload of school leaders has expanded and intensified as a result of increased school autonomy and accountability for learning outcomes. Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. *Readings: UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2019*

Determining the best method to accurately assess a teacher's performance remains a hotly debated issue among educators. Indeed, measuring a teacher's effectiveness is an extremely complex task. It involves many factors and variables that may vary according to:

Who the assessor is;

How the teaching-learning environment is?

What the teacher's methods and resources are like?

What the students' characteristics and traits are.

However, at risk of being simplistic, we could evaluate the impact of a teacher's performance on students' learning according to three main variables:

Test scores or academic achievement.

Observed pedagogical practices during post Covid 19

Surveys (students and staff)
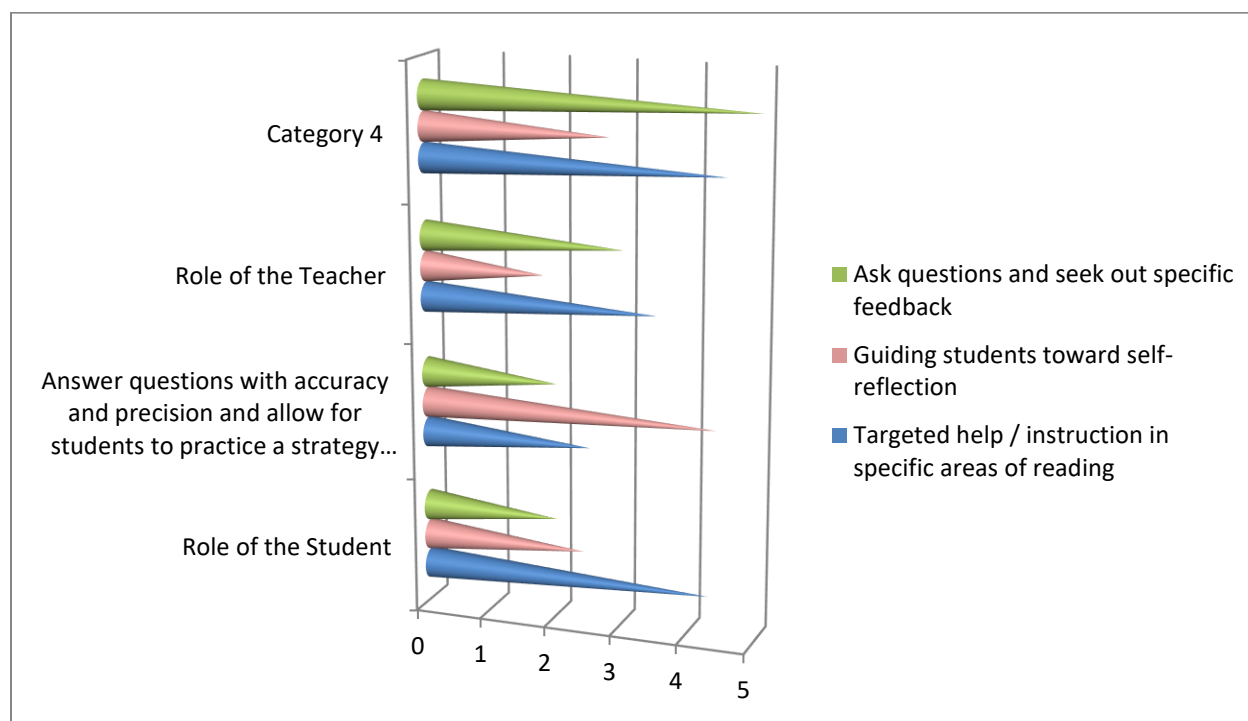
Source: As the expectations of what schools should achieve have changed dramatically, countries are seeking to develop new forms of leadership better suited to respond to the needs of rapidly evolving societies. Readings: UNESCO Institute for Global Education

When a teacher loves what they do it clearly shows in the classroom dynamics. As a role model that sets the tone for the class, a teacher's attitude will reflect on their students'. If you show a gloomy disposition or a de-motivated, uninterested behavior, **don't expect your students to feel motivated** themselves.

The contrary will happen if you spread positive energy. Students will **feel inspired and get the most** of what you are teaching them because enthusiasm can be very contagious.

To create a positive learning environment, we must **leave negative qualities outside the classroom**. Lessons will be more efficient if teachers promote positive, active participation. Thus, students will be on task and motivated while engaging in compelling learning activities. According to this test; primary school teachers think that their schools are more effective than middle school and high school teachers.. Again, the performances of the teachers in primary and

secondary school are higher than those of the teachers in high school. Teachers' performance decreases as the school level progresses from primary, secondary and high school. The results of the correlation analysis to determine whether there is a relationship between teachers' performances and school effectiveness

*Surely, an educator who shows their love of teaching will always **obtain a better response** from students. Showing care for what they are learning goes a long way towards achieving academic goals.*

The role of teacher is:

1. Learning in a time of increasing uncertainty
2. Closing the time warp in higher education
3. Education for Full Employment and Human Welfare
4. Distributing Social Power through Education
5. Tran disciplinary Education
6. Person-centered learning
7. Mind, Thinking & Creativity

1.1 INTRODUCTION OF PAPER RESEARCH

This involves enhancing the capacity of current leaders and preparing and training future leaders. The Albanian education has now passed from the emergent phase of assistance to that of development. *Readings: UNESCO Institute for Statistics (UIS) Global Education Digest*

National education is developed based on the short term strategy of Pre-university Education which is serving as a program for the undertaking of a wide system reform supported by the World Bank, European Union and other donors. As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school leaders can connect and adapt schools to changing external environments.

2 Hypotheses and the aim of this paper research

One of the things that leaders are often pondering is the performance and relationships of their team. Performance indicators show that effective teams will almost always outperform people working individually, particularly in high-pressure situations or when multiple skillets are needed. *Source: Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2013; Marzano et al., 2019)*

As well as this, try to include your employees in the decision making process where possible. Instead of delegating tasks, give your team's open-ended projects and allow them to determine the best solution. This will encourage them to cooperate and develop problem solving skills.

Build relationships between your employees.

As your team starts to cooperate more, examine the way they work together and take steps to improve communication, cooperation and trust amongst the team. If there are any conflicts, try to resolve them amicably.

2.1 Developing group intelligence on Class one to four
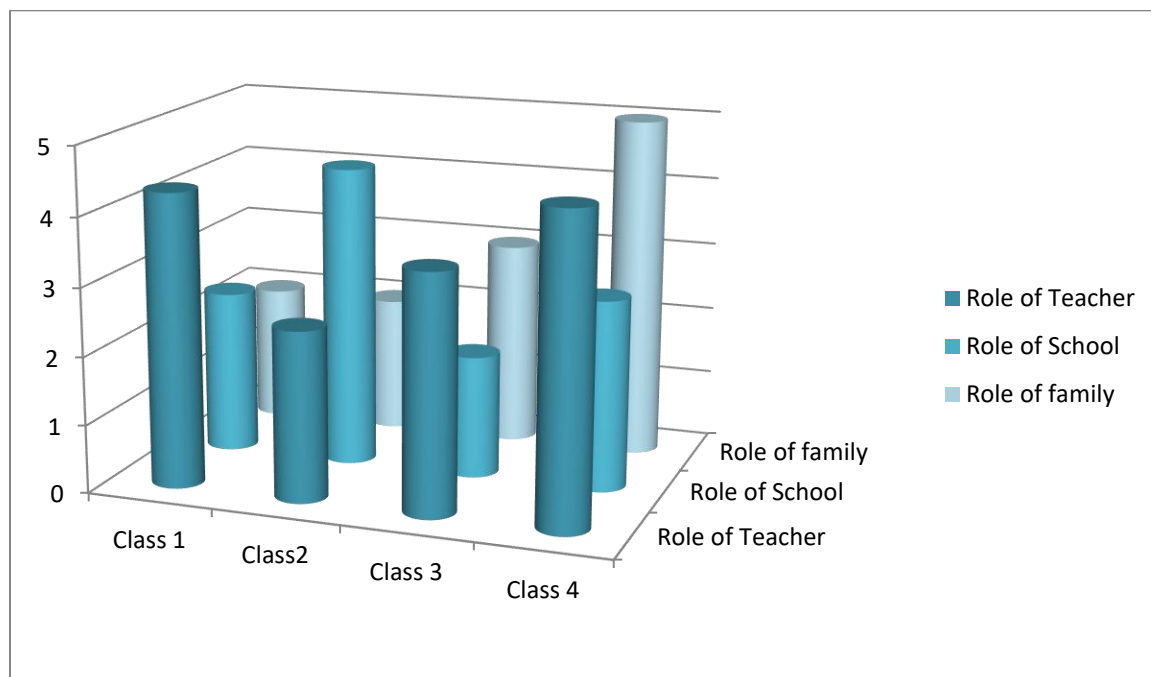
II.   Literature review and hypotheses

The first rule of team building is an obvious one: to lead a team effectively, you must first establish your leadership with each team member. Remember that the most effective team leaders build their relationships of trust and loyalty, rather than fear or the power of their positions. *Source: International Standard Classification of Education 1999*

The term school effectiveness includes the meaning of efficiency, improvement, quality, development, appropriateness, performance; and refers to the effectiveness of the system and the degree to which the objectives are

achieved. High achievement orientation shared by teachers and management and both the structural and cultural conditions of closely monitored learning are among the key elements of the effective school's model (Ozgenel 2019)

Team building is one of the most important responsibilities a manager has. It isn't something that can be achieved in a short time and then forgotten. It is an ongoing organic process that you a will have to facilitate and guide. As this process unfolds, however, your team members will begin to trust and support one another and share their skill sets and effort in order to more effectively complete your organization's goals.
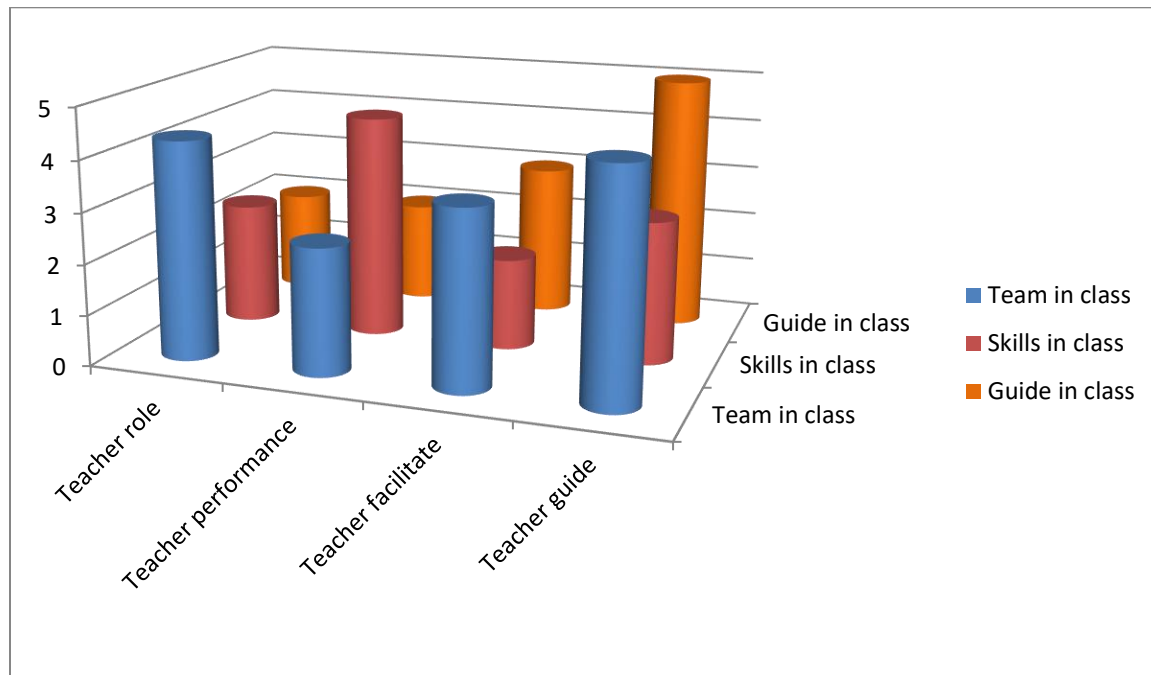
1. Consider each employee's ideas as valuable.
2. Remember that there is no such thing as a stupid idea.
3. Be aware of employees' unspoken feelings.
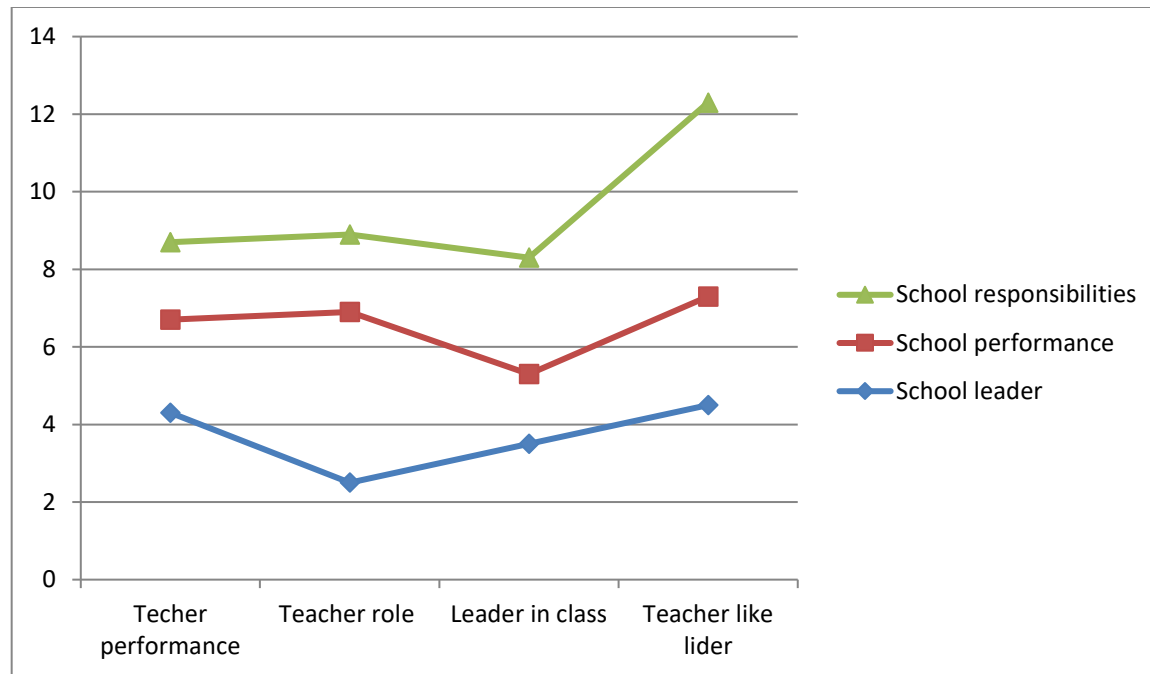
In effective schools, students are often measured with objective assessment tools and the results are evaluated. In this way, while improving student behavior and performance, and the educational program is developing too according to these results.

According studies, the teachers in effective schools make assessment of students. Assessment for learning aims to keep track of each student's learning continuously and to provide students with the desired outcomes.

1. Establishing separate salary scales for teachers and principals can attract more candidates from among the teaching staff.
2. At the same time, salary scales should reflect leadership structures and school-level factors in order to attract high performing leaders to all schools.
3. Acknowledge the role of professional organizations of school leaders
4. Professional organizations of school leaders provide a forum for dialogue, knowledge sharing and dissemination of best practices among professionals and between professionals and policy makers.
5. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations.

Source: Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2022

The purpose of the study

There are significant differences between the achievement of basic educational goals of schools despite with the same inputs and the academic achievement of students. There may be many reasons for this difference. In this context, many studies have been conducted to determine the characteristics of successful schools (Daggett, 2005;

Quality outputs are the skills, knowledge, attitudes and behavior of the students, the number of students who have completed the prescribed academic programs and the quality of the degrees or certificates awarded.

These schools, which help students make the most of their potential, are called "effective schools"

In effective schools, it is ensured that all students are successful by ignoring the family structure and social environment of the children.

In other words, teachers and principals in effective schools try to increase student learning by guiding and coordinating the education program . A lesson plan is a detailed description of:

What students need to learn; How it will be done; What are the specific goals; How to assess those goals.

That is, it identifies the course of actions that the teacher will take to help learners reach their academic objectives. Moreover, a lesson plan helps teachers organize content, materials, activities, strategies, and time. Well-planned lessons are conducive to well-run classrooms and consequently, a successful teaching-learning process. Failure to plan a lesson usually leads to disorganization and improvisation, which results in a loss of focus and interest. Conversely, students respond positively to well-prepared teachers by feeling respect for them and staying on task. Generally, preparing lessons in advance allows teachers to feel more confident and in control. Once they have thoroughly established all the steps to follow and anticipated potential student struggles, they feel free to do their best.

The Government of Albania, along with education stakeholders, is now facing the challenge of further institutionalizing. *Albanian Reform of Educational 2016, pp4*
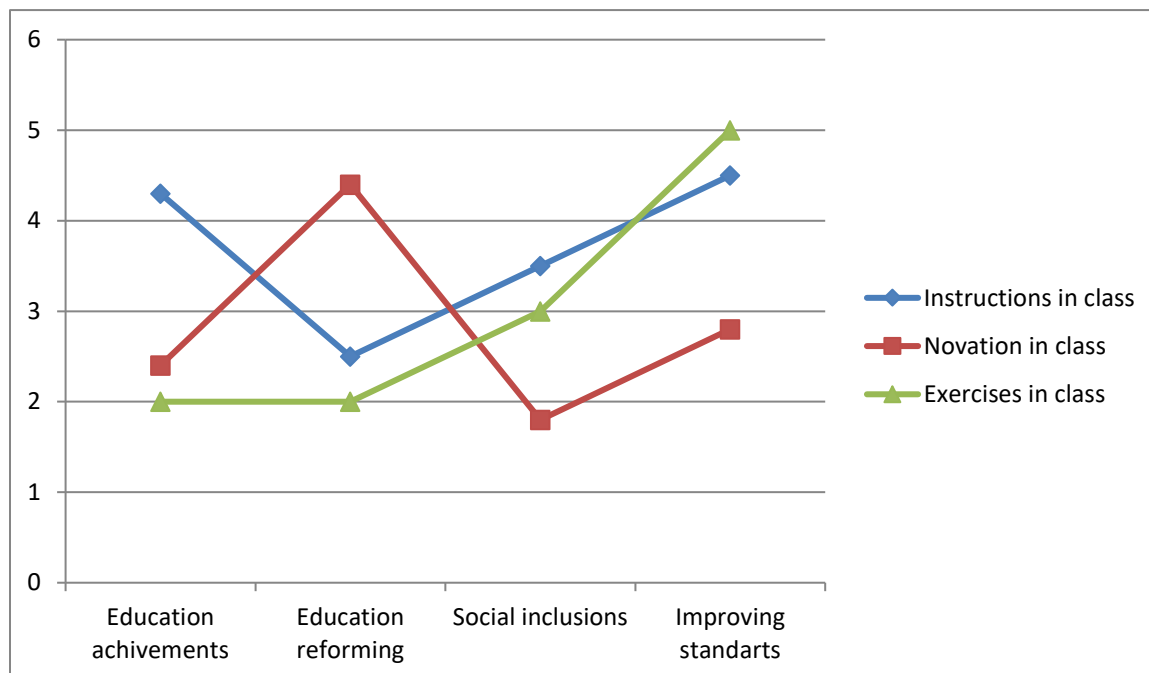
CONCLUSIONS:

Policy makers need to monitor remuneration compared to similar grades in the public and private sectors and make school leadership more competitive. Establishing separate salary scales for teachers and principals can attract more candidates from among the teaching staff. At the same time, salary scales should reflect leadership structures and school-level factors in order to attract high performing leaders to all schools.

Acknowledge the role of professional organizations of school leaders. Professional organizations of school leaders provide a forum for dialogue, knowledge sharing and dissemination of best practices among professionals and between professionals and policy makers. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations.

Upon completing compulsory basic education, student's face two main options with regard to continuing their studies in upper secondary education; the options are either academically oriented gymnasiums or vocational education and training (VET) programmer. Since the academic year of 2009-2010, VET has been offered through three different levels of schooling. The two-year programmers', comprising the first level, aim at equipping students with basic skills of semi-skilled workers and culminate in awarding a basic vocational training certificate.

The one-year programmed at the next level are meant to train technicians with an award of a certificate of professional training. VET programmer following at the third level last for one extra year and pave a way to higher education (MOSWY, 2019, p. 11). The higher education system of Albania, which is beyond the focus of this EPR, has been aligned with the principles of Bologna Declaration, and assumes four-year bachelor degree programmer followed by one-to-two years of master's degree studies and three years of doctoral studies (MOSWY, 2019).

References

- Lead Agency: The lead agency is the United Nations Educational, Scientific and Cultural Organization (UNESCO). The contact point is the Director,

- UNESCO Institute for Statistics (UIS); email: uis.unesco.org; fax: (1-514) 343-5740. (b) Other Contributing Organizations: The UN Population Division in New York provides the population counts that comprise the denominator of this indicator.

- Readings: UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2003, 2004, 2005, 2006.

- The Education for All (EFA) Global Monitoring Reports (GMR), UNESCO. The Millennium Development Goals Report 2006, United Nations.

- The Human Development Reports, UNDP. The World Development Indicators Reports, the World Bank. World Education Report (UNESCO), 1995, 1998.

- International Standard Classification of Education 1997, UNESCO (b) Internet site: http://www.uis.unesco.org (UNESCO Institute for Statistics) Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007;

- Science, 330(6004), 686-688.Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007; Marzano et al., 2005; Portin et al., 2003).

- Principals of high-achieving schools expect teachers and students to meet the schools' goals (Leithwood & Riehl, 2003).

- Principals of high-achieving schools are confident that their schools can meet their goals (Cotton, 2003).

- Principals who focus on school improvement have more effective schools (Shen & Hsieh, 1999).

- Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005)

- Chandler, Alfred D., Jr. *Strategy and Structure*. Cambridge, Mass.: M.I.T. Press, 1962. Chandler, Alfred D., Jr., and Salisbury, Stephen. *Pierre S.*

- Drucker, Peter F. *The New Society*. New York: Harper & Row, 1950. Eells,

Parental involvement in homework completion for primary school students at the second level of the curriculum

Gresa Salihu

Master degree in Teaching and Curriculum

gresasalihu70@gmail.com

ABSTRACT

Homework is the fundamental form of pupils' work at home. Commonly, homework is considered all types of learning and work done by the pupils when they are not in school which is related to school learning. In today's age, parents' help with homework and their involvement in the educational process is necessary and welcome.

The methodology used in the study is a mixed method, concretely, the qualitative and quantitative method. The purpose of this study is to examine the impact of parental involvement in homework completion, and the increase of quality of learning of primary school pupils, belonging to the second level of curriculum. The main research question is: How does parental involvement in homework completion affect the performance of second grade curriculum of primary school pupils. While, in order to help find answers on the main study question, these sub-questions were used: What is the parents' role in homework completion of primary school pupils? How does parent-teacher cooperation regarding homework affect pupils' achievement? Study hypotheses are: Parental involvement in homework is an important factor in quality increase of the learning process and Teacher-parent cooperation regarding homework affects positively pupils' achievement. The study has taken place in six public schools, four of which are part of the Vushtrri municipality and two of Prishtina. The study includes the third, fourth, and fifth grade. Schools from the municipality of Vushtrri are "Andon Zako Çajupi","Naim Frashëri","Ali Kelmendi" and "Mustafë Venhari". While those from Prishtina are "Azemi e Salihu" and "Dëshmorët e 1921". The data was obtained with the use of a questionnaire for parents, and one for pupils, as well as the interview with teachers.

The study results show that parents' involvement in the homework completion process is a significant factor for improving learning quality, which also has a direct impact on producing better results, reinforcing knowledge levels, and achieving desired results in teaching.

Key words: homework, parents, school-family cooperation, pupils, primary school

Introduction

Homework creates an opportunity for important interactions between school, family, students, and other parties who may help and take care of the child.

Teachers being the center of the homework process play a critical role in helping kids with homework, while parents are effectively involved in the completion of students' homework. With the goal of gaining knowledge and important life habits, it is mandatory to apply systematic work at home in accordance with the homework given by the teacher. This study analyzes some of the aspects and characteristics that are evidenced in the experience of parents so far in cooperation with their kids, in understanding, and helping complete their homework successfully.

Successful student's work at home depends on how the class went, in what ways and to what extent were the students charged with homework. (Cunha et.al, 2015). The purpose of studying this specific topic derives from the above mentioned facts, considering there are many different opinions and a good amount of skepticism whether parental involvement in homework helps or hinders their progress or even affects the excessive dependence of the child on the parent. In order to find the answers to these questions we have made a detailed literature review and have conducted a questionnaire with parents and students, as well as in person interviews with teachers in regards to this topic. The final part of this study, after seeing the conclusions from the data analysis, recommendations will emerge which may help parents offer the most optimal help for their kids. That being said, this study contributes to further development of this field of study while providing a different view and detailed research.

Literature review

Homework and its pedagogical value

Homework proves to be the most problematic activity for teachers, parents, but also the students themselves (Montalvo & Torres, 2004) . There are thoughts that deny their effectiveness in student results and, on the other hand, those that affirm their positive impact on learning and formation of students. According to Rooney, if for students they are taking advantage of their free time and for parents a source of anxiety and unbearable responsibility, why should homework be given to students at home even if it is useful; in that case how should it be given and how should it be managed in order to successfully perform their role and fulfill the purpose of their delivery (Rooney, 2008) . Harry Cooper, in his book "Battle over Homework" defines homework as tasks given to students by teachers to be completed after school at home or in another environment (Patton, 2002) . During the school year, parents of primary school children see homework as the aspect where they can observe and become familiar with their child's progress. Teachers think that they are decisive in the results of children in lessons, therefore they make sure that their completion is performed as best as possible (Hoover-Dempsey et.al, 1995) .Teachers can also support parents' awareness after school because of direct teaching strategies that can be useful in helping students with homework. Parents can also benefit from knowing that direct teaching strategies are often more appropriate for students who are younger, struggling with work, or need help. Suggestions for the amount of direct instruction that is appropriate for students at different developmental and grade levels can be especially helpful, as are suggestions for learning activities that meet the individual needs of students (Cunha et.al, 2015)

"With or without homework?"

This is the question that is trumpeted at the international level and that has stimulated debate and hundreds of attempts to provide arguments against possible answers, throughout different periods of time everywhere in educational systems that aim to improve quality. Initiatives to change the content of homework or even to offer as little homework as possible have been welcomed by children, as well as by parents, who in many cases cannot assist their children at home, while doing homework. Engagement in homework has been seen from a multifaceted perspective over time, highlighting the importance of homework in engaging parents and informing them about the child's progress as well as the work done at school.

There are numerous studies (Eccles, J.S; Harold, R.D, 1993) , (Cooper, Robinson, & Patall, 2006) , (Coutts, 2004) , (Deslandes, 2009) , (Warton, 2001), (Valle et.al, 2016) that try to highlight the impact homework has on learning, making arguments about how homework helps students achieve better results. Some other educational research. (Kohn, 2007)   shows that homework has little impact and that it can cause stress for children which is not always appreciated.

When it comes to the teachers, the method of compilation as well as the purpose of delegating homework is seen as very important (Epstein&Voorhis, 2001), (Cooper & Valentine, 2001) . While from the existing literature it is clear that the perception of students themselves regarding homework and their effectiveness is determined by their teachers, depending on whether the selection of tasks they delegate is in accordance with the needs and interest of the students in the class. According to the Kosovo Curriculum Framework (MASHT, 2016) on the competence of creative thinking, homework helps the student during independent work both in the classroom and at home, bringing as many examples as possible from everyday life, using imagination by connecting it with the material given by the teacher.

The level of parental involvement in homework completion

Scientific research but also school practices show that effective schools are those that communicate with parents on a continuous basis. In those schools, parents are seen as part of the teaching process. Teachers inform them about class activities through mutual communication methods. Cooperation with parents in strengthening the educational role of the school, as well as in raising the full efficiency of teaching work, plays an important role in this direction. Programs that help parents engage in this involvement can provide demonstrations of developmentally appropriate learning activities, opportunities for practice of different strategies and information about the assessment of students' progress (Starkey & Klein, 2000) . Positive and negative effects appear simultaneously, inseparable and intertwined with each other. In this way, if homework can improve habits of learning, at the same time it deprives the child of other activities that they could develop during their free time (MASHT, 2016) . (Eccles & Harold, 1993) also defined parents' efficacy beliefs as composed of three variables: "Parents' belief that they can help their children with school work" (p. 572), parents' views of the competencies of their and parents' beliefs that they can influence the school through the help they can provide in school management.

Parental involvement in children's homework appears to influence student outcomes because it provides models, reinforcement, and guidance that support the development of attitudes, knowledge, and behaviors associated with successful school performance (Hoover et. al, 1995) . According to (Haliti, 2007) the help of the parents must not consist in the performance of the tasks. According to him, the help should reflect in them providing necessary conditions such as a special work room, work table and chair, showcase, work tools, texts, children's press and so on. Then, to control, supervise, guide them as well as assign them a deadline within the day for the performance of tasks.

According to a study done by (Pupovci & Tafarshiku, 2008) about the participation of parents in school life in Kosovo, where 41.5% of elementary schools in Kosovo are involved, where 44.6% of students learn and 42.2% of teachers work, it shows that individual communication with parents is the key to their involvement in school life. According to the results of the survey, this communication mainly takes place in the "school-parent" direction, where the parent has more opportunities to listen than to express their opinion.

Methodology

Mixed method - specifically, qualitative and quantitative methods. The methods used in this study serve the purpose of research conduction.

Through the qualitative method, teachers' qualitative data were collected, utilizing semi-structured interviews. In order to understand on a deeper level teachers' perspective in regards to parental involvement in homework in the second level of the curriculum.

Quantitative data were gathered through the quantitative method, utilizing a questionnaire for parents and students. Quantitative data has allowed us to recognize the level of parental involvement in homework of primary school students.

The population of this study includes all parents, teachers, and students of the Republic of Kosovo. Considering that this number is very large and indefinite, a study group was selected which is made of the parents, teachers, and students of two schools from Prishtina and four schools from Vushtrri. The sample was selected through *simple random sampling*. This is a technique that ensures that every member of the population has an equal chance of being selected into the sample.

As a research sample, 8 teachers, 50 parents and 50 students of the second level of the primary education curriculum from these municipalities were taken.

In the municipality of Pristina, the research was carried out in the schools: "Azemi e Salihu" and "Deshmoret e 1921", while the partaking schools from the municipality of Vushtrri are: "Andon Zako Çajupi", "Naim Frashëri", "Ali Kelmendi" and "Mustafë Venhari".

The model of the study is representative, where the description of the perceptions of parents, teachers and students was made regarding the involvement of parents in the completion of homework in primary school at the second level of the curriculum.

Data analysis

Data analysis and their interpretation is made based on the questionnaire conducted with parents and students (quantitative data). The results are shown through graphics using SPSS (26th version), expressed in percentage. Quantitative data was presented through thematic analysis, where a few main themes were determined. Preliminary interpretations emerged from those main themes, which were divided into categories, corresponding to the study.

Results

Teachers explain that parents should be part of the school and they should be involved in homework completion. While analyzing their perceptions, we notice that teachers agree that parents should be involved in homework while providing help. Teachers view parents' involvement in homework equally as important as their cooperation in the pedagogical triangle. Parents become part of their kids' school life with approximately 30-40 minutes of homework involvement per day. Parents also express that they mostly refer to school books when helping their kids with homework. Parents qualify their help with homework as support for their kids. Teacher-parent cooperation by both parties is considered to positively affect learning results.

Pupils also give their opinions regarding the topic. The majority, tell us that teachers provide them with necessary explanations about homework. Teachers consider that homework has a high impact on students' progress in learning, and high quality teaching. These students are dedicated, active, and show high results. These students are an example for others, and motivate them to finish their homework and understand the importance of learning. Teachers confirm that when it comes to the issue of what is the most common form of help with homework, not all students are lucky enough to receive adequate help from their parents depending on the level of education these parents possess.

Parents should get involved in their children's homework, especially when they are at the primary level of education, or the second grade of curriculum. They should build a partnership with teachers, based on mutual communication with common obligations and responsibilities.

Discussions

The discussion of results was made by answering the research questions.

The main research question is:

1. At what length does the involvement of parents in the process of doing homework affect the success of primary school students of the second level of the curriculum?

Based on this study it is evident that parental involvement in homework completion affects quality increase in teaching and learning. Some of the questions prove the truth of these questions: Teacher-parent cooperation about homework affects the achievement of learning results. 84% of parents answered that they "I completely agree", while in the fourteenth question: The involvement of parents in homework affects the quality of the learning process. 86% of parents answered "I completely agree".

This is proven through the questionnaires that were conducted with students participating in the study, where in the eighth question: Homework affects the reinforcement of knowledge. 62% of the students answered "I completely agree".

The supporting research questions are:

1. What role do parents have in the process of doing homework for primary school students?

2. How does parent-teacher cooperation for homework affect student achievement?

Based on the first question, some of the parents say that they have an important role in homework completion and in their involvement in the school life of their child and that they try in different ways to offer help by at least wondering if they are given homework.

While from the results obtained from the second question we see that the level of cooperation between teachers and parents in our schools is at the right level. This is best seen from the perceptions of parents, who with a percentage of 84% say that teacher-parent cooperation about homework affects learning results positively. The same applies to teachers who say that many parents express interest in homework, but there are also many parents who do not apply the same approach, finding their lack of time as an excuse, and that school should be responsible for that part.

Conclusions

From the discussions made above, we can conclude that the involvement of parents in homework completion of lower cycle students is very important and affects the quality of education and their willingness to complete the tasks. Parents and teachers have found ways to get involved in the most suitable form which has a positive effect. This has been achieved by helping the children with their homework, and receiving instructions by teachers, but never completing their homework for them.

We can conclude that the cooperation between parents and teachers is the most effective method to be successful, with great positive effects on their achievements.

Limitations and future studies

A few further research questions are recommended, in order to explore this topic further and contribute to the best form of parental involvement in the homework of students in primary education:

• To study the factors that hinder the involvement of parents in homework;

• To study the factors that help the student to have it easier with homework and not to need much help from others;

• To study the factors that contribute to parent-teacher cooperation in the realization of homework;

References

Cooper, H., & Valentine, J. (2001). Using Research to Answer Practical Questions About Homework. *Educational Psychologist*, 143-153.

Cooper, H., Robinson, J., & Patall, E. (2006). Does Homework Improve Academic Achievement? *Review of Educational Research*, 1-62.

Coutts, P. (2004). *Meanings of Homework and Implications for Practice.*

Cunha et.al. (2015). Parents' conceptions of their homework involvement in elementary school. doi:10.14221/ajte.2014v39n6.2

Deslandes, R. (2009). Elementary School Teachers' Views of Homework and Parents-School Relations. London. Retrieved nëntor 2020, 20 from https://d1wqtxts1xzle7.cloudfront.net/32507115/Self_Efficacy.pdf?1386514586=&response-content-disposition=inline%3B+filename%3DSelf_Efficacy_I_Sources_of_Self_Efficacy.pdf&Expires=1609356630&Signature=QnipoA9LOPYtx6luxzUPhkGyw-dFrwzjRZCWAf0UtrSf-qeBMUuuHX

Eccles, J., & Harold, R. (1993). Parent-school involvement during the early adolescent years.

Eccles, J.S; Harold, R.D. (1993). *Parent-school involvement during the early adolescent years.* Teacher College Record.

Epstein&Voorhis. (2001). More Than Minutes: Teachers' Roles in Designing Homework. 185-193.

Haliti. (2007). *Në kërkim të pedagogjisë reformuese.* Gjilan.

Hoover et. al. (1995). *Parental involvment in children's education?*

Hoover-Dempsey et.al. (1995). Parental involvment in children's education? *Review of educational research*.

Kohn, A. (2007). Rethinking Homework. 35-38. Retrieved 2020

MASHT. (2016). Ministria e Arsimit, Shkencës dhe Teknologjisë.

Montalvo & Torres. (2004). Self-regulated Learning: Current and Future Directions. *Electronic Journal of Research in Educational Psychology*, 2(1), 1-34.

Patton. (2002). *Qualitative evaluation and research methods(3rd ed).* Neëbury Park, CA: Sage.

Pupovci & Tafarshiku. (2008). *Pjesëmarrja e prindërve në jetën e shkollës në Kosovë.* Prishtinë.

Rooney. (2008). How am I using inquiry - based learning to improve my practice and to encourage higher order thinking among my students of mathematics? *Educational Journal of Living Theories*, 99-127.

Starkey & Klein. (2000). *Fostering parental support for children's mathematical development: An intervention with Head Start families.*

Valle et.al. (2016). *Academic Goals, Student Homework Engagement, and Academic Achievement in Elementary School.*

Warton, P. M. (2001). The Forgotten Voices in Homework. Educational Psychologist.

CULTURAL RELIGIOUS DIALOGUE AND MEDIA COMMUNICATION

Prof. Ass. Dr. Rexhep Suma

Faculty of Islamic Studies, Pristina (Professor)

rexha74@hotmail.com

ABSTRACT

The mutual relationships between media, culture, religion, and society in general have never been as perceptible as they became after the emergence of television, especially after the fall of the Soviet system. The influences between media (both new and old) and the nature of social relations, the way in which society defines itself as an organic unit (Gemeinschaft or Corporation) or as a Society (Gesellschaft or Partnership), have never been so clear.

This contrast, according to Michel Terestchenko (Philosophie Politique, 1994), reflects the same relationship that exists between the vision of the ancient city or the "beautiful harmony" of the Greeks according to Hegel, and the individualistic vision of modern societies. Whether electronic or print media, in democratic societies, play the most crucial role in providing accurate and reliable information to society. At least that should be the role and importance of the existence of media as the fourth power, alongside the legislative, executive, and judicial powers. Behind every editorial and informational policy, there are powerful circles, clans, and oligarchs who have extraordinary influence in shaping and communicating information to the wider public of a country or even beyond.

Keywords

Culture, communication, diversity, harmony, intercultural dialogue.

Introduction

The content of a nation's culture cannot be understood outside the realm of faith or the religions it believes in, beyond the influences they exert on thinking, dressing, and behavior. One of the most distinguished sociologists in the field of sociology of religion, E. Durkheim, wrote: "Religion is not just a system of practices; it is also a system of ideas whose aim is to express the world." The impact of religion on our daily lives is also evident in an interesting study conducted in Albania, where it is explained that 34.53% of students (from both Muslim and Christian faiths) regularly attend religious institutions, while 40.04% of them attend only on religious holidays, and 16.12% rarely do, whereas only 9.31% never visit religious sites and institutions (mosques or churches), (Fuga & Dervishi, 2002).

On the other hand, one of the most eminent sociologists in the field of communication sciences, McLuhan, stated that through the vast network of media, especially television, the modern world has considerably shrunk. Information circulates rapidly as image, sound, and text across all four corners of the globe and for a very short period. Almost everyone has the same information, the same media stereotypes, not to mention the same reactions to life.

The dependence of modern humans on mass communication tools in democratic societies, as well as in others, has reached critical proportions. Often, individuals are unable to think and act without the suggestion of mass media: their existence depends on those elementary instructions, so any deliberate ambiguity or any suggestion to suspend the decision for a certain period of introspection and analysis would have catastrophic consequences. To depict the complete picture of the misery of modern humans, the potential "apocalyptic" effects of mass media, in addition to what was emphasized, must be added: mass media condition not only their psychological structure but also their physical behavior (Bardhi,2006).

At the beginning of 2000, a decade after the fall of the Berlin Wall and the dissolution of the Soviet Union, it seemed that the globalization of the economy and the digital revolution were heralding a new era. The multiplication of international exchanges was an indicator of the transition from a multi-national economy to a global economy. Under the influence of the "convergence" of networks, the media accompanied this globalization, initially participating in it themselves, and then accelerating the flow, especially through information and financial streams.

In April 2000, a financial wave erupted around Internet values, dragging down most of the TMT (Technology-Media-Telecommunications) values; promises were not kept, and new shoots were discovering the common laws of market economics and competition. Why did the warning of April 2000 not have the effect of an announcement? Because the simultaneous globalization of markets and media before September 11, 2001, had not yet cast any doubt on these future figures under whose care the 21st century had been born, a few years earlier than scheduled: the information society, the new economy, and the "end of history."

The lost illusions and shattered dreams of the preceding century still manage to conceal that the numerical revolution, according to many signs, is only in its nascent stages. Born into the era of the Internet, Google, Yahoo, and eBay have submitted themselves to the rigid laws of market economy. Battles over content and standards, stricter than ever, pave the way for new products or services, while the right to competition strives to assert itself regionally and globally. Torn between its own divisions and its yearning for unity, the increasingly elusive world, plagued by dictatorships and terrorism, no longer expects salvation from technology or economy alone, but solely from the wisdom of politicians who reconcile the demands of distinct cultures, regions, ethnicities, or religions with the principles of universal human rights, sacred and inviolable (Balle, 2011).

Throughout the history of humanity, dozens of civilizations and great cultures have been established, all of which had sacred texts at their foundation, such as the Vedas, Upanishads, Bible, and Quran. In general, these civilizations were educational constructs that taught human beings about responsibility or, in other words, were created by humans with responsible minds. Within these civilizations, there were various codes of responsibility, translated into plain language and expressed through a fundamental formula: humans are responsible to God, to nature, to humanity, to oneself... Religious ignorance, as Kant (1724-1805) asserted, is not only the most harmful but also the most disingenuous of all. Those who possess limited knowledge of religion and science and engage in arguments are also harmful and disingenuous. Millikan (1868-1953), Nobel laureate in physics, remarked on this matter, saying: "When people who

know little about religion argue with those who know little about science, some may think that the disagreement lies between faith and science, while in reality, there are two types of ignorance."

Science cannot take refuge in religion, nor can civilization revert to the classical family.

Within civilization, without departing from it, no forces are seen to oppose all these phenomena. Moreover, within the scale of values recognized by civilization, there is no argument to emphasize the evils caused by irresponsible science and other moral crises, such as the flood of materialism, pornography, alcohol, etc. This is the very sense of powerlessness and resignation felt in the stance of American criminologists before the emergence of the wave of crime. In fact, this is the impotence of science against vices, which not only have a social dimension but also a moral one.

Within civilization, without departing from it, no forces are seen to counteract all these phenomena. Moreover, within the scale of values acknowledged by civilization, there is no argument to emphasize the onslaught of materialism, pornography, alcohol, and the like. This is the same feeling of powerlessness and resignation felt in the stance of American criminologists before the onslaught of criminality. In reality, this is the impotence of science against vices, which, besides their social dimension, also possess a moral one. The denial of civilization is not possible from within itself but from outside, namely from culture. Religious-ethical education and the family represent narrow gateways. However, science cannot take refuge in religion, nor can civilization return to the classical family. From the perspective of civilization, the circle is closed (Izetbegoviç, 2009).

The Western concept of a delicate balance between the sacred and the secular is the result of a lengthy historical process, and is a product of power struggles and conflicting claims to authority. The wars of the Reformation are reflected not only in proto-national loyalties, but also in religious goals (Riis, 1998b). We should not underestimate the influence of pervasive power and domination in creating these boundaries. The early modern development of European national cultures was closely linked to people's religious identities. This relationship can be illustrated by the melding of Lutheran identity with that of the Swede, of Catholic identity with that of the Irish, and of Anglican identity with that of the English. Although in recent decades nation-states have eliminated the designation of "state" or "established church," many deeply ingrained assumptions of national religions remain within the framework of law, public policy (such as annual tax revenues), institutional frameworks (such as schools), and understandings of secular authority (McGuire, 2007). Independent and open media are particularly important in any democratic society. The importance of information and accessibility to a wide audience is a crucial prerequisite for the rights of freedom of expression and political participation (ECMI KOSOVO). The respect for religious rights is guaranteed by law, "If you are a member of a community in Kosovo, you have constitutional rights to express, maintain, and further develop your culture and traditions. You also have the right to administer your cultural developments" (Constitution, Article 59.1; Law on Communities, Article 5.1.).

Noam Chomsky constantly emphasizes a simple conclusion: there is no need for any conspiracy theory to analyze media deviations in Western countries. A handful of individuals and corporations who today own the majority of media outlets gained control of their companies by openly supporting political elites in the countries where their media operates. Years ago, when Chomsky was asked how corporate elites controlled the media, he replied: "This is like asking how corporate elites control General Motors. They don't need to control it. It's theirs" (The Albanian Media Institute, 2004).

Analytical cultural studies related to the role of media have now become the dominant paradigm in communication research. Scientific cultural studies highlight the importance of so-called "administrative research" that is usually used to determine the degree and effect of programs, but agree that the quantitative effects of research do not really answer the fundamental question about religious media. Cultural studies focus on how individuals in groups use media to construct religious worldviews in their lives, and secondly, how these religious worldviews are interconnected with many different aspects of life.

Until the 1970s, the entire religious concept of programs and writings was intertwined with the impact of the audience, resulting in an impression of what could be done for Sunday services and engaging as many people as possible to

convert. However, gradually, studies moved away from the "effects" of these questions, focusing instead on how willing the audience is to form opinions based on the media, etc.

On the other hand, antagonism towards Islam has always been deeply ingrained in Europe since the time of the Crusades. However, this was at a distant border due to geographic distance. But based on today's reality, with a large number of immigrants as well as many Europeans and even Americans embracing Islam, unfortunately, there are voices that steer society towards confrontation with Muslims.

Regrettably, Western media have played a highly destructive role in promoting religious understanding and peaceful coexistence, contributing to the planting of animosities by portraying stereotypes of Muslims as fundamentalists and even terrorists. For example, after January 26, 1995, when the explosion occurred at the World Trade Center, the media, in general, depicted American Muslims as the cause of the catastrophe. Thus, whether knowingly or unknowingly, it was a profound mistake, and the media took on the role of judge, blaming and declaring all American Muslims guilty.

There are many common perspectives that bind all religions, despite their different worldviews, as they are connected by similar moral premises and spiritual horizons (Horizonti). However, when it comes to media relations, we often encounter the word "fundamentalist," which is mistakenly used as a synonym for "extremist." In reality, Islam strictly prohibits extremism. The Prophet Muhammad (peace be upon him) said, "Those who go to extremes (in the practice of religion) are cursed (by God)." Islam instills the belief in Muslims that they should have faith in all the messengers without any distinction, starting from Adam, Noah, Abraham, Moses, and Jesus, although Jesus is mentioned more in the Quran than Muhammad (peace be upon him). This fact is overlooked by the media, whose responsibility is to present and publish the truth about these arguments rather than solely focusing on the black propaganda against a specific faith, in this case, Islam. Therefore, there is no connection between the portrayal of Islam as a religion and the reality presented in the media, and such presentations in public opinion only reinforce myths and falsehoods being spread about this faith. The dissemination of such information only fuels and increases hatred among different religions and peoples.

Preservation of identities

"Inter-cultural dialogue contributes to the understanding that despite our differences, we share positive values and confront similar challenges. Before the end of the UN Decade for the Dialogue among Civilizations and the Decade for the Culture of Peace, in a time when the process of globalization still divides us, it is essential that we prevent religion and culture from becoming forces that lead to conflicts and divisions." "From there arises the great power of religious and other community leaders to positively influence mutual understanding and coexistence, as well as contribute to the education of young people in this direction, especially in multicultural and multiconfessional regions such as Southeast Europe," says Irina Bokova, the Director-General of UNESCO (Yllpress, 2010).

Since economic, technological, and financial resources are not evenly distributed around the world, some ethnic, cultural, and national groups face greater difficulties in preserving their identities and traditions. Therefore, to understand the issues surrounding cultural imperialism, it is important to analyze the influence of American popular culture. There are no easy ways to assess the impact of popular culture, but we must be sensitive to its influence on intercultural communication.

Many cultural groups around the world are concerned about the influence of cultural imperialism. The Quebec government, for example, is concerned about the effects of English-language media on the Franco-Canadian language and culture. The French have also expressed concerns about the dominance of American popular culture and its influence on French society. The images produced by cultural industries such as film and television allow us to "travel" to many places around the world. Popular culture also helps us learn about other cultural groups. However, we should be cautious about relying too heavily on media images of cultural groups with which we have little or no personal experience, as stereotyping can be a problem. A significant portion of popular culture is produced in the USA and circulates globally. The lack of balance in the exchange between American popular culture and other cultural texts has raised concerns about cultural imperialism (Martin & Nakayama, 2010).

Our national identity certainly influences how we perceive the world and communicate with people of other nationalities. As one of our students emphasized: "The more I broaden my cultural horizons, the more amazed I am at how I see life as a result of being American. There are so many things we take for granted, like the only way to do something or think, as well as everything related to individualism and the associated values. There are so many types of people and personalities I had never imagined before" (Martin & Nakayama, 2010).

It should be emphasized that we only need a small step towards comprehensive understanding that life in a world with diverse cultures and religions can only strengthen our relationships, encompassing a multitude of beliefs, ideas, and thoughts, while respecting each other's culture and faith.

Violence is any image that severely harms the spectator and temporarily disconnects them from reality.

Analyzing the circumstances surrounding the inspiration of Islam in Albanian lands, it has not been given the deserved place in the media space of all genres. However, it should be clear that this has not been a sign of forgetfulness, but a secular model (against Islam) that has been practiced only against the Islamic faith, which has a wide vertical and horizontal reach in our ethnic lands. Some media outlets have portrayed Islam as a religion of backward culture and civilization, as foreign to Albanians, as a religion of violence and fanaticism that hinders the modernization of life, freedom of thought, and expression; an Afro-Asian religion and some have even referred to it as an Eastern religion.

During the opening of the Second World Conference on Interfaith and Intercivilizational Dialogue, held in Ohrid, Macedonian Prime Minister Nikola Gruevski, among other things, said, "The individual is sacred. It is a spiritual being created equally, when we focus on others and love our neighbors as ourselves, we can live in peace, understanding, and tolerance with each other. Despite the differences in our religions and civilizations, when we focus on the justifiable needs of our neighbors, when we love ourselves and love our God, we can learn to live together" (Shqipmedia, 2010).

On December 3, 1977, the British newspaper "The Independent" published an article by Robert Fisk, which deals with the treatment of Muslim issues in Western media, where he explains that the West constantly and intentionally offends the Islamic faith in every way, through the press and other means. In this article, he mentions two examples of this, one of which is well-known and current: after the explosion of the Twin Towers in New York, the magazine "Time" starts its front page with the title "Islamic Terrorism"! On the other hand, Fisk continues, when the Serbs committed various genocides and crimes against the Muslims of Bosnia and Herzegovina, it was presented in the French media as a national conflict, not a religious one. And never have Serbian crimes been considered as European Christian terror.

On the contrary, that conflict has been portrayed in most Western media as a conflict over land dominance or due to geographic borders.

 Sometimes the media also becomes a tool of violence. The publication of the 12 cartoons of Prophet Muhammad, peace be upon him, by the Danish newspaper "Jyllands-Posten" on September 30, 2005, has sparked and provoked millions of opinions in the Islamic world and beyond. Perhaps the goal of the newspaper itself was to increase readership to attract more advertising and publicity. "The fact that the amazement of the Muslim Eastern world has taken the form of tragicomedy, as in the case of Koliqi's flag merchant, is also evidenced by the news that the sale of Danish flags has increased in Egypt, which Muslims buy to burn. A paradox to lament" (Ibrahimi, 2006).

Do you know who Ernesto Sabato addresses? He addresses all those who advocate for a free world where everyone must necessarily build a new strategy with Islam, and this strategy will not be a strategy of war between civilizations and cultures, but a strategy of cooperation, understanding, and acceptance, integrating civilizations, cultures, and religions. Ernesto Sabato refers to a place Helder Lin: "...... Governments worldwide have forgotten that their purpose is to promote the common good. Solidarity plays a decisive role in this headless world, excluding different types........... Millions of beings heroically survive in misery. They are the martyrs........... In this existential and metaphysical poverty, everyone is a victim of a sky and a roof.......... Banalities, where noblest feelings decay, degenerate humans into a pathetic caricature that no longer finds itself in being human...... Wretched is the person who relies solely on

reason – we save ourselves, sometimes, and above all, thanks to women, not just because they give life but because they protect this enigmatic species........"

However, both culture and media from another aspect have imposed on themselves, turning into a highly profitable field. Based on a study published in January 2009 by the Internet Broadcasting Union (IBU), advertisers in France invested nearly 2 million euros in the web in 2008. This estimate, conducted by Cap Gemini Consulting at the request of IBU, takes into account sponsored links (not included in the advertising market study published by IREP), which represent the main segment of the online advertising market or 800 million euros in 2008. The bulk of this gift comes from Google, which, on the contrary, does not provide statistics. Thus, according to this estimate, internet revenues account for 59% of television advertising revenues and about 6% of total advertising expenses. Internet advertising investments were expected to decrease by 14% in 2009, according to IBU (Balle, 2011).

Often, the media not only fail to play the role of cultural interconnection but also display violent images or convey messages that hurt the sentiments of believers, especially the Islamic faith, which the media label with various stigmatizations. Violence cannot be measured; it is qualitative. Violence is relative, it depends on each person, on the understanding they give it, on the meaning they perceive, but also on the society from which it is inseparable, which considers it an evil that can be overcome through justice and by embracing "civilization," or as a necessary evil for the birth of "superhumanity" or for complete happiness. According to Serge Tisseron, psychiatrist and psychoanalyst, "any image that deeply hurts the spectator and temporarily detaches them from reality" can be considered violent. Moreover, today, images are even more dangerous because "they target our desires" by using and abusing their seductive power. However, we must remember that the issue of violence is linked to the issue of morality, with forbidden things and obligations, and that only learning norms allows us to distinguish between what the psychoanalyst Daniel Sobony called "the violence of life," which involves interacting with others, and "the violence of death," whose sole aim is to harm others without reason, while boasting about it (Balle, 2011). Increasingly, interreligious and intercultural conflicts worldwide have led to the promotion of inter-religious dialogue and intercultural understanding. The causes or reasons for these conflicts can be multifaceted. The world was divided into two poles in the past, northern and southern, where the northern pole experienced rapid economic development compared to the southern pole, which was plagued by stagnation, illiteracy, and poverty.

In earlier times, Robert Eco writes, every communication was addressed to a well-defined recipient whose interpretive codes coincided with those of the sender. Every negative meaning was characterized as a "decoding of the message," which rarely excluded the culturally accepted rules by all. However, in mass society, where the audience is inherently diverse and differentiated, decoding the message becomes the norm. Hence, the need arises for a semiotic study that controls communication flows and equips itself with the necessary tools of analysis to understand the procedures of decoding the message (and, if desired, to avoid its manifestation in the future). This presupposes, compared to any sociological investigation or aesthetic assessment, the analysis of the communication structures that TV brings to life, i.e., the pre-established codes of the sender, the form the message has taken, and the codes used by the receiver (Marrone, 2008).

Among religiosity and intercultural dialogue

The issue of dialogue remains the only way to achieve and support understanding between conflicting groups. Dialogue can take place among three types of groups: 1) political groups, 2) religious groups, and 3) supporters of political and religious groups. Of course, there are also differences in the level of dialogue and the inclusive process that the dialogue involves at each level. It can be established at the level of political or religious leaders, or at the level of intellectuals from various groups, as well as the general public. The nature of dialogue varies depending on the levels. For example, at the intellectual level, it requires more analysis, more detail about events, and understanding the nature of the force involved in supporting the conflict. At this level of dialogue, the strategy of promoting interreligious harmony and intercultural understanding must also be addressed. On the political level, dialogue can be conducted with those politicians who believe in secular policies and reject any ideology, religious politics, or cultural confrontation. In the political realm, dialogue can address the strategy of forming secular alliances to isolate social and fundamentalist forces. On the religious level, dialogue should address religion and theological aspects. Furthermore, religion must be understood at different levels, such as rituals, beliefs, institutions, and values. Although

rituals, beliefs, and institutions vary from one religion to another, values must be complementary. For example, Islam, among other things, is characterized by justice and equality among people. Rituals, beliefs, and institutions are unique in each religion, which often leads to misunderstandings. Every religious tradition emphasizes the importance of specific rituals, and belief remains central to the religious tradition, often demonstrating the superiority of rituals and belief in general. For example, Islam strictly prohibits prostration and worship of idols for purposes other than God. Hinduism, on the other hand, is different, as they believe in and allow prostration and prayer in front of idols. These religious concepts in some countries, such as India, have led to violent and bloody conflicts. However, this violence is not supported or encouraged by religious leaders, unlike political leaders who are genuinely concerned about rituals and beliefs. This does not mean that religious leaders do not change. These changes for proper dialogue need to be understood and appreciated rather than fought against. Many Sufis and Bhakti saints precisely do this. They not only attempted to evaluate these conceptual changes but also sought to reconcile them.

The effect of religious revival on human rights and universal social justice has been significant. Religious institutions have made numerous declarations regarding human rights and social justice (Temimi & Esposito, 2010).

Asgar Ali Engineer, in his article "On religious and intercultural dialogue," highlights some rules that he believes are of great help in achieving successful dialogue between religions. The following rules would greatly assist interfaith dialogue:

1) The parties involved in the dialogue should be deeply rooted in their traditions and have internal belief and conviction. This genuine belief serves as a strong foundation for dialogue.

2) Polemics should never be developed in dialogue because the polemical style is the antithesis of dialogue. Polemics lead the dialogue in the wrong direction and hinder the understanding between parties.

3) Dialogue should not only aim to understand the other but also respect their integrity. Any dialogue that lacks respect for the integrity and beliefs of the other party is prone to failure.

4) The idea of dialogue should be aimed at explaining viewpoints, rather than imposing a viewpoint. Otherwise, a small attempt to impose another viewpoint would harm and destroy the spirit of dialogue and lead to dissatisfaction between the dialogue parties.

5) The parties in dialogue should also consider diversity as an essential basis of life. Without diversity, life becomes monotonous and loses its beauty. Moreover, the Quran not only recognizes but also legitimates diversity. It is Allah's desire for humanity to have diversity. "To you, your religion, and to me, mine." (Quran, 109:6) "We have appointed a law and a practice for every one of you. Had Allah willed, He would have made you a single community, but He wanted to test you regarding what has come to you." (Quran, 5:48) The absence of diversity and the imposition of an ideological system can ultimately lead to fascism and authoritarianism.

6) One thing needs to be well understood, the distinction between dialogue and monologue to have an effective dialogue. The desire to dominate the dialogue leads to a monologue. Each party in the dialogue should have equal space to present their viewpoints. Dialogue can only have true meaning when it is conducted in a truly democratic spirit, respecting and acknowledging the rights of all participants in the dialogue.

7) Finally, we need to understand that the achievement of an effective dialogue is possible not only when we listen to the other's perspective but also when we understand and appreciate it accurately within the given context.

If these rules find practical application in interfaith and intercultural dialogue, then the result will be highly encouraging. No country today can pride itself on the exclusivity of being rigorously adherent to one belief or one culture. Rapid economic development and communication have created diversity among different religious and cultural groups worldwide, where they have similar or shared opinions. Some groups may be a majority in numbers, while others are minorities. Alternatively, it is also possible for some minorities to unite and become the majority, as may happen in Canada in the near future. The mosaic of societal models can maintain its beauty only in harmony. The eruption of conflict can lead to the fading of this mosaic due to increased dissatisfaction and strained interethnic relationships (Engineer, Andromeda.rutgers).

The Muslim world can create a new civilization if intellectual, economic, and political elites can redefine the richness of Islamic civilization's historical legacy for the realization of effective activism in the social, economic, and political arenas. The new political agenda of the Muslim world, as a counter-response to the hypocritical New World Order, must be supported by intellectual productivity, economic efficiency, and social dynamism. Such a civilization revival will not only provide a solution for the Muslim world but also offer an alternative for all of humanity (Davutoglu, 2005).

In conclusion, dialogue consists of fostering coexistence, harmony, tolerance, and mutual respect among different cultures and religions. Together, they can overcome any problem, challenge, or adversity. This is the real dialogue of life, a dialogue that represents shared existence, where mass communication tools focus on respecting and nurturing love, respect, and the advancement of civil rights for the people of a country.

Conclusion

1) Religion, culture, and media should not become forces that lead to conflicts and divisions.

2)Inter-cultural dialogue contributes to the understanding that despite our differences, we share positive values and face similar challenges.

3)Media strengthens the influence of religion and culture, creating an inseparable connection between peoples.

4) Playing an overly active and effective role to prevent the world from being divided into "the West and the rest," as Samuel Huntington portrayed in his book "The Clash of Civilizations."

5) Media can influence the improvement of people's lives and contribute to peace and security. They can elevate morals and spirituality among people and bring satisfaction to individuals.

References

Artan Fuga, Zyhdi Dervishi, Between the Village and Global Civilization, Dudaj, Tirana, 2010, p. 202.

Dr. Ismail Bardhi, "The Cartoon of Cartoons," Dituria Islame, March, no. 20, Pristina, 2006, p. 13.

Francis Balle, Media & Societies, translated by a group of authors, 15th edition, Papyrus Publications, Tirana, 2011, p. 441.

Alija Izetbegović, Islam between East and West, Logos-A, Skopje, p. 69.

Meredith B. McGuire, Religion: The Social Context, translated from English by Dr. Ali Pajaziti, Logos-A, Skopje, 2007, p. 476.

www.ecmikosovo.org

Constitution, Article 59.1; Law on Communities, Article 5.1.

Media Ownership and its Impact on Media Pluralism and Independence, translated. Electronic edition. Publisher: Albanian Media Institute, Tirana, 2004, p. 1.

www.horizonti.com

www.yllpress.com, May 7, 2010.

Judith N. Martin, Thomas K. Nakayama, Intercultural Communication: A Reader, translated by Elena Bozheku, UET Press, Tirana, 2010, p. 229-231.

www.shqipmedia.com/2010/05

Zekirija Ibrahimi, "The Cartooning of Freedom," Gazeta Besa, p. 15, no. 19, Year 2, February 2006.

Gianfranco Marrone, Social Bodies, Social Processes and Text Semiotics, translated by Dhurata Shehri and Persida Asllani, Gutenberg Press, Tirana, 2008, p. 74.

Azzam Tamimi/John L. Esposito, Islam and Secularism in the Middle East, translated from English by Bujar Hoxha, Logos-A, Skopje, 2010, p. 110.

Asgar Ali Engineer, http://andromeda.rutgers.edu.

Ahmet Davutoğlu, Civilization Transformation and the Muslim World, Logos-A, Skopje, 2005, p. 232.

Challenges of Albanian Literary Historiography

Gazmend Krasniqi[1] and Vjollca Osja[2]

[1]Aleksandër Moisiu University, Durrës - Faculty of Education Sciences, Albania
[2]University of Tirana, Faculty of History and Philology, Albania
[1]gazmend_krasniqi@yahoo.com
[2]vjollca.osja@fhf.edu.al

ABSTRACT

Can our literary historiography remain hostage to the atypicality of Albanian literary developments? This is a question that can be less and less avoided. The way in which Albanian literature continues to be studied in our schools (see the historical wording itself: Renaissance Literature) encourages the need for a methodological discussion, which we can begin with the following statement: The study of everything related to history (of civilization), actually overshadows literary studies. Thus, the differences between what is and what is not literature are hidden; extra-literary criteria begin to be applied to literature and, consequently, literature will be considered valuable insofar as it draws conclusions about this or that discipline, which is close to it, because the identification of literature with history (of civilization) is a denial of the specific field and methods of studying literature. This paper aims to answer this question, but also others that arise during the discussion.

Keywords
Teaching literature, literary historiography, atypism, literary criteria/historical criteria, Albanian romanticism

Introduction

The fact that the challenges of our literary historiography are numerous is also indicated by the issues that arose when it faced the literature of the so-called National Renaissance. This period, the way it is studied in our schools and universities, seems at first sight, to some extent, more consolidated in terms of the list of its writers, than other literary periods – this is also debatable - but in terms of the way it is conducted, many questions continue to arise.

The main concern is that historiography continues to be completely related to history. It often seems that literary texts are closer to history than purely literary texts. Moreover, this mode of interpretation is used for all our literary periods, even though they are not in the vein of romanticism, by causing disorientation to the true knowledge of literature.

After the new literary works, previously banned in Albania for non-literary reasons or those literary works that have the aesthetic value to be (re)read by current generations, became part of the dynamic system of the tradition, the history of literature cannot be an immutable data. The state of development of literary studies in the world and in the country constitute a new starting point, once we agree that another tradition is created in this period of freedom to pursue theoretical studies, since we neither use the exclusionary ideological criterion nor attempt to explain the history of literature with social history.

Such an upheaval of traditional literary historiographic thought certainly brings us back to the original question about literature. We know that, at first glance, on the basis of a widely held knowledge, the question of what is poetry (in the case of our study), because it dominates the subject under consideration, we could answer: it can be many things - philosophical, emotional or sentimental - it can give a picture or tell a story, it can be satirical, entertaining, political or simply informative, but this answer is not satisfactorily because none of these characteristics is poetry itself, and it does not reveal how it differs from other types of writing or speaking.

While a study aimed at the issue of Albanian literature in the spirit of modern literary theories, as Literary History, a field not developed adequately in Albanian studies, is deemed indispensable, now the object of our study is defined more clearly than ever: Do we accept this literature as Albanian romanticism?

Since in the modern science of literature, romanticism is mainly viewed in two perspectives: as an *artistic method*, based on the transformation of reality into art; *as a literary direction*, historically limited in time, we immediately pose the question: should we study romantic literature:Through the creative method, based on the reflection of reality according to the writer's often wild imagination and fantasy, by showing us the idea of expression that replaces mimesis?

- From the point of view of the aesthetic program, with special features of the work's poetics, bearing in mind the notion of *literary direction*, historically placed in time?

However, the two issues mentioned above appear to be strongly connected: they are separated by the term timeless, which is necessary for the second one. Accepting this would pave the way for how to face the legacy of romanticism as a *literary current*, of political-social-philosophical thought, with its unjustified superiority in our studies and textbooks, to convince ourselves that the above-mentioned problems come from this kind of study, used even without the respective term romanticism, and chaotic or nonsensical narratives.

A clarity about methodology at the very start should therefore make the questions easier for us: What did romanticism bring in Albanian literature? Which literary works are romantic? What were its models? Which is the place of romanticism in Albanian literature? How was it viewed by traditional scholars and how is it viewed by scholars nowadays? How was our national literature created? Is there any more space for atypical ideas of interpretation?

Before elaborating the mosaic that aims to outline the historical - cultural context in which Albanian romanticism was born and formed as a branch of political-social thought, we bring to attention that that until today, its presentation has been the main one in our studies and part of teaching in universities, therefore we can consult widely literature about it. The university texts compiled so far, *History of Albanian Literature* 1. 11. (Tirana 1959, 1960) and *History of Albanian Literature* (Tirana 1983) have more or less this content organization:

- views on the historical - social circumstances of the ages whose literature is examined;
- some views on cultural life and on the most general features of literature; placement of authors, presented in

Undoubtedly, this scheme does not enable an insight in the phenomenon studied and its special features, that is, those characteristics that distinguish it from other similar fields of spiritual life. What is most important, it limits the possibilities to view literature as a process, with its own laws. By following mainly the criterion of describing literature as a given historical period, the texts in question, more than history, seem to be a chronology of people who created literature.

Even today, we know that the acceptance of major literary directions in literary studies is not easy, when modern literary theories, formalism for example, considers them "big labels, general and incomprehensible notions" and for structuralism, which is interested only in the text as such, while the time when this text was written, and even its author, are not of primary importance. Modern literary theories seek to draw attention to the artistic "loss" that is hidden after big labels of literary currents or directions, reinforcing the idea that literary art is "language". This is worth emphasizing even more, when considering that this study deals with poetry, since prose and drama present more modest values in relation to it.

The whole system remains open and welcomes what is "lost". As Albanian poet Asdren stated:

- Policies and ideologies are temporary, while the literary system self-operates continuously.

The expected reception horizon for the literary work is delayed continuously, because the points of view shift. For example, Byron, who was adored by Goethe and other romanticists, was viewed differently by T.S Eliot's generation, who, after praising his ability to narrate, according to him: *he adds nothing to language, does not reveal anything with the sound, does not develop anything in the meaning of individual words*.[1]

Eliot adds that, when the poet gains a large mass of admirers for a short time, it is a rather doubtful case, for it leads us to fear that he is not doing anything new, but merely offering to the people what they are taught with, that is, what they had from the poets of the previous generation.[2]

Naturally, the question arises: what are the sustainable values, which exceed the museum values of Albanian romanticism?[3]

---

[1] See T.S. Eliot, *Selected Essays*, Prishtina, Kosovë: Rilindja Publishing House, 1982, pp. 212

[2] Ibid, pp. 67

[3] The concept of *Literary History* continues to require the identification of some of its basic features such as: - The purpose of the internal approach is to determine the forces that act, lead, set tasks or find expression in literary texts - what makes them what they are - as well as of the ways in which these aspects affect literature; in contrast to the traditional history of literature, literary history was seen not simply as a chaotic collection of texts in arbitrary relation to each other, but as a listing of moments or sequences that form together a coherent and persuading narrative; - By providing an insight on external events, while seeking the formula of a view of literature in the course of time, literary history subordinates history to literature; without the development of literary theory, there is no literary history. (See Lee Patterson, *Literary History* in "Critical terms for literary study" : University of

To answer this question,

- Firstly, we have to define the boundaries of the periodization of this literary current:Secondly, we have to define a poetics that would summarize the main features of the texts that we must list as part of Albanian romanticism.

But, even before this, we have to accept the very idea of this literary current.

Discussions

Can our literary historiography remain stuck to the atypicality of Albanian literary developments?

This is a question that can be avoided less and less.

But what drives the concern that requires a shift of the atypical view of Albanian literature? The way in which Albanian literature continues to be studied in our schools - it is revealing if one just notes the historical formulation itself: *Literature of the Renaissance* - prompts the need for a methodological discussion, we would like to start with the following statement:[4]

- *The study of everything related to the history (of civilization) actually decreases the importance of literary studies. The differences between what is literature and what is not literature are thus obliterated; extra-literary criteria begin to be applied to literature and, therefore, literature is considered valuable insofar it provides conclusions for this or that discipline that is close to it, identifying literature with history (of civilization) constitutes a denial of the specific field and specific methods of studying literature.*[5]

The concern we raise has existed for several decades. Due to the need to put order and create a system in the study of literature, the researcher Namik Resuli, the compiler of the series *Albanian Writers*,[6] wrote his platform, before this book was published:

- *None of the literary works that are written until now on the history of Albanian literature, both in our language and in foreign languages, have not made any systematic and reasoned division of the subject that they intended to study. The truth is that none of these foreign or Albanian authors had the intention of studying deeply only from the literary point of view the history of our literature, nor did they care about its classification.*[7]

This is how he viewed the cause of the failure of these works *generally fabricated without scientific criteria and consisting of a dry enumeration of facts and dates, which are of no importance the way they are listed.*

But history proved to be stronger than one could think, because even Resuli himself used a historical political date, when he demanded that Albanian literature be divided into: 1. *Literary production before the League of Prizren* 2. *Literary production after the League of Prizren*. He thought that only the second group was worth studying. By linking the value of the publications to the spread that occurred after the *Society of Istanbul* (1879), the reasons presented for the downfall of the first group revolved around the idea that:

(1) Cultural circles operate in isolation from each other.

(2) A utilitarian literature is written, for the needs of faith in the Christian groups, or, mainly, for entertainment, satire and didacticism in the Muslim group.

In order to oppose Ressuli's ideas we provide the following arguments:

- One work, even discovered late, is enough to shift the entire value system of a language
- A utilitarian work is not said to be devoid of art because:

- within such texts lie literary genres and forms and we can enjoy reading, while they give us the "present" of literature, according to the Russian formalists; [8]

Chicago Press, 1995, pp. 250; and Keith Green & Jill LeBihan, *Critical theory & practice*, London: Routledge. 1996, pp. 102)

[4] See also Gazmend Krasniqi, *Modernism and postmodernism in literature*. Jozef. Durrës 2021.

[5] Rene Wellek & Warren, Austin. *Theory of Literature*, Tirana: Enciklopedike Publishing House, 1993.

[6] Albanian Writers, 2. Second Edition, Tirana: Pakti Publishing House, 2008.

[7] Namik Resuli, *For a Systemic Classification of Albanian Literature*, Newspaper, National School.

[8] In fact, the researcher Resuli himself gives us some arguments to oppose the devaluation of old literature, when he says (Enver Muhametaj, *Albanian Literary Thought 1939-1944*, 7, Tirana: Center of Albanian Studies; Institute of Linguistics and Literature. Albanian World, 2008, p. 13): "These old writers of Albania's North are not only the first to initiate a certain cultural movement in their country, they are not only the ones who gave Albanians an alphabet - the Latin alphabet – but they are also the first ones to think and work, cry and suffer for their homeland and their language, for Albanian and Albania. Even from this national point of view, this literary

- as it is said in popular art histories, while we are eating with a wooden spoon, i.e. we are using a utilitarian tool, we can first admire it aesthetically.

As we know, the publication of the series *Albanian Writers* did not realize the idea why it was initiated:

- *to study deeply the history of our literature only from a literary point of view. Even this cannot be called the history of Albanian literature*, admits Ernest Koliqi, the supervisor of the publication. *If each writer or constellation of authors, each current or school of writing, is never studied, it is very difficult to reach the goal of having a precise synthesis, a panoramic framework, a convincing history that shows the flow of our river of literature during one hundred years, enriched with unknown rains and streams, springs and streamlets.*

Perhaps the argument of "failure" can be found more clearly in the words of Karl Gurakuqi, who was one of the strong supporters of this publication:

- *This volume summarized the so-called writers of the Renaissance, most of whom, a few years ago, held a rifle in their hands and a book under their armpit, and spread the idea of a free Albania. Many of them devoted themselves to Albanian letters more strongly with an external purpose; they took into account the national apostolate - as the need of the homeland was at that time - rather than art, therefore their value, generally speaking, is relative and they always connected it to the history of national awakening.[9]*

Even the concept of Arshi Pipa in 1971, is similar to the concept of Resuli[10], when he makes this classification:[11]

1. *The cultural mosaic of the pre-national period: 1555-1881. 2. The romantic literature of the National Renaissance: (1836) 1881-1912 (1924). Utilization of terms:"Early Northern Ecclesiastic Catholic Writers, Early Ecclesiastic Greek-Orthodox Italian-Arberesh[12] Writers, Arabic-Alphabet Muslim Writers, Greek-Alphabet Diaspora Orthodox Writers, Arberesh of Calabria and Arberesh of Sicily Writers, Secular and Clerical Writers, bourgeois ideologues and democratic-populist writers*. As it can be noticed, this classification is similar also to the aforementioned concept of the "Albanian Writers" publication.[13]

Acceptance of the term "Romanticism"

There is an article published in 1944 "Romanticism in Albania", which we do not know if it was ever taken into consideration, although its author has no doubt that this literary direction (he calls it and elaborates on it as a *current*) has occupied the center in Albanian literature:

---

production could be directly related to what came after the League of Prizren... We can list these arguments this way: If we take the poem "Pious Song" by Lekë Matrënga, it is not said to answer the call to church to enjoy it. If there were doubts about poems like this, it would be enough to mention the poem "Milosao" by Jeronim De Rada.

[9] *Albanian Writers*. 2. Second edition, Tirana: Pakti Publishing House, 2008, pp. 360

[10] For the sake of truth, he had not required the removal of the Old Literature, simply had supported the idea that the only national literature could be studied as literature. In his article published in "The National School" newspaper, he clarified these ideas, in a polemic with those who accused him. (Enver Muhametaj, *Albanian literary thought 1939-1944,* Center of Albanian Studies, Tirana: Institute of Linguistics and Literature. Albanian World Publishing House, 2008, *Polemics with Filip Fishta*).

[11]Classification 1: The cultural mosaic of the pre-national period: 1555-1881 - 1a. Early Northern Ecclesiastic Roman Catholic Writers: Doctrinal and Linguistic Works (mid 16th - early 18th century) 1b. Early Ecclesiastic Greek-Orthodox, Italian-Arberesh Writers, Early Ecclesiastic Greek - Italian Orthodox - Arberesh writers: doctrinal and didactic works (end of the 16th century - end of the 18th century) 1c. Muslim writers writing with the Arabic alphabet: erotic, satirical and didactic poetry (beginning of the 18th century - beginning of the 19th century) 1. Orthodox writers of the diaspora wirting with the Greek alphabet: lexicography, folklore collection and translation of the Bible (19th century) 2. Romantic literature of the National Renaissance: (1836) 1881-1912 (1924) 2a. Arberesh romanticism: Arberesh of Calabria and Arberesh of Sicily (1836-1924) 2b. Shkodra romanticism: secular and clerical writers (1881-1924) 2c. Romantic literature in exile: bourgeois ideologues and democratic-populist writers (1886-1924) (Arshi Pipa, *Albanian Literature*, Tirana: Social Perspective. Princi Publishing House, 2013).

[12] The Arberesh are an ethnolinguistic group of Christian Albanians who have had roots in southern Italy for hundreds of years and are scattered throughout mountainous areas in the southern Italian regions of Abruzzi, Molise, Puglia, Campania, Basilicata, Calabria and Sicily.

[13] Let us not forget that Pipa's work is titled *Albanian Literature: Social Perspectives*, and that is the reason why it is easier for him to make these classifications.

- *Romanticism is the only literary direction we had and still have. This literary current emerged as a literary-patriotic action. It was developed as such. It took quite large forms: it became the only literature of our country. Even after Albania overcame the political crisis and won national independence, we continued in this direction.[14]*

In 1945, in the work *Romanticism in Eastern and Southwestern Europe and in Albanian literature*, authored by Eqrem Çabej had put forward the idea that the literature of the National Renaissance can be considered Albanian Romanticism, but the birth of the doctrine of Socialist Realism, under the Soviet influence, had other ideas that were reflected in two works that were published in this period (1960 and 1983), by the respective state institutions.

In Kosovo, Academic Rexhep Qosja published the study *From Typology to Periodization*, which in the title accepts that the different periods of literary development named with literary terminology, by singaling a different approach. Again in Kosovo, in the book *Albanian literary schools*, Academic Sabri Hamiti defines the Literature of Renaissance as the *romantic school*, defining it as *literature on a personal and collective level, where discourse owes a lot to the purpose and function of the text*,15 where the dominant literary forms are the personalized lyrics and poems with synthesizing claims or narrative power and heroic argument, with which the development of the national epic is aimed and the text takes on the character of deification, either for powerful personal expressions or for large national projections.[16] It draws attention the fact that some poets, who for us belong to romantic inspirations, are included in the school that the researcher clearly names *the criticism school*. Personalities such as Zef Skiroi, Ndre Mjedja, Gjergj Fishta and Çajupi keep the discussion open, as this is how the idea of the atypical development of Albanian literature is protected,[17] when we recall that this approximate scheme was consolidated in Western studies.

Rennaissance,
Baroque,
Neoclassicism,
Romanticism,
Realism,
Modernism and
Postmodernism.[18]

In order to reinforce the ideas that emerge from the above picture of developments in Albanian Literature, we have to recall that Faik Konica had elaborated since 1906[19] the relations art - ideology, literature - ideology (that is, art seperated from ideology[20]); while Asdreni addressed six years later, the relationship between literature and politics, by stating that there are cases when literature and politics go together, such is this moment of the Renaissance or Albanian romanticism, but there comes a moment when each follows its own path. [21]

It is important to note that this article of Asdren was used in Albanian studies with a different meaning: the part that they are to be seperated is not mentioned, but only their existence "side by side",[22] which, of course, resembles manipulation over years in Albania of politics, ideology and literary thought itself.

After all the consequences that are ascertained in our recent literary studies, we have the right to pose the questions:

- If we refer only to documents and texts in a language, in the prism of the ideas of that language does it limit the discussion? [23]

---

[14] Enver Muhametaj, *Albanian Literary Thought 1939-1944*, Tirana: Centre of Albanogical Studies; Institute of Language and Literature. Bota shqiptare Publishing House, 2008, pp 41. A further elaboration of the point of views of the article.

[15] Sabri Hamiti, *Albanian Literary School*, Prishtina, Kosovë: Faik Konica, 2004, pp. 13

[16] Ibid, pp. 13-14.

[17] In Yves Chevrel, *Letërsia e krahasuar*, Tiranë: Albin. 2002, Literary directions of the western literature are presented similarly in this order.

[18] Rene Wellek, & Austin Warren, *Theory of Literature*, Tirana: Enciklopedike Publishing House, 1993, and Yves Chevrel, *Letërsia e krahasuar*, Tiranë: Albin, 2002

[19] See interpretations of Ibrahim Rugova in the book *Directons and Premises of Albanian Literay Criticism 1504-1983*".

[20] It has to be noted that Academic Sabri Hamiti demonstrated constantly that he is clear about this issue.

[21] Floresha Dado, *Intuition and Criticism Consciousness*, Tiranë: Onufri Publishing House. 2006, pp. 71.

[22] *History of Albanian Literature II*, Tirana 1960, pp. 488

[23] See Rene Welle & Austin Warren, *Theory of Literature* Tirana: Enciklopedike Publishing House, 1993 pp. 44-45

- Does it mix the issue being discussed with nationalistic or regional feelings, without a proper theoretical clarity?

Only when we accept that the connections between literature as a whole and national literature must be mutual, we can point out:

- How common features of European literary thought can appear differently in different countries:
- How each country has its own radiating centers of gravity, its own outstanding artists, who deviate from the common path and distinguish one national tradition from another.

It is true that in the past history mixed with literature and philosophy, colored with patriotism and partiality, had little chances to become a science, but nowadays this discipline is at a different stage. As we know since the time of Aristotle, according to whom, the real difference between history and poetry lies in the fact that the first happened, while the second could have happened, therefore literature is more philosophical, higher: literature expresses the universal, while history expresses the partial.

Consequently, they cannot be studied in the same way, and this seems to be the answer to the question we posed. So, every literature reflects on the one hand the laws that originate from the peculiarities of the traditions and conditions of the country, while on the other hand it reflects laws of a general character that are determined by the character of inter-literary processes.

But nowadays, it is not important only to separate literature from history, at a time when theory or science of literature is developed and numerous literary theorists have questioned two major romantic perceptions:

- the one that the literary text is a living, special and individualized "organism";
- the one that the artist is an extremely independent genius who creates original works of art.

According to the current theory, the particular and "living" work is dissolved in a sea of "intertextuality", which derives from/and is part of a network or "archive" of other texts - different kinds of discourses, parts of different cultures, while the sovereign artist has degraded from a heroic actor of creative consciousness, to a collective "voice", rather controlled than controlling, in the point of intersection with other voices, other texts, dependent on the possibilities dictated by systems, conventions and language structures.

Having this kind of approach, researchers agree that we need to view history *not as a document, but as a monument*. The science of literature, according to Roland Barthes: "cannot be a science of contents (which can only be studied by historical science in the narrow sense of the word), but a science of the conditions of the contents, namely of the forms. [24]

Conclusions

In this paper, we argued that in Albanian culture there still exists the issue of how to write literary historiography. We also reasoned and evidenced that the problems of the tradition of historiography today, in the time of the developments of modern literary theories, can be viewed as outdone.

Nowadays, it is indipensable to separate history as a specific discipline in general and on the other side the interliterary processes in particular.

The exclusionary ideological criterion or the attempt to seek an explanation of the history of literature with social history, a characteristic of the period of Socialist Realism, is of no use.

Finally, according to the most prominent modern theorists, one can't ignore the idea that the science of literature cannot be a science of contents (which can only be studied by historical science in the narrow sense of the word), but a science of the conditions of the contents, namely, its forms.

Bibliography

Barthes, R., (1987)*Semiologic Adventure*, Prishtinë, Kosovë: Rilindja Publishing House.

Chevrel, Y. (2002). *Letërsia e krahasuar*. Tirana, Albania: Albin.

Dado, F. (2006). *Intuition and Criticism Consciousness*. Tirana, Albania: Onufri Publishing House.

---

[24] Roland Barthes, *Semiologic Adventure*, Prishtina, Kosovë: Rilindja Publishing House, 1987, pp. 223.

Eliot T.S. (1982). *Selected Essays*. (pp.212.) Prishtina, Kosovë: Rilindja Publishing House.,

Green, K.,& LeBihan, J. (1996). *Critical theory & practice*. London: Routledge.

Hamiti, S. (2004). *Albanian Literary School*. Prishtina, Kosovë: Faik Konica.

Krasniqi, G. (2021). *Modernism and postmodernism in literature*. Durrës, Albania: Jozef.

Muhametaj, E. (2008). *Albanian Literary Thought 1939-1944*, 7, Centre of Albanogical Studies; Institute of Language and Literature. Tirana. Albania: Bota shqiptare Publishing House.

Pipa, A. (2013). Albanian Literature: Social Perspectives. Tirana. Albania: Princi Publishing House.

Lentricchia, F. & McLaughlin, T. (1995). *Critical terms for literary study*. Patterson, L. *Literary History*: University of Chicago Press.

Resuli, N. (1940) *For a Systemic Classification of Albanian Literature*, Newspaper, National School.

Albanian Writers. Second Edition. (2008). Tirana. Albania: Pakti Publishing House.

Wellek, R. & Warren, A. (1993). *Theory of Literature*. Tirana. Albania: Encyclopaedic Publishing House.

The attitude of the Albanian State towards the albanians of Kosovo in 1918-1941

Ylli Hashani[1*]

[1] Teaching Assistant, Faculty of Education, University "Isa Boletini" Mitrovica, Kosovo

* ylli.hashani@umib.net

Abstract

In this paper, it is presented what was the attitude of the Albanian State towards the dispossessed and how much it managed to sistemated them in Albania. After all the research and findings about the way Albanians displacement, a treatment has been made of the attitude that the Albanian state had followed and its role towards the displaced and also the way they are organized in Albania, in which areas, in which regions, and also the way of treatment that was given to the Albanians who moved from their countries to the mother country Albania. The State of Albanians to come to the aid of these immigrants, managed to design the legal infrastructure by approving several laws in the 20s, especially the Decree Law on the Settlement of Immigrants of 1931. Likewise, during these years, the Albanian State was also interested in the condition of those who were outside its borders and engaged in various ways to help them.

Key words: Albanian State, ethnic cleansing, immigration, resettlement.

Introduction

Albania in these years was still in economic relations of the medieval type. Five centuries of Ottoman rule had not only not created the base foundations of a modern economic development, but had only hindered and delayed development. In 1922, over 90% of the country's population was engaged in agriculture or livestock and that Albanians lived in a state of extreme poverty.[1]

An aspect of the issues raised in the Albanian parliament are those related to the Albanians of Kosovo and other countries in Yugoslavia, as well as the immigrants who came from these countries to Albania.[2] On March 3, 1921, the President of the Kosovo Committee in Shkodra sends a telegram to Aqif Pasha Elbasani, the President of the Supreme Council of Albania, where he says that the Serbs are exterminating the Albanian race in Kosovo. It also asks this Council to make the Albanian government take care of this issue and also to protest to the League of Nations and the United States of America.[3]

The persecution of Kosovo Albanians, whom the Serbian government intended to exterminate and expel from their lands where they showed inhumane treatment to the Albanian population. The news about the exterminating policy of the Serbian rulers in Kosovo deeply touched the feelings of the Albanian people and caused a powerful explosion of anger. In support of their brothers, the deputies of the Albanian parliament, which at that time was called the National Council, stood up and protested unanimously.[4]

---

[1] Bernd Fisher. *Mbreti Zog dhe përpjekja për stabilitet në Shqipëri*, (Tiranë, Çabej, 2004), 55.

[2] Emine. Arifi – Bakalli. "Çështja e Kosovës apo çështje lidhur me shqiptarët e Kosovës në parlamentin e Shqipërisë në vitet 1925-1939", 100 vjet Paralementarizëm, (Tiranë: Republika e Shqipërisë Kuvendi, 2020), 79.

[3] *AQSH,* F. 147 Këshilli i Lartë i Shtetit, V. 1921, D. I - 16, f. 1. Telegram i kryetarit të Komitetit të Kosovës në Shkodër ku thotë se serbët po shfarosin racën shqiptare në Kosovë.

[4] Kaliopi Naska. "Çështja e Kosovës në parlamentin shqiptar të vitit 1921", në Çështja e Kosovës – Një problem historik dhe aktual (simpozium i mbajtur në Tiranë më 15-16 prill 1993), (Tiranë: Instituti i Historisë Prishtinë – Tiranë, 1996), 155.

In the discussions in May 1921, they discussed the treatment of Albanians outside Albania. Deputy Ali Këlcyra put forward the interest that the Albanian state should have, Leonidha Koja was behind him in this opinion, while deputy Kristo Dako asked the government to try to open Albanian schools. Likewise, in the discussions that continued in June, the deputy Jusuf Barka, drawing attention to the Serbian atrocities against our brothers in Kosovo and asking for petitions to be made in the League of Nations for the rights of Albanians outside the borders.[5]

The National Council of Albania in June 1921 sent a telegram to the Yugoslav parliament, asking it to intercede with its government to stop the atrocities in Kosovo. But the answer of the president of the Yugoslav parliament Dr. Ivan Ribar was that the Albanian parliament had no right to interfere in matters that, according to him, were the internal affairs of the Yugoslav state. But then the deputies of the Albanian parliament, indignant with the answer of the Yugoslav parliament, they pointed out that our telegram was not intended to interfere in the internal affairs of Yugoslavia, but to protect human rights.[6]

After that, various Albanian MPs publicly expressed their revolt. One of them, Luigj Gurakuqi, declared: *"How can they telling, a government that has sown our lives with the graves of our brothers that we are interfering in its internal affairs?" How can a government tell me that we interfere in internal affairs when we see that, because of it, my children and women behave naked and barefoot here in Tirana?".[7]*

As well, also Hasan Prishtina declared, expressing himself about the massacres and barbarisms that were being done to the Albanian people. Where in the city of Peja, a Committee named "Crna Ruka" was formed, created by the Serbian government under the chairmanship of Milo Dimitrovic, which only aims to commit murders against the Albanian population and rob their properties and assets. He gives a proposal to the Albanian government: *"For the government to take strict and urgent measures, since we cannot get enough benefit with written complaints, I propose to appoint a parliamentary commission to go to Rome, Paris, London and if necessary also in Washington, to complain verbally".[8]*

After the discussions in the Albanian Parliament, on June 20, 1921, was approved the following telegram: *"The National Council has full hope in the human feelings of the various representatives of the people, take your permission to remove the remark on the cruel massacres and violence that have been going on for eight years now. continue with an ever-increasing harshness against the Albanians of Kosovo and we pray for the necessary steps to be taken by the Government of Belgrade for the cessation of these atrocities that are destroying the civilization of the 20th century".[9]*

It is important that in the years 1920-1924, the main institution for determining contemporary politics became the Albanian Parliament, in which the issue of Kosovo was inevitable. Even the Albanian Government of Ilaz Vrioni during the months of July-August 1921 protested in the League of Nations against a new wave of persecutions that had erupted in

---

[5] Marenglen Verli. "Çështja e Kosovës në Parlamentin shqiptar 1920-1924", në Studime Historike, nr. 1-2, (Tiranë: Instituti i Historisë, 2020), 250-251.

[6] Ana Lalaj. "Problemi i Kosovës në parlamentin shqiptar (1920-1924)", në Studime historike, Nr. 1-2, (Tiranë: Instituti i Historisë, 2000), 127; Naska. "Çështja e Kosovës…, 156.

[7] Beqir Meta. et al., *Historia e shqiptarëve gjatë shekullit XX (1920-1924),* Vëllimi II, (Tiranë: Akademia e Studimeve Albanologjike – Instituti i Historisë, 2019). 588-589.

[8] Kujtim Nuro. Nezir Bato. *Hasan Prishtina (Përmmbledhje dokumentesh) 1908-1934),* (Tiranë: Drejtoria e përgjithshme e arkivave të shtetit, 1982), 112-113; Marenglen Verli. "Parlamenti shqiptar në vitet 1920-1924 për çështjen e Kosovës", Buletini, (Prishtinë: Fakulteti Filozofik, 2021), 26.

[9] Lush Culaj. *Shqiptarët në gjysmën e parë të shekullit XX*, (Prishtinë: Instituti Albanologjik, 2005), 192.

Kosovo by the Serbian authorities, where through Mit'hat Frashër he informed them about the situation of the Albanians in Yugoslavia.[10] Even in the seance of the parliament on July 16, 1921, in addition to the evidence of the Serbian massacres, a part of the deputies came up with the proposal to send a parliamentary commission to protect the Albanians of Kosovo. According to the balance made by the "MKK" Committee in 1921 for the genocide carried out by the Yugoslav authorities in the summer in Kosovo, it resulted that 12,371 people were killed and another 10,526 were looted.[11]

Meanwhile, the Albanian parliament continued its work to inform the international opinion about what was happening in Kosovo, sending telegrams to the governments and parliaments of the Great Powers, as well as the League of Nations. However, the Albanian MPs called insufficient either the discussions in the parliament or the telegrams and calls on the Kosovo issue . They stated the need to provide documents and arguments that had to be prepared based on a complete and accurate knowledge of the situation in Kosovo.[12]

The protest was repeated by the government of Noli in July-August, when the terror of the Serbian government extended to Drenica. In all cases when the Albanian side made denunciations in the National League, Yugoslavia countered in various ways, up to fabricated accusations, to undermine the effect of these denunciations made by Albania.[13]

The government of Noli, not directly, but through the United Committees of irredentist Albanians, on September 26, 1924, with the signatures of Hasan Pristina, Bedri Pejani and Bajram Curri, sent a memorandum to the President of the Council of the League of Nations from Geneva in the name of " United Committees of Unliberated Albanians", where they protested with facts about the continuous violence and persecutions that the Serbian government did against the Albanians and demanded that the Albanian people be treated like any other people.[14] But Mehmet Konica, in a telegram sent to the Ministry of Foreign Affairs, announced that the British delegate is not willing to intervene with the Council of the League to look at the petition of the Kosovo delegates.[15]

The "MKK" committee take care of the housing and the food of the displaced people, who had left their homes in Kosovo due to Serbian violence. The territory of political Albania was always a refuge for those expelled from Kosovo and other Albanian countries in Yugoslavia. The Albanian government was against the discrimination against the Albanians outside its borders and judged the attempts to suppress through the violence of the Albanian uprisings as well as the expulsion of the Albanians. Zog's government demanded the cessation of these violent behaviors.[16]

---

[10] Lalaj. "Problemi i Kosovës…", 127; Marenglen Verli. "Përpjekjet për prezantimin e çështjes së Kosovës në Lidhjen e Kombeve në vitet '20", në Kosova, Nr. 27, (Prishtinë: Instituti i Historisë, 2005), 9; Paskal Milo. "Paralementarizmi shqiptar dhe Lidhja e Kombeve 1929-1939", Buletini, (Prishtinë: Fakulteti Filozofik, 2021), 91.

[11] Naska. "Çështja e Kosovës…, 158; Milo. *Shqipëria dhe Jugosllavia…,* 132.

[12] Lalaj. "Problemi i Kosovës…", 128-129.

[13] Verli. "Përpjekje për prezantimin…" 94.

[14] *ASDN.* V. 25 shtator 1925, D. R1657/41/40731/11379, fl. 1-8, Letra e Bedri Pejanit drejtuar Sekretarit të Përgjithshëm të Lidhjes së Kombeve; Meta. et al,. *Historia e shqiptarëve gjatë shekullit XX*, V. II, 230.

[15] *AMPJ,* V. 1924, D. 523, fl. 14. Korrespondencë e Legatës Shqiptare në Londër me Ministrisë së Punëve të Jashtme të Shqipërisë, Londër, 03.12.1924.

[16] Liman Rushiti. "Lëvizja Kaçake dhe Komiteti "Mbrotja Kombëtare e Kosovës", në Komiteti "Mbrojtja Kombëtare e Kosovës" (Përmbledhje kumtesash), (Tiranë: Akademia e Shkencave e Shqipërisë, Instituti i Historisë Tiranë, Instituti i Historisë Prishtinë, 2004), 100; Marenglen Verli, "Çështja e Kosovës dhe stabiliteti i shtetit 1912-1999", në Kosova – Rruga drejtë lirisë, (Prishtinë: Instituti i historisë, 2020), 20; Lush Culaj. *Sfida historike*, (Prishtinë: Instituti Albanologjik, 2020), 103.

The Albanian government was not in favor of immigrants from Kosovo due to the lack of funds. However, in the years 1925 - 1927, about 6000 Albanians emigrated from Kosovo and settled in Kavajë, Fier, etc. In order to settle the Albanians who emigrated, the Agrarian Reform Directorate was created, which gave them land from the state lands.[17]

In the discussions in the Albanian parliament in the session of April 25, 1928, the deputy B. Begolli gave a proposal to react to the expropriation and taking of Albanian land by the Yugoslav government, and asked the Minister of Foreign Affairs to react at the League of Nations. As well, Deputy J. Erebera said that it is our obligation to take care of the Albanians who happened to be in Yugoslavia, and he also added that it is a shame and a sin not to take care of them. The other MP F. Rusi also stated that the land is being taken from the Albanians and are being expelled from their homes and it is an unfair thing that is being done to them and asked the foreign minister for an explanation as to whether it is true that there has been no reaction. Meanwhile, Deputy F. Alizoti stated that we cannot interfere in the affairs of another country, but he wanted to know about the fate of the Albanians and asked the foreign minister whether the treaties with neighboring countries regarding the issue of minorities are being respected.[18]

On August 14, 1928, the person in charge of the Albanian Legation in Belgrade, Tahir Shtylla, informed the Ministry of Foreign Affairs about the dire situation of the Albanians in Yugoslav captivity, where at this time the Yugoslav government had started an action using the most barbaric means to forced the Kosovar Albanians to leave their countries, especially those who live along the Albanian-Yugoslav border. And as a result of these severe measures against the Albanians, the goal was achieved that a large number of them were forced under pressure to sell their property for a little money and thus take the path of leaving their properties.[19]

Also, the Albanian consul stated that the Albanian consul in Ankara had been informed about this matter, and according to the instructions from the MFA, they had started a counter-propaganda in the Albanian districts of Kosovo, advising them not to leave their countries, as previously it was against interests of the Albanians and that in Turkey they would not find the welcome they were hoping. Likewise, in the response of the Minister of the Interior, Kostaq Kota, and the Minister of Foreign Affairs, Iljaz Vrioni, appealed to the bodies that advocate in every way the ban on the emigration of Albanians to foreign countries, and the Ministry of Foreign Affairs has to develop through the press national, a broad campaign related to the sufferings of all Albanians who had the misfortune to emigrate.[20]

The Albanian state knew and this was understood that the Yugoslav government is not respecting human rights nor those rights that the League of Nations has announced to minorities. And he asks the MFA to commit to intervening with the Yugoslav authorities since the arrival of

---

[17] *AMPJ*, V. 1960, D. 530, fl. 4. Relacion, Gjendja e shqiptarëve të Kosovës në periudhën e Luftës së Parë Botërore gjerë në vitin 1941, cituar sipas S. Syla. *Shteti shqiptar dhe çështja e Kosovës 1939 – 1981,* (Prishtinë: Instituti i Historisë, 2017), 25;

[18] *AQSH*, F. 146 Parlamenti, V. 1928, D. 88, f. 388-390. Procesverbale të mbledhjeve parlamentare 16 - 25 në Sesionin e Dytë të Legjislaturës së Parë.

[19] *AQSH*, F. 152 MPB, V. 1928, D. 66, f. 10. Korrespondencës e Ministrisë së Punëve të Jashtme etj, mbi disa familje kosovare që dëshirojnë të shpërngulen nga Jugosllavia për në Shqipëri e Turqi dhe qëndrimi i Qeverisë Shqiptare mbi këtë çështje.

[20] *AMPJ,* V. 1928, D. 155, fl. 9-14. Korrespondencë e Ministrisë së Punëve të Jashtme me Legatën Shqiptare në Jugosllavi dhe Ministrinë e Punëve të Brendshme mbi emigrimin e disa familjeve kosovare në Turqi si dhe masat e marra për ndalimin e tyre.

immigrants in the Albanian state they will neither have a place to settle nor money to meet their daily needs.[21]

Albania's interest in Albanians abroad country did not stop. In March 1929, the Albanian government submitted a complaint to the League of Nations against the atrocities and mistreatment of Albanians by the counties and the Yugoslav regime. The murder of Shtjefën Gjeçov on October 14, 1929 and the escape from Yugoslavia of three Albanian Catholic priests, due to persecution by the Yugoslav authorities, caused a deep irritation in Albania. That is why Albanian diplomacy had reacted strongly to these criminal acts of the Serbian government.[22]

The diplomatic activity of the Albanian leaders in the territory of Kosovo marks a new stage without a doubt with the petition of the Catholic priests, where the condition of the Albanians under the Yugoslav occupation is best described by these three parishioners of the Albanian Catholic Church in Kosovo, the fugitives after the murder of Shtjefën Gjeçov in Zym the Has, Don Gjon Bisaku, Don Stefan Kurti and Don Luigj Gashi, missionaries of "Propaganda Fides" who, on May 5, 1930, sent a petition that was designed by Hasan Prishtina. Through this written protest, addressed the Secretary General of the Council of Nations in Geneva, His Excellency Mr. Erik Dramodi, where they provide facts about the Serbian genocide on the unprotected Albanian population in Yugoslavia, where they emphasize "the deplorable situation that Serbian domination has caused to Albanians ; we will certainly not be the last to advertise before this high instance of international justice if the policy of the Belgrade government towards Albanian subjects does not fundamentally change".[23]

The attitude of the Albanian state, in particular of the Ministry of Foreign Affairs, to support Kosovo's immigrants, until Zogu's own meetings in the years 1930, 1933, etc., with leaders from Kosovo, namely immigrants, such as with Bedri Pejani, etc., or the reception of a delegation of the movement from Kosovo in 1933 and the offer for cooperation "for the sake of the homeland", etc., testify to the increased efforts of the Albanian governments of that period in favor of the Kosovo issue. Zog's government tried to keep alive the national spirit there and to prevent, as much as possible, the policy of violence, expropriation, migration and Slavic colonization of Albanian villages.[24]

The interest of the Albanian state continued in the 1930s. At this stage the Albanian state tried to prevent the migration of the Albanian population of Kosovo to Turkey, but if they were forced to move by the Yugoslav government, they should move to toward Albania. Therefore, King A. Zogu also built the legal infrastructure through the approval of the decree-law for the settlement of Kosovar immigrants.[25] The interest of the Albanian state was a proof of the intention and efforts that was concretized with the system, mainly in the land-properties of the

---

[21] *AMPJ,* V. 1929, D. 413, fl. 39-42. Ministria e Punëvë të Brendshme në korrespondencë me Ministrinë e Punëve të Jashtme, njoftonte se në Pogradec kishin ardhur disa familje kosovare nga Jugosllavia.

[22] Armend Mehmeti. *Diplomacia e Britanisë së Madhe në marrëdhëniet shqiptaro-jugosllave 1919-1939,* (Tiranë: Instituti i Historisë, 2020), 378; Marenglen Verli. *Kosova në foksuin e historisë (studime, analiza, dokumente dhe 231 ilustrime),* Vëllimi i dytë, (Tiranë: Botimpex, 2003), 157; Skender Lutfiu. *Çështja e shqiptarëve në Jugosllavi në sfondin e marrëdhënieve ndërmjet Shqipërisë dhe Jugosllavisë 1918-1939*, (Prishtinë, Instituti i Historisë "Ali Hadri", 2021), 385.

[23] Hakfi Bajrami. *Naçertania program politik serb që shpie në shfarosjen e shqiptarëve 1844-1999*, (Prishtinë: 2004), 80; Marenglen Verli. "Veprimtaria diplomatike e Hasan Prishtinës për çështjene Kosovës", Studime historike, Nr. 3-4, (Tiranë: Instituti i Historisë, 2009), 179; Verli. "Përpjekje për prezantimin…" 9; Lulzim Mjeku. *Neoshqiptarizma për shekullin e ri,* (Prishtinë: Iliri, 2001), 40; Hivzi Islami. *Spastrimet etnike, Politika gjenocidale serbe ndaj shqiptarëve, (Shqyrtime, komente, elaborate, dokumente)*, (Pejë: Dukagjini, 2003), 28.

[24] Culaj, *Sfida historike*, 110 dhe 114.

[25] Mehmeti. *Diplomacia e Britanisë së Madhe…,* 378.

Albanian state, in the prefectures of Fier and Durrës, of thousands of families from Kosovo and beyond of the migrants from the Albanian countries in Yugoslavia.[26]

The British representative in Durrës, A. Rajan, reflected King Zog's concerns about the Kosovo Albanians during a conversation between them in November 1937. Zogu did not see the problem in settling the Kosovo Albanians, even though there were financial difficulties and there would be a cost high to sheltered them, but he thought that the grievances of the Albanian population in Kosovo should be resolved.[27]

Likewise, regarding a Yugoslav-Turkish agreement, there were several exchanges of letters from the British Kingdom, where the Foreign Ministry requested information and observations from its embassies in Belgrade and Ankara, following the concerns raised by Albania. The information about this agreement come from Ankara, which according to it was aimed at the relocation of only the Turkish element living in Yugoslavia, but that the ambassador declared that it will be difficult to verify whether they are only Turks or Albanians, and that this matter is enough suspicious.[28] Also, the British Ambassador had talked with the Albanian Representative in Belgrade, where the latter had complained about the mistreatment of 800,000 Albanians, and also stated that most of the Turkish residents from Kosovo had gone to Turkey, and the target of this agreement is therefore the Albanian element to be displacement.[29]

Likewise, the Albanian pariah in Kosovo and beyond undertook a political action in 1938 to prevent the migration of the Albanian population. The Albanian irredentists led by Ferat Draga advised by Tirana, organized actions and especially propaganda to make the Albanian masses aware of the goals of the Yugoslav policy, to avoid the traps of Belgrade that tried to expel the Albanians.[30]

The Albanian institutions were also informed about the Yugoslav-Turkish agreement through its Embassy in Istanbul, where it acknowledged that the agreement had been reached and also showed the details of this agreement.[31] Likewise, the newspaper "Son Telegraf" in Istanbul on July 13, 1938 wrote about the manner and quantity of Albanian immigrants who will come to Turkey.[32]

Regarding the diplomatic activity according to British sources, the Albanian government was extremely worried about this agreement, due to the fact that if this agreement could be realized, it was understood that an extremely large number of Albanians from Kosovo would move. In order to prevent the process of moving the Albanian population from Kosovo, the Albanian government started diplomatic activities. The Foreign Minister, Ekrem Libohava, proteste in Belgrade and Ankara against the implementation of the Convention. Even during 1938

---

[26] Marenglen Verli. "Interesimi i shtetit shqiptar për shqiptarët në Jugosllavi në vitet 20-30 të shek. XX", në *Monarkia shqipare (1928-1939)*, (Përmbledhje studimesh), (Tiranë: Qendra për studime albanologjike - Instituti i Historisë, Botimet Toena, 2011), 223.

[27] Mehmeti. *Diplomacia e Britanisë së Madhe…,* 386.

[28] *AQSH,* F. 1510/1 Ministria e Punëve të Jashtme Britanike, V. 1937, D. 131, Fl. 1-7. Letërkëmbim ndërmjet Ministrisë së Jashtme Britanike, Amasadës Britanike në Ankara dhe Beograd, mbi problemin e dëbimit të shqiptarëve të Kosoës në Turqi, sipas një marrëveshje turko-jugosllave.

[29] *AQSH,* F. 1510/1 Ministria e Punëve të Jashtme Britanike, V. 1937, D. 131, Fl. 1-7. Letërkëmbim ndërmjet Amasadës Britanike në Beograd me Ministrisë së Jashtme Britanike mbi një takim me Përfaqësuesin shqiptar në Beograd, Beograd, 12 Prill 1937.

[30] Meta. et al,. *Historia e shqiptarëve gjatë shekullit XX*, V. III, 613-614.

[31] *AMPJ,* V. 1938, D. 107/2, Fl. 732-733. Korrespondencë e Ambasadës shqiptare në Stamboll me Ministrinë e Jashtme, rreth arritjes së marrëveshjes jugosllavo-turke.

[32] *AMPJ,* V. 1938, D. 107/1, Fl. 244. Njoftim për Ministrinë e Jashtme Tiranë, Legaten në Beograd dhe Kryekonsullatën në Shkup, nga Konsullata shqiptare në Manastir, Manastir, 17 korrik 1938.

and the beginning of 1939, the Foreign Ministry of Albania did not stop its diplomatic efforts, once sending Ferat Draga and then Mehmet Konica with the same mission to influence the Turkish government to stop the migration of Albanians.[33]

Conclusion

As a conclusion, in this paper we have dealt with the actions taken by the Albanian state towards immigrants displaced within Albania. Therefore, relying mainly on the archival sources in the various archives of the Albanian state and incorporating a part of the literature, we can conclude that the Albanian state welcomed the Kosovar immigrants to their lands. The Albanian state considered that the removal of Albanians from their lands should not be done as it had two main goals, where firstly the removal met the Serbian goals for ethnic cleansing of these lands and secondly it burdened the financial burden of Albania since the Albanian state itself was in a state difficult to face all the expenses that had to come to the aid of immigrants. But still, seeing the difficult situation that the Albanians were in Yugoslavia, without a doubt she tried to give various help to those immigrants who came to Albania, while for the rest remaining in their lands, she developed dense diplomatic activity in The Great Powers to put pressure on the Serbian state to stop the actions and the dire situation of the Albanian population there.

Sources and literature

A. Archival sources:
1. Arkivi Qendror Shtetëror i Republikës së Shqipërisë (AQSH) – Tiranë:
   - Fondi: 147 Këshilli i Lartë i Shtetit.
   - Fondi: 146 Parlamenti.
   - Fondi: 152 Ministria e Punëve të Brendshme.
   - Fondi: 1510/1 Ministria e Punëve të Jashtme Britanike.
2. Arkivi i Ministrisë së Punëve të Jashtme i Republikës së Shqipërisë (AMPJ) – Tiranë
   - Dosjet: V. 1924, D. 523, V. 1928, D. 155, V. 1929, D. 413, V. 1938, D. 1071, D. 107/2.
3. Archive de la Société des Nations (ASDN) – Genève
   - Dosjet: R1657/41/40731/11379, R1657/41/40731/11379.

B. Literature:
- Arifi – Bakalli. Emine, "Çështja e Kosovës apo çështje lidhur me shqiptarët e Kosovës në parlamentin e Shqipërisë në vitet 1925-1939", 100 vjet Paralementarizëm, Tiranë: Republika e Shqipërisë Kuvendi, 2020.
- Bajrami. Hakfi, *Naçertania program politik serb që shpie në shfarosjen e shqiptarëve 1844-1999*, Prishtinë: 2004.
- Culaj. Lush, *Shqiptarët në gjysmën e parë të shekullit XX*, Prishtinë: Instituti Albanologjik, 2005.
- Fisher. Bernd, Mbreti Zog dhe përpjekja për stabilitet në Shqipëri, Tiranë, Çabej, 2004.
- Islami. Hivzi, *Spastrimet etnike, Politika gjenocidale serbe ndaj shqiptarëve, (Shqyrtime, komente, elaborate, dokumente)*, Pejë: Dukagjini, 2003.

---

[33] Mehmeti. *Diplomacia e Britanisë së Madhe…,* 386-388.

- Lalaj. Ana, "Problemi i Kosovës në parlamentin shqiptar (1920-1924)", në Studime historike, Nr. 1-2, Tiranë: Instituti i Historisë, 2000.
- Lutfiu. Skender, *Çështja e shqiptarëve në Jugosllavi në sfondin e marrëdhënieve ndërmjet Shqipërisë dhe Jugosllavisë 1918-1939*, Prishtinë, Instituti i Historisë "Ali Hadri", 2021.
- Mehmeti. Armend, *Diplomacia e Britanisë së Madhe në marrëdhëniet shqiptaro-jugosllave 1919-1939,* Tiranë: Instituti i Historisë, 2020.
- Meta. Beqir, et al., *Historia e shqiptarëve gjatë shekullit XX (1920-1924),* Vëllimi II, Tiranë: Akademia e Studimeve Albanologjike – Instituti i Historisë, 2019.
- Milo. Paskal, "Paralementarizmi shqiptar dhe Lidhja e Kombeve 1929-1939", Buletini, Prishtinë: Fakulteti Filozofik, 2021.
- Mjeku. Lulzim, *Neoshqiptarizma për shekullin e ri,* Prishtinë: Iliri, 2001.
- Naska. Kaliopi, "Çështja e Kosovës në parlamentin shqiptar të vitit 1921", në Çështja e Kosovës – Një problem historik dhe aktual (simpozium i mbajtur në Tiranë më 15-16 prill 1993), Tiranë: Instituti i Historisë Prishtinë – Tiranë, 1996.
- Nuro. Kujtim, Bato. Nezir, *Hasan Prishtina (Përmmbledhje dokumentesh) 1908-1934),* Tiranë: Drejtoria e përgjithshme e arkivave të shtetit, 1982.
- Rushiti. Liman, "Lëvizja Kaçake dhe Komiteti "Mbrotja Kombëtare e Kosovës", në Komiteti "Mbrojtja Kombëtare e Kosovës" (Përmbledhje kumtesash), Tiranë: Akademia e Shkencave e Shqipërisë, Instituti i Historisë Tiranë, Instituti i Historisë Prishtinë, 2004.
- *Sfida historike*, Prishtinë: Instituti Albanologjik, 2020.
- Syla. Sabit, *Shteti shqiptar dhe çështja e Kosovës 1939 – 1981,* Prishtinë: Instituti i Historisë, 2017.
- Verli. Marenglen, "Çështja e Kosovës dhe stabiliteti i shtetit 1912-1999", në Kosova – Rruga drejtë lirisë, Prishtinë: Instituti i historisë, 2020.
- Verli. Marenglen, "Çështja e Kosovës në Parlamentin shqiptar 1920-1924", në Studime Historike, nr. 1-2, Tiranë: Instituti i Historisë, 2020.
- Verli. Marenglen, "Interesimi i shtetit shqiptar për shqiptarët në Jugosllavi në vitet 20-30 të shek. XX", në Monarkia shqipare (1928-1939), (Përmbledhje studimesh), Tiranë: Qendra për studime albanologjike - Instituti i Historisë, Botimet Toena, 2011.
- Verli. Marenglen, "Paralementi shqiptar në vitet 1920-1924 për çështjen e Kosovës", Buletini, Prishtinë: Fakulteti Filozofik, 2021.
- Verli. Marenglen, "Përpjekjet për prezantimin e çështjes së Kosovës në Lidhjen e Kombeve në vitet '20", në Kosova, Nr. 27, Prishtinë: Instituti i Historisë, 2005.
- Verli. Marenglen, "Veprimtaria diplomatike e Hasan Prishtinës për çështjene Kosovës", Studime historike, Nr. 3-4, Tiranë: Instituti i Historisë, 2009.
- Verli. Marenglen, *Kosova në foksuin e historisë (studime, analiza, dokumente dhe 231 ilustrime),* Vëllimi i dytë, Tiranë: Botimpex, 2003.

The phonetic evolution of the vocal system of the Albanian language short vowels and vowels formed within Albanian

Dr.Sc. Yllka R.Imeri

University "Fehmi Agani" Gjakovë Faculty of Philology

Abstract

The sound system of Albanian has its origin in the ancient Indo-European language, which had a highly developed vowel system, but the evolution of that system from the earliest times cannot be known, because there are no documents for such periods of the language. However, relying on the sound systems of the languages that are its daughters, the sound system of that language has been roughly reconstructed, starting from a certain period of development.

The researchers who dealt with this linguistic phenomenon of phonetic evolution, and who paid special attention to it, were: Kolec Topalli, Eqrem Çabej, Shaban Demiraj, Rexhep Ismajli.

Benjamin and Fortson say that the i.e. language possessed five short vowels /i/, /e/, /a, /o/, /u/. Some branches merged at least two of the vowels (usually a and o, as in Indo-Iranian, Germanic and Balto-Slavic) and all vowels underwent many sound changes in different phonetic environments (Benjamin & Fortson, 2005: 60).

The purpose of this paper is to see the treatment of vowel issues by different speakers.The paper method is a comparison of opinions, and their presentation in language books.

Key words: *vowel, comparison, researcher.*

Introduction

The word consists of different phonemes, which are connected to each other to form a word with meaning, because the sounds (phonemes) alone have no meaning, and their combination forms what is called the meaning of the word. For example, the phoneme sh alone has no meaning, but when it is connected with other phonemes such as sh+k+o+ll+a= school, then it gives us the meaning of an object (educational institution) as a concept.

The purpose of this paper is to highlight the characteristics of the phonemes of the Albanian language, using the descriptive method, since the study of these characteristics is found in the already studied literature, such as researchers Eqrem Çabej, Shaban Demiraj, Besim Bokshi, Norbert Jokl, Holger Pedersen etc.

The aim of the paper is to make these characteristics known to those interested and to see with examples how the Albanian language has evolved and what has been the influence of other Indo-European languages or languages of the world on the Albanian language.

Albanians always faced difficulties. The wars with different peoples, the struggle for existence, the effort to preserve the Albanian language were among the main reasons that the Albanian language lagged behind in terms of study compared to the other languages of the Balkans, and that anyway the presence of other peoples in the Albanian

territory affected also in the language, since from that time to today many Latin, Greek, Roman, Turkish, etc. borrowings have entered the vocabulary of the Albanian language.

The first linguist, who pointed out the presence of a phonetic overlap between the Balkan languages, was Mikloshiçi. Here, among the common phenomena of the Balkan languages, he has also included the presence of the /ë/ vowel in Bulgarian, Romanian and Albanian. Then, the rhotacism of /-n-/ in Albanian (Tosk) and Romanian was also pointed out (Demiraj, 2004: 83).

Literature Review

The literature reviewed discusses these issues;

We do not know Indo-European vocalism, or we reconstruct it from a comparison of Indo-European languages among themselves. We have the vowels a, e, i, o, u and ə (ë) which is pronounced (shva) in a word of Hebrew grammar (Çabej, 2012: 25). We can safely say that there are three main factors that gave impetus to the establishment of Indo-European linguistics. There are three sets of ancestors from three historical factors.

- The first factor would be that of geographical discoveries in the 16th century, especially the discovery of the route to India.

- The second stage can be called the invasion of India by the British Kingdom there from the third part of the XVIII century.

- And the other, third factor, which gave a great impetus, is the romantic movement in Europe, especially the German romanticization (Çabej, 1986: 10).

Referring to the two researchers Çabe and Topalli, we see that the classification of the vocal system is the same, but the treatment of the issue differs. Starting from the fact that vowels are divided into the series of short vowels and the series of long vowels.

The same issue is treated by Demiraj (1997, 2015) and Ranko Matasovic, and some others in a more superficial way. It was thought that Sanskrit in the beginning had a great importance, almost the position of the mother tongue to other languages, and it was remembered that the vocal system of Sanskrit and that these three vowels of European languages had come from the /a/ of Sanskrit. Then it was seen that the oldest vowel system was e, o, a, i, and u.

Methodology

The methodology of this work is descriptive. Many language researchers have dealt with this issue of vowels, and we as researchers are interested in knowing their opinion and the scientific treatment of vowels.

The Albanian language is one of the most difficult languages in the world, and one must be very careful in dealing with language issues.

Results

As a result of this paper, we have the discussion of the vowels formed in the Albanian language, such as the vowel /y/ and the vowel /ë/.

The appearance of the vowel /y/ in all languages where it has appeared is an internal development, such as in Greek, German and French. In the Albanian language, the vowel /y/ is a manifestation of later, a strange development of it. Although it is an internal development, the vowel /y/ is ancient in Albanian and its sources are different.

The vowel /ë/ is a Balkan feature that appears in Serbian, Bulgarian, Romanian and Albanian.

The vowel /ë/ is a vowel that was formed within Albanian. The word is for the accented vowel /ë/ of the Southern dialect, because a mid-rise vowel, which appears with the same grapheme in the Albanian language, is formed throughout the Albanian territory in an unstressed position.

If their appearance is the same, their timbres and ways of formation are different.

Discussions

Compared to short vowels, long vowels have undergone greater changes, since those vowels have changed their timbre and length.

Given that the historical evolution of the system of a language, in general and of its grammatical structure, in particular, is not a chaotically developed process, the historical study of the grammatical structure, I should aim, first of all, to discover the general direction of its evolution as well as the trends and main factors that have given rise to that evolution (Demiraj, 2015: 23).

Conclusion

 From internal linguistic developments, the vowel /y/ was formed by joining /u/ with the semivowel /i/, e.g.; to the name fruit from fruit, which the old writings have.

☐ Topalli emphasizes that this vowel has its source also from the vowel /i/ when it was close to a throat or lip consonant; for example.; the pronoun this khs. On the contrary, he, half metathesis from half of half, that Buzuku has.

☐ Another source is the vowel /u/, when it is assimilated from the vowel /i/, the ending of plural forms, eg gynj for knees, grynyra for wheat, in the old authors lymena for lumenj (rivers).

The vowel /ë/ is a Balkan feature that appears in Serbian, Bulgarian, Romanian and Albanian.

The vowel /ë/ is a vowel that was formed within Albanian. The word is about the accented vowel /ë/ of the Southern dialect, because a vowel of middle rise, which appears with the same

grapheme in the Albanian language, is formed throughout the Albanian territory in an unstressed position.

If their appearance is the same, their timbres and ways of formation are different.

References

Benjamin. W. (2005) Indo – *European Language and Culture*. Australia: Blackwell.

Çabej, Eqrem. 1975. *Studime gjuhësore I-V*. Rilindja. Prishtinë.

Çabej, Eqrem. 1988. *Studime gjuhësore V*. Rilindja. Prishtinë.

Çabej, Eqrem. 2008. *Hyrje në Indoeuropianistikë*.Tiranë.

Çabej, Eqrem. 2012. *Fonetikë historike e gjuhës shqipe*. Tiranë.

Demiraj, Shaban. 2015. *Gramatikë historike e gjuhës shqipe*. Tiranë.

Demiraj, Shaban. 1986. *Gjuha shqipe dhe historia e saj*, Tiranë.

Demiraj, Shaban. 1996. *Fonologjia historike e gjuhës shqipe*. Tiranë.

Publishers and their publication practices: the case of bulgarian indexed journals

Yulia Nedelcheva, South-West University, Blagoevgrad, Bulgaria

Miroslav Nedelchev,* Medical University, Sofia, Bulgaria

Abstract

The objective of this paper is to reveal details of publishers and their publication practices. The research scope includes the all 81 Bulgarian journals which have an impact factor / ranking in the database of Scopus and Web of Science. Data for the academic staff of National Centre for Information and Documentation were used.

The results of research revealed that the publication practices of Bulgarian indexed journals are comparable to the international good practices. The national publication practices are consequence of the external environment – due to new legislation for academic career of researchers and the implementation of international publication norms by local journals. The present research is the first for Bulgaria and because of its pioneering nature, there is no basis for data comparison and tracking of dynamics.

Keywords: Scopus, Web of Science, publication ethics, publication cycle

Highlights:

✓ *The data by UNESCO do not confirmed in Bulgarian policy for significant participation in the science and presence in world achievements.*

✓ *The publishers of Bulgarian indexed journals are focused predominantly on competitive scientific fields.*

✓ *The modern publication practices of Bulgarian indexed journals have reached the level of international good practices because of the legislation for academic career of researchers and the entry of international publishers.*

Introduction

The concept of publication practices is a modern phenomenon – with increase of interest to publication practices, the interest in their research decreases due to the complexity of data collection for publishers and differences in the expectations of stakeholders. With the development of IT industry and thanks to the process of globalization, publishers began to unify their publication policy with global good practices.

In Bulgaria, the publication policies are based on two main factors: the new legislation for academic career of researchers and the entry of international publishers. In parallel with the shift in society, the science itself is being updated. The dynamics in publication of scientific results exceeds the dynamics of the society. The increase of the requirements and expectations to the scientific achievements are reflected in the new reality – intensified competition for project funds, legal requirements for academic career of researchers, control in the financing and accountability for scientific data. A new threshold is added to the challenges for each researcher – publication of scientific results in indexed journals.

The present paper contents five sections. In the first section is the related literature. The science landscape of Bulgaria are presented in the second section. The third section includes database used in conducting our research and sources of information. In the fourth section are the results of our research. The Discussion is an attempt both for interpretation of our results and for comparison to other researches. Conclusion summarises the results of our research and make recommendations to the publishers of indexed journals and to the researchers for future research.

Literature review

The neoliberal thinking leaded to a demand of a new product – scientific results. The demand exceeds the quality of academic works (Barrios et al., 2017) and in the science emerges new field – publication practices. The practices are addressing ethical responsibility to all players in publication cycle (Wager & Kleinert, 2011).

The digital age in human evolution has changed the stereotypes of a "book" and introduced a new concept – a "publication" (Pichler, 2019). We will understand "publication" as a creative or critical work of a researcher whose results are published in a journal in compliance with good publishing practices.

The meanings of many traditional concepts in science have changed, as well as new concepts emerged. Established practice views a journal as part of science with four main functions (Zuckerman & Merton, 1971): registration, dissemination, certification and archive records. The new function of journal is a participation in the academic career of a researcher.

Over the last 200 years, the number of scientific journals has increased by 3% per year (Johnson, Watkinson, & Mabe, 2018). The new journals are designed for multidisciplinary research, which further complicates the reveal of their publishing practices. The indexing of new journals leads to an increase in publications and for some countries, the number of papers published in scientific journals exceeds population growth (OECD and SCImago Research Group, 2016).

In revealing details of publishers and their practices, we will keep in mind that a journal is: a periodical, in which the articles are written by researchers, received positive feedback from reviewers, go through the requirements of publication ethics of the publisher and approved by the editor for publication. Thus presented, each journal is not only a part of the process of scientific communication, but also a part of the research itself (Johnson, Watkinson, & Mabe, 2018). Modern scientific journals are no longer a passive data transmitter and an intermediary among researchers and readers. The main role of scientific journals for disseminating information has been modernized to a mechanism for registering the science priorities of authors.

BULGARIAN SCIENCE LANDSCAPE

Global R&D spending rose from $ 522 billion (1996) to $ 1.3 trillion (2009). Expenditure on science amounts to 1.8% of GDP (2015) and remains at 1.7% (2010). The growth rate of R&D spending exceeds the growth rate of GDP (Johnson, Watkinson, & Mabe, 2018). In industrialized countries most of the spending on R&D comes from the business society, while the state ranks after NGOs.

The published scientific results directly reflect the efforts and costs of conducting research. The data by UNESCO do not confirmed national policy for significant participation in the science and presence in world achievements (Table 1).

Table 1: R&D data for Bulgaria and the European Union

Data	Bulgaria	EU27	Rank Bulgaria/EU27
Researchers per million inhabitants	2 343	3 988	21/27
Scientific publications per million inhabitants	740	2 022	26/27
Gross domestic expenditure on R&D/GDP, %	0.77	2.18	23/27

Source: UNESCO, 2021

The transition to a market economy has changed expectations in Bulgaria to the private sector as major player in the economy modernisation. In social transformation, the state gradually gave way to the private sector and at the same time emerged NGOs. The state participation in R&D have been preserved due to the high risk and the long period of cost recovery (Graph 1). The main funding sources for R&D are EU projects instead of grants by the state and finance by the private sector.
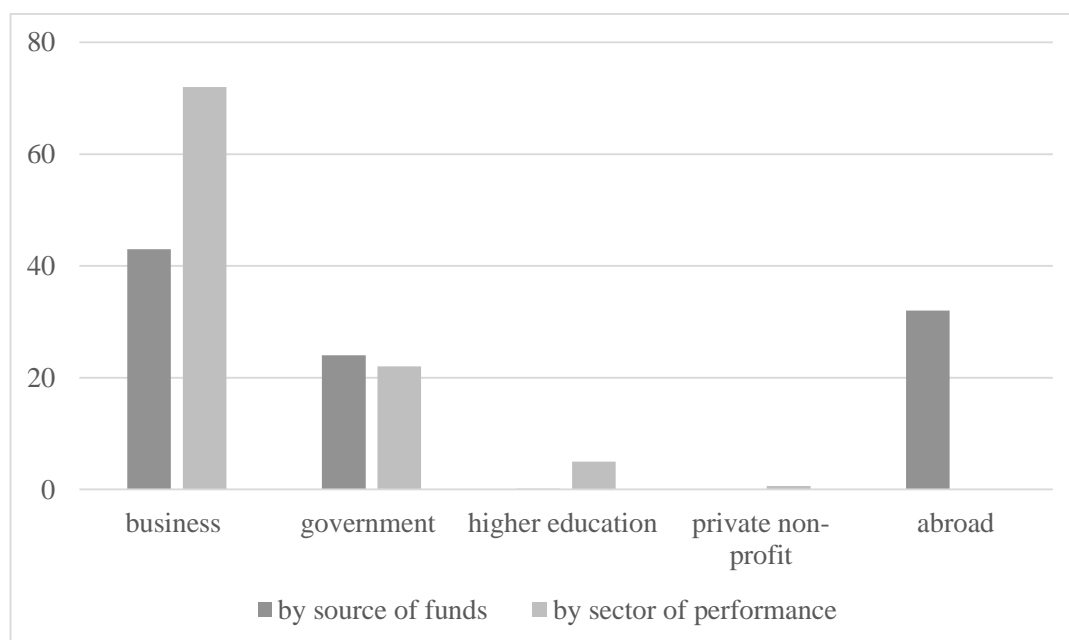
Graph 1: Gross domestic expenditure on R&D for Bulgaria, %
Source: UNESCO, 2021

Bulgaria has realised a lot of national strategies and international projects for R&D financed directly or indirectly by the government for the last 30 years. The results of carried out research were published in indexed journals and useful for academic career of researchers. The reached scientific achievements by Bulgaria does not are based on the contribution of resident journals – the local indexed journals are not mentioned as contributors neither in the conclusions of national strategies nor in the performance of international projects. Both the state as the main finance source and the local indexed journals pay considerable attention to their own policies, between which there is obviously no common ground. This fact is particularly critical of state-owned journals (universities and academies).

The few cases of published project results in indexed journals are due to the requirements of the project itself and not so much due to the initiative of the author(s). There are no cases of referring to a grant by a national or international entity.

Data and materials

In carrying out the research, we will use database on the academic staff and the indexed journals by a competent authority. Modern legislation in Bulgaria sets sciencemetric requirements for academic career of researchers, which are related to the R&D of each candidate. For publicity of the data, a register of the achievements of academic staff at the National Center for Information and Documentation has been created (https://nacid.bg/en/register_RAS/). The National Center for Information and Documentation on a regular basis Bulgarian journals indexed honoured in the database of Scopus and Web of Science (Table 2). At the end of 2021, total 81 Bulgarian journals have impact factor / ranking (Appendix 1).

Table 2: List of Bulgarian journals with impact factor / ranking, 2021

Database	number of journals
Scopus & Web of Science	24
Scopus	39
Web of Science	18

Source: National Centre for Information and Documentation, https://randii.nacid.bg/register/search

We find large differences in the ability of individual researchers to publish their scientific results in a local indexed journal (Graph 2). By using the number of academic staff and the number of indexed journals, a gap emerges between the scientific fields. Researchers in the field of biology are in the best situation – 309 biologists have an opportunity to publish in 23 specialized local journals. At the other pole is the field of economics – more than 500 economists compete for publication in only one local journal. The situation of Bulgarian authors is similar to that of Hyman Minsky, an American economist, who has remained out of sight of the scientific community, as he has published own idea in a regional journal instead of an indexed one.
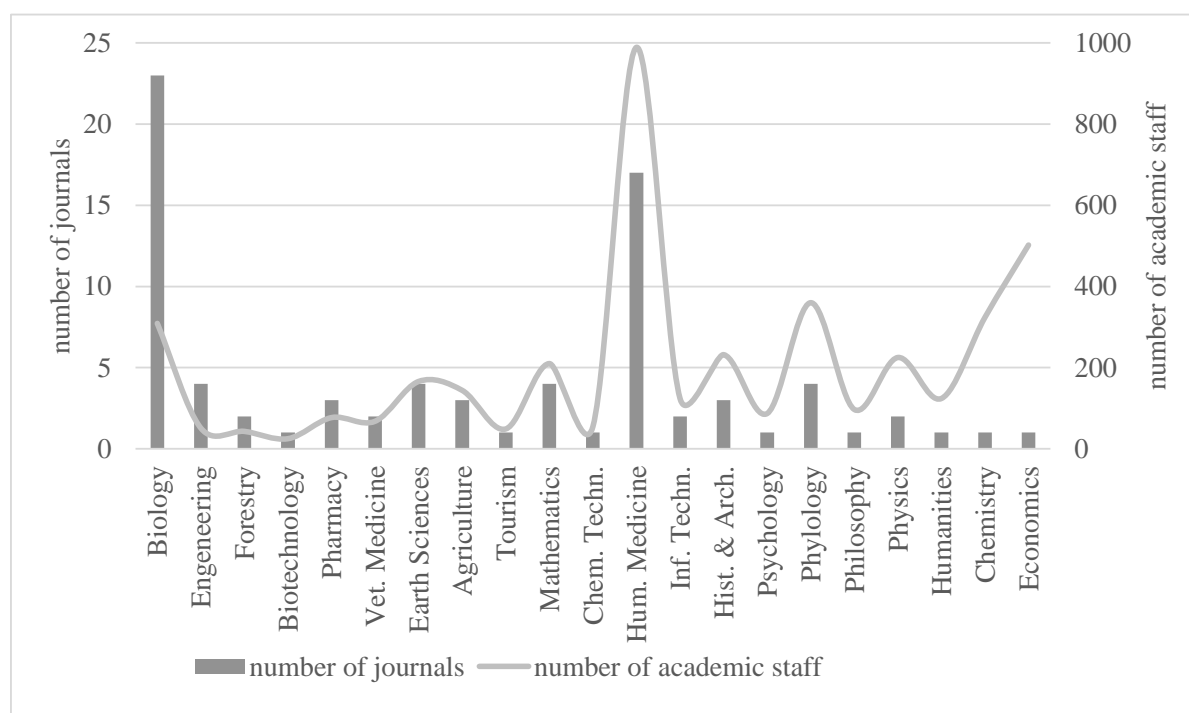
Graph 2: Number of journals with impact factor / ranking and number of academic staff from Bulgaria by scientific fields
Source: own calculation

The state policy for defining fields of higher education as strategic priorities is not reflected in the data – the large number of PhD students and academic staff in fields of business administration, law, pedagogy, defense and arts are without any specialized local indexed journal. The cross analysis between the number of academic staff and the number of indexed journals largely resembles the structure of Bulgarian Academy of Sciences and state universities.

Results

The international tendencies are the research to be concentrate on a narrow range of scientific fields as well as the scientific journals to publish interdisciplinary publications. In Bulgaria, the situation is unique – the indexed journals are focused on scientific fields with large investments as well as with key factors for national competitiveness (Table 3). Additional factors for focusing on a specific scientific fields, especially for the international publishers in Bulgaria, are the implementation of intellectual property legislation, well-developed database for data storage, and shortened value added chain between science and manufacturing.

Table 3: Scientific fields of Bulgarian journals with impact factor / ranking

Scientific field	number of journals
Applied Sciences	15
Arts & Humanities	9
Economic & Social Sciences	2
General	1
Health Sciences	23
Natural Sciences	31

Source: database of Scopus and Web of Science

When we carrying out the research, we could not find any answer to the question of how are indexed in an e-database the journals which are published in a paper form only. Similar issues are – a requirement of the publisher for publishing of all papers in Bulgarian language only (*Pediatriya*) in an English language database or journals in history & archelogy field to publish in foreign languages materials that are originally issued in Old Bulgarian language (*Bulgarian Historical Review*).

Players in publishing cycle:

Authors. For properly determination of authorship, there is a requirement each author to use automated systems, such as Contributor Role Taxonomy (*MycoKeys*). Thus, authorship disputes, gift / ghost authorship issues are avoided. Researchers who have contributed to the results should be nominated as co-authors. The co-authors approve the final version of the paper submitted for publication, as well as be aware of the critical remarks and recommendations for correction from the reviewers (*Medical Review*). In case of more than 2-3 co-authors, they may be asked to describe and acknowledge their personal contributions to the paper (*Fractional Calculus & Applied Analysis*). Upon submission, the corresponding author must sign EASE Ethics Checklist (European Science Editing). In a unique case is imposed a restriction on the authors – the author can be only a member of Balkan Environmental Association (at least one of the authors) – he or she has to pay his / her membership fee to Balkan Environmental Association during the year of his / her paper submission (*Journal of Environmental Protection and Ecology*).

In practice, there is no requirement to indicate the study's sponsor. By default, the author is associated with the institution in which he works, but the sponsor is not always the employer. There are a number of cases of authors who work both as a lecturer at a university and as a research associate at an institute of the Bulgarian Academy of Sciences. In these cases the databases report the scientific results to the first employer, i.e. to the university, but not to the other employer (Bulgarian Academy of Sciences), who is the main research sponsor in most of cases. The main motive of these authors in choosing to work at two institutions is the access to indexed journals at Bulgarian Academy of Sciences. We are without comment on the journal's requirement to be paid a fee only for local authors whose results are funded by EU projects (*Comptes rendus de l'Academie Bulgare des Sciences*). There is one case requiring authors to provide accurate and detailed funding information and clear acknowledgement of sponsor support (*Oxidation Communications*).

Publishers. Bulgarian publishers form five clusters (Table 4). As part of the transition to democracy and market economy is the process of gravitating of national journals to international publishing groups (De Gruyter, Pensoft, Sciendo, Taylor & Francis, etc.) – total 24 Bulgarian journals, mainly from biology and biomedicine fields, are part of such international groups. Institutes at Bulgarian Academy of Sciences continue to maintain 20 indexed journals in the world databases. Out of a total 52 universities in Bulgaria only eight have own indexed journals. A new type of publisher are NGOs, which are based on professional guilds and international forums, and generating high profit as publisher of indexed journals. We should note one case of symbiosis between an academy and a NGO – Bulgarian Academy of Sciences and of the Union of Chemists in Bulgaria (Bulgarian Chemical Communications).

Table 4: Publishers of Bulgarian journals with impact factor / ranking

Publisher	number of journals
Academy	21
international publisher	25
NGO	19
state authority	1
University	15

Source: National Centre for Information and Documentation, https://randii.nacid.bg/register/search

Reviewers. Reviewers take participation for professional level of the text and rare – for prevention of illegal actions and unfair practices by the author(s). In most cases, the practice of a single-blinded peer review by two experts is applied. In case of differing opinions by reviewers, the manuscript is sent to a third reviewer (*Journal of the Balkan Tribological Association, Linguistique Balkanique*). In the practice of some journals, the number of reviewers has been increased to three reviewers (*European Science Editing, Journal of Theoretical and Applied Mechanics*) and to four reviewers (*Geologica Balcanica*).

In rare cases, the author has opportunity to provide the contact details of four potential reviewers (*Geologica Balcanica*). The suggested reviewers should not have published with any of the authors of the manuscript within the past five years and should not be members of the same research institution (*Ecologia Balkanica*). If author would prefer a specific person not be a reviewer, this should be announced (*Journal of Theoretical and Applied Mechanics*).

There is no case of announcing the names of reviewers and their affiliation. These cases of pseudo anonymity by reviewers reduce both transparency of review process and trust to good publishing practices.

Details of publishing practices:

Data deposited. Most journals require that data, science methods, and laboratory protocol to be publicly available in line with responsible and reproducible research, as well as FAIR data principles. The analyzed journals use following databases: International Nucleotide Sequence Database Collaboration (*Balkan Journal of Philosophy*); PROSPERO registry (*Revmatologiia*); protocols.io (*Biodiversity Data Journal*, *MycoKeys*). In some cases, the authors may be asked to provide the raw data of their study together with the manuscript for editorial review and should be prepared to provide public access to such data (*Ikonomicheski Izsledvania*).

Preparation of manuscripts. The largest volume of information in the author's manuals is intended for the references. This fact can be explained by the requirements of the scientific databases for scientometric calculations (Scopus, Web of Science, ERIH PLUS, etc.). Individual journals have their own citation policy:

– requirement for authors to artificially increase the number of cited articles from a particular journal in order to increase its impact factor: "References of papers from Journal of Environmental Protection and Ecology journal can help to increase impact factor which is now at 0,838" (*Journal of Environmental Protection and Ecology*);

– recommendation to cite Bulgarian sources as well (*Medical Review*);

– requirement to not use abundance of references at the expense of their relevance (*Medical Review*);

– no more than 25 total references are accepted including maximum two citations from Journal of Environmental Protection and Ecology (*Journal of Environmental Protection and Ecology*).

Conflicts of interest. Conflict of interest disclosure practices are determined primarily by the scientific domain of the journal. The broadest volume of practices is applied to publications, whose data concern the interests of subjects outside the authors (medicine), or the results are applied in other research (biology) or the

research uses funding from European projects (economics). Our research identified following cases for the current practices in the indexed journals:

– statement of any financial or other substantive conflict of interest that might be construed to influence the results or interpretation of their manuscript (*Forestry Ideas*);

– to be honest about any competing interests, whether sources of research funding, direct or indirect financial support, supply of equipment or materials, or other support (*Biotechnology & Biotechnological Equipment*);

– disclosure of present colleagues, coauthors, and students for whom the editor was chairman of a committee (*Historia Naturalis Bulgarica*);

– information about employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding (*Ikonomicheski Izsledvania*);

– accountability for financial interests or collaborations, direct or indirect, which may raise the question of conflict or bias in the submitted work or in the conclusions, opinions given or implications, or any other sources of funding for related direct or indirect academic competition (*Journal of Theoretical and Applied Mechanics*);

– reporting for employment, consultancies, honoraria, paid expert testimony, and grants or other funding (*Paleobulgarica*).

Observance of international good practices. The diversity of scientific fields is reflected in a variety of good practices:

– Declaration of Helsinki for human medicine;

– Principles of Laboratory Animal Care by the National Society for Medical;

– publication ethics and malpractice policies follow the Principles of Transparency and Best Practice in Scholarly Publishing (joint statement by COPE, DOAJ, WAME, and OASPA), the NISO Recommended Practices for the Presentation and Identification of E-Journals (PIE-J), and, where relevant, the Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals (*Folia Medica*);

– COPE, DOAJ, OASPA, and WAME Principles of Transparency and Best Practice in Scholarly Publishing and NISO Recommended Practices for the Presentation and Identification of E-Journals (*Historia Naturalis Bulgarica*).

Plagiarism. Bulgarian journals most often use the official definition of Committee of Publication Ethics: "When somebody presents the work of others (data, words or theories) as if they were his/her own and without proper acknowledgment." Another commonly used definition is „Plagiarism takes many forms, from 'passing off' another's paper as the author's own paper, to copying or paraphrasing substantial parts of another's paper (without attribution), to claiming results from research conducted by others". In one case, the publisher uses Contributor Role Taxonomy in order to recognise individual author input within a publication (*PhytoKeys*).

Bulgarian journals are trying to expand the scope of plagiarism definition. Good practices come down to:

– to be publish only original material;
– a text with giving proper citation (*Historia Naturalis Bulgarica*);
– without paraphrasing substantial parts of another's paper (*Ikonomicheski Izsledvania*);
– author declaration that the material has not been published previously, except in the form of an abstract for a scientific event, and has not been submitted to other journal (*Bulgarian Medical Journal*);
– manuscripts must comprise original and unpublished material (except in the form of an abstract, proceeding, or short communication) that is not under consideration for publication elsewhere (*Geologica Balcanica*).

Of scientific interest is the quantitative dimension of plagiarism. Despite the lack of a legal definition and quantity measures for plagiarism, publishers identify plagiarism at the following thresholds:

– 10% – plagiarism is a text with more than 10% of literal replication of different publication (*Bulgarian Medical Journal*, *Medical Review*);

– 50% – paper submitting should differ from the previously published material by at least 50 percent (*International Journal on Information Technologies and Security*).

When plagiarism is found, the following actions on the part of the publishers are envisaged:

– text will be rejected;

– text will be returned for reprocessing (*Bulgarian Medical Journal*);

– in case of a second substantiated unethical practice, the author receives a life-time ban for publication (*European Journal of Tourism Research*);

– actions following the Committee of Publication Ethics guidelines (*Historia Naturalis Bulgarica*, *Journal of Hymenoptera Research*).

To prevent plagiarism, Bulgarian journals use different checking systems: Antiplagiat (*Historia Naturalis Bulgarica*, *Journal of Hymenoptera Research*), ARPHA Writing Tool (*Biodiversity Data Journal*), Contributor Role Taxonomy (*BioRisk*), CREDIT Suite (*Biodiversity Data Journal*), CrossCheck (*Balkan Journal of Medical Genetics*, *Biotechnology & Biotechnological Equipment*), CrossRef Similarity Check (*European Science Editing*), iThenticate (*Cybernetics and Information Technologie*, *Folia Medica*, *Psychological Thought*), Profeza (*Biodiversity Data Journal*), Turnitin (*European Journal of Tourism Research*).

Self-plagiarism. A similar concept of plagiarism is self-plagiarism or duplicate submission:

– redundant reuse of author's own work, usually without proper citation (*Biotechnology & Biotechnological Equipment*, *International Journal of Applied Mathematics*);

– if authors (or one author) have used their own previously published work, or work that is currently under review, as the basis for a submitted manuscript, they are required to cite the previous work and indicate how their submitted manuscript offers novel contributions beyond those of the previous work (*International Journal of Differential Equations and Applications*);

– secondary publication of the same science paper in a periodical (*Bulgarian Medical Journal*);

– authors reuse large parts of their own publications without giving a clear reference to the original source are duplication of work (*Historia Naturalis Bulgarica*);

– slightly modified published works to be sent to multiple journals (*Historia Naturalis Bulgarica*);

– submitting the concurrently submitted manuscript or already published research (*Forestry Ideas*).

Data fabrication/falsification. This detail of publication policy is of particular relevance to journals in the fields of medicine and pharmacy. A form of unethical authorship in the following descriptions:

– data is inaccurate and does not representative of author research (*Biotechnology & Biotechnological Equipment*);

– manipulation of images (*Journal of Theoretical and Applied Mechanics*);

– manipulation of research materials, equipment, and/or processes (*Folia Medica*, *Historia Naturalis Bulgarica*);

– change or omit data or results so that the study is not precisely presented in the manuscript (*Folia Medica*, *Historia Naturalis Bulgarica*);

– gather and interpret the data in an dishonest way – fictitious or manipulated data, plagiarized material (either from the previous work of the authors or that of other persons), reference omissions, false priority statements, 'hidden' multiple publication of the same data and incorrect authorship (*Oxidation Communications*);

– false priority statements (*Journal of the Balkan Tribological Association*);

– published in the same form in English or any other language without the consent of the copyright-holder (*Geologica Balcanica*).

Authorship gift / guest authorship is a detail in publication practices of international publishers only. Our research reveals the following cases:

– someone is added to the list of authors who has not been involved in writing the paper (Biotechnology & Biotechnological Equipment);

– paper written by someone else for the authors (*European Journal of Tourism Research*).

Citation Manipulation may be in cases in which:

– any submitted document, which is found to contain citations whose basic objective is to increase the number of citations of a given author's article published in a specific journal (*Journal of Theoretical and Applied Mechanics*);

– editors and reviewers should ask the authors to include references merely to increase the citations in their own work (*Phytologia Balcanica*);

– reviewers requiring authors to cite their own work (*Cybernetics and Information Technologie*).

Discussion

In conducting the research, we had a great challenge to determine the scientific field of a journal because of wide description in its title and content. The publisher's name was very helpful in resolving this challenge. Comparing the national and international practices by scientific fields, we conclude that Bulgarian indexed journals are closer to the practice of publishers in the EU (biological and medical sciences) than to those in the United States (life sciences, computer science and engineering). The expectations of some stakeholders for publishers' policies towards fields as ecology and green technologies are not met.

The publishers of Bulgarian indexed journals are international groups, national scientific entities (academy, university, and institute) and professional guilds. What they have in common is that the scientific fields of journals are competitive domains. This result of the research can be explained by the policy of publishers to publish contemporary research, for the implementation of which significant funds have been spent, and whose results have practical application. It is with this result of the study that the discrepancy between the competitiveness policy of the state and the publishers is manifested. Despite the fact that the state owns a large number of indexed journals and funds a large number of studies, there are no traces that indexed journals contribute to the achievement of national strategies and international projects in various scientific fields.

We revealed details of publication practices that which can be defined as compliance with the requirements of databases for indexing journals (Scopus and Web of Science). Despite the fact that there are no definitions of illegal practices in the Bulgarian legislation on intellectual property (plagiarism), the indexed journals fill the gap with international good practices. The main factor for the approximation of national publishing practices to international ones is the external environment – national strategies and international projects, implementation of EU legislation, entry of international publishing groups. We have found a phenomenon in which, in a relatively short time and without actions by the competent authorities, national practices were introduced, comparable to foreign ones, which have been established over a long period of time.

Conclusion

The globalization process radically modernized science by both deconstruction of barriers (regulatory, legal, social) and construction of new ones (international good practices, entry of new competitors, dominant science fields). A small number of leading database successfully imposed their own criteria for clean scientific results. The modern science landscape has been established by requirements for indexing of journals.

Science in Bulgaria has its own trajectory. The state reduced its share in the ownership of scientific journals and retained its leading position as a financial source for research. Based on new legislation for academic career of researchers and entry of new publishers the Bulgarian indexed journals have already applied modern practices.

Our study revealed as details of publishers a tendency for focusing on narrow range of scientific fields with high return of investments and well developed protection of intellectual properties. The details of publication practices of Bulgarian indexed journals are targeted on prevention of plagiarism and data fabrication rules, as well as to instructions for citations. These details are endemic to both national and international publishers and we can explain their existence as a result of requirements for indexing of journals.

Based on our results, we make recommendations to the publishers of indexed journals, as well as to researchers on the subject for good practices:

    ✓   As a source of information we used instructions for authors and reviewers, published on the sites of journals. To a large extent, this information determined the results obtained. In future research, we recommend authors to combine information from the sites with interviews with the editors. When applying the recommendation, we expect to get a complete picture of publishing practices.

    ✓   We recommend that authors be trained to work with the requirements of publishing policies. The recommendation applies both to the employers-scientific institutions and to the competent authorities at national level. In implementing this recommendation, we expect the results of more authors to be published in indexed journals.

    ✓   Third recommendation includes training of authors with specialized software products for data collection and processing, which are approved by the publishers of indexed journals. Additional training is recommended for the use of systems to identify similarities and reduce the cases of plagiarism.

    ✓   To expand the scope of the research by including in its scope the indexed books, monographs, conference papers, which are typical for the field of arts and humanities. The second expansion of the scope is carrying out the same research after a certain period of time and thus to cover the dynamics and to point out the trends in modern science landscape. Last but not least, the scope should be extended by including another country/ies for comparative analysis.

References

Barrios, L., Tapia, J., Mercado, D., and Mora, L. (2017) 'Regulation and self-regulation of ethical practices in scientific publication', Salud Mental, Vol. 40, No. 5, pp. 227-234. DOI: 10.17711/SM.0185-3325.2017.029

Bedeian, A. (2004). 'Peer review and the social construction of knowledge in the management discipline', *Academy of Management Learning and Education*, Vol. 3, pp. 198-216. https://www.jstor.org/stable/40214251

Gilbert, A. (2016) *Publishing as Artistic Practice*, Berlin: Sternberg Press.

Hensel, P. (2018) 'Institutionalized publishing practices as a barrier to participation in the global management discourse', *International Journal of Contemporary Management*, Vol. 17, No. 4, pp. 153-176. doi:10.4467/24498939IJCM.18.041.10027

Johnson, R., Watkinson, A., and Mabe, M. (2018) *The STM Report: An overview of scientific and scholarly publishing*, The Hague: Association of Scientific, Technical and Medical Publishers. https://www.stm-assoc.org/2018_10_04_STM_Report_2018.pdf

King, D. and Tenopir, C. (2004) *An evidence based assessment of author pays*. *Nature Web Focus on Access to the Literature*. Nature. https://trace.tennessee.edu/utk_infosciepubs/435/

Luscher, T. (2012) 'Good publishing practice', European Heart Journal, Vol. 33, pp. 557-561. https://doi.org/10.1093/eurheartj/ehr506

Mabe, M. (2012) Does journal publishing have a future? In R. Campbell, E. Pentz, & I. Borthwick (Eds.), *Academic and professional publishing*, Oxford: Chandos. https://www.oreilly.com/library/view/academic-and-professional/9781843346692/xhtml/B9781843346692500172.htm

Morris, S. (2006) 'Data about publishing'. *ALPSP Alert*, Vol. 112, 8.

http://www.alpsp.org/Ebusiness/ResearchPublications/ALPSPAlert/ALERTARCHIVE.aspx

Mulligan, A., and Mabe, M. (2011) 'The effect of the internet on researcher motivations, behaviour and attitudes', *Journal of Documentation*, No. 67, pp. 290-311. https://doi.org/10.1108/00220411111109485

OECD and SCImago Research Group. (2016) *Compendium of Bibliometric Science Indicators*, Paris: OECD.

Pichler, M. (2019) *Publishing Manifestos*, Massachusetts: The MIT Press.

Starbuck, W. (2016) '60th Anniversary Essay: How Journals Could Improve Research Practices in Social Science', *Administrative Science Quarterly*, Vol. 61, No. 2, pp. 165-183. https://doi.org/10.1177/0001839216629644

UNESCO. (2021) *UNESCO Science Report: The race against time for smarter development*, Paris: UNESCO. https://www.unesco.org/reports/science/2021/en

Verstak, A., Acharya, A., Suzuki, H., Henderson, S., Iakhiaev, M., Lin, C., and Shetty, N. (2014) *On the shoulders of giants: The growing impact of older articles*. ArXiv Preprint ArXiv:1411.0275. doi:arXiv:1411.0275

Wager, E. and Kleinert, S. (2011) *Responsible research publication: international standards for authors*. In: Mayer, T. and Steneck, N. (eds.) Promoting Research Integrity in a Global Environment. Singapore: Imperial College Press / World Scientific Publishing, pp. 309-316.

Ware, M. and Mabe, M. (2015) *The STM Report: An overview of scientific and scholarly journal publishing*, The Hague: International Association of Scientific, Technical and Medical Publishers. https://www.stm-assoc.org/2015_02_20_STM_Report_2015.pdf

Zuckerman, H., and Merton, R. (1971) 'Patterns of evaluation in science: Institutionalisation, structure and functions of the referee system', *Minerva*, Vol. 9, pp. 66-100. https://doi.org/10.1007/BF01553188

Appendix 1. Bulgarian journals indexed in database of Scopus and Web of Science

Title	ISSN	Publisher
Acta Medica Bulgarica	0324-1750 (print)	De Gruyter
Acta Morphologica et Anthropologica	1311-8773 (print)	Institute of Experimental Morphology, Pathology and Anthropology – Bulgarian Academy of Sciences
Acta Zoologica Bulgarica	0324-0770 (print) 2603-3798 (online)	Institute of Biodiversity and Ecosystem Research – Bulgarian Academy of Sciences
Alpine Entomology	2535-0889 (online)	Pensoft Publishers
Anaesthesiology and Intensive Care	1310-4284 (print)	Medical University of Sofia
Archaeologica Bulgarica	1310-9537 (print)	NOUS Publishers LTD
Art Readings	1313-2342 (print)	Institute of Arts Studies – Bulgarian Academy of Sciences
Balkan Journal of Medical Genetics	1311-0160 (print) 2199-5761 (online)	Sciendo
Balkan Journal of Philosophy	1313-888X (print) 2367-5438 (online)	Institute for the Study of Societies and Knowledge – Bulgarian Academy of Sciences
Balkanistic Forum	1310-3970 (print) 2535-1265 (online)	International University Seminar for Balkan Studies and Specialization
Biodiversity Data Journal	1314-2836 (print) 1314-2828 (online)	Pensoft Publishers
Biomath	1314-684X (print) 1314-7218 (online)	Biomath Forum
BioRisk	1313-2644 (print) 1313-2652 (online)	Pensoft Publishers
Biotechnology & Biotechnological Equipment	1310-2818 (print) 1314-3530 (online)	Taylor & Francis
Bulgarian Astronomical Journal	1313-2709 (print) 1314-5592 (online)	Institute of Astronomy – Bulgarian Academy of Sciences and Rozhen NAO

Bulgarian Chemical Communications	0861-9808 (print) 2534-9899 (online)	Bulgarian Academy of Sciences and of the Union of Chemists in Bulgaria
Bulgarian Historical Review	0204-8906 (print)	Institute for Historical Studies – Bulgarian Academy of Sciences
Bulgarian Journal of Agricultural Science	1310-0351 (print) 2534-983X (online)	Agricultural Academy of Bulgaria
Bulgarian Journal of Public Health	1313-6461 (print) 1313-860X (online)	National Center of Public Health and Analyses
Bulgarian Journal of Veterinary Medicine	1311-1477 (print) 1313-3543 (online)	Thracian University
Bulgarian Medical Journal	1313-1516	Medical University of Sofia
Cardiovascular Diseases	0204-6865 (print)	Medical University of Sofia
Comparative Cytogenetics	1993-078X (online) 1993-0771 (print)	Pensoft Publishers
Comptes rendus de l'Academie Bulgare des Sciences	1310-1331 (print) 2367-5535 (online)	Bulgarian Academy of Sciences
Cybernetics and Information Technologie	1311-9702 (print) 1314-4081 (online)	Institute of Information and Communication Technologies – Bulgarian Academy of Sciences
Ecologia Balkanica	1314-0213 (print) 1313-9940 (online)	Union of Scientists in Bulgaria – Plovdiv
Epitheorese Klinikes Farmakologias kai Farmakokinetikes	1011-6575 (online)	PHARMAKON-Press
European Journal of Tourism Research	1994-7658 (print) 1314-0817 (online)	Varna University of Management
European Science Editing	2518-3354 (online) 0258-3127 (print)	Pensoft Publishers
Ezikov Svyat	1312-0484 (print)	South-West University "Neofit Rilski"
Folia Medica	0204-8043 (print) 1314-2143 (online)	Medical University of Plovdiv
Forestry Ideas	1314-3905 (print) 2603-2996 (online)	University of Forestry
Fractional Calculus &Applied Analysis	1311-0454 (print) 1314-2224 (online)	De Gruyter
General Medicine	1311-1817 (print)	Medical University of Sofia
Geologica Balcanica	0324-0894 (print) 2535-1060 (online)	Geological Institute "Strashimir Dimitrov" Bulgarian – Academy of Sciences

Geometry, Integrability and Quantization	1314-3247 (print) 2367-7147 (online)	Bulgarian Academy of Sciences
Hematology	2367-7864 (print)	Bulgarian medical society of Hematology
Herpetozoa	1013-4425	Pensoft Publishers
Historia Naturalis Bulgarica	0205-3640 (print) 2603-3186 (online)	National Museum of Natural History – Bulgarian Academy of Sciences
Ikonomicheski Izsledvania	0205-3292 (print)	Economic Research Institute – Bulgarian Academy of Sciences
International Journal Bioautomation	1314-1902 (print) 1314-2321 (online)	Institute of Biophysics and Biomedical Engineering – Bulgarian Academy of Sciences
International Journal of Applied Mathematics	1311-1728 (print) 1314-8060 (online)	Academic Publications Ltd.
International Journal of Differential Equations and Applications	1314-6084 (online)	Academic Publications Ltd.
International Journal on Information Technologies and Security	1313-8251 (print)	Union of Scientists
Italian Botanist	2531-4033 (online)	Pensoft Publishers
Journal of Chemical Technology and Metallurgy	1314-7471 (print) 1314-7978 (online)	University of Chemical Technology and Metallurgy
Journal of Environmental Protection and Ecology	1311-5065 (print)	Scientific Bulgarian Communications
Journal of Geometry and Symmetry in Physics	1312-5192 (print) 1314-5673 (online)	Institute of Biophysics and Biomedical Engineering –Bulgarian Academy of Sciences
Journal of Hymenoptera Research	1070-9428 (print) 1314-2607 (online)	Pensoft Publishers
Journal of IMAB	1312-773X (online)	Peytchinski Publishing
Journal of the Balkan Tribological Association	1310-4772	Scientific Bulgarian Communications
Journal of Theoretical and Applied Mechanics	0861-6663 (print) 1314-8710 (online)	National Committee of Theoretical and Applied Mechanics – Bulgarian Academy of Sciences

Linguistique Balkanique	0324-1653 (print)	Institute for Bulgarian Language "Prof. Lubomir Andreychin" – Bulgarian Academy of Sciences
Medical Review	1312-2193 (print)	Medical University of Sofia
MycoKeys	1314-4057 (print) 1314-4049 (online)	Pensoft Publishers
Nature Conservation	1314-6947 (print) 1314-3301 (online)	Pensoft Publishers
NeoBiota	1619-0033 (print) 1314-2488 (online)	Pensoft Publishers
Nephrology, Dialysis and Transplantation	1312-5257 (print)	Medical University of Sofia
Nota Lepidopterologica	0342-7536 (print) 2367-5365 (online)	Pensoft Publishers
One Ecosystem	2367-8194	Pensoft Publishers
Oxidation Communications	0209-4541	Scibulcom Ltd.-Scientific Bulgarian Communications
Paleobulgarica	0204-4021 (print) 2603-2899 (online)	Cyrillo-Methodian Research Centre – Bulgarian Academy of Sciences
Pediatriya	0479-7876 (print)	Meditsina i Fizkultura
Pharmacia	0428-0296 (print) 2603-557X (online)	Pensoft Publishers
PhytoKeys	1314-2011 (print) 1314-2003 (online)	Pensoft Publishers
Phytologia Balcanica	1310-7771 (print) 1314-0027 (online)	Institute of Biodiversity and Ecosystem Research – Bulgarian Academy of Sciences
Propagation of Ornamental Plants	1311-9109 (print)	SEJANI Ltd.
Psychological Thought	2193-7281 (online)	South-West University "Neofit Rilski"
Quanta	1314-7374 (online)	Quanta
Rethinking Ecology	2534-9260 (online)	Pensoft Publishers
Review of Clinical Pharmacology and Pharmacokinetics, International Edition	1011-6583 (online)	PHARMAKON-Press
Review of the Bulgarian Geological Society	0007-3938 (print)	Bulgarian geological society
Revmatologiia	1310-0505 (print) 2738-831X (online)	Medical University of Sofia
Roentgenologia and Radiologia	0486-400X (print)	Meditsina i Fizkultura

Series on Biomechanics	1313-2458 (print)	Institute of Mechanics and Biomechanics – Bulgarian Academy of Sciences
Silva Balcanica	1311-8706 (print)	Pensoft Publishers
Subterranean Biology	1314-2615 (online) 1768-1448 (print)	Pensoft Publishers
Surgery	0450-2167 (print)	Medicina i Fizkultura
ZooKeys	1313-2989 (print) 1313-2970 (online)	Pensoft Publishers
ZooNotes	1313-9916 (online)	Plovdiv University
Zoosystematics and Evolution	1860-0743 (print) 1435-1935 (online)	Pensoft Publishers

Source: National Centre for Information and Documentation, https://randii.nacid.bg/register/search

"Multiple Intelligences Theory in EFL Classrooms and its Implementation in Lower and Upper Secondary Public Schools in Kosovo"

MSc. Zylfije Tahiri

English as Foreign Language Instructor, Researcher, Author

zylfijetahiri96@gmail.com

ABSTRACT

The Theory of Multiple Intelligences is the most famous psychological theory from the American scientist Dr. Howard Gardner and has greatly helped English language teachers to apply his theory in a variety of ways by applying relevant techniques, this theory also made a very important turn in the field of education. This theory is considered to serve as a basic theory on the construction of an effective teaching methodology, and in this case, we have the so-called Differentiated Instructions methodology respectively in the English Language classrooms in Lower and Upper secondary public schools in Kosovo.

The exploratory research study aims to reveal the effectiveness and importance of this theory in EFL classrooms in Kosovo. The techniques followed in the examination focused on presenting two kinds of data, quantitative and qualitative data. The methodology used in this research is considered effective, given that for each research question findings were made.

The research presents and reflects the teaching methodology in the English language classroom and the integration of MI theory in the classroom. This research presents the investigation of the Intelligence profile of English language teachers in Kosovo and its correlation to their teaching methodology, their knowledge of the theory of Multiple Intelligences, as well as its importance in the classroom. During the empirical research, it was seen that English language teachers in lower and upper secondary public schools have an average knowledge of the theory in question, that their intelligence profile is almost Linguistic, and that their teaching methodology is mainly behavioral and cognitivist in some rare cases, therefore, differentiated instructions as a teaching methodology are applied average in the EFL classrooms.

Keywords: Multiple Intelligence theory, EFL classrooms, Implementation, Teaching methodology, Kosovo.

I. Introduction

Societies that value synthesizing will be ahead of the game. There is so much that artificial intelligence can do quicker and better; synthesizing may be the last thing the human mind can still do better than a machine. Dr. Howard Gardner. (Magazine, 2022) The teaching of the English Language is one of the topics that has been researched before by both new and old researchers, this proves that the teaching of the English Language is a phenomenon that is important even today. The primary and secondary levels are the two most important levels where teaching must be at the level where it meets the needs of each student. This research talks about the integration of an important theory that reflects effective teaching, here we talk about Dr. Howard Gardner's Theory of Multiple Intelligences more specifically in English classrooms. The definition of Multiple Intelligences by Howard Gardner has greatly helped English Language teachers to apply his theory in a variety of ways by applying relevant techniques, this theory also made a very important turn in the field of education. This topic must be addressed because Kosovo, as a country that has emerged from war for one decade or more, and as a new state must emerge from the old teaching method that was applied by the old teachers and that has to do mainly with the behaviorist method. Therefore, it seems reasonable to address this topic because the treatment of this phenomenon should eliminate the old teaching methodology in public primary and secondary schools.

Times are changing. As individuals awaken to a greater reality, we are part of a much larger sea change. Our current systems and models of reality are breaking down, and it is time for something new to emerge. Across the board, our models for politics, economics, religion, science, education, medicine, and our relationship with the environment are all showing a different landscape than just ten years ago (Dispenza, 2012). Our brain is involved in everything we do, including how we think, how we feel, how we act, and how well we get along with other people. It is the organ of personality character, intelligence, and every decision we make, says (Daniel G) in his foreword to the book Breaking the Habit of Being Yourself by Dr. Joe Dispenza. (Dispenza, 2012) Regarding (Daniel G) author of the famous book "Change Your Brain, Change Your Life", the Brain is like a computer with both Hardware and Software, the Hardware (the actual physical functioning of the Brain) is not separated from the Software or constant programming and reshaping that occurs throughout our lives. They have a dramatic impact on each other. (Dispenza, 2012) Famous Dr. Joe Dispenza in his famous book "Breaking the Habit of Being Yourself" emphasizes that new research into the brain and body, the mind and consciousness-and a quantum leap in our understanding of physics- is suggesting expanded possibilities on how to move toward what we innately know is our real potential. (Dispenza, 2012)

Howard Gardner's theory is a theory that we have been aware of since the 80s this theory tells us how the mind is organized, so it is a psychological theory and not a teaching theory, it suggests that we should learn as much as we can about each learner, and then we should teach each learner in ways that work best for them, regarding Gardner this is called 'individualization' and 'pluralization'. In advance, it should be mentioned that Gardner's theory as a psychological theory has helped to advance the teaching methodology, for instance, Differentiated Instruction is a teaching methodology that in principle it is very much like Multiple Intelligences. No contradiction between Multiple Intelligences and Differentiated Instruction but not at all the same thing. To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, and interests, and to react responsively.

Many times, Gardner has been approached about using MI theory in teaching foreign languages. He believed originally that MI ideas could only contribute modestly to bilingual education compared to how they could be used in teaching subjects such as; history or biology. The key ways that schools can use MI theory are through INDIVIDUALIZATION and PLURALIZATION. Whether in Language Education, or the teaching of any other subjects, teachers can use MI theory to design lesson plans that enhance their students' strengths, improve upon any weaknesses, and keep engagement high. (Gardner, MI Theory in bilingual education, 2022)

In an analytical essay by Howard Gardner called *'Are all Intelligence equal? An Issue raised by Cormac McCarthy's recent novel'* he makes it very clear that a person's Intelligence is not measured by a written test or something similar, he states as follows; Human Intellect cannot be adequately assessed by a single paper and pencil or (computer-administered) instrument. Rather there are various forms of Intelligence, Linguistic, Logical-Mathematical, Spatial, Interpersonal, etc... each deserves to be assessed separately and in an 'INTELLIGENCE-FAIR' way. Strength or Weakness! One form of Intelligence does not predict strength or weakness in other Intellectual realms. (Gardner, Are all Intelligences equal? An issue raised by Cormac MCCARTHY'S recent novels, 2023)

This study was done to research some points of the topic: The Multiple Intelligence profile of English language teachers in lower and upper Secondary public schools in Kosovo. Teaching strategies based on Multiple Intelligence theories that are applied by English language teachers in public schools in Kosovo, and Correlation between Multiple Intelligence profiles of English teachers and MI-based teaching strategies applied in English classrooms.

The objectives of this study are as follows:

1) Determining different levels of Multiple Intelligences.

2) Investigating teaching strategies based on Multiple Intelligences applied in the English classroom.

3) Examining the correlation between EFL teacher's multiple intelligence profile and their teaching strategies based on MI

This study attempts to answer these key research questions;

1) How does Multiple Intelligences theory affect EFL classrooms?

2) Are EFL teachers of Kosovo familiar with the Multiple Intelligence theory and, do they integrate this theory in their classrooms?

3) What is the relationship between an English Language Teacher's profile of Multiple Intelligences and teaching strategies based on Multiple Intelligences among public elementary schools and scientific and linguistic secondary schools in Kosovo?

4) How much important is Multiple Intelligence theory integration for English Language teachers of lower and upper secondary public schools in Kosovo?

Significance of the study

The importance of this research lies in the fact that this research tries to make students and teachers of English aware of the importance of this theory in teaching and learning. This so-called theory of multiple intelligences highlights the uniqueness and ability of students in their multiple intelligences and helps to advance them. This research also tries to reduce the application of the traditional method of behavior in Kosovo schools, thus breaking the ice and bringing a constructive and very useful methodology for teachers and students, to know that every student or teacher is unique in their way, and this makes it special, especially in the English language course, which is very attractive and fun for some. Also, this study tries to teach English teachers that a good teacher should pay less attention to memorizing things like times tables and spelling, and pay more attention to helping students become synthesizers.

II. Literature review

To carry out this scientific research, a series of scientific researches have been read, starting from the oldest ones from the beginnings of the theory of Multiple Intelligences to today's research and articles. The well-known website of the scientist Howard Gardner entitled Howard Gardner's Official authoritative site of Multiple Intelligences reveals

various articles and analytical essays by the author of the famous theory. Intelligence as a term has also been treated by some current authors who have a great influence on the study of the brain and intelligence, for instance, we have Daniel Goleman who is known for his book Emotional Intelligence and later also treated Social (Interpersonal) Intelligence, and how to use this intelligence differ from Gardner Goleman tends to attach a Value to an Intelligence, whereas Gardner is neutral in this case, then we have today's author who deals in detail with how the human brain works and the decisive role it has in our actions, feelings, etc... is Dr. Joe Dispenza who is the author of several famous books, including 'Breaking the Habit of being Yourself'. The reason why these authors were mentioned is that Intelligence is the term that unites in this study, while here we focus on the Theory of Multiple Intelligences of Dr. Howard Gardner. Gardner has a different view regarding emotional *Intelligence in* one of his articles he cites that *'Those with a casual interest in these matters will immediately ask "What about emotional intelligence?" It's fine to use that term if you prefer, but Howard distinguishes his concepts from those of Daniel Goleman and his associates. In a word, that's because "emotional intelligence" conflates an understanding of the world of persons and knowing how best to use that skill for benevolent purposes. By that understanding, Martin Luther King or Florence Nightingale might appear no different than a scam artist. Howard prefers not to connect computation with a specific value system. Emotional intelligence can be used to ingratiate or manipulate.* (Gardner S. F., 2023) A chronology of years and theories about Intelligence as a term will be presented in this chapter, starting from the oldest theories to the newest, continuing thus with Howard Gardner's Multiple Intelligences and the importance of this theory.

What is the theory of Multiple Intelligences?

The theory of multiple intelligences it's a Psychology theory with a few educational implications it's also a critique of the standard psychological view of intellect. For many years within psychology, there has been a notion that if you take IQ or Intelligence quotient test, you can find out how smart somebody is. (Gardner, 2016) Over 30 years ago Howard Gardner developed a very different way of thinking about Intelligence called the Theory of Multiple Intelligence in 1983. This theory is a new one that is based on lots of different evidence from lots of different quarters. (Gardner, 2016) *This theory has a new Interdisciplinary view and it is based on; evolutionary evidence, argument as well as information about brain organization, the evolution of the brain, and the examination of unusual populations with jagged cognitive profiles.* The theory of multiple intelligences implies that humans possess several relatively independent computers; power in one computer does not predict power (or weakness) with other computers as illustrated in the picture below. (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

Intelligence

vs.

Intelligences

(Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

In one of his interviews, Gardner talks about and explains his theory on MI, so he claimed as follows *'The idea of Multiple Intelligences comes out of Psychology, it's a theory that was developed to document the fact that human beings have very different kinds of Intellectual strengths and that these strengths are very important in how kids learn and how people represent things in their minds and then how people use that to show what is that they've understood. If we all had the same kind of mind and there was only one kind of Intelligence then we could teach everybody the same thing in the same way and asses them in the same way and that would be fair but once we realize that people have very different kinds of mind in different kinds of strength and weaknesses. If we know that one child has a very special or visual-spatial way of learning, another child has a very hands-on way, and the other likes to ask deep philosophical questions, another one likes stories, we don't have to talk fast as a teacher we can provide software, we can provide materials we can provide resources which present material to a child in a way in which the child will find interesting and will be able to use his or hers intelligence productively and be able to show his or hers understand in a way that is comfortable for them. ''Everything can be taught in more than one way and anything that is understood can be shown in more than one way''* said Gardner in his Interview. (Edutopia, 1997)

The intuitive MI theory says that you might be smart in some things, average in others, and quite poor in others. There are 8 specific criteria for what counts as intelligence. *Howard Gardner defines Intelligence as follows; Intelligence is the Biopsychological potential to process information in certain ways, solve problems, or fashion products valued in a culture or community.* Think of several relatively independent computers, not a single all-purpose one. MI theory says we have a bunch of computers in our heads and these computers deal with spatial information, musical information, and so on. (Gardner, 2016)

There are two main scientific implications of Multiple Intelligence Theory:

1) Intelligence makes up the package of human intellectual tools. Unless severely impaired, all human beings can develop some intelligence. At any moment, a human being will have a unique profile due to genetic factors (heredity) and experience.

2) Every human being has a special intellectual profile. Identical twins are likely to have similar cognitive profiles. But the profiles will not be identical; even though the genetic constitution is the same. Identical twins have different experiences (even in the womb!) and after they are born, each can be motivated to differentiate themselves from their genetic clone.

There are also two main educational implications of the Theory of Multiple Intelligences:

1) Individualization (also called personalization) – Since every human has a unique intelligence configuration, we must consider this when teaching, instructing, or educating. As much as possible, we should teach individuals in ways that they can learn. And we need to assess them in a way that enables them to demonstrate what they have understood and applied their knowledge and skills in unfamiliar contexts.

2) Pluralization - Ideas, concepts, theories, and skills should be taught in different ways. Whether one is learning the arts, sciences, history, or mathematics, key ideas must be presented in multiple ways. You will achieve two important goals if you can present Michelangelo's artwork, the laws of supply and demand, or the Pythagorean Theorem in several ways. First of all, you reach more students because some students learn better from reading, some from building something, some from acting out a story, etc. Second, you show what it's like to be an expert—to understand something fully, you have to be able to think about it in several ways. (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

The Components of Multiple Intelligence

After extensive research, Gardner identified 8 (eight) distinct bits of Intelligence but there are 2(two) more candidate bits of Intelligence that he updated in his theory recently. Immediately after publishing his famous book Frames of Mind in 1983, where he once informed us of his theory of Intelligence, Gardner claims that he reached an important conclusion after this.

Components of Multiple Intelligence are considered to be these Intelligences regarding Gardner;

1. Spatial Intelligence is the Intelligence of the ability to conceptualize and manipulate large-scale spatial arrays (e.g., airplane pilot, sailor) or more local forms of space (e.g., architect, chess player).

2. Bodily-Kinesthetic Intelligence is the ability to use one's whole body, or parts of the body like the (hands, or the mouth) to solve problems or create products (e.g., a dancer).

3. Musical Intelligence is the Intelligence of Sensitivity to rhythm, pitch, meter, tone, melody, and timbre. May entail the ability to sing, play musical instruments, and/or compose music (e.g., musical conductor).

4. Linguistic Intelligence-Sensitivity to the meaning of words, the order among words, and the sound, rhythms, inflections, and meter of words (e.g., poet). (Sometimes called language intelligence.)

5. Logical-Mathematical Intelligence is conceptualizing logical relations among actions or symbols (e.g., mathematicians, scientists). Famed psychologist Jean Piaget believed he was studying the range of bits of intelligence, but he was studying logical-mathematical intelligence.

6. Interpersonal Intelligence is the ability to interact effectively with others. Sensitivity to others' moods, feelings, temperaments, and motivations (e.g., negotiator). (Sometimes called social intelligence.)

7. Intrapersonal Intelligence is the Sensitivity to one's feelings, goals, and anxieties, and the capacity to plan and act in light of one's traits. Intrapersonal intelligence is not particular to specific careers; it is a goal for every individual in a complex modern society, where one has to make consequential decisions for oneself. (Sometimes called self-intelligence.)

8. Naturalistic intelligence is the ability to make consequential distinctions in the world of nature, for example, between one plant and another, or one cloud formation and another (e.g., taxonomist). (Sometimes called nature intelligence.) (Howard Gardner's Official Authoritative Site of Multiple Intelligences, n.d.)

9. Existential (Candidate Intelligence): Gardner refused to refer to it as spiritual or religious intelligence as he suggested the term "Existential" to refer to the human tendency to ask very basic, yet deep questions about human existence such as the meaning of life, why do we die, and how did we get here, etc. (Sbai, 2014-2015)

10. Pedagogical Intelligence (Candidate Intelligence) is the Intelligence of Teaching that allows us to teach things to others. (Gardner, 2016)

Gardner believed that humans have multiple intelligences but people differ in the strengths and combinations of intelligence, which only can be enhanced through training and practice. For this reason, MI theory has been interpreted as a framework for rethinking school education as it offers ways to examine their best teaching techniques in light of human differences" (Christison, 1998). Therefore, teachers should think of all bits of intelligence as equally important. A successful teacher is one who actively responds to differences and helps all students discover and develop their skills as theory is not limited to linguistic skills but many other intelligences. Thus, the MI Theory implies that educators should recognize and teach a broader range of talents and skills (Brualdi, 1996). Consequently, several studies recommend the following techniques to implement the MI theory in EFL classes cites (Sbai, 2014-2015).

III. Methodology of the study

Various methods were applied to answer the research questions and achieve the objectives and aims of the study because this research is considered to be a qualitative study mostly even though there is also a quantitative part as well. Analyzing pre-relative theories is one of the methods applied in the literature chapter taken from scientific research that unfolds the Theory of Multiple Intelligences. This is because the purpose of this research is not to distort the vision of the theory of Multiple Intelligences but to be a reflection of what this theory aims for. This research aims

to investigate the integration of the Theory of Multiple Intelligences in the EFL classrooms in Lower and Upper secondary public schools in Kosovo. Taking into account the aim of this research, it seems reasonable to use two auxiliary instruments in the empirical research to investigate in more detail this educational phenomenon in the public schools of Kosovo. The questionnaire is the first instrument used in this scientific research. Initially, the Questionnaire was formulated in English in two forms, in the form of Google Form (digital) and manual questionnaire (printed copies), and contains 10 questions related to Multiple Intelligences Theory in EFL classrooms. Initially, the questionnaire in Google form was posted to the largest group of Kosovo English Teachers' Network (http://ket-net.org/) on Facebook, the so-called KETNET Kosovo. Thus, continuing the research in public secondary and primary schools in different cities in Kosovo. Printed questionnaires were distributed to English language teachers in physical form, with the prior permission of the director of the respective schools. The second instrument which is considered reasonable to use in this research is the observation of English language classes in public schools in Kosovo. All this with a tendency to see and observe the teaching methodology and the Integration or non-integration of the Theory of Multiple Intelligences in public schools in Kosovo. During the observation, a checklist was used according to which things mentioned in the list would be approved or disapproved. Considering that investigating this phenomenon was not that easy because you have to have permission to enter schools and do research, many schools and school principals have not hesitated to cooperate closely in this scientific research probably the first of its kind in Kosovo

IV. Findings

More than 112 participants contributed to this research, which was mainly English Language teachers, and principals of the schools in which the classrooms were observed in the English Language classes in different Lower and Upper secondary public schools, in different cities of Kosovo.

Questionnaire findings

145 Questionnaires were distributed to the EFL teachers only **112** Questionnaires were responded to via Google Form.

Some results are shown as follows;

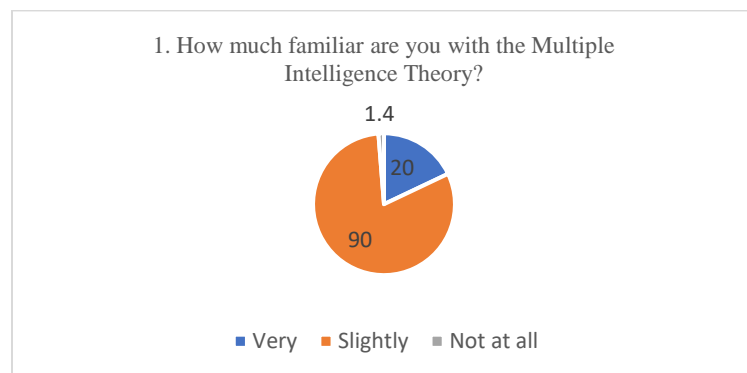**1.** How much familiar are you with the Multiple Intelligence Theory?

Chart 1: EFL teacher's familiarity with the theory of Multiple Intelligences.

The first graph shows the answer to how familiar the EFL teachers of public schools in Kosovo are with the theory of multiple intelligences. And the results are as follows: 90 of the 112 EFL teachers claimed to have an average knowledge of this theory, while 20 of the 112 respondents claimed to have a great knowledge of this theory, while 2 of them claimed to not know the theory in question.

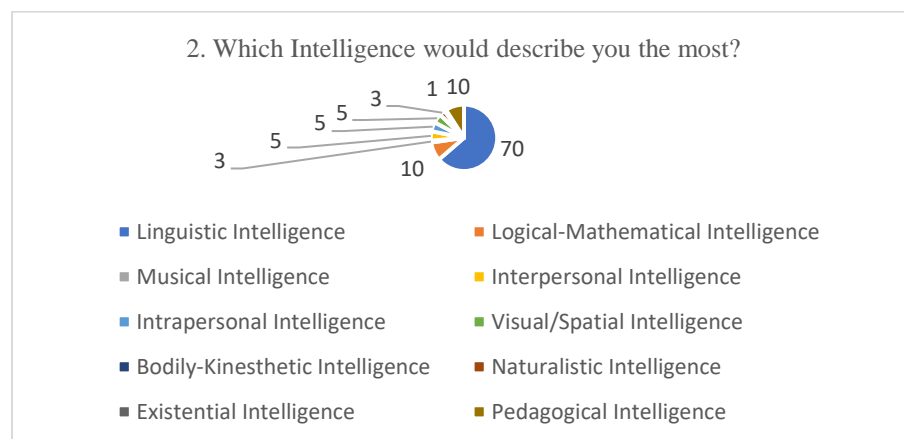**2.** Which Intelligence would describe you the most?

Chart 2: Intelligence profile of EFL teachers in Lower and Upper Secondary public schools in Kosovo.

The second graph reflects the Intelligence Profile of English language teachers. So according to the findings, 70 of the 112 respondents claimed to have Linguistic Intelligence, continuing with the Pedagogical Intelligence where 10 of the 112 respondents claimed to possess this Intelligence, 10 of the 112 claimed to have Mathematical Intelligence, and 5 of the 112 respondents claimed to have Interpersonal, Intrapersonal, Visual and Spatial Intelligence, while a smaller number claimed for Naturalistic, Existential, Musical and Bodily-Kinesthetic Intelligence.

3. What is your teaching methodology?

Theme	Sub-Theme	No. Participants Respond
EFL Teachers of Lower and Upper Secondary public school teaching methodology used in classrooms	Differentiated instructions	13
	Teacher – centered	34
	Student-Centered	33
	Mixed Method	20
	Interactivity	12

Table 1: EFL teachers teaching methodology in EFL classrooms.

Table number 1 shows the teaching methodology in the English Language Classroom, the table shows some methods written in the questionnaire and most of the answers were those applied by English language teachers in public schools. As we can see in the table, the method that has the largest number of answers is the method that focuses on the teacher,

then the student in the center, we have the Mixed methodology which ranks third according to the results, and finally, we have the Differentiated Instructions and Student-Teacher interactivity which are ranked the last.

Classrooms observation findings

The observation was the second instrument used in this research, the reason why this instrument was used is to see closely how the English language teachers hold their lessons, thus seeing the teaching methodology, the integration or non-integration of the theory of multiple intelligences, and so on. The observation was carried out in 10 schools in different cities of Kosovo, at the primary and secondary levels. During the observation, the checklist was used, which was specially designed for this observation, which you can see in the appendix at the end of this paper.

A Report on classrooms Observations

Type of school: Lower and Upper secondary public schools.

Size of the class: 40+ students

Classroom observation checklist			
Effective planning			
1. Follows prescribed class materials	*YES*	*NO*	*N/A*
	8	/	2
2. Directions to students are thought out and well stated	9	/	1
3. Materials for class are organized and available	7	1	2
4. Carefully plan students' assignments and groupings according to instructional needs.	2	1	7
Teaching techniques			
1. Utilizes the use of a notebook and /or other guides effectively	*YES*	*NO*	*N/A*
	5	/	5
2. Demonstrates sufficient mastery of content	2	1	7
3. Makes effective use of a variety of available materials	5	/	5
4. Provides interesting and adequate reinforcements	1	/	9
5. Varies procedures in working with pupils of varying abilities	1	2	7
6. Works constructively with individuals or groups	1	4	5
7. Manages routine to avoid confusion	2	4	4
8. Makes supportive statements to the students	8	/	2

Table 2: *Results of the 10 classroom observations.*

Table number 2 presents the results obtained from the observation of English language classes in different schools in Kosovo, where 5 of them were at the primary level and 5 of them were at the upper secondary level. To conduct the research observation of the English language classes, a special list has been created with some phenomena intended

to be observed. The list shows the phenomena that have been observed and for each observed phenomenon an evaluation list has been made in the column YES, NO, and N/A. The number presented below these columns shows the number of teachers of those observed schools who implement or do not implement a certain phenomenon. The N/A option indicates that there is no answer regarding the observed phenomenon in the classroom. For each school, i.e., 10 schools observed in total, a research sample was taken from each one.

V. Discussion & Conclusion

In this section, we can be informed about the meaning and the importance of the results obtained from the 2 instruments used in this research, in this chapter we will have the opportunity to read the explanation of the results, the relationship of the findings with the literature review and previous research papers. The research questions raised in this paper will be answered in this section, this section is also based on the meaning and significance of the results, and the limitation of the study will be treated as well. Therefore, the research paper is considered to be very long in terms of publication only some results and some findings appeared and so in this section, we will discuss only those findings that appeared in this research paper. We raise some research questions at the beginning of this research, which were mainly the objectives and purpose of the empirical research in the observed schools, at the beginning of this paper, the objectives and goals of this research were mentioned, as well as 4 research questions were mentioned which were the pillars of the entire study. We raise the question 'How does MI theory affect EFL classrooms?' and the results have shown that the theory of Multiple Intelligences is generally recognized by English language teachers in public schools in Kosovo, and this confirms, even more, the results of the first question in the questionnaire. Another result from the questionnaire showed that the teachers consider this theory as important but that they do not practice the principles of this theory, and this is a result of a lack of interest in the first place, then the lack of conditions, that is, the environment in which the lesson takes place limited opportunities for practicing differentiated instructions and so on, and in the end this is also a result of the lack of advancement of English language teachers with contemporary teaching methods. The other instrument used in this research, as mentioned before, was observation, the reason why this instrument was used was the approval or disapproval of what the EFL teachers of Lower and Upper secondary public schools answered in the completed online questionnaire. The observation was made at both primary and secondary levels, this instrument reveals and tells us more precisely how the English language middle school teachers hold a lesson in English with their students. The section titled Effective Planning of the preparatory curriculum has received more votes (or approved numbers at both levels), which means that the teachers have been effective in respecting the curriculum, materials for lessons, and others. The second section of the observation list titled Teaching Techniques seems to be weaker than the first section because many votes went to the N/A option, which means there was no answer for most of the observed phenomena, and this applies to both teachers both Lower and Upper secondary level. During the observation, teachers were also seen who know the theory of Multiple Intelligences and applied differentiated instructions with their students, 3 teachers applied such a method, 2 of which were at the primary level and 1 at the secondary level. So, as can be seen here, the theory of multiple intelligences is closely related to the application of differentiated instructions, so this teaching method in a way reflects the integration of the theory of multiple intelligences in public schools. So, the implementation of this theory in public primary and secondary schools in

Kosovo is at a low level, as the reason can be considered the lack of teaching conditions, the training of English language teachers, and the lack of interest in the integration of this contemporary theory.

Limitations and future studies

So, until now, we see that here we are talking about this phenomenon only concerning Lower and Upper secondary public schools, but not private schools, where we see that this scientific research has its research limitations, and these results can reward state institutions of education and English Language teachers in public schools. Considering that this study is the first of its kind in Kosovo, this study can also be a reference for future researchers to investigate the advancement of the teaching methodology in public schools.

Acknowledgments

References

Cherry, K. (2022). Theories of Intelligence in Psychology. *VerywellMind*.

Daniel G, A. M. (n.d.). *Change your Brain, Change your life.*

Dispenza, D. J. (2012). *Breaking the Habit of Being Yourself.* London: Hay House UK Ltd.

Edutopia. (1997). Multiple Intelligence. (H. Gardner, Interviewer)

Gardner, H. (2016). Howard Gardner Discusses Multiple Intelligences - Blackboard BbWorld 2016 HD.

Gardner, H. (2022, 12 14). *MI Theory in bilingual education.* Retrieved from OFFICIAL AUTHORITATIVE SITE of MULTIPLE INTELLIGENCES: https://www.multipleintelligencesoasis.org/blog/2022/12/14/mi-theory-in-bilingual-education

Gardner, H. (2023, 01 17). *Are all Intelligences equal? An issue raised by Cormac MCCARTHY'S recent novels.* Retrieved from OFFICIAL AUTHORITATIVE SITE of MULTIPLE INTELLIGENCES: https://www.multipleintelligencesoasis.org/blog/2023/1/17/are-all-intelligences-equal-an-issue-raised-by-cormac-mccarthys-recent-novels

Gardner, S. F. (2023, 02 11). AI and Diplomacy: The implication for MI theory.

Howard Gardner, T. H. (2010). Educational Implications of the Theory of. *American Educational Research Association i.*

Howard Gardner's OFFICIAL AUTHORITATIVE SITE of MULTIPLE INTELLIGENCES. (n.d.). Retrieved from A BEGINNER'S GUIDE TO THE THEORY OF MULTIPLE INTELLIGENCES (MI): https://www.multipleintelligencesoasis.org/

Magazine, K. P. (2022, 10 12). HOWARD GARDNER DISCUSSES MI THEORY. (H. GARDNER, Interviewer)

O'Niel Tobias MA, B. (. (n.d.). The concept of distributed intelligence in Gardner's theory of Multiple Intelligences. *FOUNDATION OF EDUCATION – Psychology of Education*.

Sbai, M. A. (2014/2015). The Theory of Multiple Intelligences and its implication in EFL classrooms.

Sbai, M. A. (2014-2015). The Theory of Multiple Intelligences and Its Implications on EFL Classrooms.