



INSTITUT ZA NAUCNA ISTRAZIVANJA I RAZVOJ
INSTITUTI PER HULUMTIME SHKENCORE DHE ZHVILLIM
INSTITUTE FOR SCIENTIFIC RESEARCH AND DEVELOPMENT
ULCINJ - MONTENEGRO

Volume: 9 – Issue: 2 – Aprill 2024 – Social Sciences Session



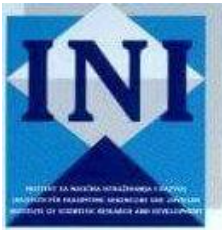
International Scientific Journal Monte

ISJM

ISSN Online: 2661 – 2666

ISSN Print: 2661 – 264X

DOI: 10.33807/monte.2024v9n2



International Scientific Journal Monte

ISJM

YEAR: 2024 • VOLUME: 9 • ISSUE: 2

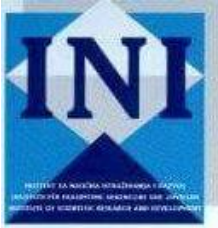


International Scientific Journal Monte
(ISJM)

YEAR: 2024 • VOLUME: 9 • ISSUE: 2

The opinions and views expressed in the papers published in the journal are only those of the author(s) and do not necessarily reflect the views of the journal and its publisher.

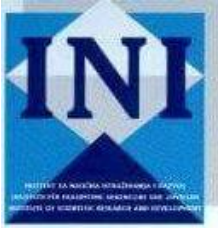
INTERNATIONAL SCIENTIFIC JOURNAL MONTE



Distribution

Published by the Institute for Scientific Research and Development, Ulcinj, Montenegro

ISSN Online	: 2661 – 2666
ISSN Print	: 2661 – 264X
Pub. Date Season	: April 2024
Volume	: 9
Number	: 2
Founded	: 2017
Place of Publication	: Ulqinj, Montenegro
Publication Type	Is an international, periodical, double-blind peer-reviewed and online academic journal published biannually
Official Language	: English
Frequency	: April and December
Publisher	: Institute for Scientific Research and Development
e-mail	: info@journalmonte.com
Telephone	: +382 69 265 707
Homepage	: www.journalmonte.com



International Scientific Journal Monte

ISJM

YEAR: 2024 • VOLUME: 9 • ISSUE: 2



Editorial Board

Editor-in-Chief

Prof. Dr. Elez Osmani

Faculty of Economics, University of Shkodra "Luigj Gurakuqi, Albania

Publishing House Directory: Institute for Scientific Research and Development, Montenegro

Vice Editors-in-Chief

Prof. Dr. Alba Dumi, Dean of Tirana Business University, University of Tirana, Albania

Prof. Dr. Tibbor Petres, Department of Statistics, Faculty of Economics of the University of Szeged, Hungary

Prof. Dr. Akhter Alham, Mumbai's Academic Society and Indian Researchers in Mumbai, India

Editors

Prof. Dr. Ahmet Diken, Necmettin Erbakan University, Turkey

Prof. Dr. Fabrizio Baldassarre, Università degli studi di Bari Aldo Moro, Italy

Prof. Dr. Sokol Pacukaj, Università degli studi di Bari Aldo Moro, Italy

Prof. Dr. Paul B. Tchounwou, Jackson State University, USA

Prof. Dr. Thomas Schildbach, Universität Passau, Germany

Prof. Dr. Harun Şeşen, European University of Lefke, Cyprus

Prof. Dr. Ahmet Ergülen, Balıkesir University, Turkey

Prof. Dr. Ulf-G. Gerdtham, Lund University, Sweden

Prof. Dr. Graciennë Lauwers, Universitwit Antwerpen, Belgium

Prof. Dr. Magdalena El Ghamari, University of Bialystok, Poland

Prof. Dr. Hasan Kılıç, Eastern Mediterranean University TRNC, Cyprus

Prof. Dr. Piotr Pietrzak, Sofia University "St. Kliment Ohridski", North Macedonia

Prof. Dr. Ramazan Erdem, Süleyman Demirel University, Turkey

Prof. Dr. Asrat Amnie, The City University of New York, USA

Prof. Dr. Francesco Scalera, Università degli studi di Bari Aldo Moro, Italy

Prof. Dr. Marko Todorovic, Serbian Academy of Innovation Sciences, Serbia

Prof. Dr. Blendi Barolli, Nŕigata University of Management, Japan

Prof. Dr. Pece Nikolovski, SS. Kliment Ohridski University, North Macedonia

Prof. Dr. Slobodan Nešković, Faculty of Economics and Management, Serbia

Prof. Dr. Zoran Mastilo, University of East Sarajevo, Bosnia and Herzegovina

Prof. Dr. Arjeta Troshani, University of Shkodra "Luigj Gurakuqi", Albania

Prof. Dr. Andrej Raspor, University of Ljubljana, Slovenia

Prof. Dr. Dean Sinkovic, Dr. Mijo Mirkovic University, Croatia

Prof. Dr. Matteo Mandala, University of Palermo, Italy

Prof. Dr. Gazmend Kaplani, Panteion University Athens, USA

Prof. Dr. Babu George, Christian Brothers University, USA

Prof. Dr. Dajo Stavro, Thessaloniki State University, Greece

Prof. Dr. Malyadri Pacha, Osmania University, India

Doc. Dr. Milica Delibasic, University of Mediteran, Montenegro

Assoc. Prof. Dr. Rusana Bejleri, Sofia University "St. Kl. Ohridski", North Macedonia

Assoc. Prof. Dr. Kamber Kamberi, University of Gjakova "Fehmi Agani", Kosovo

Assoc. Prof. Dr. Naile Mala Imami, University of Belgrade, Serbia

Assoc. Prof. Dr. Elinda Ramadani, University of Shkodra "Luigj Gurakuqi", Albania

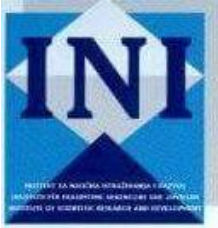
PhD. Emilia Conforti, University of Calabria, Italy

PhD. Kashif Ali Abro, Engineering and Technology Mehran University, Pakistan

PhD. Saeed Ullah Jan, University of Malakand, Chakdara, Khyber Pakhtunkhwa, Pakistan

PhD. C. Ardita Bylo, Graduate School of Finance, Istanbul Commerce University, Turkey

PhD. C. Agon Ademi, University of Warsaw, Poland

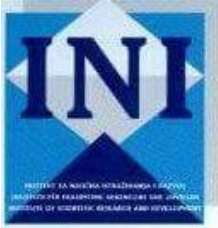


Newsroom Board

Prof. Dr. Diana Shehu (Albania)
Prof. Dr. Sonja Vitanova (North Macedonia)
Prof. Dr. Michael Minch (USA)
MA. Yllka Imeri (Kosovo)

Science Board

Prof. Dr. Konstantin Pochivalov, (Russia)
Prof. Dr. Nevenka Žarkić-Joksimović, (Serbia)
Prof. Dr. Slađana Benković FON (Serbia)
Prof. Dr. Dragoljub Janković (Montenegro)
Prof. Dr. Anatoly Avdenko (Ukraine)
Prof. Dr. Valentin Nedeff (Romania)
Prof. Dr. Constantin Bungau (Romania)
Prof. Dr. Vladimir P. Sergienko (Belarus)
Prof. Dr. Predrag Dašić (USA)
Prof. Dr. Hidajet Shehu (Albania)
Prof. Dr. Laszlo Karpati (Hungary)
Prof. Dr. Akhter Alham (India)
Prof. Dr. Brilanda Bushati (Albania)
Prof. Dr. Seadin Xhaferi (Macedonia)
Prof. Dr. Astrit Mehmeti (USA)
Prof. Dr. Kerstin Bree Carlson (Danska)
Prof. Dr. Robert Dimitrejski (Macedonia)
Prof. Dr. Michael Minch (USA)
Prof. Dr. Muharem Karamujić (Bosnia and Herzegovina)
Prof. Dr. Arben Malaj (Albania)
Assoc. Prof. Dr. Blerta Dragusha (Albania)
Prof. Dr. Niké Wentholt (Netherland)
Prof. Dr. Drita Kruja (Albania)
Prof. Dr. Laszlo Karpati (Hungary)
Prof. Dr. Miodrag Brzaković (Serbia)
Prof. Asc. Dr. Darko Lacmanović (MNE)
Prof. Dr. Salvator Bushati (Albania)
Prof. Dr. Sofronija Miladinovski (Macedonia)
Prof. Dr. Daniel Dobrev, (Bulgaria)
Prof. Dr. Sampurna Mehta (India)
Prof. Dr. Heinrich Meister (Switzerland)
Prof. Dr. Jusuf Mustafai (Macedonia)
Prof. Dr. Radovan Stojanović (MNE)
Prof. Dr. Biljana Ciglovska (Macedonia)
Prof. Dr. Artan Nimani (Kosovo)



International Scientific Journal Monte

ISJM

YEAR: 2021 • VOLUME: 4 • ISSUE: 2



Aims and Scope

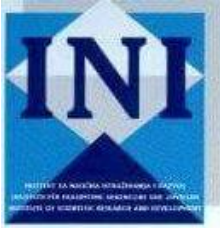
International Scientific Journal Monte (ISJM) is a peer - reviewed international journal that publishes original and qualified works with a scientific approach in the fields of social sciences and human sciences. The Journal is published biannually in April and December.

Scientific and legal liabilities of the articles published in ISJM belong to the authors. The copyrights of the works that are published in the journal are transferred to the Institute for Scientific Research and Development. No part of this publication may be duplicated and published elsewhere including electronically without permission of the Publisher.

ISJM focuses on, but not limited to the following topics: business, economics, educational sciences, finance, fine arts, history, international relations, linguistics, literature, philosophy, political science, psychology, sociology and theology, etc. All articles published in our journals are open access, freely available online and no fee is charged for publishing articles

International Scientific Journal Monte (ISJM) is indexed and abstracted in:

- International Scientific Indexing
- WorldCat
- Research Gate
- Directory of Academic and Scientific Journals
- Cite Factor Academic Scientific Journals
- Crossref
- International Standard Serial Number
- Directory of Open Access Scholarly Resources
- Google Scholar
- Digital Object Identifier (DOI)



International Scientific Journal Monte

ISJM

YEAR: 2021 • VOLUME: 4 • ISSUE: 2



CONTENTS

[**AFRIM ALITI**](#) – EXPLORING THE ROLE OF SYNTAX IN LANGUAGE COMPREHENSION AND PRODUCTION

[**ALDA FRAKULLA, ESTELA TOÇAJ**](#) – THE ADVANTAGES OF LANGUAGE COMMUNICATION IN RELATION TO TECHNOLOGICAL PROGRESS

[**ARBANA ZHAPAJ, ADRIANA Qafa, SUELA PATOSHI**](#) – EXPLORING THE IMPACT OF REMOTE LEARNING ON PARENTS OF CHILDREN WITH SPECIAL NEEDS DURING THE PANDEMIC, FOCUSING ON THEIR EXPERIENCES AND CHALLENGES

[**EDLIRA DHIMA**](#) – KADARE IN ALBANIAN LITERATURE AND SOME ASPECTS OF THE MYTH

[**MARIJA NIKOLIĆ**](#) – THE EFFECT OF STRESS AT WORK ON THE REDUCTION OF PSYCHOLOGICAL WELL-BEING

[**EJUP RUSTEMI, MEFAIL TAHIRI**](#) – DIGITAL LITERACY AS A TOOL OF INSIGHT INTO THE UNIVERSE OF INFORMATION

[**EMIR E. ASHURSKY**](#) – MEANWHILE, THE ARROW OF TIME PURPOSEFULLY, RAPIDLY, AND INEXORABLY IS CARRYING US FORWARD!

[**MONIKA HASANI \(HOSHAFI\), DENIZ XHOGA ÇUPI**](#) – USE OF ALBANIAN LANGUAGE IN INFORMATION BOARDS FOR CULTURAL AND NATURAL HERITAGE SITES: CAUSES AND EFFECTS

[**H.GÜLŞAH ERTÜKENMEZ, NALAN KIZILTAN**](#) – A CRITICAL DISCOURSE ANALYSIS OF THE GENDER IDENTITY IN INCREDIBLES

[**ZYLFIJE TAHIRI**](#) – BENEFITS AND DRAWBACKS OF PROJECT-BASED LEARNING IN UPPER SECONDARY EFL CLASSROOMS

[**GRETA JANI**](#) – THE LINGUISTIC FEATURES OF MORAL DISCOURSE IN CONTEMPORARY PROSE

EXPLORING THE ROLE OF SYNTAX IN LANGUAGE COMPREHENSION AND PRODUCTION

Afrim Aliti

South East European University, Tetovo, North Macedonia

aa14120@seeu.edu.mk

ABSTRACT

The research works on exploring the importance of syntax in language comprehension and production. The discussion uses a systematic literature review to find the connection between syntax and production and then syntax with comprehension. The study identified a gap in the recent development in the linguistic field and less exploration of syntax. The findings of the study reveal the strong relationship of syntax as it helps create a better connection for language proficiency. Syntax is fundamental for both production and understanding. Talents and perceptual-motor skills are highlighted in the integrated theories of second language acquisition, which throw doubt on more traditional notions of abstract linguistic knowledge. Furthermore, there is an urgent need for research that accounts for varying learning methods, real-world situations, and language levels to determine the nature of the relationship between production and comprehension. The complex interplay between language use and syntax is shown by the spectrum of grammatical competence. The field seems to be expanding, with a focus on understanding how individual variability impacts language processing and the nuances of syntax in different language situations. Listening ability has a strong relation to sentence production and formation when assessed in both groups. Moreover, it is evident that syntax plays an imperative role in communicating and helping the other person comprehend meaning.

Keywords: Syntax, comprehension, production, linguistics, communication, second language acquisition

INTRODUCTION

Syntax in language is defined as the structural set of rules that are part of a sentence. It deals with the structure and form of natural languages, like the sequence of physical gestures or spoken English in American Sign Language (Morvay, 2012). Linguistics comes under the discipline of human language and comprises three subfields. The first subfield is the forms of language, including syntax, morphology, and phonology. The second subfield is related to semantics and pragmatics. The third one is the different context it is studied in.

1.1 Syntax

Syntax provides expression to help comprehend meaning, and it demonstrates the subject-object relationship. For example, a sentence such as "The dog bit the cat" is interpreted differently from "The cat bit the dog," although they contain the same words (Matchin & Hickok, 2019). Researchers work on sentence production and immigration by breaking it down. A syntactic atom is a term used by Di Sciullo & Williams (1987). It can be considered a single word or phrase that communicates a specific meaning (Xi, 2021). In the example, 'the' is not a syntactic atom, but 'the dog' is. Syntax allows the speaker to interact with thoughts, which can be arranged as simple or small units and can be meaningful. Language is complex, and therefore, syntax helps complex and simpler sentences to be understood accurately (Brimo, Lund, & Sapp, 2017).

1.2 Background

Early researchers worked on the way efficient communication can be held as per the human mind. Cromer and Wiener (1966) discussed that the unskilled reader is unable to use syntax when reading comprehension or producing sentences. Later, Vogel (1975) added further research emphasizing that reading-impaired children had deficits. The deficits were in some areas and measured "the syntax of expressive language" and explained that there is a strong relation between reading comprehension and productive syntax (Zhang et al., 2020). The

research was further developed by Anderson (1982) and reveals that poor readers have syntactic deficiencies while writing language (Mancuso et al., 2020). There are two different methods with respect to impaired readers and the sources of the lack of performance. In 1988, Crian and Shankeiler expanded the study, explaining that researchers associate poor readers' difficulties with phonological processing deficits (Popenoe et al., 2021). The next study by Shankweiler and Crain (1989) supported the Processing Deficit Hypothesis (PDH), which mentions that unskilled readers experience difficulty in processing and retaining phonological information in working memory (Nomvete and Easterbrooks, 2020). The deficiency occurs at a different level in working memory. It keeps the information from being expressed at the necessary pace with a high-level process.

1.3 Research Aim and Objectives

To examine the role of syntax in language comprehension and sentence production.

The study aims to work on the relationship between syntax and language comprehension as well as production.

1.4 Research Gap

The existing literature focusing on the role of syntax in language comprehension and production is limited as per the research. A single study by Morgan et al. (2020) has solely focused on the topic and is unable to fill the existing gap. Significant learning changes have occurred after the pandemic, making it crucial to develop areas of change in the context of syntax in language comprehension. In the rapidly evolving landscape of human language, there is a growing need to characterize technological innovations and evolving social norms (Truckenmiller, Shen, and Sweet, 2021). The two factors need to be revisited, and understanding needs to expand on syntax functions in language use. Hence, the study plans to fill the gap in current knowledge by conducting a qualitative literature review that considers human behavior when learning a language and the way syntax plays a role when comprehending and producing a sentence.

LITERATURE REVIEW

The concept of syntax came into existence when working with monolingual children. Brimo, Lund, & Sapp (2017) coined a perspective where they helped explain syntactic development, which plays a crucial role in acquiring reading comprehension and precursor skills. It also helps build listening comprehension in bilingual children. When applying coordination, the respondents performed better on subject coordination than on object and Inferential Phrase (IP) coordination. Inferential phrase coordination is the connection between two phrases, which provides information, prior knowledge, experiences, imagination, and intuition (Van Boxtel and Lawyer, 2021).

Previous research has worked on different approaches to examine syntax in language processing. Golestani et al. (2017) used subjective analysis for the complexity, which is based on rating scales. Different approaches measure different features of a language. The variables are related to spoken words, such as utterance length and the ratio of nouns to verbs. In the utterance, the portion of function words to content words is also assessed. Several variables identified are interrelated with each other but are different for different individuals. The study measured two groups in one group: the participants with cognitive impairment and the other group without. An effective predictor of the difficulty level that resolves temporary ambiguity is a syntax surprise, which reflects the unpredictability of speech that is given in a certain context. The second approach in psycholinguistics is the ambiguous sentence structures in languages used by both groups, focusing on language comprehension and production. The sentence production and structuring are ambiguous as the sentences are left to right proportional to the degree of center embedding (Peets, Yim, and Bialystok, 2022). The syntax also plays a role in avoiding the number of different incomplete phrase structure rules, several incomplete sentences, and the average dependency distances within a structure (Rezaii et al., 2022). The findings reveal that listening ability has a strong relation to sentence production and formation when assessed in both groups. According to the analysis, it is evident that syntax plays an imperative role in communicating and helping the other person comprehend the meaning.

Thorne & Faruqi-Shah (2016) explain the brain regions that create the connection and meaning to the language. Syntax does not allow working with one specific region of the brain. It is a network of areas that involves

Broca's area (BA). As there are different stimuli and tasks related to the human language, there has been no work done on syntax as different parts of the networks are involved. Syntax has recruited different parts of the network for different aspects of syntactic processing (Pickering & Garrod, 2013). Furthermore, it involves non-linguistic processing like nonverbal learning and working memory, imitation of sequences of motor gestures, and representing and processing hierarchical structures (Meyer, Huettig, & Levelt, 2016). The functions come under the components of syntax processing, and many have argued that BA is not specific to syntax and has several other functions. The study used 12 participants who were right-handed native French speakers (seven men and five women). They started learning English at the ages of 10-12 and spent five to seven years in school. None of the participants lived in an environment where English was the primary language; hence, all were moderately fluent bilinguals. The study explains that comprehension and production, when implemented, were less proficient when compared to a native. Hence, syntax plays a crucial role in improving the comprehension and production of a language.

Mancuso et al. (2020) make it evident that further study is needed to understand the link between production and understanding across different areas of language and how it is used in ordinary discourse. Thorne and Faroqi-Shah (2016) lend credence to the division of labor hypothesis of light verb use since it was discovered that individuals with and without neurological impairments generate an equal number of these verbs. Results on assessments of syntactic and semantic abilities were greater in those with lighter verb use. Moreover, the abilities demonstrate a continuum of grammatical competence in aphasia and contradict past beliefs about the use of light verbs, expanding our awareness of the relationship between syntax and semantics in language production (Sebele-Mpofu, 2020). According to the reviewed literature, finding one's way around a language and really understanding it are inseparable. The syntax is fundamental for both production (converting ideas into morphemes) and understanding (deciphering hierarchical structures) (Ziegler & Snedeker, 2018). Talents and perceptual-motor skills are highlighted in the integrated theories of second language acquisition, which throw doubt on more traditional notions of abstract linguistic knowledge (Meyer et al., 2016). Furthermore, there is an urgent need for research that accounts for varying learning methods, real-world situations, and language levels to determine the nature of the relationship between production and comprehension (Martohardjono et al., 2015).

The complex interplay between language use and syntax is shown by the spectrum of grammatical competence in aphasia (Qizi, 2023). The field seems to be expanding, with a focus on understanding how individual variability impacts language processing and the nuances of syntax in different language situations.

Van Boxtel and Lawyer (2021) explain the sentence structure in different contexts. Comprehension, production, and syntax also revolve around specific contexts. Golestani et al. (2017) identifies the posterior middle temporal gyrus (pMTG) as responsible for decoding auditory phonological representation structures. The structures are linked with the conceptual networks in the anterior temporal lobe (ATL) and angular gyrus (AG). In production, a different computational task involves taking nonsequential conceptual information, deriving hierarchical structures (pMTG), and transforming them into sequences of morphemes via the anterior part of Broca's area (pTri in the inferior frontal gyrus, IFG). The findings emphasize the dynamic role of syntax in language comprehension and production, involving the transformation of information at different levels of linguistic processing.

METHODOLOGY

The study will employ a qualitative literature review to comprehend existing scholarly works. There have been several studies working on syntax's impact on language, which is not aligned with the research topic of the role of syntax in comprehension and production. Hence, working on prior research is deemed suitable for synthesizing diverse perspectives, insights, and findings across studies. Relevant pieces of literature will be identified through systematic searches of academic databases (e.g., PubMed, PsycINFO, Google Scholar) working on keywords like syntax, language comprehension, syntax role in comprehension, syntax role in production, and language production. The range of inclusion criteria will include peer-reviewed articles, journals, books, and reputable conference proceedings. The search strategy would be systematic to incorporate Boolean operators, truncation, and controlled vocabulary and to ensure a comprehensive and focused review.

1.5 Data Collection

As mentioned earlier, there are no or fewer studies done directly on syntax's role in production and comprehension; hence, the data will be collected. Structured interviews with different language teachers of different levels will be collected. It has previously been recommended that qualitative studies require a minimum sample size of at least 12 to reach data saturation (Poulsen & Gravgard, 2016).

FINDINGS AND ANALYSIS

The research was conducted by 10 teachers who are teaching different languages to different levels of learners. The analysis explains the role of syntax when understanding comprehension and production of sentences. The results of the interview are stated below.

Languages	
French	2
English	7
Albanian	1

b. Class Level:

Primary level	7
Secondary level	3

The first 7 participants were English teachers and planned examples for syntax implementation. They explained through examples below:

i. The cat chased the mouse.

ii. Chased the mouse the cat

Both have the same verb, subject, and object, but the order of the second one is incorrect. The arrangement of words in comprehension and production is crucial. In the first sentence, a standard English word order, Subject-Verb-Object (SVO), is followed, making it understandable and allowing a smooth flow of information. In the other sentence, the order disrupts the meaning because of the order. All seven teachers mentioned that they were very conscious when working on teaching structures, as the parts of speeches are important topics. The altered syntax creates a momentary cognitive pause during comprehension, requiring additional mental effort to process the information (Robson & Quinn, 2014).

Participants 3, 4, and 5 explained through class examples the importance of syntax and how they provide in-class feedback to avoid errors.

i. "She don't like sandwich."

The error in the sentence is a subject-verb agreement problem. The correct form is "She doesn't". The error has a direct impact on comprehension, leading to confusion and hindering a reader's understanding. Participant 5 gave another example that she had witnessed in class.

ii. "After finishing washing his dishes, the movie was watched by John."

The sentence is incorrect because of a misplaced modifier and is a syntax error. The correct form is “After finishing washing his dishes, John watched a movie”. The error affects the comprehension and the production specifically for new readers. The misplaced modifier creates confusion about who watched the movie. Also, in sentence production, the understanding of proper modifier placement is essential for constructing coherent sentences. Another example is from the French teacher, who explains that different pairs of sentences have different meanings. One example is explained below:

i. Il lit un livre. (He is reading a book.)

ii. Un livre, il lit. (A book, he is reading.)

The first standard French sentence structure (subject-verb-object) aligns with English students' expectations, facilitating easy comprehension. English learners familiar with basic French structures will find the sentence structure intuitive. The second example introduces a syntactic variation by placing the object before the subject and verb. Even though it is correct in French, the inversion poses a challenge for English learners. Hence, it explains the importance of teaching not only vocabulary but also syntactic variations for a comprehensive language.

Another participant was an Albanian teacher who explained the need for understanding the structure and syntax through the example below:

i. "Djaloshi lexon librin." (The boy reads the book.)

ii. "Librin lexon djaloshi." (The book reads the boy.)

The first sentence uses a standard Albanian syntax, which is subject-verb-object (SVO), which comprehends the sentence. In the second sentence, the syntactic variation can be used in the production for stylistic and poetic purposes. Both examples are correct in Albania. However, when developing it in English, the subject-verb-object border is essential.

4.1 Role of Syntax in Comprehension and Production

Syntax ensures that sentences are structured logically and helps readers understand the intended meaning when communicating. Syntax errors hinder effective communication and increase confusion (Mackay et al., 2021). Syntax allows the speaker to interact with thoughts, which can be arranged as simple or small units and can be meaningful. As languages are complex, syntax helps complex and simpler sentences to be understood accurately. Human language is unlimited as it applies the rules of syntax and can generate new sentences or phrases for expression (Brimo, Lund & Sapp, 2017).

Moreover, learning syntactic variations helps students understand cultural nuances and how language reflects specific communicative styles. The sentence production and structuring are ambiguous as the sentences are left to right proportional to the degree of centre embedding. There are also several different incomplete phrase structure rules, several incomplete sentences, and the average dependency distances within a structure. However, some of them are based on cultural nuances (Truckenmiller, Shen, and Sweet, 2021). Syntax plays an imperative role in communicating and helping the other person comprehend the meaning (Hartsuiker & Bernolet, 2015).

CONCLUSION

The discussion explores the role of syntax in the production and comprehension of human language. Syntax, as per the literature, is defined as arrangements of sentences to understand the structure of the language to create a meaningful interpretation of communication. The research aims to examine the relationship between comprehension and production. The methodology involves a systematic piece of literature on syntax, language comprehension, and production. The data was collected through interviews with different language teachers. There are different studies in the discussion that contribute to the relationship between syntax, comprehension, and production. There has been a strong positive relationship between the variables. The literature explains a strong connection between the three studied variables; Syntax has a strong correlation with production.

Moreover, there is an indirect and direct relationship between syntax and comprehension. The research concludes that syntax elevates the understanding of a language and, therefore, it is important for communicating.

REFERENCES

- Brimo, D, Lund, E & Sapp, A (2017), 'Syntax and reading comprehension: a meta-analysis of different spoken-syntax assessments', *International Journal of Language & Communication Disorders*, vol. 53, no. 3, pp. 431–445.
- Golestani, N, Alario, F-X, Meriaux, S, Le Bihan, D, Dehaene, S & Pallier, C (2016), 'Syntax production in bilinguals', *Neuropsychologia*, vol. 44, no. 7, pp. 1029–1040.
- Hartsuiker RJ & Bernolet, S (2015), 'The development of shared syntax in second language learning', *Bilingualism: Language and Cognition*, vol. 20, no. 2, pp. 219–234.
- Mackay, E., Lynch, E., Sorenson Duncan, T. and Deacon, S.H., (2021). Informing the science of reading: Students' awareness of sentence-level information is important for reading comprehension. *Reading Research Quarterly*, 56, pp.S221-S230.
- Mancuso, A., Elia, A., Laudanna, A. and Vietri, S., (2020). The role of syntactic variability and literal interpretation plausibility in idiom comprehension. *Journal of Psycholinguistic Research*, 49, pp.99-124.
- Martohardjono, G, Otheguy, R, Gabriele, A, De Goeas-Malone, M, Szupica-Pyrzanowski, M, Troseth, E, Rivero, S & Schutzman, Z 2015, *The Role of Syntax in Reading Comprehension: A Study of Bilingual Readers*.
- Matchin, W & Hickok, G (2019), 'The Cortical Organization of Syntax', *Cerebral Cortex*, vol. 30, no. 3, pp. 1481–1498.
- Meyer, AS, Huettig, F & Levelt, WJM (2016), 'Same, different, or closely related: What is the relationship between language production and comprehension?', *Journal of Memory and Language*, vol. 89, pp. 1–7.
- Morgan, AM, von der Malsburg, T, Ferreira, VS & Wittenberg, E (2020), 'Shared syntax between comprehension and production: Multi-paradigm evidence that resumptive pronouns hinder comprehension', *Cognition*, vol. 205, p. 104417.
- Morvay, G. (2012), 'The relationship between syntactic knowledge and reading comprehension in EFL learners', *Studies in Second Language Learning and Teaching*, vol. 2, no. 3, p. 415.

- Nomvete, P. and Easterbrooks, S.R., (2020). Phrase-reading mediates between words and syntax in struggling adolescent readers. *Communication Disorders Quarterly*, 41(3), pp.162-175.
- Peets, K.F., Yim, O. and Bialystok, E., (2022). Language proficiency, reading comprehension and home literacy in bilingual children: The impact of context. *International Journal of Bilingual Education and Bilingualism*, 25(1), pp.226-240.
- Pickering, MJ & Garrod, S (2013), 'An integrated theory of language production and comprehension', *Behavioral and Brain Sciences*, vol. 36, no. 4, pp. 329–347.
- Popenoe, R., Langius-Eklöf, A., Stenwall, E. and Jervaeus, A., (2021). A practical guide to data analysis in general literature reviews. *Nordic journal of nursing research*, 41(4), pp.175-186.
- Poulsen, M & Gravgaard, AKD (2016), 'Who Did What to Whom? The Relationship Between Syntactic Aspects of Sentence Comprehension and Text Comprehension', *Scientific Studies of Reading*, vol. 20, no. 4, pp. 325–338.
- Qizi, A.A.A., (2023). THE ROLE OF SYNTAX IN LANGUAGE ACQUISITION: A CROSS-LINGUISTIC PERSPECTIVE. *International Journal of Philosophical Studies and Social Sciences*, 3(5), pp.105-117.
- Rezaii, N, Mahowald, K, Ryskin, R, Dickerson, B & Gibson, E (2022), 'A syntax–lexicon trade-off in language production', *Proceedings of the National Academy of Sciences*, vol. 119, no. 25.
- Robson, S & Quinn, SF (2014), *The Routledge International Handbook of Young Children's Thinking and Understanding*, Google Books, Routledge, viewed 21 January 2024, <https://books.google.com.pk/books?hl=en&lr=&id=0DxWBQAAQBAJ&oi=fnd&pg=PA96&dq=Role+of+Syntax+in+comprehension&ots=KmCIEwy6Lh&sig=HDPFqpdmkNiPJfQGvqLKv6kXWk&redir_esc=y#v=onepage&q=Role%20of%20Syntax%20in%20comprehension&f=false>.
- Sebele-Mpofu, F.Y., (2020). Saturation controversy in qualitative research: Complexities and underlying assumptions. A literature review. *Cogent Social Sciences*, 6(1), p.1838706.
- Thorne, J & Faruqi-Shah, Y 2016, 'Verb Production in Aphasia: Testing the Division of Labor between Syntax and Semantics', *Seminars in Speech and Language*, vol. 37, no. 01, pp. 023–033.

- Truckenmiller, A., Shen, M. and Sweet, L.E., (2021). The role of vocabulary and syntax in informational written composition in middle school. *Reading and Writing*, 34(4), pp.911-943.
- Van Boxtel, W. and Lawyer, L., (2021). Sentence comprehension in ageing and Alzheimer's disease. *Language and Linguistics Compass*, 15(6), p.e12430.
- Xi, Y., (2021). *Syntax development and its relation with vocabulary and reading comprehension among ELLs and ELIs* (Doctoral dissertation, University of Toronto (Canada)).
- Zhang, Z., Wu, Y., Zhou, J., Duan, S., Zhao, H. and Wang, R., (2020), April. SG-Net: Syntax-guided machine reading comprehension. In *Proceedings of the AAAI Conference on Artificial Intelligence* (Vol. 34, No. 05, pp. 9636-9643).
- Ziegler, J & Snedeker, J (2018), 'The use of syntax and information structure during language comprehension: Evidence from structural priming', *Language, Cognition and Neuroscience*, vol. 34, no. 3, pp. 365–384.

APPENDIX

1.6 APPENDIX

Demographics

- a. Language you teach:
- b. Class Level:

- a. When reading or writing in the language you teach, are you conscious of the sentence structure and the meaning it has?
- b. Can you describe a specific instance where the syntax of a sentence influenced your understanding of the message when teaching or in any other setting?
- c. Can you give some examples of how a syntax error can change the meaning in the language you teach?

THE ADVANTAGES OF LANGUAGE COMMUNICATION IN RELATION TO TECHNOLOGICAL PROGRESS

SUBTOPIC: IMPROVING THE ROLE OF THE TEACHER IN FRONT OF COMPUTER
TECHNOLOGY

Alda Frakulla¹ Estela Toçaj²

^{1,2} *Ismail Qemal, University “Department of Letters and Albanian Language , Branch of Vlora,*

¹*Vice Director of school 24 Maji , Vlora, Albania*

²*Health Care Faculty, Vlora University*

estelacobo21@gmail.com

ABSTRACT

Teachers are important because they change lives, inspire dreams, and push the limits of human potential. A teacher’s job is to nurture, teach, and raise children to become useful to society. Teachers’ role in the classroom, society, and the world at large has taken a different turn from what it was back in the day. Over time, teachers were given a specific curriculum to follow and instructions on how to teach the curriculum.

This paper research provides the rationale for policy makers to invest in school leadership policy. We use the term teacher performance to define the observable outcomes in the classroom of this training and development or lack of it. Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom. What defines a teacher is his/her ability to teach students and a positive influence on them.

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. First things first, the primary duty of a teacher is to impart knowledge, and that comes from teaching. Teaching usually entails following a specific curriculum and ensuring that the students understand what is being taught.

It is from this role that all other roles of a teacher originates from, because if a teacher fails in carrying out his/her basic responsibility to impart knowledge, then it might be difficult to have any other form of influence on the child.

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. 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.

Keywords: *Teacher performance, Information and Technology, Albanian teachers training, School program, Computer in class.*

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH

The era where computers rule the world is here. Just as technology plays a major key role in business relations, entertainment, music, movies, and almost every aspect of our everyday lives, it plays an equally important role in education. Studies have shown that 90% of students have access to some type of computer or mobile device – whether at school, at work, or at home. So, it's not surprising to see the evolution of classrooms and teaching methods gravitating in the direction of technology.

New, technology-integrated classroom systems have become popular for language learning¹ in the recent years. Blended learning, virtual classrooms, and learning management systems are all examples of this new era of teaching methodology that top pedagogical experts are endorsing. These methods incorporate the use of technology in language learning to strengthen learner engagement, facilitate the instructor's role, and provide a structured, comprehensive learning experience for everyone involved.

Technology is one of the most important aspects of human development. Recently, medical science has enabled us to treat a variety of diseases, including cancer which resultantly saved lots of lives.

2. Improved Means of Transportation

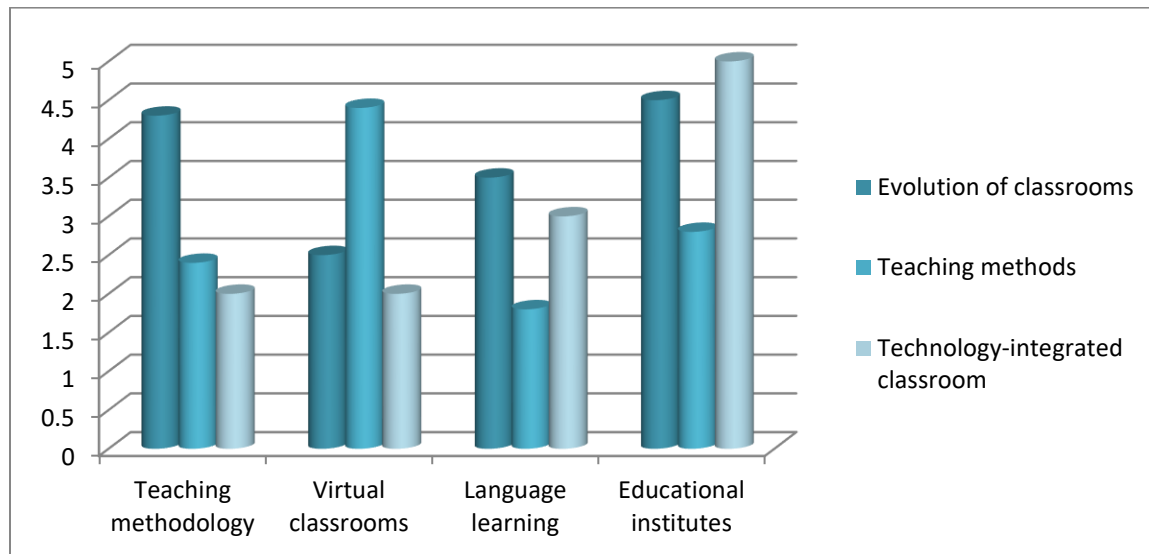
Transportation is one of the most fundamental fields of technological activity. The latest strategies for transportation have benefited both society and businesses as a whole. Through transportation, people and goods can move from one place to another quickly.

- a) In fact, transportation can be viewed as a system, just like any other technology. There are lots of components to this system, all interconnected.
- b) These elements are to achieve a certain goal by working together.
- c) The transportation system such as an automobile or a train, an airplane and motorbikes, a group of people, roads, energy, information, different materials, finances, and time all contribute to transportation process.

There is a close relationship between all the components I have mentioned above in the process of moving people or goods. 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.

Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues.

¹ <https://www.dexway.com/key-benefits-of-technology-for-language-learning/>



Graph 1: 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

INTRODUCTION OF PAPER RESEARCH

1.1 Importance of Technology in Communication

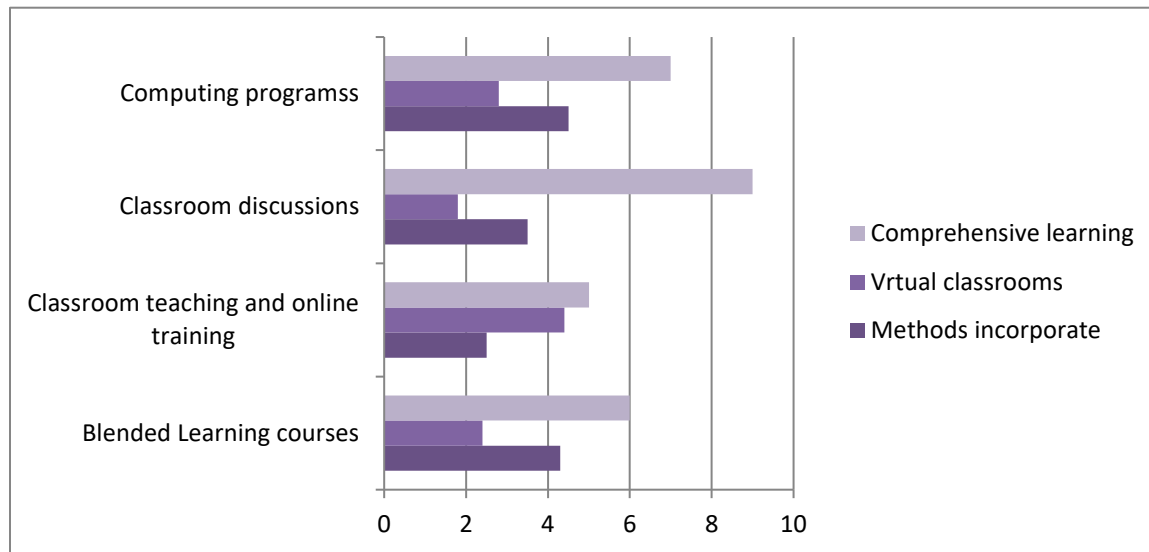
Technology is crucial for communication in today's world. It's hard to imagine a company that doesn't use technology for communication. Effective communication builds trust and strengthens organizations. Traditional communication methods have shifted to digital alternatives. Handwritten letters have been replaced by emails, and digital platforms like Face -Time, Zoom, and Google Hangout have taken over phone calls (Rogers, 2019).

Using innovative Information and Communication Technologies helps organizations coordinate in complex environments (Currel, 2009). Technology in communication has accelerated during the pandemic. Communication or even the lack thereof, has an impact.

1.2 The benefits of technology in communication include:

Time and Cost Savings: Technology enables instant communication, eliminating the need for time-consuming-physical meetings or written correspondence. Email, messaging apps, and video conferencing facilitate quick and efficient communication, regardless of geographic location.

Improved Collaboration: Cloud-based technology provides platforms for real-time collaboration, allowing team members to work together seamlessly. Shared workspaces, project management tools, and document sharing foster effective collaboration, enhancing productivity and innovation. Virtual meetings, teleconferencing, and remote collaboration tools support effective communication among geographically dispersed teams, promoting flexibility and work-life balance.



Graph 2: Source; Readings: UNESCO Institute for Statistics (UIS) Global Education Digest (GED), 2022

Blended Learning courses combine in-class and online language learning to increase student engagement. In this way, classroom teaching and online training are complementary to each other. The role of the instructor moves from a teacher to a facilitator.

Students complete structured, comprehensive e-Learning modules that teach them the language then attend classroom discussions where the teacher can focus on class weaknesses rather than simply reciting language rules to the students. Technology makes blended learning a reality and promotes an intuitive language learning methodology that is proven to be successful for language development.

HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

2.1 Classes with English for Technology Instructors

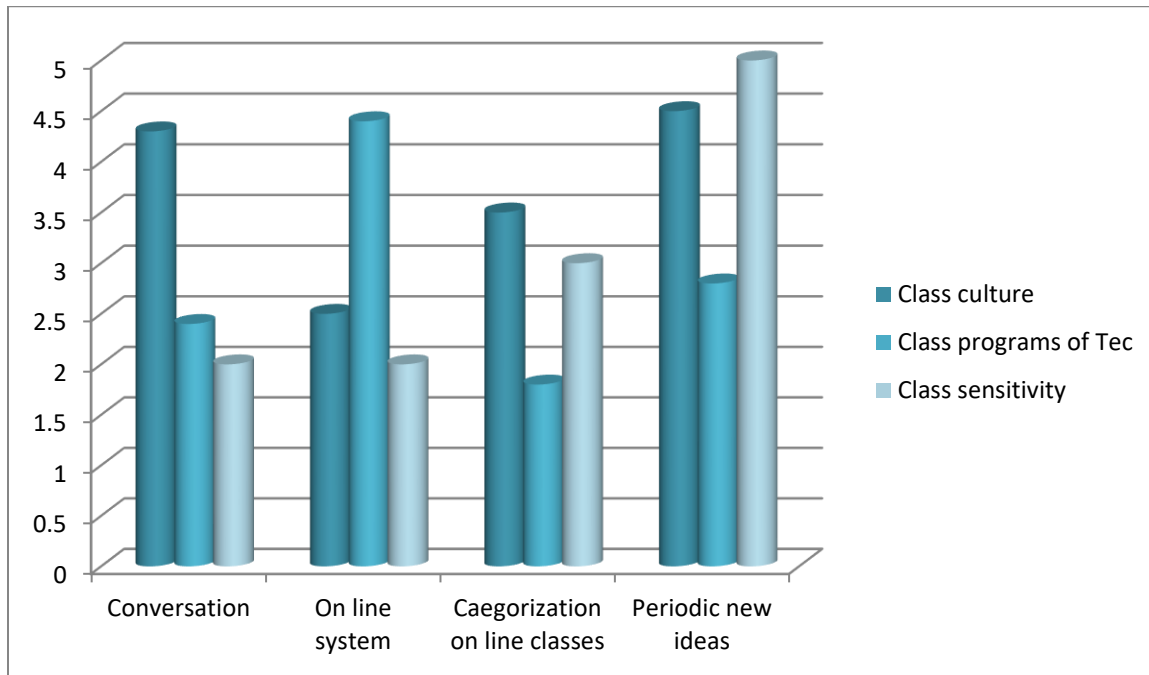
Learning is much more efficient when applied to the context of the learner, with examples that are part of everyday professional life. That's why it's efficient to adopt a platform that offers classes with instructors who can provide a specific focus on the tasks and English vocabulary for technology.

Physical barriers: These barriers can be overcome by adopting open workspace designs, using concise messages, practicing personal communication, utilizing video conferencing, and reducing workplace noise (Physical Barriers To Communication: A Complete Guide, 2022).

Language barriers: To overcome language barriers, organizations can foster cultural sensitivity and diversity. Encouraging open-mindedness, providing language training, and promoting cross-cultural understanding can bridge communication gaps.

Cultural barriers: Similar to language barriers, cultural barriers can be addressed by fostering cultural sensitivity and diversity within the organization. Promoting open dialogue, embracing diverse perspectives, and creating an inclusive work environment can help overcome cultural barriers.

Psychological barriers: Clear and concise communication can help overcome psychological barriers. Emphasizing the importance of clear messaging, active listening, and providing feedback can reduce misunderstandings and misinterpretations.



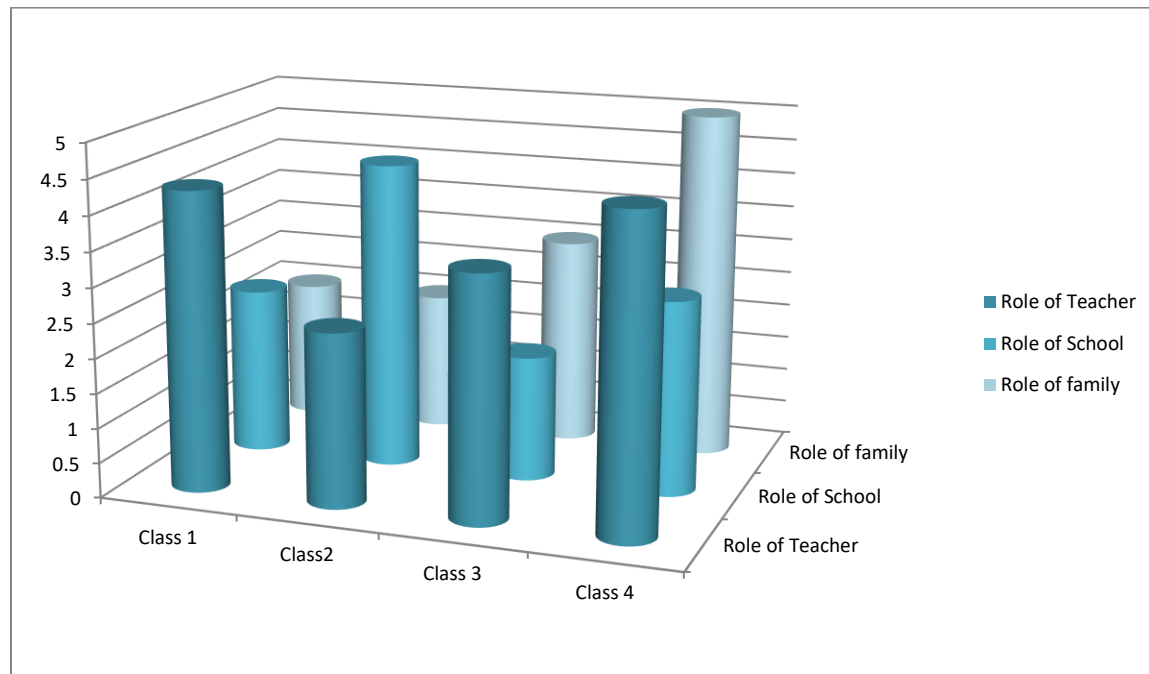
Graph 3: Source; <https://www.dexway.com/key-benefits-of-technology-for-language-learning/>

Never underestimate the power of a good random topic to connect people. Set up a short virtual meet-up for a periodic exchange of ideas, such as a movie club or an opportunity to play a game online.

A Software Engineering Manager’s perspective on the importance of mastering English

To emphasize the importance of English language fluency in technology, we spoke with Engineering Manager, Icaro-Seara, manager of multiple tech teams, to understand the difference English has made in his life.

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.

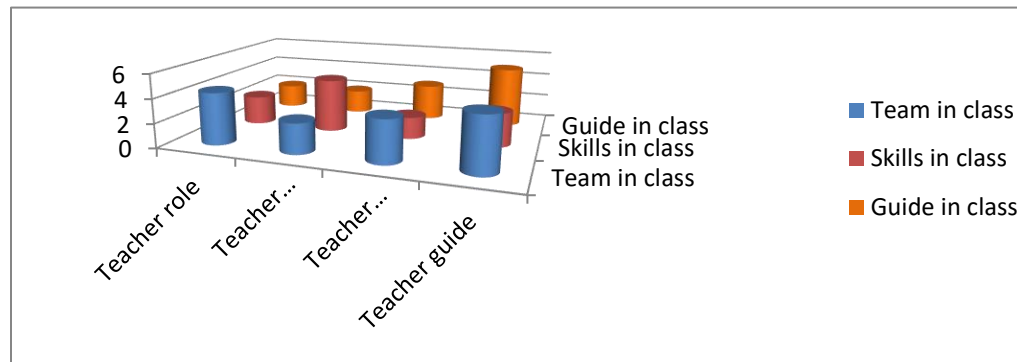


Graph 3: Source Dex-way method 2023. Technology creates a bridge for a gap in the language learning world by creating a community of like-minded learners with the same language development objectives and interactively connects them to the resources they need to succeed.

LITERATURE REVIEW AND HYPOTHESES

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 will have to facilitate and guide. With technology, communication has spread to all parts of the globe, which has made it possible for the whole world to become like a small village. Now, we can communicate with anyone around the globe in seconds like a village. Technology has removed the distance. ²For example, a person in the USA can communicate with a person in China in seconds through mobile phones and emails. This all becomes possible due to advancements in technology. These were some of the advantages of technology in communication. Now, let's discuss the disadvantages as well. 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.

² Physical Barriers To Communication: A Complete Guide (2022), *Physical Barriers To Communication: A Complete Guide*, Retrieved on July 10, 2023, pp 34



Graph 4: Source <https://www.languagewire.com/en/blog/how-language-evolves>.

According to 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.

Mass Communication

It is easy to share information with a large number of people through electronic communication, like email, or even you can use social media as well.

1. Electronic communication is common in businesses and academic institutions³ to communicate with many people at once.
2. For example, educational institutes send notifications to parents of students at once.
3. Some organizations also use digital marketing to reach advertisements to hundreds and thousands of people. We couldn't communicate as fast and easily as we do now without technology. 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

1. 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.
2. 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, 2023)

THE PURPOSE OF THE STUDY

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. Today, email, text messages, social media, and video chats allow us to communicate instantly with anyone in the whole world. We have seen a profound impact on both our professional and personal lives due to this change.

³ Physical Barriers To Communication: A Complete Guide (2022), *Physical Barriers To Communication: A Complete Guide*, Retrieved on July 10, 2023, pp 54

Now we can work with clients, colleagues and employees in different time zones and connect with friends and family living far away. In this article, I will write down the advantages and disadvantages of information and communication

technology and discuss in details the positive and negative impacts of technology on communication. It is possible to save both time and money through internet communication. Information can be transferred much more quickly and cheaply this way.



Source; Physical Barriers Communication: A Complete Guide (2022-2023), *Physical Barriers To Communication: A Complete Guide*, Retrieved on July 10, 2023

Today we can send and receive instant messages and emails at anytime from anywhere in the world. Face-to-face communication has also been made possible by the internet. ⁴A number of communication tools are available, including Skype, social media sites, video conferencing, and many others. Technology makes it easy to find and deliver data to your employees or customers wherever they are. Instead of waiting until your employee returns to your facility to send him complex information, you can text him or email him both simple and complex information on his smart-phone or tablet

High-resolution pictures and videos can be provided quickly with digital still and video cameras to help your employees complete a task.

Customers' needs can be communicated promptly and they can receive real-time information on appointment status. Furthermore, she will be able to provide helpful feedback quickly, so you will be able to satisfy her needs as quickly as possible.

⁴ Chandler, Alfred D., Jr. *Strategy and Structure*. Cambridge, Mass.: M.I.T. Press, 1962. Chandler, Alfred D., Jr., and Salisbury, Stephen. *Pierre S. pp 21*

CONCLUSIONS

Technology has revolutionized communication within organizations, offering benefits such as enhanced efficiency, collaboration, and remote work capabilities. While barriers to effective communication exist, managers can overcome them through cultural sensitivity, clear messaging, and feedback mechanisms.

Organizational leaders must prioritize communication channels, promote information management skills, and streamline processes to prevent information overload. By harnessing the power of technology and implementing effective communication strategies, organizations can foster a culture of effective communication and achieve their goals efficiently.

Establishing separate salary scales for teachers and principals can attract more candidates from among the teaching staff. Communication over long distances is possible today just because of technology. You can communicate with people throughout the world like a universal language.

- a) Technology gave us the ability to communicate without having to travel.
- b) The speed and quality of communication also increase with technology. It is possible to communicate with anyone, anywhere in the world.
- c) You can present your company's products or services to employees and clients anywhere in the world
- d) At the same time, salary scales should reflect leadership structures and school-level factors in order to attract high performing leaders to all schools. Workforce reform is unlikely to succeed unless school leaders are actively involved in its development and implementation through their representative organizations.

REFERENCES

- Rogers S. (2019), *The Role Of Technology In The Evolution Of Communication*, Forbes, <https://www.forbes.com/sites/solrogers/2019/10/15/the-role-of-technology-in-the-evolution-of-communication/?sh=15657f93493b>
- Kapur R. (2018), *Barriers to Effective Communication*, https://www.researchgate.net/publication/323794732_Barriers_to_Effective_Communication
- Physical Barriers To Communication: A Complete Guide (2022), *Physical Barriers To Communication: A Complete Guide*, Retrieved on July 10, 2023 from <https://in.indeed.com/career-advice/career-development/physical-barriers-to-communication>

United Nations Educational, Scientific and Cultural Organization The contact point is the Director, pp 12-34

The UN Population Division in New York provides the population counts that comprise the denominator of this indicator. Pp 123

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.

Schools need principals who strive to ensure the quality of instruction in their schools (Harris, 2007; 2008 School 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). Pp 32

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*.

EXPLORING THE IMPACT OF REMOTE LEARNING ON PARENTS OF CHILDREN WITH SPECIAL NEEDS DURING THE PANDEMIC, FOCUSING ON THEIR EXPERIENCES AND CHALLENGES

Arbana Zhapaj University ^{1*}, *Adriana Qafa* ² *Suela Patoshi* ³
¹*Ismail Qemali- Education Departament*
²*“Barleti” University*
³*“Fiqiri Kurti” school*

ABSTRACT

The closure of public spaces during the pandemic posed significant challenges for society as a whole. Among these challenges, education faced a particularly daunting task, as remote learning was a novel approach for many families and students. This was especially pronounced for families with children with special needs, who encountered a spectrum of experiences during remote learning, encompassing not only academic challenges but also behavioral adjustments in their children.

This study aims to explore the experiences of parents with special needs children during remote learning, focusing on aspects such as technological accessibility, pedagogical support, assessment of learning outcomes, academic progress, and the array of changes, successes, and failures experienced by parents during this period. By delving into the parental perspective during the pandemic, the study seeks to inform institutional interventions, aiming to enhance cooperation through sustainable and timely adapted strategies.

Key words: *remote learning, challenges, parents, children with special needs, experience, pandemic*

INTRODUCTION

Parents who have children with special needs in their family are often faced with a lack of information to fight with reality, contempt and ignorance. Although the difficulties encountered along the way, they succeeded to return hope, revealing to these people the desire for their future through what seemed like a huge obstacle. Doing that, they proved to everyone the great effort of being a human.

If someone would create the opportunity to give advice and hope for the special needs, these people and their families would not find it so difficult to face these problems or experience this pain threshold. For years families have been waiting something about this problem, but so far little has been done. All research shows that people with disabilities and their families need advice and support, but few make the decision to look into the problem. An even bigger challenge for these parents is the education and the learning process of their children, especially in the period of remote learning which became even more difficult. For this reason the study consists of:
The purpose of the study is to recognize the experiences of families who have a child with special needs during remote learning.

The importance of the study consists in evaluating the use of technology and remote learning, experiencing and overcoming the challenges faced by parents of students with special needs, increasing the effectiveness of their children's learning. Recommendations provided here will serve as a guide point for principals and teachers, for central institutions, in order to improve their work in the future, to obtain the desired results in students and to provide parents with mechanisms for their supportive role in their children's learning.

LITERATURE REVIEW

Remote learning can be considered communication between people in different times and places. Close of schools for the purpose of preventing measurements of COVID-19 spread, had an impact in education, quality of life and the function of educational system in the world. Faced with this situation Albania too was involved in this new form of teaching. In this situation while it was impossible to develop learning in the classroom, it was an immediate task to use technology for curriculum fulfilment.

Regarding the education of students with special needs, family has been considered very important, because it knows best the needs of children. According to ecological theory, children make their parents stronger in certain situations, making parents partners and competent people for the principle of “educating a child properly to adopt in the society”. (Milan.P 2003)

According to systemic orientations, family is been considered a complex ecosystem of connections and interdependence relationship with others systems. Andolf (2000) speaks for three applicative system theories for families that have children with special needs.

- a. Family as a **constant** or adaptive system for all different needs in different stades of development. This dual process comes as a result of maintenance of equilibrium between partners.
- b. Family as an **active** selfcorrect system with the set of rules and self-modifies through erroneous trial, allows parents to experiment different type of relationships until finding a stable rapport.
- c. Family as an **open** system in relationship with other systems like schools, therapeutic institutions, other groups of interest. It means interfamily reports rely in the connections they have.

Within each family every person has an important place, creates a certain function based on age, sexuality or social role that they have. There are also, feelings and ideas for what happens around them. For this reason **Andolf** said that: changes of family systems are achieved based on changing of other systems. Main role in changing family system is played by individuals and their self psychological, emotional and social development. Important in this process, is **gaining autonomy**, that is the purpose of every individual, parent or professional.

How can this system apply in an emergency situation as the concrete case of pandemic Covid-19. Many studies have been realised during this time for parents' experiences as well as for the educational system too.

In addition to the fact that many students with disabilities were not receiving their full program of IEP services, there is also evidence that the quality of special education services that were provided was negatively impacted during the pandemic. Numerous reports by major media outlets describe individual families' experiences. While some children with disabilities thrived in a remote setting, most anecdotal reports detail struggles and signs of regression. (Hannah Natanson, Valerie Strauss and Katherine Frey 2021)

Teachers and school administrators also acknowledge the negative impact of COVID-19 on special education delivery. Surveys reported a variety of logistical and instructional factors that lessened the quality of special education services during the pandemic, such as shortened school days (lessening the amount of time available for special needs) and the limited capacity of home caregivers to assist in providing specialized instruction and related services. There were concerns about students not receiving services in the same manner as they did prior to distance learning, including failure (Anya Kamenetz 2020);

Perry Stein and Valerie Strauss, “Special education students are not just falling behind in the pandemic they're losing key skills, parents say,”

Surveys found that most teachers felt they did not receive sufficient guidance for conducting remote teaching with students receiving special education services and a majority of teachers struggled to satisfy the requirements of students IEP's during remote learning. (Melissa Kay Diliberti and Julia H. Kaufman)

Education experts have said that it may take months or years to fully grasp the learning loss that children have suffered from remote schooling during the pandemic. But many of the parents and guardians of students with disabilities say they have already seen drastic damages from their children's loss of their usual therapies, services or learning accommodations. (Amanda Morris 2021)

METHODOLOGY

This study has been realised in July 2021-2022 in order to identify parents experiences regarding remote learning.

The purpose of the study is to recognize the experiences of families that have a child with special needs, during remote learning.

Hypothesis: if family school co-operation increases, parents can develop strategies in support of children's learning

Research questions of the study:

What changes and successes have parents experienced?

Can parents build pedagogical strategy interventions?

Number of participants is 25 and all of them are parents that have children with special needs. Parents have been interviewed in different environments, and on average an interview lasted about one hour. Respondents are from different demographic places. As for their gender 23 of them are female (mothers) and 2 male (fathers).

The instrument used is a semi structured interview, as a method that gives us qualitative data for the feelings and personal experiences of the target sample. Participants of this study are asked about their age, education, settlement and the age of child. Other part of interview is oriented in these questions:

What problems does the child have?

How did you feel about closing of school during the pandemic?

What teaching methods were used and did you know how to use technology?

Could you do the role of the teacher?

Could you evaluate your child's learning skills?

What changes and challenges did you experience or experiment?

DATA ANALYSING

In 25 interviewees 23 of them were females and 2 males. As for their level of education 6 parents have a University degree, 10 with secondary education and 9 with 8-9 years of education.

Residential areas are Vlora, Tirana, Kavaja, Shkodra, Durres. 20 interviewees live in urban areas and 5 in rural areas.

In terms of disabilities children have diverse problems such as autism spectrum disorders, hyperactivity, dyslexia, intellectual difficulties and Down syndrome.

Age of children is between 8-18, chosen this age in order to evaluate the children that attend school.

How did you feel about close of schools?

The experience of almost all parents for the closure was not good. In general all parents testified that they were depressed, stressed, upset, irritated. Only one of the parents stated that he experienced it with optimism as it made her stay longer with the family.

The closure of the school for the parents hindered a developmental process that had begun to normalize the child's adaptation to school activities and the structure of relations with others. Parents felt lonely, without orientation milestones that a good part tried to produce themselves. During this time parents declare that they have been extremely tired, emotionally and mentally charged. For many parents it has been an exhausting period in terms of energies but at the same time absolutely beautiful!

What teaching methods were used and did you know how to use technology?

The method used was via the WhatsApp app from the phone and only 5 used the zoom app. Parents generally knew and adapted the use of technology.

Regarding children's problems: parents prove that they have various problems. Parents who have children with special needs testify that: My child has autism spectrum disorders, has difficulties in communication and interaction, in general development. Suffers from emotional stress, closure and passivity. He is reluctant to express himself and to act effectively.

Another parent testifies that my child is a teenager and has great behavioral difficulties which added to the pandemic.

My child has Down syndrome he is calm but has great memorization difficulties and the time to learn is long.

My child is mentally retarded and has behavioral problems, he becomes aggressive very quickly if he does not fulfill his wishes. There is a problem with communication and learning.

My child is hyperactive and more than the learning part I have problem in his behavior as it is impossible to manage it.

My child has dyslexia problems, which we like parents didn't know what was, it is very difficult for us to manage this problem.

Some of the testimonies of the quoted parents make it possible for us to look at a general profile of the problems that the parents have as well as to understand in what situations they occurred during the pandemic period.

Could you do the role of teacher? Was another topic discussed with parents. In terms of parents' education, only a few of them had a University degree and most of them had secondary education, even 8 or 9 years of education, which has led to problems in taking on the role of the teacher. Most of parents testify NO even though some of them are teachers themselves. Becoming a teacher with your child is very difficult, the "rigor" of learning has been replaced by "patience" and insistence on appropriate encouragement in the child. Although the parents testified that it was very difficult to do the role of teacher, they showed their efforts to succeed. Many of them had searched on internet for methods to work but most had tried to adapt. Some of the parents had abandoned the teaching part during the pandemic period because they could not do it.

Could you evaluate your child's learning skills?

Partly YES have testified a part of parents, but most of them have not been able to assess the child's learning. Even though the parents have tried to follow the progress of the child's learning, it's proven that they did not do it in the right way. Most parents testify that their children missed a lot of this period as in addition to the school part they lost therapeutic interventions according to the problems of each. In this aspect the parents can better understand the regression that the children benefited during this time, where for most of them it was devastating for the development of the child. Parents have mostly tried to keep the child active in the learning part rather than having had a learning assessment analysis.

What changes and challenges did you experiment?

It was a good experience in some aspects but I do not like to repeat it. I learned to know the child in another aspect, probably more organized, because in addition to the mother, I also had to become a teacher.

The most stressful period of life. The whole house got out of my control especially in the first closing period.

Not a good experience because sometimes it seemed to me that I did not know my child.

Often the closure made them very aggressive. My son is strong and used violence several times during the pandemic, while he was experiencing strong crises and we had to take him to the hospital. We were mostly managed by him, we didn't take the role of teacher. It was a shock.

I began to understand the details of my daughter's behavior and learning. I remember at first just shouting which made her more confused. Time by time I began to learn from her that in such a fragile way she was trying to figure out where her mistakes were.

Parents have felt lonely, without orientation milestones even though they have tried to create their own. During this time an increase in stress has been evident.

Creating complementary activities cited by some of the parents, was a parenting experience where they engaged the children inside the house albeit in closed conditions. Planning and organizing time and learning, routine, increasing communication efforts, promoting positive behavior. Planning self-care and home was another activity that parents have developed during this period such as how to feed or prepare it, learning to dress or hygiene. Education with a sustainability model was something evident in most of the parents's testimonies.

What parents seem to have experienced was fatigue, insecurity, ways to learn, to understand more. The main experience seems to have been the fear of possible changes during the closure which has made some of them stronger, more aware and more emotionally rich. This period seems to have further strengthened trust and communication with children. Endless physical fatigue ...!

CONCLUSSIONS AND RECOMANDATTIONS

For the parents it is very difficult to do the role of teacher. Internet searches for pedagogical intervention methods were their attempts and mostly tried to fit. Some of the parents had abandoned the teaching part during the pandemic period because they could not do it.

Most of parents have not been able to assess their child's learning. Despite their efforts they did not do it properly. Children with special needs during this period in addition to the school part lost therapeutic interventions. This period for most of them was devastating for the child's development. Parents have tried to keep the child active in the learning part than they have had a learning assessment analysis.

Parents could not do the role of teacher. Some of the parents had abandoned the teaching part during the pandemic period because they could not do it. Becoming a teacher with your child is very difficult, the "rigor" of learning has been replaced by "patience" and insistence on appropriate encouragement to the child. Although it was very difficult to do the role of teacher, the parents tried to succeed.

Creating complementary activities cited by some of the parents, was a parenting experience where they engaged the children inside the house albeit in closed conditions. Planning and organizing time and learning, routine, increasing communication efforts, promoting positive behavior.

Planning self-care and home was another activity that parents have developed during this period such as how to feed or prepare it, learning to dress or hygiene. Education with a sustainability model was something evident in most of the parental testimonies.

What parents seem to have experienced was fatigue, insecurity, ways to learn, to understand more. The main experience seems to have been the fear of possible changes during the closure which has made some of them stronger, more aware and more emotionally rich. Parents have felt lonely, without orientation milestones even though they have tried to create their own. During this time an increase in stress has been evident.

This period seems to have further strengthened trust and communication with children. Endless physical fatigue ...!

Some additional recommendations from this study include:

- Employing additional evaluators or virtual evaluation platforms to decrease evaluation backlogs;
- Providing positive behavioral interventions and mental health services for children with disabilities, including hiring more counselors and procuring resources to support socialemotional learning;
- Increasing use of assistive technology devices in the general education classrooms for children with disabilities;

- Developing programs to help children with disabilities transition into post-secondary activities;
- Hiring additional special education teachers and related service providers to reduce caseloads;
- Improving programming for children with disabilities who have been expelled from school or are incarcerated;
- Increasing the number of high-need children with disabilities who are funded with State aid • Expanding opportunities for parent and family engagement.

REFERENCES

Hannah Natanson, Valerie Strauss and Katherine Frey (2021) “How America failed students with disabilities during the pandemic, Washington Post, May 21, 2021, at <https://www.washingtonpost.com/education/2021/05/20/students-disabilitiesvirtual-learning>

Anya Kamenetz, “Families of Children with Special Needs Are Suing in Several States. Here's Why,” National Public Radio, July 23, 2020, at <https://www.npr.org/2020/07/23/893450709/families-of-children-with-special-needsare-suing-in-several-states-heres-why>;

Washington Post, August 7, 2020, at https://www.washingtonpost.com/local/education/special-education-students-are-not-just-falling-behind--theyre-losing-keyskills-parents-say/2020/08/05/ec1b91ca-cffd-11ea-9038-af089b63ac21_story.html;

Melissa Kay Diliberti and Julia H. Kaufman “Will This School Year Be Another Casualty of the Pandemic?” RAND Corporation, at https://www.rand.org/pubs/research_reports/RRA168-4.html

Sara D. Sparks, “Most Students With Disabilities Still Attend Remotely. Teachers Say They’re Falling Behind,” EdWeek, April 8, 2021, at <https://www.edweek.org/teachinglearning/most-students-with-disabilit>

Amanda Morris *Parents of Students With Disabilities Try to Make Up for Lost Year* <https://www.nytimes.com/by/amanda-morris>

Ministria e Arsimit dhe Shkencës, Institutii Zhvillimit në Arsim (2011). Standartet e mësuësive për zbatimin e teknologjisë së informacionit dhe komunikimit në shkollë.

ISSN 2661-2666 (Online) International Scientific Journal Monte (ISJM)

DOI: [10.33807/monte.20243125](https://doi.org/10.33807/monte.20243125) | Volume 9, No.2 (2024): April

Helena Mukli. LinditaLUTAJ, “TEACHING CHALLENGES AND DISTANCE
LEARNING” 2021

KADARE IN ALBANIAN LITERATURE AND SOME ASPECTS OF THE MYTH

Edlira DHIMA

University of Vlora "Ismail Qemali" Faculty of Human Sciences, Department of Albanian Language and Literature, Vlora, Albania

E-mail: edadhima@gmail.com

ABSTRACT

The universe and the Kadarean identity are present everywhere, so the approach to their meaning is not easy. In its complexity, the work of Ismail Kadare has today gained global proportions, appreciated in all aspects, especially in terms of affirming the identity of Albanians and individual freedoms, against dictatorships and dictators, becoming a work symbol of the aspirations of democratic things. Ismail Kadare is among the first contemporary Albanian prose writers, who successfully brought a lot of innovation by enriching it with innovative elements on many levels: substantive, ideological, meaningful, technical-formal, etc. The myth of the "supreme ruler" is found in various forms in the Kadarean universe. Already in his first works, many "supreme rulers" will "ride", asserting that their actions were done for the general good. Control over the mind and dreams in "The Palace of Dreams" are clearly given to the human definition and the definition of the gods. The different perception of time, while on the one hand it is given as unlimited in the minds of those who think they are immortal and on the other hand as a limited life category is their world. Many allegories and mythological symbols tend to symbolize the power of the gods over people, take away their faith in their own strength and make them slaves to the idea that only the gods decide on their destiny. The past, the present and the future are suppressed and coexist. The mythic communication of human consciousness through the ages, with all the commonalities and particularities, stand out in all their element.

Keywords: universe, works, myth, supreme ruler, symbol, mind, power, allegory.

INTRODUCTION

The universe and the Kadarean identity are present everywhere, so the approach to their meaning is not easy. In its complexity, the work of Ismail Kadare has today gained global proportions, appreciated in all aspects, especially in terms of affirming the identity of Albanians and individual freedoms, against dictatorships and dictators, becoming a work symbol of the aspirations of democratic things.

Ismail Kadare is among the first contemporary Albanian prose writers, who successfully brought a lot of innovation by enriching it with innovative elements on many levels: substantive, ideological, meaningful, technical-formal, etc. Protagonist of cultural and literary life, his major and unrepeatable work has given new dimensions to Albanian literature, making it a fact and a factor in the world literary process. *"The literary value of his work is not proven by the multitude of studies that have been written about it, but also by the multitude of its translations in many languages of the world."*¹

The myth of the "supreme ruler" is found in various forms in the Kadarean universe. Already in his first works, many "supreme rulers" will "ride", asserting that their actions were done for the general good.

¹Y. Ciraku, M. Gjinaj, *Albanian Literature-Authors and works*, SHBLU, "For I. Kadare", Tirana, 2001, pg. 206.

Even when "supreme ruler" is not presented as "supreme ruler", but a living system, it still performs the same function. Built over thousands of years, the cosmogony is a reflection of the rise or fall of human social systems. If our focus were to focus on special cases, the individual inclined to rule in his narrow social circle, and then in society would be separated from others, to become a supreme ruler.

1. Myth and the gods

In the early stages of human societal development, humans' inability to explain the calamities that befell them, diseases, or anything else that struck unexpectedly, led to the creation of gods with human attributes: "... just like people on earth, they eat, drink, sleep, hate and love, argue and fight with each other, weave plots and intrigues, violate marital relations, and all of these, are carried out with a cynicism and violence, sometimes more brutal than in human society. Most of the powers of Olympus are tyrants and enemies of humanity."²

Traces of the myth of the supreme ruler are encountered in various forms in some of the most important works in Kadare's literature, a myth that is shattered and reshaped in various forms starting from the most direct ones, as in the work "*A Gloomy Season in Olympus*," to the most hidden forms of elements whose genesis lies in ancient myths: *The Winter of Great Solitude*, *The Broken Spring*, *The Palace of Dreams*, or *Concert at the End of Winter*.

Referring to the sultans of the Ottoman Empire, the supreme rulers of the East, in the work "*The Palace of Dreams*," Kadare's aim is to speak about the grim Albanian reality, dictator Enver Hoxha, the "supreme ruler" who aimed to conquer the human mind and prove his infallibility.

The dictator's aim to create a new man, who would be a "Frankenstein" of the 20th century, speaks volumes about the failure of the Eastern "supreme rulers." The difference in time perception between those who govern and those governed is significant. The approach to human time is real, while that towards gods is cosmic. Control over the mind and dreams in "*The Palace of Dreams*" clearly delineates human definition and divine definition.

The different perception of time, while on one hand it is presented as inexhaustible in the minds of those who think they are immortal, and on the other as a limited life category, is their world. Enclosed in their own "cocoon," fear of mismanagement of life is a natural part, even becoming a force that pushes man to surrender and abandon his individuality. While human time flies without living, the time of the supreme rulers neither flies nor walks. Mark Alemi does not worry about what happens to others; his sole aim is to escape possible traps that lurk in the Saray Palace.

Similar to the temporal perception of Greek cosmogony, the man we encounter in the Palace of Dreams, frightened of death, does not live the life he has and that of the palace's rulers, whom we do not know and who are never identified, extending their network of activities limitlessly, treat their lives as boundless.

Just as in Islamic faith, the Lord cannot be described, the sovereign who rules the palace is a mystery, nothing is known about him. His non-description by the man who does not even imagine him again emphasizes the idea that he is unequal to him.

This fetish of the "supreme ruler," created by all religions where communism prevailed, is presented to us in all forms of art. While in Sartre's hell there are others, in Kadare's world, "the others" are those who are unseen but make people's lives hell.

²MyzaferXhaxhiu, *Ancient Greek literature*, Tirana, 2004, pg. 23.

2. Some mythological elements in *A Gloomy Season in Olympus*.

Many allegories and mythological symbols tend to symbolize the power of the gods over people, take away their faith in their own strength and make them slaves to the idea that only the gods decide on their destiny.

The influence of Greek myths is strongly felt even today. With its powerful influence on world literature and art, Albanian literature has also borrowed many themes from it. As well-known researchers Woren and Wellek claim: "... in today's literary creations, raised from a mythical basis, all human problems are affected. Myth presents them on a wide scale as joy, pain, hatred, love in all its shades, heroism and cowardice, love of freedom and the desire for revenge."³

Portrayed according to the model of the ancient Greek basileuses, Zeus and other gods, "... abstract personification of good and evil, became living, real beings, similar to humans",⁴ Ismail Kadare in the drama *A Gloomy Season in Olympus*, presents the gods according to the failed model of humans, with all the virtues and vices that characterize them.

As humans are judged, he desires to overthrow those icons which for centuries have been defining each epoch and human civilization. Kadare's mastery, overturning cosmogony, not only humans depend on the premises of the gods, but the fate of the gods also depends on humans. The Zeus-Prometheus conflict best proves this. The past, the present, and the future intermingle and coexist. The mythical communication of human consciousness throughout the centuries, with all its commonalities and peculiarities, stands out with all its elements.

The merging of times into a single theatrical one, from the dawn of representation to the initiative of destroying the human race, serves the author's purpose to bring the truth about the world and humanity. The notion of the "Center," where all gods depend on man, their sufferings from him, emphasizes the idea of the consequences that even invincible or immortal gods may experience. Exactly here lies the doubt from other dramas of world literature, which have borrowed motives from the cosmos of ancient Greek. Zeus, "*this follower of the clouds who with his thunderbolts destroys everyone who opposes him, who demands absolute obedience, so that he who rises against him, or who wants to change the order he has established, is severely punished*"⁵, and while on the other side, stands Prometheus, each in defense of his own principles. The Center's non-definition of what it is specifically reminds us of Godo and Becket, who don't come, we have to go towards them.

CONCLUSION

Located between the traditionalism of Albanian letters, the sterile schematism of socialist realism, and on the other hand, between modernity, which was not simply an influence of Western literary currents, but also an experience of a local tradition, thanks to Konica, Migjeni, Lasgushi and Kuteli, the intellectual action of Kadare took the size of a school.

Meanwhile, a new generation had already been created in the literary life that looked beyond the mountains and dreamed of new horizons, that would break the routine, destroy the parasitic clichés.

Kadarean poetry and prose became leaders of the battle for the modernization of Albanian literature and its emancipation.

Kadare enriched Albanian literature by reactivating local and foreign mythology. The national tradition has been reactivated with the mediation between the past and the present.

What we must emphasize is the opinion that Kadare and Albanian literature are an inseparable binomial, part of a whole, which cannot be understood without each other.

³Rene Wellek, Austin Worren, *Theory of literature*, Renaissance, Pristine, 1982, pg. 283.

⁴Myzafer Xhaxhiu, *Ancient Greek literature*, Tirana, 2004, pg. 23.

⁵Sabina Osvalld, *Greek and Roman mythology*, Vuk Karaxhic-Larousse, 1965, pg. 143.

REFERENCES

MyzaferXhaxhiu, *Ancient Greek literature*, Tirana, 2004.

Rene Wellek, Austin Worren, *Theory of literature*, Renaissance, Pristine.

Sabina Osvallid, *Greek and Roman mythology*, Vuk Karaxhic-Larousse, 1965.

Y. Çiraku, M. Gjinaj *Albanian Literature-Authors and works*, SHBLU, “For I. Kadare”,
Tirana, 2001.

THE EFFECT OF STRESS AT WORK ON THE REDUCTION OF PSYCHOLOGICAL WELL-BEING

Marija Nikolić
University of Donja Gorica, Montenegro
marijapopovic88@yahoo.com

ABSTRACT

Stress and burnout syndrome are more present in the every day business environment. Burnout syndrome can have serious health and psychological consequences for the employee, and develops due to constant stress experienced employees in the work environment. To live full life, people have to work on improving psychological wellbeing in work environment, where they spend a significant part of THEIR lives. This master thesis investigates how stress and burnout syndrome represented compared to the well-being at work among people employed in jobs of social and child protection in Montenegro. The study was conducted on 100 different subjects, employees of centers for social work and institutions of social and child protection in Montenegro. Research has shown that stress and burnout syndrome is very common with the professional workers employed in social and child protection. This research should serve future researches, and to raise the issue of prevention and promotion of the protection of workers from burnout syndrome and improve psychological well-being, in order to improve the quality of life.

Keywords: *stress, burnout syndrome, psychological well-being*

INTRODUCTION

Stress and burnout syndrome at work have been very topical topics discussed in all developed societies in recent years. In order to increase efficiency at work and promote well-being at the workplace, it is necessary to undertake preventive and therapeutic measures, as well as to raise public awareness of the importance of recognizing and fighting against the mentioned problems. Institutions of social services, Centers for social work and institutions of social and child protection, where professional workers of helping professions work, represent a suitable framework for examining the presence of stress and burnout syndrome at work. The jobs of professional workers are a source of almost daily stress, because at work they meet with users - individuals, families or groups in crisis and at risk, which are characterized by various problems, such as - unemployment, poverty, illness, disabilities, divorces, disturbed functioning patterns in the family, children with unacceptable, antisocial behavior, children without parental care, neglect and abuse of children and other forms of family violence.

Professional workers are also additionally burdened with other stressful factors such as: increased workload in the form of an increased number of users, greater volume of administration, exposure to verbal and physical aggression of users and insecurity of professional workers, short deadlines for completing tasks, harsh and frequent criticism from the public, reduced opportunities for further education and advancement, feeling of too much responsibility in making important decisions for users, unrealistic expectations of users and the public, bad interpersonal relations in organizations, exposure to changes and other stressful factors related to the workplace. All these inconsistencies between work-related requirements and the environment lead to professional stress. Stress can be defined as a series of harmful physiological, psychological and behavioral reactions in which the demands of the job are not in accordance with one's abilities, possibilities and needs.

Long-term stress at work can lead to burnout syndrome. This syndrome is the result of constant exposure to stress and dissatisfaction. It manifests itself through emotional exhaustion, depersonalization and low personal achievement. All this makes the burnout syndrome to be seen as a special phenomenon. The difference between stress at work and burnout syndrome can be seen in the time dimension of duration. Burnout is more a loss of idealism, energy and sense of one's own work as a result of stress and frustration at work.

No matter how many stressors there are at work, many professional workers are properly motivated, love their work and get a certain psychological benefit from it. Newer research shows that a positive state, a mood, is not the opposite of a negative one, i.e. psychological well-being is not the absence of mental illness. A mentally healthy person is satisfied, lives happily and has the feeling that he is successfully realizing his potential.

In the modern business environment, which is experiencing expansion in production, speed, communication and functioning, it expects each individual to engage in a struggle with others, as well as with himself, which requires tension and fear from people. Under these circumstances, people are exposed to pressure that leaves numerous consequences, both psychologically and physically.

Some very successful and recognized companies have come to the conclusion that it is very important that the employee is satisfied and motivated, in order to improve his productivity at work. Therefore, companies offer employees better working conditions, as well as a more pleasant environment in which the employee works.¹

THEORETICAL HYPOTHETICAL RESEARCH FRAMEWORK

The subject of the research is to investigate the intensity of the burnout syndrome, as well as the feeling of psychological well-being, among employees in Social Work Centers and social and child welfare institutions.

The paper is based on the basic hypothesis that daily exposure to the demands of professional activity can lead to the appearance of stress and a greater intensity of burnout syndrome among employees in social work centers and social and child welfare institutions, as well as to reduced psychological well-being.

From the general, specific hypotheses were also derived,

- There is a high level of burnout syndrome among professional workers employed in centers for social work and social and child protection institutions.
- Employed professional workers do not have adequate psychological well-being at the workplace.
- There is no connection between stress, burnout syndrome and psychological well-being among professional workers in social work centers and social and child protection institutions.
- The most common factors of stress at the workplace for workers of social work centers and employees of social and child protection institutions are a large number of clients, great responsibility and exposure of experts to public criticism.

2.1. Basic objective of the research

Given that stress and burnout syndrome are becoming one of the major problems faced by organizations and whose pronounced effect affects the psychological well-being of employees, the main goal of this research is to investigate and empirically prove the connection between stress, burnout syndrome and psychological well-being among employed professional workers helping profession in Centers for social work and institutions of social and child protection.

The goals of the research include a fundamental analysis of terms from the research field (stress, burnout syndrome, psychological well-being).

The general goal of the research is to examine the interrelationships between the level of professional burnout of case managers in centers for social work and social and child protection institutions and the psychological well-being of employees (life satisfaction).

The operative determination of the research subject is the level of professional burnout among case managers in centers for social work and social and child protection institutions in relation to the psychological well-being of employees (satisfaction with life).

2.2. Special research objectives

1. Determining the level of professional burnout of case managers in social work centers and social and child protection institutions
2. Determining the level of psychological well-being of case managers in social work centers and social and child protection institutions
3. Determining the relationship between the level of professional burnout and life satisfaction (psychological well-being of employees)
4. Determining which stress factors are most common among professional workers

2.3. Purpose of the research

This research provides insight into the level of professional burnout of case managers in social work centers and social and child protection institutions. The research results aim to draw attention to this topic, which is insufficiently represented in the professional public, and provide a framework for further research in this area. In addition, determining the connection between burnout syndrome and the psychological well-being of employees and factors that cause stress should offer possible examples of good practice and provide guidelines for improving work through the creation of new and different support programs for professional workers.

The research tasks are:

- Determine the level of burnout syndrome among professional workers in centers for social work and social and child welfare institutions.
- To determine whether professional workers in helping professions receive adequate psychological well-being, i.e. how satisfied they are with life.

¹ Stanojević D, Milošević B: Professional stress, Proceedings of the Faculty of Philosophy XLI / 2011 University of Priština, Faculty of Philosophy, Department of Psychology, page 9

- To determine whether there is a connection between burnout syndrome and psychological well-being among professional workers.
- Determine what are the most common factors of stress at work for professional workers employed in Social Work Centers and social and child welfare institutions.

RESEARCH METHODOLOGY AND INSTRUMENTS

3.1.Data collection and processing method

The basic method of data collection is surveying with the help of survey questionnaires consisting of four parts:

- questionnaire about burnout syndrome at work
- scale of psychological well-being
- stress factor questionnaire
- demographic data of the respondents

The methods used in this research are determined by the characteristics of the established subject, goals and hypotheses.

The problem of professional burnout requires a methodology characteristic of social sciences.

The statistical method will be used as a general scientific method in the research.

Data processing will be done with the statistical package SPSS. For the purpose of data processing, descriptive statistics (arithmetic means and standard deviation), significance tests will be used

difference, Pearson correlation coefficient.

This is quantitative research. Quantitative research enables focusing attention on numerical data, so it is research from which statistical analyzes arise.

3.2.Sample

The sample will consist of 100 professional workers in helping professions, employed in Centers for Social Work and in Social and Child Protection Institutions.

3.3.Instruments and questionnaires

- The Maslach Burnout Inventory – Human Services Survey (Maslach, C., Jackson, S. E., and Leiter, M. P., 1996)
- Questionnaire for determining the level of psychological well-being
- Questionnaire on stress factors (to determine which stress factors have the greatest influence on the occurrence of burnout syndrome)
- Questionnaire on demographic data
- Questionnaire for examining professional burnout The Maslach Burnout Inventory

Questionnaire for examining professional burnout The Maslach Burnout Inventory - Human Services Survey (MBI-HSS) is an internationally accepted instrument for measuring professional burnout, created in 1976 for the purposes of studying professional burnout of health workers and workers in social services. Later, the authors adapted the questionnaire and constructed questionnaires for employees in education - MBI Educators Survey and for the general population - MBI General Survey (Maslach, 1976; 1978, 1982, according to Maslach, Leiter and Jackson, 1996).²

The instrument includes three dimensions of professional burnout through three sub-scales: emotional exhaustion, depersonalization and personal achievement. The instrument consists of 22 statements with a seven-point response scale that determines how often one of the work-related feelings occurs, where 0 - never, 1 - several times a year, 2 - once a month, 3 - several times a month, 4 - once a week, 5 - several times during the week and 6 - daily. The emotional exhaustion subscale contains nine statements (the first nine statements), which describe feelings of emotional fatigue and exhaustion at work, the depersonalization subscale contains five statements (the second five statements), which refer to a lack of empathy and an impersonal attitude towards service users, and high scores on these scales indicate higher levels of professional burnout. The third scale, which measures the feeling of personal achievement, i.e. feeling of competence and success in working with users, consists of five statements (the last five statements) and unlike the previous two, higher scores on this scale imply a lower level of professional burnout.

The author's note for the interpretation of the results refers to the fact that, bearing in mind that the relationship between the three dimensions of professional burnout is still insufficiently established, the scores on the subscales should be interpreted separately, and never in the total sum³.

Given that professional burnout is a continuous phenomenon, we can talk about several levels of professional burnout, depending on the representation of each of the three dimensions.

² Maslach C, Schaufeli WB, Leiter MP. Job burnout. *Annu Rev Psychol*, 2001, str 89

³ Maslach. C, Burnout- The cost of caring, Malor books, Cambridge, The institute for the study of Human Knowledge, 2003, str 53

- A high level of professional burnout implies high scores on the emotional exhaustion and depersonalization subscales and a low score on the personal achievement subscale.
- Medium or average level of professional burnout implies average scores on all three subscales.
- A low level of professional burnout is reflected in low scores on the emotional exhaustion and depersonalization subscales and a low level on the personal achievement subscale.

RESEARCH RESULTS

The standard Statistical Package for Social Research (SPSS) version 20 was used to analyze the results. Standard methods of descriptive statistics were used in the statistical processing of the results.

Before proceeding with further processing of the data collected during the research, it is necessary to transform all the variables related to the motive of personal achievement, as well as one variable related to depersonalization, which are contained in the first part of the questionnaire related to the examination of professional of burnout (The Maslach Burnout Inventory). After that, the items related to the subscales of emotional exhaustion, personal achievement and depersonalization are added.

Primarily, it is necessary to check the measuring instruments, and Cronbach's alpha was used for that purpose.

The obtained results are shown in Table 1.

Table 1. Verification of the used instruments with Chronbach's Alpha parameter

SKALA	AS	SD	Alfa	Asi	AS by claim
Emotional exhaustion	24.9	12.8	0.91	2,77	2.77
Personal achievement	36.7	9.4	0,89	4,59	7.34
Depersonalization	5.4	5.3	0,65	1,08	1.08
Psychological well-being	68	12	0,92	3,78	3.78

The obtained results show high reliability of the Emotional Exhaustion Scale, the Personal Achievement Scale and the Psychological Well-Being Scale, while the Depersonalization Scale has low reliability, that is, the said scale does not have high internal agreement.

Table 2 shows the factors of professional stress and calculated their basic characteristics - arithmetic mean and standard deviation.

Table 2. Factors of professional stress

FACTOR	AS	SD
Number of clients as a source of professional stress	3.43	1.28
Demanding clients as a source of professional stress	3.45	1.10
Workplace insecurity as a source of professional stress	2.83	1.33
Deadlines as a source of professional stress	3.38	1.12
Work load on private life as a source of professional stress	3.34	1.23
Low possibility of advancement as a source of professional stress	3.03	1.15
Strained relationships in the team as a source of professional stress	3.42	1.23
Great responsibility as a source of professional stress	3.68	1.22
Insufficient range of psychosocial interventions as a source of professional stress	3.30	1.17
Lack of cooperation with other institutions as a source of professional stress	3.08	1.25
Exposure of experts to public criticism as a source of professional stress	3.33	1.39
Low wages as a source of professional stress	3.91	1.15

Routine and administrative tasks that take away energy as a source of professional stress	3.75	1.21
Ethical dilemmas as a source of professional stress	2.84	1.23
Inadequate physical working conditions as a source of professional stress	3.03	1.51
The feeling of not contributing to the client's life as a source of professional stress	3.10	1.09

Among the factors that influence causing stress among employees, the following factors stood out according to the schedule:

- Low wages as a source of professional stress,
- Routine and administrative jobs that take away energy as a source of professional stress,
- Great responsibility as a source of professional stress,
- Demanding clients as a source of professional stress, Number of clients as a source of professional stress.

The correlation between the used scales is shown in Table 3.

Correlation analysis showed the expected direction of connection and level of significance between the investigated variables of satisfaction with life and the dimensions of professional burnout.

Table 3. Correlation between the used scales

		Personal achievement	Depersonalization	Psychological well-being
Emotional exhaustion	Pearson Correlation	.095	.334**	-.226*
	Sig. (2-tailed)	.345	.001	.024
Personal achievement	Pearson Correlation		-.305**	-.025
	Sig. (2-tailed)		.002	.803
Depersonalization	Pearson Correlation			-.288**
	Sig. (2-tailed)			.004
Psychological well-being	Pearson Correlation			
	Sig. (2-tailed)			

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

From the attached, a significant, albeit low, positive correlation can be observed between the Emotional Exhaustion Scale and the Depersonalization Scale (.334), which indicates that respondents who have high emotional exhaustion also show a high degree of depersonalization. Likewise, a low negative correlation between the Emotional Exhaustion Scale and the Psychological Well-Being Scale (-.226) is noticeable, that is, respondents whose work is emotionally exhausting are less satisfied with their lives. Respondents who are satisfied with their personal achievement have a low degree of depersonalization, as indicated by the negative correlation between these two scales (-.305). The depersonalization scale also correlates negatively with the psychological well-being scale, but this correlation, although statistically significant,

is low (-0.288). This means that respondents who show a certain degree of depersonalization in relation to their work, which they do not perceive as a part of themselves, are less satisfied with the work they do and with their life in general.

The following table shows the correlations of occupational stress factors with each scale individually.

Table 4. Correlations of the scales used and stress factors at work

		Emotional exhaustion	Personal achievement	Depersonalization	Psychological well-being
Number of clients as a source of professional stress	Pearson Correlation	.593**	-.071	.378**	.013
Demanding clients as a source of professional stress	Pearson Correlation	.457**	-.186	.267**	.027
Workplace insecurity as a source of professional stress	Pearson Correlation	.509**	-.142	.186	-.112
Deadlines as a source of professional stress	Pearson Correlation	.484**	-.002	.172	.059
Work load on private life as a source of professional stress	Pearson Correlation	.567**	.077	.214*	-.156
Little opportunity for advancement as a source of professional stress	Pearson Correlation	.199*	-.051	.362**	-.117
Strained relationships in the team as a source of professional stress	Pearson Correlation	.178	.066	.229*	-.215*
Great responsibility as a source of professional stress	Pearson Correlation	.491**	-.023	.073	.071
Insufficient range of psychosocial interventions as a source of professional stress	Pearson Correlation	.437**	-.083	.178	.117
Lack of cooperation with other institutions as a source of professional stress	Pearson Correlation	.470**	-.058	.405**	-.044
Experts' exposure to public criticism as a source of professional stress	Pearson Correlation	.570**	-.043	.355**	-.103
Low wages as a source of professional stress	Pearson Correlation	.455**	.083	.205*	-.186
Routine and administrative tasks that take away energy as a source of professional stress	Pearson Correlation	.307**	-.029	.198*	-.113
Ethical dilemmas as a source of professional stress	Pearson Correlation	.459**	-.082	.248*	-.186
Inadequate physical working conditions as a source of professional stress	Pearson Correlation	.244*	-.091	.253*	-.255*
The feeling of not contributing to the client's life as a source of professional stress	Pearson Correlation	.263**	.008	.227*	-.305**

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

The scale of emotional exhaustion significantly correlates with almost all factors of professional stress, which indicates that those respondents who feel exhausted in relation to their work experience their work as something that causes stress in them and are reluctant to go to work. The exception is the item "Tense relationships in the collective as a source of professional stress", where no significant correlation was observed, which means that the mentioned stressogenic factor

has the least influence on the occurrence of emotional exhaustion compared to other factors that influence the occurrence of emotional exhaustion.

The items "Insecurity at the workplace as a source of professional stress", "Time limits as a source of professional stress" and "High responsibility as a source of professional stress" do not correlate significantly with the Depersonalization Scale, while all other factors positively significantly correlate with the mentioned scale, which means that the mentioned factors least cause the appearance of depersonalization in employees, while all other stressogenic factors significantly affect depersonalization. Tense relationships in the team, inadequate working conditions and the feeling that one is not contributing to the client's life are the factors that have the most negative impact on the psychological well-being of the respondents out of all the stressful factors.

Correlations of professional stress factors and demographic variables of the respondents are shown in the following table.

Table 5. Correlations of 4 factors and demographic variables

		Gender	Age	Years of work history	Marital status	Children
Number of clients as a source of professional stress	Pearson Correlation	-.012	.031	-.022	-.261**	.108
Demanding clients as a source of professional stress	Pearson Correlation	.019	.076	-.004	-.254*	.129
Workplace insecurity as a source of professional stress	Pearson Correlation	-.033	.194	.140	-.142	-.086
Deadlines as a source of professional stress	Pearson Correlation	.043	-.098	-.110	-.089	.103
Work load on private life as a source of professional stress	Pearson Correlation	-.043	.061	.023	-.122	-.099
Low possibility of advancement as a source of professional stress	Pearson Correlation	.084	.127	.179	-.193	.070
Strained relationships in the team as a source of professional stress	Pearson Correlation	-.085	.118	.131	-.148	-.184
Great responsibility as a source of professional stress	Pearson Correlation	.005	-.032	-.086	-.072	.037
Insufficient range of psychosocial interventions as a source of professional stress	Pearson Correlation	.060	-.011	.000	-.058	.028
Lack of cooperation with other institutions as a source of professional stress	Pearson Correlation	-.130	.096	.092	-.097	.115
Experts' exposure to public criticism as a source of professional stress	Pearson Correlation	-.001	.161	.162	-.096	.007
Low wages as a source of professional stress	Pearson Correlation	.016	.234*	.273**	.004	-.029
Routine and administrative tasks that take away energy as a source of professional stress	Pearson Correlation	.122	.024	.054	-.074	.094
Ethical dilemmas as a source of professional stress	Pearson Correlation	-.009	.109	.073	.005	.086
Inadequate physical working conditions as a source of professional stress	Pearson Correlation	-.010	.223*	.318**	-.125	-.029
The feeling of not contributing to the client's life as a source of professional stress	Pearson Correlation	.013	.220*	.287**	.124	.023

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

The age of the respondents affects the fact that the respondents perceive their low wages as the biggest source of stress at work (.234), along with inadequate working conditions (.223) and the feeling that they do not contribute significantly to the client's life (.220). The same applies to the years of service, in the sense that respondents who have more service experience in the profession - low wages (.273), inadequate working conditions (.318) and the feeling that they do not contribute to the client's life (.287) are perceived as the biggest factors of professional stress. It was shown that the respondents' marital status significantly negatively correlates with the items "Number of clients as a source of professional stress" (-0.261) and "Demanding clients as a source of professional stress" (-0.254), i.e. that respondents who are not married perceive these factors as less stressful of those who are married.

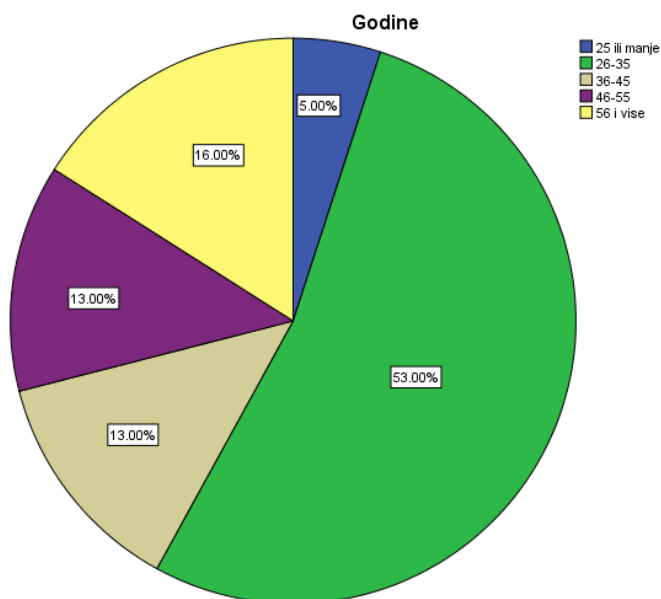
Also, the correlation of demographic characteristics with all scales was calculated individually, and the results are shown in Table 6.

Table 6. Correlation of demographic variables with the Emotional Exhaustion Scale, the Personal Achievement Scale, the Depersonalization Scale and the Psychological Well-Being Scale

		Emotional exhaustion	Personal achievement	Depersonalization	Psychological well-being
Gender	Pearson Correlation	-.013	-.011	-.228*	.143
Age	Pearson Correlation	.159	.128	-.012	-.357**
Years of professional career	Pearson Correlation	.137	.103	.055	-.261**
Marital status	Pearson Correlation	-.113	-.002	-.129	-.013

The gender of respondents has a negative effect on their degree of depersonalization, which indicates that male respondents are less susceptible to depersonalization than women (-.228- Correlation is significant at the 0.05 level, both sides). The age of the respondents negatively correlates with the degree of life satisfaction (psychological well-being), which indicates that older employees are less satisfied with the work they perform (-.357- The correlation is significant at the 0.01 level, both sides). The years of work experience in the profession also negatively correlate with psychological well-being - it was shown that respondents with more work experience show that they are less satisfied with the work they do (-.261- Correlation is significant at the 0.01 level both sides). Out of the total number of respondents (100 respondents of both sexes), 15 male respondents and 85 female respondents participated in the research. Respondents were divided into 5 age groups, namely 1) 20-25 years old, 2) 26-35 years old, 3) 36-45 years old, 4) 46-55 years old, and 5) 56 and older. The graph that follows shows the estimation of respondents by age.

Chart 1. Percentage of respondents by age



The largest number of respondents (38%) has 5 or less years of work experience. 20 of them have 6-10 years of work experience, 8 respondents have been working in the profession for 11 to 15 years, 15 respondents have 16 to 20 years of work experience in the profession, and 19 have been working in the profession for 21 years or more. 63% of respondents are married, 9% are cohabiting, while 28 respondents are not married.

71% of the respondents have children as the target group of their work, 55% of the respondents are adolescents and 56% of the respondents deal with the problems of adults and the elderly.

The largest number of them - 78% work in the Center for Social Work, 15% in Children's and Social Protection Institutions, 6 respondents work in the Home for the Elderly, and 1 respondent in the Health Center. 49% of respondents are social workers by profession, 15 are psychologists, 6 are pedagogues, while 30% of respondents are engaged in some other profession.

In order to check what influence certain sociodemographic characteristics of the respondents have on the level of burnout symptoms, we conducted a hierarchical regression analysis, which is shown in Table 8. The first block of variables consists of Gender and Occupation, which contribute to the explanation of Emotional Exhaustion 2%, Personal Achievement 1% and Depersonalization 6%. The second block of variables consists of Years of work experience in the profession, Institution where respondents work and Marital status, and they explain Emotional Exhaustion in the amount of 9%, Personal Achievement 5% and 1.8% Depersonalization.

Table 8. Hierarchical regression analysis

		Emotional exhaustion		Personal achievement		Depersonalization	
Blok	Prediktor	R ²	Beta	R ²	Beta	R ²	Beta
I	<i>Gender</i>	0,019	0,013	0,011	0,011	0,058	0,228
	<i>Occupation</i>		0,005		0,258		-0,111
II	<i>Work experience</i>	0,089	0,137	0,051	0,103	0,018	0,055
	<i>Workplace</i>		-0,279		-0,211		-0,058
	<i>Marital status</i>		-0,113		0,002		-0,129

It should be noted that the relationship between the dimensions of professional burnout is insufficiently established, which is why the scores on the subscales of this dimension were interpreted separately. Table 9 shows the level of pronounced burnout among professionals.

Table 9. Level of expression of professional burnout

	AS	SD	AS by claim
Emotional exhaustion	24.93	12.83	2.77
Personal achievement	36.68	9.39	7.34
Depersonalization	5.40	5.31	1.08

Table 10 shows the sources of professional stress that the respondents ranked on a scale from 1 to 5, where 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently and 5=Very often. Judging by the results, it seems that low salaries compared to related professions (69%), routine tasks that take up time and energy (62%) and high responsibility at work (61%) are the variables that respondents consider the biggest sources of stress at work, evaluating them as sources of stress that are often or very often represented at work.

Table 10. Sources of professional stress of respondents

Source of professional stress	Never	Rarely	Sometimes	Often	Very often
Large number of clients	11%	12%	24%	29%	24%
Difficult and demanding clients	6%	13%	28%	36%	17%
Feeling insecure at work	23%	15%	31%	18%	13%
Time limits	5%	16%	34%	26%	19%
Privacy workload	10%	14%	28%	28%	20%

Inability for promotion	11%	21%	32%	26%	10%
Tense relationships in the team	6%	18%	31%	18%	27%
High responsibility	6%	13%	20%	29%	32%
Insufficient range of psychosocial interventions	10%	14%	25%	38%	13%
Lack of cooperation with institutions	17%	10%	34%	26%	13%
Exposure to public criticism	16%	11%	22%	26%	25%
Low wages	5%	7%	19%	30%	39%
Time-consuming routine tasks	6%	10%	22%	27%	35%
Ethical dilemmas	19%	18%	32%	22%	9%
Inadequate working conditions	24%	14%	22%	15%	25%
The feeling of not contributing to the client's quality of life	9%	19%	33%	31%	8%

Among the respondents, a high level of emotional exhaustion was recorded in 35.75%, a high level of depersonalization in 45.6%, and a low level of perception of personal achievement in 50.3% of cases. With these respondents, it can be said that there is a high level of professional burnout. When it comes to the psychological well-being of respondents, i.e. their satisfaction with life, in relation to the institution where they work, it can be said that the workers of the center for social work and the respondents who work in child and social welfare institutions are mostly dissatisfied with their lives.

DISCUSSION

The main goal of this research is to investigate and empirically prove the relationship between stress, burnout syndrome and psychological well-being among professional workers in helping professions in Social Work Centers and social and child welfare institutions. The general goal of the research is to examine the interrelationships between the level of professional burnout of case managers in centers for social work and the psychological well-being of employees (satisfaction with life).

1. Determining the level of professional burnout of case managers in the center for social work and social and child welfare institutions
2. Determining the level of psychological well-being of case managers in social work centers and social and child protection institutions.
3. Determining the relationship between the level of professional burnout and life satisfaction (psychological well-being of employees)
4. Determining which stress factors are most common among professional workers

The research, which was conducted in Social Work Centers, social and child protection institutions where employed professionals work in social and child protection, participated (100 respondents of both sexes), 15 male respondents and 85 female respondents participated in the research. The following measuring instruments were used for the research: The Maslach Burnout Inventory – Human Services Survey (Maslach, C., Jackson, S. E., and Leiter, M. P., 1996), a questionnaire for examining the level of professional burnout intended for case managers, a questionnaire for determining the level of psychological well-being, Questionnaire on stress factors (to determine which stress factors have the greatest influence on the occurrence of burnout syndrome), Questionnaire on demographic data.

It was shown that among the respondents, a high level of emotional exhaustion was recorded in 35.75%, a high level of depersonalization in 45.6%, and a low level of perception of personal achievement in 50.3% of cases. With these respondents, it can be said that there is a high level of professional burnout. When it comes to the psychological well-being of the respondents, that is, their satisfaction with life, in relation to the institution where they work, it can be said that the workers of the center for social work and the respondents who work in child and social care institutions are mostly dissatisfied with their lives. Among the factors that influence causing stress among employees, the following factors stood out in order:

- Low wages as a source of professional stress,
- Routine and administrative jobs that take away energy as a source of professional stress, Great responsibility as a source of professional stress,
- Demanding clients as a source of professional stress,
- The number of clients as a source of professional stress.

During the analysis of the research results, a significant, albeit low, positive correlation was observed between the Emotional Exhaustion Scale and the Depersonalization Scale (.334), which indicates that respondents who have high emotional exhaustion also show a high degree of depersonalization. Likewise, a low negative correlation between the Emotional Exhaustion Scale and the Psychological Well-Being Scale (-.226) is noticeable, that is, respondents whose work is emotionally exhausting are less satisfied with their lives.

Respondents who are satisfied with their personal achievement have a low degree of depersonalization, as indicated by the negative correlation between these two scales (-.305). The depersonalization scale also correlates negatively with the

psychological well-being scale, but this correlation, although statistically significant, is low (-0.288). This means that respondents who show a certain degree of depersonalization in relation to their work, which they do not perceive as a part of themselves, are less satisfied with the work they do and with their life in general. The emotional exhaustion scale correlates significantly with almost all factors of occupational stress, indicating that those respondents who feel exhausted in relation to their work experience. The scale of emotional exhaustion significantly correlates with almost all factors of professional stress, which indicates that those respondents who feel exhausted in relation to their work experience their work as something that causes stress in them and are reluctant to go to work. The exception is the item "Tense relationships in the collective as a source of professional stress", where no significant correlation was observed, which means that the mentioned stressogenic factor has the least influence on the occurrence of emotional exhaustion compared to other factors that influence the occurrence of emotional exhaustion. The items "Insecurity at the workplace as a source of professional stress", "Time limits as a source of professional stress" and "High responsibility as a source of professional stress" do not correlate significantly with the Depersonalization Scale, while all other factors positively significantly correlate with the mentioned scale, which means that the mentioned factors least cause the appearance of depersonalization in employees, while all other stressogenic factors significantly affect depersonalization. Tense relationships in the team, inadequate working conditions and the feeling that one is not contributing to the client's life are the factors that have the most negative impact on the psychological well-being of the respondents out of all the stressful factors.

The age of the respondents affects the fact that the respondents perceive their low wages as the biggest source of stress at work (.234), along with inadequate working conditions (.223) and the feeling that they do not contribute significantly to the client's life (.220). The same applies to the years of service, in the sense that respondents who have more service experience in the profession - low wages (.273), inadequate working conditions (.318) and the feeling that they do not contribute to the client's life (.287) are perceived as the biggest factors of professional stress. It was shown that the respondents' marital status significantly negatively correlates with the items "Number of clients as a source of professional stress" (-0.261) and "Demanding clients as a source of professional stress" (-0.254), i.e. that respondents who are not married perceive these factors as less stressful of those who are married. The gender of respondents has a negative effect on their degree of depersonalization, which indicates that male respondents are less susceptible to depersonalization than women (-.228- Correlation is significant at the 0.05 level, both sides). The age of the respondents negatively correlates with the degree of life satisfaction (psychological well-being), which indicates that older employees are less satisfied with the work they perform (-.357 Correlation is significant at the 0.01 level for both sides). The years of work experience in the profession also negatively correlate with psychological well-being - it was shown that respondents with more work experience show that they are less satisfied with the work they do (-.261 Correlation is significant at the 0.01 level both sides). The research shows that stress and the cause of burnout syndrome among social workers is multidimensional, and that a possible combination of stressful factors produces the phenomenon of burnout at work.

CONCLUSIONS AND RECOMMENDATIONS

The data confirm the first hypothesis that there is a significant phenomenon of professional burnout among professional workers in social work centers and social and child welfare institutions. It was shown that among the respondents, a high level of emotional exhaustion was recorded in 35.75%, a high level of depersonalization in 45.6%, and a low level of perception of personal achievement in 50.3% of cases.

The significant established level of professional burnout points to the need to research specific factors that influence the occurrence of professional burnout and seeks answers to the question of what leads to professional burnout in the center for social work more than anything else: is it the number of users and the severity of their problems, unclear professional role and lack of competence, dissatisfaction with social status or inadequate organization of work.

As can be seen from the above, the consequences of stress at work are numerous, and that is why psychologists and managers in work organizations must primarily take care of stress prevention.

Two approaches can be applied individually and simultaneously in the prevention of stress:

1. changing the individual through stress management training,
2. reducing stress through changing the organization of work, i.e. eliminating stressors.

Individual change is based on the goal of improving the ability of workers to face stressful situations. These programs include: education about the nature of stress, sources of stress at work, effects of stress, learning different skills whose application should reduce stress (for example, relaxation techniques or effective time management). Sometimes individual counseling is carried out for workers who have problems at work or in the family. The advantages of such an applied prevention program are that they are not a big financial burden for the company, they can be easily implemented and they quickly reduce problems such as anxiety or sleep problems. The disadvantages pointed out to him are that these programs are not aimed at eliminating the cause of stress but at the symptoms. The favorable effects of the intervention are usually short-lived.

Changes based on organizational change aim to identify the source of stress at work and to formulate a strategy to eliminate or reduce the negative effects of stressors. Such programs include harmonizing the workload with the worker's abilities and capabilities, designing jobs so that their meaning can be seen, to be stimulating and provide workers with the opportunity to use their skills and knowledge, clearly defining the worker's roles and responsibilities, enabling

participation in decision-making related to job, clearly defining the possibilities of advancement in the job, enabling social interactions between workers, organization of working hours that is compatible with extraordinary requirements and obligations.

In addition, it would be important to consider the role of supervision in the social protection system in general, and especially from the perspective of the reasons why it was not established, so that it represents a protective factor in the area of prevention of professional burnout in the center for social work: whether due to the shortcomings of the supervision model that we adopted, i.e. the predominance of the administrative function, due to the imperfect organization of the center for social work, which manifests itself in the lack of staff and time with an increase in the number of users, or due to insufficiently developed awareness of the dimensions and importance of the problem, and then the lack of knowledge and skills to deal with it?

Although this work only opens up space for a more in-depth analysis and discussion on the subject of professional burnout, the results and conclusions of the research lead to the following general recommendations.

Professional burnout is a relatively "young" topic in the social protection system and its research practice. This paper offers different possible directions for further consideration, especially bearing in mind that a deeper understanding of these phenomena and their connection is necessary for the design and establishment of a support system intended for professional workers.

First of all, the professional public needs to talk more about the problem of professional burnout, its manifestations and consequences, and the danger of professional workers due to exposure to chronic professional stress. This should be an important topic, both among decision-makers, managers and supervisors, and among professionals themselves.

Furthermore, considering the consequences of professional burnout, it would be very useful to determine what are the key factors of stress at work for case managers in Montenegro and whether supervision, as we currently have it, can help or a different systemic approach is necessary (changes in work organization and procedures, workload, etc.).

In addition, it is very important to develop mechanisms to support case managers in a way that will correspond to their needs, whereby this does not necessarily mean internal supervisory support, but can include other types of support such as education and training, external supervision, interviewing, support groups, etc.

Having looked at the supervision process in centers for social work in Montenegro and social and child protection structured, planned and implemented in cooperation with the case manager and focused more broadly and deeper than monitoring of the work process, which has mainly been the case so far. Nevertheless, in order for these changes to take place, the consent of the wider professional public is needed, which, given the structure of the system, necessarily includes the decision-makers, about the importance and usefulness of supervision and other protective mechanisms, as well as the readiness at the national and local level to invest in evaluation and improvement, i.e. greater adaptation of the support model to the needs of experts, but also of the system as a whole.

REFERENCES

- Arandžević M., Jovanović J., Occupational Medicine, Faculty of Medicine, Niš, 2009
- Ajduković, D., Sources of professional stress and helper burnout; Help and self-help in caring for the mental health of the helper, Zagreb: Društvo za psihologija povac, 1996
- Ajduković, M., Ajduković, D. I Ljubotina, D. Burnout intensity questionnaire at work. Zagreb, Society for Psychological Assistance. in 1994
- Balloch, S., Pahl, J., McLean, J. Working in the social services: Job satisfaction, stress and violence. British Journal of Social Work, 1998.
- Boyas J., Wind L. Employment-based social capital, job stress, and employee burnout: A public child welfare employee structural model, Children and Youth Services Review, Vol. 32, 2010.
- Branković I., September 22, Professional burnout of case managers and characteristics of supervisory support in centers for social work, University of Belgrade, Faculty of Political Sciences, Master of Academic Studies in Social Work, 2014
- Bursać D., Basta M., Psychosomatic symptoms among professional workers employed in Centers for social work in Vojvodina", 2012.

- Carolyn M. Aldwin and Loriena A. Yancura, Coping and Health: A Comparison of the Stress and Trauma Literatures, Dept. of Human and Community Development University of California, Davis
- Collings J., Murray, P. Predictors of stress among social workers: An empirical study. *British Journal of Social Work*, 1996.
- Čizmić, S. Human factor: Basics of engineering psychology. Belgrade: Institute for Psychology, 2006.
- Dedeić G., Burnout Syndrome at Work, Military Medical Academy, Belgrade, *Military Health Review*, 2004
- Drake B., Yadama G. A structural equation model of burnout and job exit among child protective services workers, *Social Work Research*, Vol. 20, 1996
- Družić O., Friščić Lj. , Professional stress among social workers - Sources of stress and burnout at work, *Social Work Study Center, Faculty of Law in Zagreb*, 2013
- Freudenberger, H.J., Staff Burnout, *Journal of Social Issues*, 1974
- Friščić, Lj. Factors of professional stress and burnout in the work of social workers at the Center for Social Welfare Zagreb, 2006
- Freudenberger HJ, Staff burnout, *J Soc Issues* 1974
- Grubić, Nešić L. Development of human resources, Novi Sad, 2005
- Hallsten, L., Josephson, M., Torgén, M., Performance-based self-esteem. A driving force in burnout process and its assessment, *Arbete och Halsa*, 2005
- Havelka, M. Health psychology. Zagreb - Faculty of Medicine, University of Zagreb, 1999.
- Jeleč, Kaker, D. Sources of professional stress and burnout syndrome of social workers in healthcare in the Republic of Slovenia, *Oncology Institute, Ljubljana*, 2008
- Jenić, S, Sources and some relationships of professional workload and burnout of employees of the Lug Center. *Yearbook of the Social Work Study Center*, 2002
- Ljubotina, D. and Družić, O, Burnout syndrome at work in helpers and factors affecting the degree of burnout. *Yearbook of the Study Center of Social Work*, 1996
- McGrath, J. Stress and behavior in organizations. U. Dunnett. M, *A handbook of industrial and organizational psychology*, 1976
- Mazzi B. Ferlin D., Burnout Syndrome, Our professional problem, HDOD-HLZ and Istrian health centers, Rovinj branch, Umag branch
- Mandić T., Communication, Belgrade, *Clio*, 2003
- Maslach C., Leiter MP, Prevent burnout at work, MATE d.o.o Zagreb, 2011
- Maslach C, Schaufeli WB, Leiter MP. Job burnout. *Annu Rev Psychol*, 2001

- Maslach. C, Burnout- The cost of caring, Malor books, Cambridge, The institute for the study of Human Knowledge, 2003
- Mihailović D., Managing stress in managers, Psychology Today, Niš, Society of Behavioral Theory and Practice, 2003
- Nedimović T, Ph.D. Prtljaga J PhD, Prtljaga P PHD,,Characteristics of managerial work chances and risks,, Training College "Mihailo Palov" Vršac
- Pajević D, Psychology of work, Belgrade, Liber, 2006
- Petričković M., Ethical causality of the syndrome of professional burnout and free will in social work, Faculty of Political Sciences, 2010
- Poredoš, D., Kovač, M., Barbot. I, Stress and "mobbing" at the workplace, NPB "Dr. Ivan Babot" Popovača
- Rulebook on the organization, norms, standards and way of working of the center for social work, Number: 56-775/2013-2 Podgorica, December 4, 2013.
- Pšeničny A., Adrenal Burnout Syndrome in Reciprocal Model of Burnout Syndrome, Institute for Human Resources, Ljubljana, 2006
- Ratković J, Emotional burnout of support workers in the Center for Social Work, Socijalna Misao, Belgrade, 2003
- Schaufeli, W. B., Buunk, B. P., Burnout: An overview of 25 years of research and theorizing. In Schabracq, M. J., Winnubst, J. A. M. & Cooper, C. L. Handbook of work and health psychology, Chichester (UK): Wiley & Sons, 2002
- Social thought, magazine for theory and criticism of social ideas and practice, burnout syndrome at work, 2010
- Sheldon, K.M., Elliot, A.J., Kim, Y., and Kasser T. What is satisfying about satisfying events Testing 10 candidate psychological needs, Journal of Personality and Social Psychology, 2001
- Subotić D., New public management, IPS, Belgrade, 2010
- Subotić D., Redesigning public administration and human resources management, IPS, Belgrade, 2010
- Stanojević D, Milošević B: Professional stress, Proceedings of the Faculty of Philosophy XLI / 2011 University of Priština, Faculty of Philosophy, Department of Psychology
- Selye H. Stress in health and disease. Reading, MA: Butterworth, 1976.
- Vidicek, Sindik, Vukosav: The connection between psychological well-being, well-being and life satisfaction with socio-demographic characteristics of students of the specialized study of criminology... Police. sure. (Zagreb), year 23, 2014
- Vlajković J., Life crises, Paperback, Žarko Albulj - publisher, 2005

Zotović M. Overcoming stress: Conceptual and theoretical issues from the point of view of transcriptionist theory, *Psihologija*, vol 37, 2004.

Živković S., „Measuring the degree of exhaustion in the function of the development of work organization in the public sector" Faculty of Organizational Sciences, University of Belgrade, Faculty of Administration, University of Ljubljana, Belgrade, 2011.

DIGITAL LITERACY AS A TOOL OF INSIGHT INTO THE UNIVERSE OF INFORMATION

Ejup Rustemi^{1}, Mefail Tahiri²*

¹University of Tetova, North Macedonia

²University of Tetova, North Macedonia

**ejup.rustemi@yahoo.com*

ABSTRACT

In the past, digital literacy was considered a skill that was advantageous for career readiness, particularly for higher-paying occupations related to technology. However, in recent years, it has come to be recognized as an increasingly important life skill. Digital literacy is still important for professional readiness; but, it is also essential for education and socializing, and it is also becoming more ingrained in day-to-day activities such as having a smart home system and security system, banking, shopping, driving, and using the capabilities of vehicles, among other things. It is possible that the media, information channels, and the pervasiveness of the internet may give the idea that the digital age has transformed everyone into a media user and that the digital can be found everywhere, including in educational institutions. The impression that this is the case is not accurate, and schools are the major exception to this rule. The one and only area where it is vitally necessary to educate future citizens to comprehend, to criticize, and to generate information is in the student's educational institution. In order to actively engage in their community, a digital citizen must initiate and maintain a continuous practice of critical thinking throughout their academic journey. This is the sole method to accomplish this objective.

Keywords: *digital literacy, information literacy, digital services, data, media.*

INTRODUCTION

When the word "literacy" is used by itself, it often refers to the ability to read and write; however, when the word "digital" is added to the word "literacy," the phrase embraces a large number of additional domains.

There is no doubt that reading and writing continue to play a significant role at the core of digital literacy. But because of the new and ever-evolving ways in which people use technology to receive and convey information, digital literacy also involves a wider variety of skills. These skills include anything from reading on a Kindle to determining the credibility of a website to making and uploading films on YouTube. Because the phrase encompasses such a wide range of talents, some professionals choose to avoid using it altogether. Instead, they choose to focus their attention on specific abilities that lie at the confluence of technology and literacy.

According to the definition provided by the task force on digital literacy that is part of the American Library Association, "Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, which requires both cognitive and technical skills."

To put it another way, Hiller Spires, a professor of literacy and technology at North Carolina State University, considers digital literacy to be comprised of three distinct categories: 1) the ability to locate and consume digital content; 2) the ability to create digital content; and 3) the ability to communicate or share digital content.

FINDING INFORMATION

The ability to identify information demands and to locate and obtain digital data, information, and content is what we mean when we talk about information and data literacy. to evaluate the significance of the source and the information it contains. for the purpose of storing, managing, and organizing digital stuff, such as data and information.

Communication and collaboration: Making use of digital technology to engage, communicate, and work with one another while maintaining an awareness of the cultural and generational variety that exists. through the use of public and private digital services as well as participatory citizenship, to take part in the functioning of society. in order to have control over one's identity, reputation, and digital presence.

To produce and modify digital content is referred to as "digital content creation." The goal is to enhance and incorporate information and content into an existing body of knowledge while also gaining a grasp of how copyright and licenses should be applicable. possessing the ability to provide instructions for a computer system that are easily understood (Smith, Chipley, 2015).

When it comes to digital environments, safety refers to the protection of devices, content, personal data, and privacy. in order to safeguard both one's physical and mental health, as well as to be conscious of the ways in which digital technology might contribute to social well-being and social inclusion. must have an awareness of the influence that digital technology and their applications have on the environment (Smith, Chipley, 2015).

Identifying demands and challenges, as well as finding solutions to conceptual issues and troublesome circumstances in digital settings, is what we mean when we talk about problem solving. to reinvent processes and goods through the utilization of digital tools. to stay current with the progression of digital technology.

The concept of media and information literacy, much like the concept of digital citizenship, has been articulated using a variety of concepts and terminology variations. Literacy covers the ability to connect meaningfully with many forms of media and information channels, regardless of whether we use the terms "digital media literacy," "information literacy," "internet literacy," or any of the other various expressions. The basic premise is that literacy is the ability to do so (Hong, Cho, 2017).

IMPORTANCE OF DIGITAL LITERACY

Enhancing literacy in media and information is a challenging goal in the 21st century due to the complexities involved in educating people to effectively analyze, contemplate, and utilize the vast array of media content that is accessible. Users must acquire media literacy not only in relation to traditional media and visual representation, but also in relation to the plethora of emerging technologies and the creation of innovative applications that enable novel forms of information exchange.

The responsibility for teaching our children media and information literacy across various media platforms has not been assigned yet. Deprived of this, our offspring will be incapable of exhibiting responsible citizenship, irrespective of whether they are utilizing digital or conventional media.

If schools are often the institutions where critical thinking, analysis, and judgment making are developed, it is logical to anticipate that media and information literacy would be fundamental components of the educational curriculum.

The fast growth and integration of information and communication technology (ICT) across a variety of disciplines, including but not limited to education, business, health, agriculture, and other areas, has ushered in a dramatic transformation of society. In the current digital environment, humans are confronted with a vast amount of information that has been digitalized, which results in an increased level of complexity in the process of identifying and selecting information. The development of information literacy (IL) has become an absolute necessity in this day and age due to the consequences of the digital revolution. Competence in the use of computers has become an all-encompassing necessity across a wide range of work opportunities as a result of the fact that computers have become an integral part of modern civilization (Moisala, 2017). The concept of information literacy is applicable across all fields of study,

learning contexts, and educational levels since it serves as the foundation for learning that continues throughout one's life and the acquisition of knowledge independently.

At its heart, information literacy encompasses a set of competencies that enable individuals to proficiently seek out, locate, harness, and appropriately attribute high-quality information in a timely and efficient manner. The process of seeking information is a manifestation of the cognitive journey that individuals undertake in order to advance and possibly modify their area of knowledge (Moisala, 2017). Knowledge acquisition, the ability to solve problems, and the mastery of techniques are all inextricably linked to this cognitive activity.

A new breed of people is emerging in the ever-changing terrain of the digital era. These individuals are positioned to navigate the complex web of technology, information, and connectivity with dexterity and self-assurance using their skills and knowledge. The persons that possess this skill set are referred to as digital literates, and they are able to harness the potential of the digital domain with dexterity since they possess a multiple-faceted skill set. In an era in which digital interactions are intertwined into everyday life, those who are digitally literate stand out as pioneers. They are able to navigate the immense expanse of information that is available online, communicate effectively across virtual spaces, and critically detect the nuances that are present in the digital world. Their expertise goes much beyond simple technological competence; it encompasses a comprehensive awareness of digital media, the ability to engage in ethical behavior, and the capacity to make educated decisions among the cacophony of digital voices. Digitally literate individuals are emerging as trailblazers as the digital landscape continues to grow (Ralph et al., 2015). These individuals are illuminating the route toward a future in which technology and human intellect will happily unite.

At the core of digital literacy competencies is the ability to navigate the digital realm in a way that is both efficient and effective. In order to accomplish this, in order to effectively communicate in the digital realm, it is essential to have a high level of skill in many modes of online communication, such as instant messaging, email, video conferencing, and social networking. (Ralph et al., 2015). The capacity to communicate ideas in a digital format in a manner that is both clear and courteous is a fundamental component of successful virtual interactions. This ability enables individuals to connect with one another, work together, and share information regardless of their physical location.

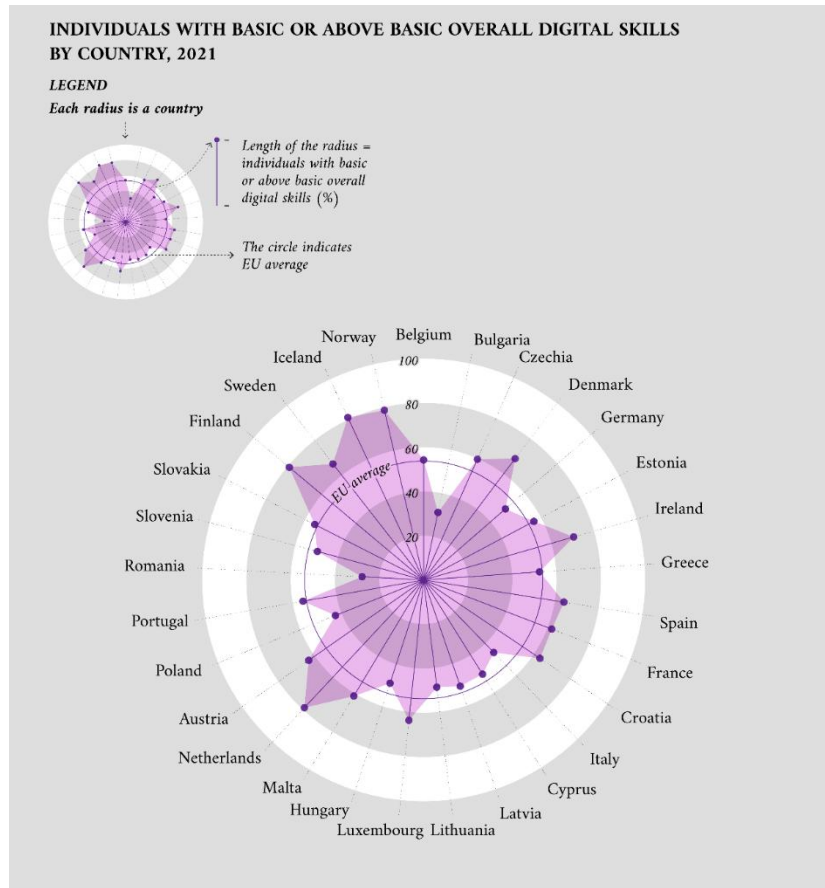


Fig 1 By the year 2021, the percentage of people in EU Member States who have digital abilities that are at least somewhat above basic (Source: Eurostat)

UNDERSTANDING DIGITAL INFORMATION

The ability to evaluate information is a crucial component of digital literacy competencies, and it is also one of the most important aspects. Having the ability to critically evaluate the dependability, credibility, and authenticity of digital information is of the utmost importance in this day and age, when information is flooded from a wide variety of sources. In order to sift through the wide expanse of content that can be found online, those who are strong in digital literacy competencies are able to differentiate between legitimate sources and those that may spread misinformation. The capacity for discernment protects individuals from falling prey to false information and fosters a culture that promotes the sharing of information in a responsible manner.

In addition, the area of digital content creation is included within the scope of digital literacy competencies. People who have a strong understanding of these competences are able to manipulate digital tools and software in order to create appealing narratives through the use of text, photos, videos, and presentations. This expertise extends beyond the realm of personal expression and encompasses professional endeavors as well as educational endeavors. The ability to create digital content that is captivating helps both communication and learning experiences.

Conduct that is ethical is a fundamental component of the competences required for digital literacy. Having a solid understanding of digital etiquette, copyright rules, and appropriate citation procedures is absolutely necessary in order to preserve one's integrity in the digital realm. Those who possess these competences exhibit a respect for intellectual property and contribute to the development of a digital environment that is founded on trust and ethical interaction. The nature of technology, which is constantly changing, is one of the most important challenges that digital literacy competencies aim to address. Individuals that exhibit these competences are able to adjust to new circumstances and have a curiosity-driven attitude to learning about new digital tools, platforms, and trends. By demonstrating this capacity for adaptation, they are able to maintain their position at the forefront of technical innovations and capitalize on emerging opportunities (Smythe, Breshears, 2017).

Skills in digital literacy encompass more than just technical abilities; rather, they encompass an all-encompassing strategy for interacting with the digital environment. To equip individuals with the skills necessary to survive in the digital world, these abilities are crucial. These competencies include the capacity to communicate effectively, evaluate critical information, create digital content, behave ethically, and adapt to changing circumstances. As the digital world continues to undergo transformations, it is becoming increasingly important to cultivate and improve these abilities in order to guarantee that individuals will continue to be self-assured, responsible, and empowered participants in the digital era (Smythe, Breshears, 2017).

In order to better understand the distinctions between information literacy and technology literacy, the following is stated:

Table 1. Information vs. Technology literacy

	Information Literacy	Technology Literacy
Definition	In the context of information literacy, the ability to recognize, locate, analyze, and make efficient use of information obtained from a variety of sources is referred to. In addition to the ability to analyze and comprehend information, it requires critical thinking, research abilities, and research methodologies.	When we talk about technological literacy, we are referring to the knowledge and abilities that are necessary to use digital tools and resources in an efficient and responsible manner. It includes having a fundamental understanding of computer operations, digital communication, software applications, and digital citizenship.
Scope	Literacy in information comprises a wider range of abilities that are related to the process of locating, assessing, and making use of information that is presented in a variety of formats, including but not limited to books, articles, databases, websites, and other sources. The process of information seeking, appraisal, and	In particular, technological literacy focuses on comprehending and making use of the various tools and resources that are associated with technology. The ability to use computers, operating systems, software programs, digital devices, online platforms, and to navigate the digital landscape are all included in this skill set.

	application as a whole is the concentration of this approach.	
Objectives	Developing critical thinking and research abilities that enable individuals to effectively locate, assess, and use information to fulfill their needs is the fundamental goal of information literacy. This is accomplished through the ability to develop information literacy skills. The goal is to encourage intellectual development, decision-making skills, and learning that continues throughout one's life.	Individuals should be equipped with the skills necessary to use technology in an ethical and successful manner, which is the primary goal of technology literacy. Its primary objective is to equip individuals with the information and skills necessary to navigate the digital world, communicate effectively, and make effective use of technological resources for personal, educational, and professional goals.
Focus	The concept of information literacy places an emphasis on skills concerned with the evaluation, synthesis, and application of information. Understanding the authenticity, dependability, and relevance of information sources, as well as the capacity to incorporate information into one's knowledge base, are the primary emphases of this course.	The acquisition of technical skills, comprehension of digital tools and platforms, and effective utilization of technology are the primary focuses of technology literacy. It places an emphasis on learning how to handle hardware and software, navigate interfaces, solve common faults, and keep up with the latest technological breakthroughs.

Despite the fact that they are two separate ideas, they frequently involve one another and compliment one another. With the advent of the digital age, individuals are required to navigate digital platforms and tools in order to efficiently access and assess information. As a result, technology has become an essential component of information literacy. In a similar vein, information literacy skills are beneficial to technology literacy since they enable individuals to locate information that is correct and pertinent through the applications of digital resources.

Employers need to make sure they are hiring workers who possess the appropriate skills in order to keep up with the latest technology breakthroughs. On the other hand, workforces are not always equipped with the necessary digital skills, and organizations frequently struggle to acquire competent labor. Competencies in digital technology are in high demand, even in developed economies. One example is the Digital Economy and Society Index (DESI) that was developed by the European Union. This index reveals that around 42 percent of Europeans do not possess fundamental digital skills, including 37 percent of those who are already employed. Women are disproportionately underrepresented in professions that are associated with technology; only one in six individuals who specialize in information and communications technology (ICT) and one in three individuals who graduate with a degree in science, technology, engineering, and mathematics (STEM) are women (Smythe, Breshears, 2017).

CONCLUSION

Having the appropriate set of digital skills is not only crucial for learning and being prepared for the employment; digital skills are also essential for the development of societies that are more open, inclusive, and safe. Individuals who engage with digital infrastructure have a responsibility to be aware of the risks to their privacy and data, as well as the issues that they face in terms of cybersecurity (such as ransomware and phishing attempts). Therefore, digital literacy also includes the ability to handle the issues that technology presents in terms of security and safety. At the same time, it is equally crucial to retain a values framework for digital transformation as the emergence of digital authoritarianism, misinformation, and disinformation, as well as constraints on personal liberties, are all factors that have contributed to the current state of affairs.

REFERENCES

- Hong, Y. A., & Cho, J. (2017). Has the digital health divide widened? Trends of health-related internet use among older adults from 2003 to 2011. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*.
- Moisala, M. (2017). Brain activations related to attention and working memory and their association with technology-mediated activities. *Dissertationes Scholae Doctoralis Ad Sanitatem Investigandam Universitatis Helsinkiensis*.
- Ralph, B. C., Thomson, D. R., Seli, P., Carriere, J. S., & Smilek, D. (2015). Media multitasking and behavioral measures of sustained attention. *Attention, Perception, & Psychophysics*.
- Smith S & Chipley L. (2015) `Building Confidence as Digital Learners With Digital Support Across the Curriculum`. *Journal of Educational Technology Systems*.
- Smythe, S., & Breshears, S. (2017). Complicating access: Digital inequality and adult learning in a public access computing space. *Canadian Journal for the Study of Adult Education*

MEANWHILE, THE ARROW OF TIME PURPOSEFULLY, RAPIDLY AND INEXORABLY IS CARRYING US FORWARD!..

/To the issue of the aptitude of one paradigm, enough spread among physicists/

*Emir E. Ashursky
Institute of Artificial Intelligence at NAS of Ukraine,
futuroid@mail.ru*

ABSTRACT

This article is devoted to the overthrow of the idle conjectures of sci-fi writers (and after them some romantically minded astrophysicists), one way or another relating to the notorious time travel. Wherein primary attention here is paid to proof of the absolute conceptual prohibition on moving into the past. After all, according to author's count, lots of fabrications of the human intelligence are by no means equivalent to the quantity of objects of the so-called Cauchy horizon. And moreover: the ordinal of our generalized spiritual world should be obviously higher than for a similar set of structural elements of the observed cosmos. In particular, if a number of material objects is N , a manifold of their cogitable combinations may vary from $2n$ to Nn . But still with that, it does not seem possible, however, to refute (as shown yet by Kurt Gödel) the significant majority of these frankly dubious speculations at a physical & mathematical level. Thus precisely the probabilistic approach (or, if you like, algorithm) is a quite legitimate and the only correct for given case!

And summarizing, the author leads his reader to a quite reasoned conclusion that unraveling the most complex outlook problems of existence, it is better obviously to trust philosophers rather than naturalists or techies!

Keywords: *special theory of relativity, time ribbon a la Minkowski, cardinality of the set, Novikov self-consistency principle, dark energy, prophetic perception.*

INTRODUCTORY PART

Serious academic science states that time travel is possible in only one direction, namely, the future. After all, at returning to the past, we interrupt fundamental laws of causality. And, by the way, it's precisely because of this once we've been in the future, we will never be able to "land" at our habitual environment again.

Although a particular case is the idea, expressed in the early 1990s by my now deceased friend Vadim Chernobrov [2013]: supposedly it is quite permissible to travel in both directions, for we are not talking about hypothetical chrono-voyagers visiting exactly our universe but only some parallel worlds. However, since given statement is impossible either to confirm or deny, it's probably more logical to put this in the sphere of ordinary harmless fantasy, rather than in the real scientific problems.

While, regarding common postulate of the unidirectionality of the arrow of time, it for now, alas, contradicts many of used us standards basing on almost everywhere observed attributive symmetry like "forward or backward", "better or worse", "right-left", "plus-minus" etc.

That is, similar pronounced exceptionality of "His Majesty Chronos" thereby as if a priori not available to realized human perception. Though this conceptual conflict is easily obscured by means of fundamental rethinking current space-time paradigm. And, besides, as it was repeatedly emphasized in the previous author's

articles, such an updated interpretation of the time factor would certainly help also to figure out with the notorious "dark energy", which in practice does not exist [Ashursky, 2022].

II. Under the cherished heading "retro".

At the beginning of the 20th century (and largely due to Michelson's amazing enthusiasm and perseverance who managed – with his ultra-precise experiments - to prove the invariance of the speed of light), the special theory of relativity was created. And the truly immortal works of Lorentz, Poincaré and Einstein following then led to a root qualitative reset in the scientific field, but along with it - to the emergence of new unsolved mysteries as well. That is, with the development of SRT, we finally began to properly understand those comprehensive principles and axioms which guide the Universe. And besides, one of useful practical results of this consisted namely in the opportunity of adequately calculating all admissible spatio-temporal correlations (including for a rapidly moving object). And just here in physicists' minds, another still desperate but quite noteworthy creative idea has latently ripened: isn't it possible (i.e. in accordance with existing natural laws) to speed up the flow of time to such parameters as to overtake the future? Well or, say, on the contrary: is it really to somehow get on similar imaginary "chronoplane" into the past?

As you know, in a series of his theoretical studies, Hendrik Lorentz deduced a number of patterns associated with the transformation of the four-dimensional space-time continuum. Let us have a certain frame of reference K, relative to which the frame K' moves where the observed object is placed. One of the Lorentz transformations states that

$$t = \frac{t' + \frac{v}{c^2}x'}{\sqrt{1 - \frac{v^2}{c^2}}} \quad (1)$$

Here t is the moment of time in the reference frame K (or respectively, t' - in the frame K'), x' is the coordinate of the observed object in the frame K' (we suppose it constant), v is the speed of the frame K', c is the speed of light. This transformation interconnects moments of time of allegedly moving system and the system being at rest. Based on the speed of a body will never exceed the speed of light, we can conclude that the gamma factor

$$\frac{1}{\sqrt{1 - \left(\frac{v}{c}\right)^2}} \geq 1$$

from which it follows that for the system K' time will go more slowly.

By traveling into the past, we break causal relationships, and what has already happened can disappear forever: after all, one event, by and large, is the cause of another. A striking example of this is the "paradox of the murdered grandfather": if some grandson returns to the past and kills own grandfather, his birth will be impossible. However, as the grandson was not born, then no one killed the grandfather, so the grandson has still been born. This is precisely the logical essence of given contradiction.

And now let's again look at the Lorentz transformations, i.e. to formula (1) – and note that the gamma factor

$$\gamma = \frac{1}{\sqrt{1 - \left(\frac{v}{c}\right)^2}}$$

will never become negative, i.e., the inequality $t \geq t'$ is true. From here the conclusion immediately suggests itself that due to the effect cannot precede the cause, any travels into the past are impossible.

By the way, half a century ago, young American physicists R. Keating and J. Hafele managed to carry out a compared ingenious and cheap but long-demand by science experiment to test the validity of SRT. To do this, they took a couple of cesium chronometers and made with them two flights around the globe. As a result, the experimentally obtained data on the change in the course of time on board the aircraft (relative to the control clock at rest) completely coincided with the calculated ones. Which, therefore, has been another convincing argument in favor of the correctness of the Lorentz transformations.

It would seem everything is finally put in own place, so it's overdue to stop an idle speculation on the topic of "murdered grandfather". But it was not there! For the notorious general theory of relativity (that has been ignored, by the way, with the Nobel Committee's experts) it turns out, admits still possibility of some special wormholes, through which one allegedly can walk readily into the past. That is, there are on the face quite weighty prerequisites for a revision or even a denial of the fundamental postulate about the universal causality of any phenomena observed in nature.

Although representatives of such an elitist-intellectual sport as billiards have tried to resist this sheer "worm-like" drivel. Let's say, they reasoned, we have an imaginary cue-ball which rolls along some carefully calculated trajectory, falling into an early version of itself; but wherein acting on own former hypostasis (i.e. in relation to the ball – on coordinates, momentum and path) so, that all these parameters retain as a whole their status quo ante. However as if incidentally we deal with other very unpleasant paradox here - a causal loop (this is when the effect turns into its cause, which ultimately leads to a complete cycle of given process).

At that Nobel laureate Kip Stephen Thorne [1994], the creator of superstring theory Joseph Polchinski Jr., president of the American Astronomical Society J. Craig Wheeler [2007], popular sci-fi writer Robert Lull Forward [1995] worked more than enough on an adequate interpretation of the most diverse pills' options; but - alas - without particular success. And eventually, perhaps, the single benefit from those unfruitful logical-probabilistic sophistications was extracted only by the famous Austro-Czech cybernetician Hans Moravec [1992] to improve the iterative method in the computer, and also the developers of the appropriate electronic video-games, where the plot is not rarely built just on such "causal-loop" correlating.

III. And why do not you learn at first the basics of philosophy, my elderly gray-haired colleague?

Separately one should dwell here on so-called Igor D. Novikov's principle of self-consistency; especially that since when he was the head of the Center for Theoretical Astrophysics (and later - deputy director of the new-minted ASC LPI), Igor Dmitrievich did indeed make all sorts of attempts to construct some kind of intertemporal capsule. And moreover, unlike V.A. Chernobrov [1999] (who worked simultaneously with him on accelerating or delaying internal time parameters among representatives of small biota and natural minerals), this "fallen into childhood" metropolitan professor was seriously going to meet with dinosaurs, mammoths and the legendary biblical patriarchs.

By the by, here is how his notorious hypothesis is verbatim formulated [Friedman/Novikov, 1990]: "The different-time events influence each other around a closed curve in a self-adjusted cyclical way. Therefore, the only solutions to the laws of physics that can occur in the real Universe are those which are globally self-consistent". At that, as it is easy to see, this postulate has quite a distinct resemblance to already compromised anthropic principle. For in both cases, surrounding world supposedly must itself somehow adapt to the personal requests and needs of an abstract observer [Ashursky, 2021]. Or - translated into a more intelligible language - this is called "from a sick head on a healthy!"

And besides, in Novikov's concept, any sapient individual willy-nilly is likened to a simple soulless robot. Because, having got into the previous epoch, he has no right to violate some once and for all established space-time trajectory. Hm... Wait a minute, comrade Corr.-Member: but from a philosophical point of view, this is a real dense slipping off the positions of relativistic indeterminism now generally accepted in the scientific community! For, as known, even purely this-worldly being is multi-vector in fact: it, particularly, depends not only on the external macrostructure, but also on subtle latent influences (including those from the stars, the terrestrial mantle and Universe's noosphere). Let alone spontaneous virtual-quantum fluctuations at the level of

given concrete "Ego". Whereas in the presented by you interpretation, all this is recklessly and without remainder ignored!..

Although, in my opinion, the prime cause of Igor Dmitrievich's quite obvious outlook delusions lies in that on the natural-science department of Lomonosov MSU (which he graduated in 1959) insufficient attention was paid to the humanities. Since, as many have apparently learned from their everyday experience, not all, what mathematics postulates, is just as easy implemented in habitual life. That is, the practical probability of some too much speculative scenarios and complex ornate combinations, either by mischance or maybe luckily, is approaching inexorably zero [Chaisson, 2001].

As for the rest of retro-voyage constructs, the situation here is, perhaps, even worse, because they make meaning unless in surely casuistic option of clearly and forever captured newsreel, named on established tradition "Minkowski's ribbon". Which, in turn, might well serve as a typical example of abstract neo-sophistic ranting or in general a kind of delusional fabrication of the sore cerebrum humanum. Moreover, by and large, the same applies to exotic (i.e. baryon-free) matter [Hawking, 2002], although it's precisely that essence is so widely (but most often, however, very unfounded) manipulated now by adherents of wormholes [Cramer/Forward, 1995]. After all, if you attentively understand this, it is an ordinary freshly baked variation on the theme of parallel worlds (or, let's say, in an alternative presentation - some special area [Ambarzumjan, 1965] of the imaginary Multiversum).

On the other hand, although we, apparently, will never be able to travel into the past, yet we have a real chance to see the Universe as it was billions of years ago, and exactly - in those corpuscular-wave (for instance, relict) flows that reach us from its bottomless depths.

And besides, a vague indirect contemplation of the past (as well as the future, by the way) still is practically quite feasible [Wilson, 2007], but only in the general context of overwhelming astrological dependence (John of Patmos, Nostradamus, Vangeliya Gushterova). And - most importantly - for this you do not even have to relocate anywhere! However, we will in detail talk about that unique opportunity at the closing section of given article.

It's possible to satisfy curiosity, but no one from there will come back!

As we just found out, according to the Lorentz transformations, time in a moving system will go more slowly, which on the whole makes travel to the future available.

But it turns out that even here with a careful approach, you can find many different ambiguous dead ends and inconsistencies. Let's imagine, for example, that one of the twin brothers went on a journey to a distant planet in a hypothetical super-fast ship. And when he returns home, the other partner, obviously, will outstrip him already in age. However, why did we suddenly decide that namely the terrestrial fellow would grow old? After all, if we take the reference system relative to the ship, then time, it seems, should slow down just for an earthling!..

The corresponding rationale here can be as follows: on the path of a ship flying into the distance there are sections where it accelerates or, on the contrary, slows down a little (for simplicity, we identify them with points, since they are comparatively small). That is, in this case, the system "space ship" can no longer be attributed to inertial, and for it the world line will be bent. But for the terrestrial observer, it will remain straight.

Thus, since the manned vehicle traveled a bigger distance in space-time than our home planet, but in the end they made the same movement, more time passed for the moving ship. And therefore - it was he who made the journey into the future.

As obvious confirmation of time dilation, muons could serve whose life-span is about $2.19 \mu\text{s}$; so even with enormous cosmic velocities, they should not, in theory, overcome significant distances. However, due to relativistic effects, the time interval before decay in a stationary system

$$\Delta t = t_2 - t_1 = \frac{\Delta t'}{\sqrt{1 - \frac{v^2}{c^2}}}$$

will be much longer, because the speed of muons is close to the speed of light. And this can just easily explain the well-known fact that muons manage, nonetheless, to reach us from the seemingly most remote depths of the universe.

While concerning another paradox (which, a true, is not so mathematical, but purely everyday in nature), its essence is as follows: a person or a robot that will go on a superluminal ship into the future will never be able to return back and, moreover, transmit from there information. Alas!..

About all the secrets and subtleties of prophetic perception.

Still, as already mentioned, the amazing ability of individual earth uniques to foresight may well be directly not related to travels on the time scale.

For the seers contemplate not the dynamic perspective itself, but only astral widening somehow coupled with it (even if they borrow all the required information from celestial contact-agents). At that, numerous episodes of twins' life (who, developing from a single maternal egg, respectively, have a joint astral destiny, as a result of which are then subjected to almost same vicissitudes of fate) also testify in favor of such a quite obvious hypothesis. And from this, in turn, it follows that given metaphysical vector (or, if you like, the theosophical sheath) has the greatest impact on the subconscious thoughts and many involuntary movements of a person.

By the way, a detailed theoretical analysis of the available evidence suggests the fact only two versions are actually suitable for substantiating the precognitive techniques. Whereas everything else seems frankly far-fetched or at least deeply doubtful [Ashursky, 2007].

So here they are in a nutshell:

Computing of our future by some stealth contact-agents - with subsequent transfer of information to Earth through selected mediators like Edgar Cacic [Bauval/Hancock, 1997], Marie-Anne Le Normand, Erna Droesbeke von Enge [1990], as well as above-mentioned John of Patmos, Baba Vanga or Nostradamus [1672]. Since it is carried out along to precisely lead determinant vector, hence, is probabilistic rather than affirmative here. Moreover, this vector may even be astral; but in any case, such complex multi-valued calculations could realize only by extraterrestrial creatures (or, for example, the cosmic noosphere as a whole), while our homegrown astrologers - unless to get already prepared information from them.

Programming of separate allegedly "foreseen" episodes. This point, if relevant, is perhaps only in combination with the first. Its general meaning is as follows: in order to maintain the reputation of the chosen clairvoyant or fortune-teller, and also to intimidate earthlings, the disembodied cosmic pranophytes in every possible way contribute to the implementation of the previously predicted action at the right time (including through UFOs, built-in spirit-spies etc.).

While as for "direct contemplation" of the future like peculiar documental movie, such a vulgar-idealistic approach just doesn't stand up to criticism - and especially in the light of the current paradigm (according to which the cause must be followed by an effect). Well, and vice versa: in the case of proven real existence of Minkowski's ribbon, the vast majority of the previous achievements of world scientific thought will have to be thrown, I'm afraid, into the dump. By the by, a similar situation is with so-called "parallel universes" [Hynek/Vallee, 1975] (i.e. as if everything predicted comes true somewhere, but not necessarily with us): this is another example of typical empty ranting, that can only take away researchers' mental health and precious years of life.

Therefore, when substantiating successful (and especially - for sure attested) prophecies, it has most often to be considered both factors: as preliminary as programmed. But still, of course, the first of them is much more

important (at least even etiologically). In turn, among the secondary (programmed) levers of influence, the following can be distinguished here:

- a) the exceptional sporadic giftedness of this particular human through a strong astral (what generally should anyhow manifest itself from an early age);
- b) certain personal interest on the part of the given demigod (contact-agent);
- c) polyfactorial prediction (say, regarding A.S. Pushkin - several alternative "white riders on a white horse") [Gorbovsky, 1990].

And although the last of the versions seems here to be somewhat far-fetched (and, all the more, the rather sensational story [Gorbovsky, 1991] with the executed Decembrist S.I. Muravyov-Apostol does not fit into that, for instance), it still has the right to a conceptual discussion.

CONCLUDING REMARKS

So what inferences useful for science can be drawn from this?

1. Wanderings in the ages and eras preceding us are impossible either through the notorious "wormholes" or with the help of any similar tricks. Yes, and Novikov's principle itself is applicable, perhaps, only in some optional way, for the probability that a robot or a living creature will overpower this difficult transcendental labyrinth (and especially taking into account many factors involved here: energy, technological, economic, psychosomatic etc.) is tritely close to zero. And various turbid schemes with cue-balls do not hold water at all because of the a priori limitations of such an approach: as if there could be nothing in real life (i.e. outside observed us estimated trajectories) more than very ball launched into the pocket.

2. Well and consequently, the mentioned already earlier (namely - in the introduction to this article) audacious author's guess about the divine nature of time receives rather weighty portion of positive bonuses.

3. Unlike far-fetched and completely delusional retro-voyages, travel to the future is quite feasible; but only if you move with unimaginably huge near-light speeds.

4. Lots of inventions of the human mind are by no means equivalent to the set of objects of the so-called Cauchy horizon. Although, of course, we are not talking about the meager intellectual baggage of some isolated savage, imbecile or crime-recidivist, but about the conventionally generalized spiritual world of all earth's inhabitants. Particularly, in any scenario, their ordinal will obviously be higher, i.e. more potent than for a similar set of structural elements of the observed cosmos. For example, if a number of material objects is N , a manifold of their cogitable combinations may vary from $2n$ to Nn . At that, it does not seem possible to refute, as shown by Kurt F. Gödel, the significant majority of these frankly dubious speculations in any strict way (i.e. on a physical & mathematical level). Thus precisely the probabilistic approach (see p.1 just above) is completely lawful and right in given case! For it is the sole algorithm that, by and large, would allow us to separate the correct options from surely dead-end moves. Especially that, as you know, almost anything can be boredom come up with or "sucked out of finger": nobody, after all, will be shot and even put to a loony bin for this. Whereas the Universe will, meanwhile, quietly develop in own way further, and its laws would not change due to such kind of violent fantasies.

So for now the arrow of time purposefully and unrestrainedly carries us in only one direction - forward; and in this context, it doesn't matter at all, relative to what...

REFERENCES

- Ambarzumjan V.A., Kusnezow B.G., Naan G.I., Smorodinski J.A. & Steinman R.J. (1965): "Philosophische probleme der modernen kosmologie" - Berlin, p/h "VEB Deutscher Verlag der Wissenschaften" (in German).
- Ashursky E.E. (2007): "Precognition or recalling?"// journal «Nature & Man», №5 (in Russ.)
- Ashursky E.E. (2021): "Whereas an observer has nothing to do with it!" (journal "ComBAO", vol. 68, issue 1, June), link access: <https://doi.org/10.52526/25792776-2021.68.1-125>
- Ashursky E.E. (2022): "Under a mysterious mute marquee of "silento universi" - journal "Science and Education" (Vol. 3, iss. 2), link access: <https://openscience.uz/index.php/sciedu/article/view/2616>
- Bauval R., Hancock G. (1997). "The message of the Sphinx: a quest for the hidden legacy of mankind". - NY: Crown Publishing Group.
- Chaisson Eric (2001): "Cosmic evolution: the rise of complexity in nature" - Harvard Univ. /USA/, p/h "Press".
- Chernobrov V.A. (1999): «The mysteries of time». Moscow: ed/house «Olimp» (in Russ.).
- Chernobrov V.A. (2013): "How can we remember future events and how do people even see the things to come?" – Moscow: Encyclopedia of wonderful ideas; link access: <http://www.abc-people.com/phenomenons/proscopia.htm> (in Russ.)
- Cramer John G., Forward Robert L. et al. (1995): "Natural wormholes as gravitational lenses"// Phys. Rev. D51 (pp. 3117-3120), link access: <https://arxiv.org/abs/astro-ph/9409051>
- Droesbeke von Enge E. (1990): "Voorspellen met Speelkaarten en Waarzegkaart"// Antwerpen: Uitgeverij Parsifal, 246 pages (in Dutch).
- Friedman John, Novikov Igor et al. (1990). "Cauchy problem in spacetimes with closed timelike curves" / Physical Review D / American Physical Society — APS, 1990. — Vol. 42, Iss. 6. — pp. 1915—1930.
- Gorbovsky A.A. (1990): «Prophets and seers in own country». Moscow: ed/house «Prometey», pp. 102; link access: <https://studylib.ru/doc/3925333/proroki-i-prozorlivcy-v-svoem-otechestve> (in Russ.)
- Gorbovsky A.A. (1991): "Prophets? Seers?"// Moscow: ed/house «Znaniye», link access: <https://www.litmir.me/br/?b=175336> (in Russ.)
- Hawking, Stephen (2002). "The Future of Spacetime". — New-York, p/h "W. W. Norton", p. 96
- Hynek J. Allen & Vallee Jacques (1975): "The edge of reality". - Chicago: p/h Henry Regnery.

Moravec Hans (1992): “Time travel and computing”//journal “Extropy”, No. 9, July, pp.15 - 20,
<http://www.frc.ri.cmu.edu/users/hpm/project.archive/general.articles/1991/TempComp.htm>

“The true prophecies or prognostications of Michael Nostradamus, physician to Henry II. Francis II. and Charles IX. Kings of France” (1672). London: p/h of Thomas Ratcliffe and Nathaniel; link access: <https://www.crystalinks.com/nostyepistle.html>

Thorne Kip (1994): “Black holes & time warps: Einstein's outrageous legacy”// New York: p/h W. W. Norton & Company (pp.509-513)

Wheeler J. (2007): “Cosmic catastrophes: exploding stars, black holes, and mapping the Universe”// Cambridge University Press. pp. 294–295, link access: <https://www.semanticscholar.org/paper/Cosmic-Catastrophes%3A-Exploding-Stars%2C-Black-Holes%2C-Wheeler/146f3199cf00970228fd94035a9f0b35ed6fb1a3>

Wilson Ian (2007): «Nostradamus: the man behind the prophecies». London: p/h “Macmillan”, pp. 229.

USE OF ALBANIAN LANGUAGE IN INFORMATION BOARDS FOR CULTURAL AND NATURAL HERITAGE SITES: CAUSES AND EFFECTS

Monika Hasani (Hoshafi)¹, Deniz Xhoga Çupi²
"Ismail Qemali" University, Vlorë, Faculty of Human Sciences and Law²
"Ismail Qemali" University, Vlorë, Faculty of Human Sciences and Law²
monikahasani637@gmail.com

ABSTRACT

In the previous decade, there were no information boards in the areas of cultural and natural heritage. Their absence brought confusion and often wrong orientation of the tourist or traveller. Placing guides and information boards in areas and objects of cultural and natural heritage are part of the projects of state institutions, as well as of non-profit organizations that operate in that field or in that area.

In the present days, the situation seems to have improved, but one issue that can easily be distinguished is the lack of responsibility towards the mother tongue and its incorrect use. Descriptions of cultural and natural heritage objects are often accompanied by vague information. The low level of description observed in the language used affects the transmission of poor information about the object, not properly highlighting its special values.

In all cases, the tables are drawn up by educated employees. In this article, we will analyse the facts that lead to this phenomenon and try to identify whether these employees lack knowledge of properly writing the Albanian language, or if there is a lack of editing service, if this activity is carried out hastily, therefore irresponsibly. In all cases, the institution is poorly presented both in the eyes of the Albanian and foreign public, causing a negative image in the eyes of tourists. Correcting the mistakes is not easy, as it requires a double investment. Spelling mistakes and as a result often wrong informative orientation, remain there, misread over the years by thousands of visitors, thus bringing a negative impact on our cultural tourism.

At cultural and natural heritage sites, orientation and information boards on the values of these areas have been installed, mainly in the last 10 years. Many of them are written with spelling mistakes, are poorly designed or provide incomplete information. Meanwhile, there is still a need to place information boards on Albanian cultural and natural heritage sites. Their absence still causes confusion and often wrong orientation of the tourist or traveller.

Keywords: spelling mistakes, signs, negative image, tourism, institutions

INTRODUCTION

The placement of guide and information boards in areas and objects of cultural and natural heritage are part of the projects of state institutions, as well as non-profit associations operating in this field or area. However, even if they are placed by non-profit organizations, they are approved by the institution that manages and administers the area. Thus, the National Agency of Protected Areas manages sites with natural heritage values, the Institute of Cultural Heritage manages cultural sites, and in some cases, they are also managed by the respective municipality.

Heritage sites contain a wide range of characteristics and a spectrum of values that make them unique, which brings the need to preserve them, to conserve them untouched by urban development, possibly climate change. They are important both for local communities and for the wider European community. The placement of the information

panels and the correct and complete description of their values is the responsibility of the administrative institutions of the sites.

A complete and accurate description of objects and places of cultural and natural heritage is their added value, it is good marketing and image in the eyes of tourists. An accurate description leads to a successful awareness of the public and local communities, who are the main guardians of these sites and protect them from possible damage.

If we really want to learn from our heritage, our first lesson should be the dignified presentation of its values.

METHODOLOGY

In natural heritage sites, 50 signs were studied, located in 8 national parks. 4 Managed Nature Reserves/Nature Parks, 1 Protected Landscape "Lake Pogradec".

In the cultural heritage sites, 50 signs located in 6 national archaeological parks, 20 cultural monuments, castles, churches were examined. They were examined both from the point of view of spelling errors and from the point of view of correct wording of sentences from the point of view of meaning,

This article focuses on the first three steps: 1. data collection, 2. error detection and description. 3. Error explanation and recommendations.

2. Theoretical basis

Common people have a different concept of standard language than linguists. For common people, it is sufficient to use a large vocabulary and formal language, this is the standard language. While for linguists, a text written without spelling mistakes and grammatically correct is a standard language text (Kurti. E, 2017a).

The first problem is that the standard of the Albanian language was established at the Albanian Spelling Congress in 1972 and, 61 years have passed since then.

"There are only changes in the language," says Saussure. The language has several varieties, which were created for different reasons, and the sum of these varieties is the standard language. Regarding the diversity of language varieties and their variability, we can again consider the statement of the linguistic structuralism Saussure: "Language is a system in which everything is preserved, everything changes" (Saussure 1997).

Language appears to us as an embedded and uniform system only if we look at it from afar, starting from abstraction (La lingua), otherwise, if we rely on the concrete realizations of language (La parole), we get a very diverse and variable picture, says Elida Kurti (Kurti 2017b).

"Language works - it gains meaning ... through opposition [and] identity is a function of difference" (Tompkins. J, 1988: 736).

According to Hudson (1996), for a language to be called a standard, it must go through 4 stages: Selection, Codification, Functional Cultivation and Acceptance.

In terms of writing, the language is associated with the educated classes who learn to write the language at school, according to Samara (2005).

Language researchers have different opinions about the number and type of functions, but the basic ones are communicative and cognitive.

But the language used shows the social status of a person, whether it gives him social prestige or not, says Bali (2006).

The standard language is followed as a model in the use of a language, it involves the meticulous application of all phonetic, grammatical, syntactic norms and rules that are mandatory to be followed by any official speaker.

Officials seem to find it difficult to distinguish between everyday spoken language and the written language standard.

4. Spelling check on the information boards

Of the 100 boards examined (50 in protected areas and another 50 in cultural areas), 32 had spelling errors, including 24 in protected areas and 8 in cultural areas.

1.1 The absence of the letter ë

The absence of the letter ë is often noticed in orientation and information panels at natural and cultural heritage sites. It can be placed anywhere in the title and in the first sentence, but below it is replaced by e. In the example below, the letter is missing from the title of the poster.

Fig. 1. Poster NAPA

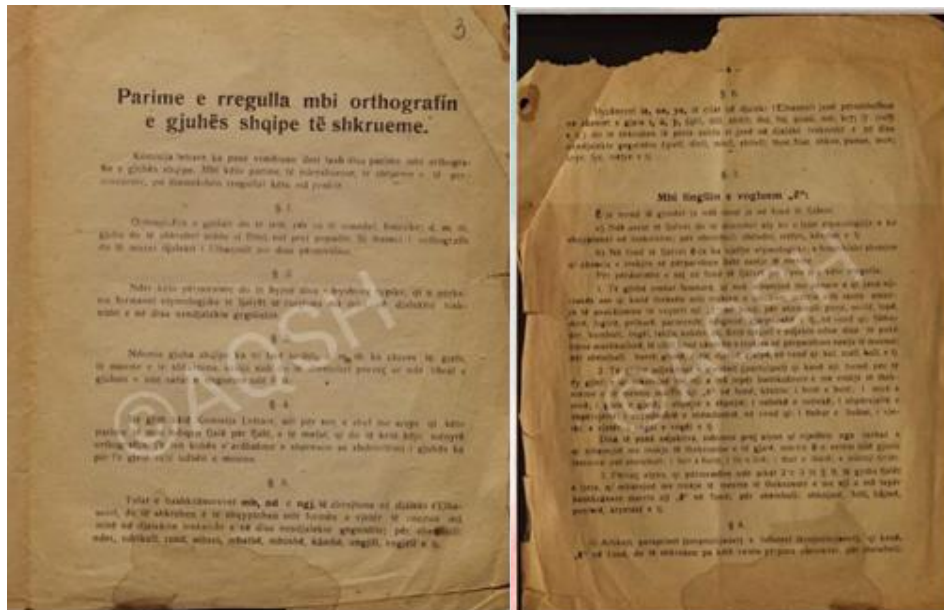


We find the absence of the letter "e" on the plaque of the building of the Faculty of History and Philology, it is missing in the decisions of the courts, sometimes and in the plural of words in our portals and media.

For years, the decrease in the use of the letter has been noticed, although its placement in the alphabet of the Albanian language is simultaneous with other letters. Various factors influence the "disappearance" of the letter with two small dots, but the main one remains technology and its tools. The keyboards of computers, phones and tablets do not contain the letter e.

In 1917, the Shkodra Literary Commission established some principles and rules for the spelling of the written Albanian language, in which the letter "ë" had a special meaning, as the following documents prove.

Figure 2: Magazine "Komisia Letrare e Shkodres", 1917



Source: Albanian Central Archive

4.2 Mirësevini (Welcome) instead of: mirë se vini (Welcome)

It seems that only a few people know that **Mirësevini** (Welcome) is not written together, but three words separately. In 6 information boards located in the Buna Velipojë River Protected Landscape, in 3 of them this word is written together, while in the other 3 it is written in sequence. The same problem is observed in the tables of cultural heritage sites,

Fig.3 Table in Buna Velipojë River Protected Landscape and Antigone Archaeological Park



The other case is written on the totem of the National Agency of Protected Areas: (Sëbashku) Together for nature, if necessary: (Së bashku) Together for Nature. This totem represents this institution in every activity and is located in the lobby of this institution.

Fig.4 Totem of NAPA



4.3 (Landscape) Peisazh or peizazh

Often in the information boards for tourists in the natural heritage sites, especially in the category of Protected Landscapes, (peisazh or peizazh) we find this word written sometimes with s and sometimes with z, although it is sufficient to check with the Albanian dictionary on the internet and you will find the correct spelling. In this case, what confuses the citizens are the different pronunciations, as it is pronounced with s and not with z, and in this example, it is not a matter of dialect, as it is possible to confuse ç with q.

Fig. 5 Table of Protected Landscapes: Buna-Velipoja River



There are cases when the node or the preposition is not placed at all, as in the 2 tables below of the Cultural Heritage Monument, Church of Saint Mary in the village of Spile in Gjirokastra, Monastery Spile-Monastery of Spile, and Church of Monastery of Saint Mary Spile-Church of the Monastery of Saint Mary in Spile. (Manastiri Spilesë-Manastiri i Spilesë, Kisha e Manastirit të Shën Mërisë Spilesë-Kisha e Manastirit të Shën Mërisë së Spilesë).

Fig. 6 Table, Spile, Gjirokastra



4.4 Toponyms

Another case is that of toponyms, as in the case of the National Park (now Nature Park) of Qafë-Shtamë. In the decision of the Council of Ministers, DCM no. 102, dated 15.01.1996, it is written *Qafë - Shtamë*, while in the new decision of the Council of Ministers no. 60, dated 26.1.2022, reads *Qafështamë Natural Park* (NAPA 2022), and there is no trace of consultation with any linguists for this change, neither on the official page of consultations with the public, nor in the documentation of the institution.

These changes are also noted in the following tables. The last two tables were created in the same year, before the new Decision of the Council of Ministers, (DCM) was approved. This shows the linguistic insecurity of our officials.



Fig.7 Tables in the Natural Park Qafë-Shtamë



Another difficulty is the use of foreign words such as Ranger for the Environmental Guard, established in the Protected Areas Law NR.81, year 2017. Politically, it was decided to use ranger because the nature security was established for the employees of the former Environmental Inspectorate, now part of the Territory Protection Inspectorate (MTE 2017).

Figure 8. NAPA uniforms



There are other cases, such as the inscription placed by the Catholic Church at the Nature Monument Rodoni Cape, which is written in an old language in the Gheg dialect, but this is done for stylistic reasons.

Fig. 9. Table at the Rodoni Cape



5. Rationale

Descriptions of cultural heritage objects are mostly written clearly and without errors.

Most of the errors are observed in natural heritage objects. This is due to the fact that the responsible institution National Agency of Protected Areas, NAPA, has been established for only 8 years.

The information boards in protected areas were installed in 2017, 2 years after the responsible institution was established, and this category of heritage was still unknown to the public. While the National Institute of Cultural Heritage, once the Institute of Cultural Monuments, was established in 1965.

6. Consequence, negative image

We still have a lack of information, orientation, and advisory signs in protected areas, whether natural or cultural. This problem has often been highlighted by the Albanian media.

"It was a very nice experience, but a big problem was the lack of signage, orientation and advice in areas that pose a risk due to the difficult terrain. Another problem was public transportation, the lack of signs for departure times. You could find out by asking people, but it was difficult because most of them didn't speak English," Australian tourist Jordan Stacey from Melbourne told Radio Free Europe.

But there are also instances when they are damaged by the community of the area: *"Given the fact that orientation to tourist sites is one of the images that is conveyed for our country, I would like to make a public appeal to the residents of the areas who, perhaps out of carelessness, perhaps out of the need to have these signs for their use, not to damage them, because they are very important for the orientation of tourists and visitors, to convey the best possible image for our country and for historical sites,"* said Ardis Duka, Director of the Regional Directorate of Cultural Heritage, Gjirokastër.

This issue is often brought up by the media. *"In the territory of the City of Shkodra, the lack of orientation signs for foreign tourists has become a worrying problem for them"*, emphasizes the local television Star Plus in Shkodra. Fakoje.al says: *"Residents and businessmen of the area complain that the poor road infrastructure and the lack of orientation signs are among the main reasons that prevent tourists from visiting the beach of Seman or Darzeza during the summer season"*.

CONCLUSIONS

As we have seen, some of the existing boards have spelling mistakes that create a negative image for our country. These mistakes show that the educational level of our officials leaves much to be desired in terms of spelling the national language. A positive image is very difficult to create, it takes years that is why this issue becomes important. Meanwhile, the production of information, orientation and tourist signs is an investment that is made every few years, and the correction of these signs has a high cost for our institutions.

Albania has fundamental problems related to tourism. The image let's call it an issue, in today's Albanian tourism can be a resource as well as an obstacle to development. However, considering that image is something that changes slowly and with difficulty, one should always be careful in creating policies and priorities in this regard.

REFERENCES

Bali Sharl, (2006), *"Gjuha dhe jeta"*, "Language and life", translate by M.Samara, Albatros

EuronewsTv (2023), *Tabelat orientuese për turistët, rivendoset sinjalistika e dëmtuar në Gjirokastër*, (Orientation boards for tourists, damaged signage in Gjirokastër is restored), EuronewsTv on line, 6 April, retrieved from <https://euronews.al/tabelat-orientuese-per-turistet-rivendoset-sinjalistika-e-demtuar-ne-gjirokaster/>

Fakoje.al (2020), *Turizmi në Fier i kushtëzuar nga infrastruktura rrugore*, (Tourism in Fier conditioned by the road infrastructure) on web, 26 Jun, retrieved from <https://fakoje.al/turizmi-ne-fier-i-kushtezuar-nga-infrastruktura-rrugore/>

Saussure. F, “*Course de Linguistique Generale*”, (1997) Paris, translate by R, Ismaili, “Kursi i Gjuhësisë së Përgjithshme”, Prishtinë ‘97

Tompkins, J. (1988). *A Short Course in Post-Structuralism. College English*, 50 (7), 733–747.
<https://doi.org/10.2307/377671>

Top Channel Tv (2022), *Vendimet e gjykatave me gjuhë rruge*, (Court decisions in street language), Top Channel Tv on line, 9 February, retrieved from <https://top-channel.tv/2022/02/09/top-story-vendimet-e-gjykatave-me-gjuhe-rruge/>

MTE (2020) *Ligj nr. 81/2017, Për zonat e mbrojtura*, (Law no. 81/2017, For protected areas) retrieved from https://turizmi.gov.al/wp-content/uploads/2018/05/Ligj_81_2017_04.05.2017-Per-Zonat-e-Mbrojtura.pdf

NAPA (2022) *Qafështamë*, retrieved from web <https://akzm.gov.al/parku-natyror-qafeshtame/>

Radio Evropa e Lirë, (2023), *Bumi turistik në Shqipëri: “Njerëzit janë shumë miqësorë”*, (Tourist boom in Albania: “People are very friendly”), Radio Evropa e Lirë on line, 10 September, retrieved from <https://www.evropaelire.org/a/turizmi-shqiperi-njerezit-miqesore/32584722.html>

Samara M, (2005) “*Historia e gjuhës letrare shqipe*”, (History of the Albanian literary language), SHBLU, Tiranë

Saliu Z, (2019) *International Journal of Albanology*, and Issue No: 11-12, Page Range: 243 – 248, <https://www.cceol.com/search/article-detail?id=953942>

Korneeva A. etl, (2019), *Functions of language in the social context*, SHS web of Conferences 69, 00064 <https://doi.org/10.1051/shsconf/20196900064> CILDIAH-2019

Kurti E. (2017) *Ndikimi i komunikimit elektronik në respektimin e standardit të të shkruarit të gjuhës shqipe nga nxënësit e arsimit të mesëm të lartë*, (The impact of electronic communication on the observance of the standard of writing of the Albanian language by students of higher secondary education), desertion, European University of Tirana, https://uet.edu.al/wp-content/uploads/2021/11/Elida_Kurti.pdf

Hudson R. A. (1996) *Sociolinguistic*, publisher by Cambridge University Press, London, 13 - 279 pages

Starplus-tv (2016), *Lekaj: mungojnë tabelat orientuese për turistët*, (Lekaj: lack of orientation signs for tourists) Starplus-tv on line, 27 September, retrieved from <https://www.starplus-tv.com/lekaj-mungojne-tabelat-orientuese-per-turistet/>

A CRITICAL DISCOURSE ANALYSIS OF THE GENDER IDENTITY IN *INCREDIBLES 2*

H.Gülşah Ertükenmez*, Nalan Kızıltan²

¹Ondokuz Mayıs University, Samsun, Türkiye

²Ondokuz Mayıs University, Samsun, Türkiye

*ertukenmezgulsah@gmail.com

*kiziltannalan9@gmail.com

ABSTRACT

Throughout the history, sex and gender have been used interchangeably. In the course of time the difference between their meanings became invisible. Gender types and reflection of identities are important for the society. In order to raise awareness among children, TV series that children watch frequently have been selected. In the movie *Incredibles 2*, the changing roles of the gender identities are represented. The plot shows people that traditional gender identities are now changing, incorporating superheroes and fantasy elements. This study focuses on investigating the impact of changing gender identities on vocabulary use in *Incredibles 2*. This research aims to analyse the vocabulary both used by men and women in the movie in terms of changing gender stereotype. Utterances used by both gender types have been analysed according to the rubric of vocabulary of discourse analysis. The research has been conducted using qualitative research method. A content analysis is carried out throughout the movie. The study discusses how gender role is depicted through vocabulary, word usage and communication strategies used in the film. Gender roles of the past is different in today's world. This shift has introduced new responsibilities for both women and men. With the new era, responsibilities which expected from women and men are changing into a new identities.

Keywords: Discourse Analysis, Content Analysis, Gender Identities, Animation

INTRODUCTION

Changing of gender identities and responsibilities in society and social life have had a great impact on today's human life. Language use and discourse are also one of the basic building blocks of human communication and life. Throughout the history, terms sex and gender have been used to alternate each other. Thus, in the course of time the difference between their meanings became invisible. It is a common misunderstanding that the terms gender and sex refer to the same idea. They are very distinct from one another in fact. Our biological status can be best described as sex. It expresses and demonstrates our physiological and biological traits; those traits that are constant across all societies and time periods. On the other hand, gender is what our community asks us what to do, think, or behave (Fahire, 2020).

The idea of gender roles is one that is socially constructed by the community as a whole. They describe what you must do and what you are not required to do. Men and women have different duties that have been allocated to them based on their sex, such as men are the breadwinner and head of the household. Women, on the other hand, tend to be stay-at-home parents whose major responsibility is acting as the family's primary caretaker. In addition, women cannot participate in family decision-making, since social norms dictate that only men should be allowed to do so.

Problem Statement

In the age that changes in every aspect, society and human life are also changing. In the 21st century, we have moved away from the traditional and standardized gender identities given to people and the responsibilities that come with them. This situation has managed to show itself dominantly in all areas of social life and has also become the focus of the media. The research focused on investigating the impact of changing gender identities on vocabulary use through the critical discourse analysis. This research is applied to the famous animated movie *Incredibles 2*, the aim of which is to train young audience for gender roles.

Purpose of the Study

This study aims to analyse the vocabulary both used by male and female characters in the movie in the terms of changing gender stereotype. Besides, this research discusses how gender identities are reflected in the movie of *Incredibles 2*.

Research Questions;

This study discusses the following questions;

- 1) How are gender identities reflected?
- 2) What kind of modifiers are used to reflect gender identities?

LITERATURE REVIEW

The traditional gender roles in society and the roles of men and women have been reflected in the media in the same way until today. Images such as princesses, princes and kings took place in films, TV series, especially in animated films appealing to children. In most of the animation characters, certain gender roles and the physically and mentally stereotyped actors who take on those roles were observed. For example, in the media, passive and shy female characters who cannot take on their own responsibilities, fail, need the presence of another person, especially a man, were portrayed as princesses. On the other hand, male characters were featured in the media in the roles of princes and kings, who were in the upper authority in the dominant, decision-making role, strong, sociable, equipped with heroic features. It is seen that these gender roles, which have become dominant in society and make life difficult for people, are also reflected in the media. The roles of both gender are represented in discourse.

Systemic Functional Linguistics is a model of grammar that was developed by Michael Halliday in the 1960s. It is part of a broad social semiotic approach to language called systemic linguistics.

‘‘A systemic grammar differs from other functional grammars (and all formal grammars) in that it is paradigmatic: a system is a paradigmatic set of alternative features, of which one must be chosen if the entry condition is satisfied.’’ (Halliday, 1992)

In the key elements of SFL, Halliday’s theory is stated as ‘‘four stratification’’. The notion ‘stratification’, stated that language is analyzed in terms of four strata: Discourse-context, Semantics, Lexico-Grammar and Phonology-Graphology.

In discourse, context plays an important role. In terms of three major strands, Halliday models the context of situation, in which the features of the context are intimately related to the language used to construct text. (Matthiessen & Halliday, 1997)

The SFL characterizes a three-level model of language as a tristratal model of language within the language itself.

(Egins,2004) Discourse-Semantics has three metafunctions. They are: Interpersonal metafunctions, Ideational metafunctions, and Textual metafunctions. Lexico-grammar is a stratum that combines vocabulary and grammar and demonstrates how language is understood in both lexis and grammar. The terms "phonology," "orthography," and "graphology" relate to the writing, wording, and sound systems. Choices of process (verb) type realize the ideational, or cognitive, function of language; choices of subject and object have to do with "participants" and their semantic roles; choices of "circumstances" have to do with adverbial choice. The interpersonal function is to do with the kinds of communication roles chosen, together with ways of assessing usually and probability. The textual function of language; because word order is central in the structure of English the first word or ,in the clause/clause-complex will be the message of the clause/clause complex.

The analysis focuses on the language's use and content in various social contexts to determine how a text conveys meaning. Discourse analysis attempts to understand how language structures texts and social contexts by "going beyond the word or sentence." Giving people a better understanding and appreciation of language and "how it becomes meaningful to users" is the primary objective of this qualitative research approach.

Discourse analysis can also offer crucial perceptions into human interaction and communication. It can assist in comprehending how language affects interactions with others and actions. It can aid in comprehension of the dynamics of privilege and power in social interactions. Additionally, it can assist in recognizing patterns in communication, language biases, and persuasive techniques.

Critical discourse analysis is a qualitative analytical approach for critically describing, interpreting and explaining the ways in which discourses construct, maintain and legitimize social inequalities.(Mullet,2018)

“Critical Discourse Analysis is a type of discourse analysis research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in social and political contexts” (Van Dijk,2004) Schiffrin, D., Tannen, D., & Hamilton, H. E. (2003).

As of the changing time and social life, gender roles and responsibilities have begun to change, and women and men have begun to throw away the responsibilities that have been imposed on them. This change had a great impact on the media and television, and scenarios and fictions were created about the changing roles of men and women and the inner face of the imposed duties. The aims of the Critical Discourse Analysis are; to investigate how meaning is created in context, to expose how language is used in the socio political abuse of power, to uncover opaqueness and power relationships.

According to Coates' (1986) research, women have altered the conventional view of women as kind, loving, and sensitive people. The way women think and use language has evolved with time and societal development. (Hajimia, 2021). He found that women had begun to change their speaking strategy when traditional strategy was said to be the cause of women being considered lower status compared to men.

There are studies that West & Fenstermaker have conducted (1995). The sociocultural factors that affect how gender develops have been discussed. This is because, in accordance with West & Fenstermaker (1995), social and cultural factors more strongly influence gender conception. The term "gender" does not refer to a set of traits that must be followed in order to identify a person's identity; rather, it refers to physical prominence, including behavior, clothing, walking and sitting patterns, language, and words used, all of which are indicators of the anatomical structure, hormones, and chromosomes of the person in question. The society that establishes the normative concept of attitudes and behaviors that are appropriate to a certain gender's behavior also shapes these qualities. In the meantime, gender, according to West & Fenstermaker (1995), is the mechanism of social behaviors that support the repetition of social structures and is more than just the role or nature of the individual. As a result, one of the social agents that manipulates the repetitions of specific social institutions to further their own commercial interests is the mass media (Alsarireh, Singh and Hajimia, 2021) .

In *Incredibles 2*, The Parr family, also known as the *Incredibles*, confront the Underminer three months after defeating Buddy Pine and stop him from demolishing city hall, but they are unable to stop him from robbing a bank and escape. The government closes the Superhero Relocation Program due to collateral damage. Affluent entrepreneur Winston Deavor and his sister Evelyn, offer Lucius, Helen and Bob secret missions. To restore the public's faith in superheroes, these will be documented and made public. Due to her lower accident rate compared to the men, Winston chooses Helen for the first missions. As all of this is going on, Bob finds it difficult to adjust to his new role as a stay-at-home father.

Helen meets the supervillain "Screenslaver" in the city of New Urbem. He uses computer hacking to project mesmerizing pictures. Winston announces a conference of world leaders to legalize supers at a party honoring the Screenslaver's capture. The summit will be held onboard his luxury yacht, the Everjust. To limit Helen's ability to

stretch, Evelyn restrains her in a freezing room and forces her to wear the goggles. Identifying herself as the real Screenslaver, Evelyn expresses her anger at the public's dependence on supers to explain the deaths of her and Winston's parents. Evelyn intends to sabotage her brother's summit in order to permanently damage the reputation of all supers and make sure they are prohibited from ever returning, forcing the general population to handle their own problems.

Evelyn sends a group of hypnotized supers to subdue the Parr children after drawing Bob into a trap. Arriving to guard them and assist in fighting off the hypnotized supers, Lucius finds himself overpowered. Violet, Dash, and Jack-Jack make their getaway in Winston's yacht after recovering their father's supercar, the Incredible. Fascinated, Bob, Helen, and Lucius broadcast a resentful speech, conquering the crew, pointing the ship toward New Urbem, and smashing the controls while the ship was in a state of hypnosis. After Jack-Jack takes off Helen's goggles, Bob and Lucius are set free by Helen. In order to stop the yacht from collision with the city, they free the other mind-controlled supers and cooperate with one another. When Evelyn attempts to get away in an aircraft, Helen stops her and she is taken into custody. Supers all over the world are congratulated on what they've done and are granted legal status again.

Main Characters can be divided into two groups according to the family members and allies; The members of the Parr Family are, Bob Parr who has the features of superhuman strength, near-invulnerability, enhanced speed, superhuman agility, superhuman endurance, enhanced senses. Helen Parr who has the features of elasticity, shapeshifting, picnokinesis (density manipulation). Violet Parr who has the features of invisibility and force field projection. Dash Parr who has the features of superhuman speed and superhuman reflexes. Jack-Jack Parr who has the features of polymorphing, enhanced strength and dexterity, Laser vision, Telekinesis, levitation, teleportation, megethoskinesis, self-duplication, intangibility, wall-crawling. The members of the Allies are, Lucius Best also known as Frozone who is a member of superheroes. Edna Mode, she is a fashion designer renowned for designing the costumes of several famous superheroes and friend of the Parr Family. Rick Dicker and Winston Deavor who is the head of a world-class telecommunications company alongside his genius sister, Evelyn Deavor. She is the brilliant brainchild behind her brother Winston's telecommunications company, knows her way around tech. She is revealed to be the true Screenslaver and evil mastermind behind.

Other Characters can be divided into three groups as Civilians, Antagonists and Other-Supers. Civilians are Tony Rydinger and Ambassador Henrietta Selick. Antagonists are The Underminer and Screenslaver. Although the Screenslaver remains mysterious, the diabolical use of technology to control the people of Municiberg may be the most dangerous threat the *Incredibles* have ever faced. Other Supers are called Brainstorm Icebreaker, Brick, Cliffhanger, Dehydra, Diabla, Firebreak, Fironic, Krushauer, Reflux, Screech, Shock&Awe, Vapora and Voyd. ei mea.

METHODOLOGY

This study analyses the changing role of the gender identities of male and female characters of the movie "*Incredibles 2*". This study analyses the gender identities of the characters according to Halliday's Systemic Functional Grammar and Fairclough's theory of Discourse Analysis.

Research Design

Each of the transcript in the movie has been analysed according to the rubric of vocabulary of discourse analysis. The research has been conducted using qualitative research method. A content analysis is carried out throughout the movie. "Any technique for making inferences by objectively and systematically identifying specified characteristics of messages." (Holsti, 1969). Content analysis is a research methodology used to analyze qualitative data in a systematic and objective manner (Berelson, 1952; Krippendorff, 2004). It involves examining texts, documents, or other forms of communication to identify patterns, themes, and relationships (Neuendorf, 2002). Content analysis can be applied across various disciplines, including communication studies, psychology, sociology, and education, among others (Hsieh & Shannon, 2005). In the movie *Incredibles 2*, there are also moral messages about the parenting, responsibilities and emotional sides of being a care-taker. These sides of the movie was also explained in the research. Text will be analysed according to Halliday's Theory of Systemic Functional Linguistics. In order to analyse the Movie, the following rubric developed has been used.

Rubric of Analysis

Table 1. Rubric of Analysis

Ideational Meaning	Participants	ACTOR(S) Female Male	
	Processes(Verbs)	Transitive Intransitive	
	Circumstances	Adverbials	Place Manner Time
Interpersonal Meaning	Social Roles	Mood	Epistemic Modality Deontic Modality
		Modality	Modals (can,will) Politeness (Status, power) (Could,would)

<u>Textual Meaning</u>	Information Value	<u>Theme(What's comes first)</u>
		<u>Rheme(What's comes next)</u>
	<u>Cohesion</u>	<u>Cohesive units (Conjunctions)</u>
		<u>Lexical Cohesion (Repetition,synonym ,collocations)</u>

FINDINGS AND DISCUSSION

The text of *Incredibles 2* was produced by Pixar Animation Studios and distributed by Walt Disney Pictures, *Incredibles 2* is an American animated superhero film from 2018. It is the follow-up to Brad Bird's *The Incredibles* (2004) and the second feature-length entry in the series. The narrative centers on the *Incredibles* as they attempt to mend the public's mistrust of superheroes while juggling their personal lives, only to face off against an unfamiliar opponent who wants to turn the public against all superheroes. In the movie *Incredibles 2*, the changing roles of the gender identities are represented. In the movie, Helen work to fight the bad persons while Bob should stay at home and take care the children. The scenario shows people that traditional gender identities are now changing, incorporating superheroes and fantasy elements. According to the norms, the roles given to males (M) and females (F) are shown as the opposite in the movie which gives the audience a thought-provoking and challenging atmosphere.

Script 1

DASH (M): Everybody, stay back! Okay? Stay back! (TWICE) [runs away]

VIOLET (F): You're not sticking me with baby-sitting!

Interpersonal Meaning

“Interpersonal meaning is meaning which expresses a speaker’s attitude and judgments.” (Gerot and Wignell, 1994, s.13).

In the script 1, sentences of Dash and Violet show the imperative types of the mood. Dash keep telling people to ‘Stay back!’ and Violet expresses her opinion by shouting at her brother about this issue because she is uncomfortable with this responsibility being left to her. The imperative sentences and exclamations, the loudness and sharpness of the voice tones in these speeches represent the conflict of responsibility between the roles of men and women. Since the male figure wants to do heroic behavior himself, he tries to give this situation, such as babysitting, to his sister, which he associates with the female figure. On the other hand, the sister, who thinks that the female figure can show the same heroic behaviors, argues that the babysitting job should also be given to the brother.

Script 1,

In terms of the social meanings of these sentences, standardized gender roles are implied into the sentences. According to society. Woman should take care of the baby no matter what her role (sister,mom, grandma etc.) is. In this sentences, brother of the baby does not want to take care of the baby and he give this responsibility to her sister.

The widely held essentialist perspective explains ingrained cultural presumption, namely that there are inherently two genders associated with the two sexes. Referred to as "the gender order" by Connell (1987) (Maharaj,Z, 1995), this

describes the prevailing belief that men and women are binary opposites, with men and women being strong and women being emotional, and that they are essentially different from one another(dichotomous).

Textual Meaning

Gerot and Wignell (1994: 14) review that Textual Meaning is about the way information in a text which is developed through Theme and Rheme.

In the script 1, cohesion example of the textual meaning can be seen as reiteration and collocations. Reiteration means either restating an item in a later part of the discourse by direct repetition or else reasserting its meaning by exploiting lexical relations. Besides, collocation means that words frequently go together.

Dash (M):Everybody, stay back! Okay? Stay back! (TWICE) [runs away]
(Reiteration)

Violet (F):You're not sticking me with baby-sitting! (Collocation)

Dash with the term “everybody” refers to the crowd at the parking lot.

Violet standing for the rheme is accusing Dash as a theme of baby sitting.

Script 2

Helen (F): Superheroes are illegal. Whether it's fair or not, that's the law.

Bob (M): The law should be fair. What are we teaching our kids?

Helen (F): To respect the law!

Bob(M): Even when the law is disrespectful?!

Helen(F): If laws are unjust, there are laws to change them! OTHERWISE, it's CHAOS!

Bob(M): Which is EXACTLY WHAT WE HAVE!

[Helen slams the table. Bob takes a bite from an egg roll.]

Interpersonal Meaning

Power meaning of the modality is used in the Helen’s utterances. Law shows that, superheroes are illegal whether it’s fair or not. According to her, they should teach their kid to live according to law. In her utterances, one of the branches of politeness, power can be seen strongly.

Ideational Meaning

In the script 2, participants of the movie which is called characters are presented in a scene. It is seen that the family had to hide their superhero identities despite the modern age, and the conflict between the parent figures due to differences of opinion, and during the conflict there was tension about what to teach the children. Female and male characters try to outtalk each other because both characters want to teach their own opinion to the children. At the end of the dialogue, they accept the opinion of the mother. This shows female characters opinions are important and their opinions are no longer ignored. Besides, speech and identity of the characters is also shows the representation of the genders. Women speak with emotion and feelings to develop relationships, whereas men speak informationally. Men speak in direct imperative sentences because they are typically domineering; women, on the other hand, speak politely when asking someone to do something.

In the script 2, circumstance is also presented. Circumstances contain information about what, where, when, why, how, and how many and it is divided into. What, when, which and ongoing sentences explain their situation about being superheroes according to the law.

Repetition of words and the role played by certain basic semantic relations between words in creating textuality. According to Halliday&Hassan (1976), the relations between vocabulary items in texts are two, namely Reiteration and Collocation.

In the script 2, there is also a collocation about the job of the family;

Helen(F): Superheroes are illegal.
(Collocation)

Script 3

Helen (F) : Dicker is done, Bob. Any thought we had about being Supers again is fantasy. One of us has gotta get a

job.

Bob (M) : “One of us”?

Helen(F): You did a long stint at Insuricare.

Bob(M): Hated every minute of it.

Helen(F): I know it was hard on you. Maybe it's my turn at in the private sector and you take care of the kids...

Bob(M): No, I'm doing this. I need to do this. You know where my suit and ties are?

Ideational Meaning

In the script 3, female and male characters are talking about their future. In this conversation, the main topic is who is going to be a working-parent and caretaker? They had a complex talk about the work sharing. The mother, who has not been working for a long time and who takes care of the children at home, says that she should return to work now, but is rejected by the father with clear language. According to the traditional family structure, while the mother is the person who has to do the housework and take care of the children, the father is the person who should actively contribute to the home in his working life. In this scene, process of working and work-sharing and taking care of children by father as circumstances are have been presented by the participants as the ideational meaning.

"Femininity" and "masculinity" refer to the identities we create based on our gender identity as men or women. Gendered identity, or the extent to which people perceive themselves as male or female in light of what it means to be a man or woman in a particular community, is the definition of femininity and masculinity. For instance, Mr.Incredible being the family's primary provider and physically strong, fit and athletic are indicators of common masculinity, whereas Mrs.Incredible emotionally invested, kind, slender, and attractive shows typical feminine traits. Masculinity and femininity are concepts that are flexible and changeable because these behaviors are defined and constructed by culture.

Interpersonal Meaning

In the script 3, there are two different modalities. Female and male characters are talking about their situation and they use these sentences in terms of modality;

Modality have two parts, Epistemic Modality expresses the speaker's opinion about the truth. Deontic Modality is concerned with ability, permission, requesting and commanding.

Helen (F): One of us has *gotta get* a job. (Epistemic Modality)

Bob(M): No, I'm doing this. I *need to do* this. (Deontic Modality)

Epistemic modality is used in the Bob and Helen's utterance. It is because of the fact that one of them should work to support the family as a part of the reality.

Besides, in terms of social roles. Parents try to decide the responsibilities of both home and job. While such a decision was not even a matter of discussion in the past, now with these dialogues, a plan can be made in which this situation has already changed, where the mother figure works and earns financial income, and the father figure stays at home and completes the work of the house and his children. The sharp language of the male figure throughout the conversation and his clear rejection of this situation are an example of the opposite of politeness.

Textual Meaning

In the script 3, there are also collocations which used by female figure.

Helen(F): You did a long stint at Insuricare.

(Collocation)

Helen(F): I know it was hard on you. Maybe it's my turn at in the private sector(Collocation) And you take care of the kids.

Script 4

Mr. Incredible (M): This sounds great! Let's get this going. What's my first assignment?

Winston (M) : That enthusiasm is golden. (chuckling) Now hold on to it. But for our first move, well, Elastigirl is our best play.

Mr. Incredible(M): Better than me? (Annoyed, Elastigirl clears her throat)

Mr. Incredible(M): I mean, she's good. (stammering) She-uh-Really, a credit to her...but uh, You know. (chuckles nervously) You know.

Textual Meaning

Collocation and Alliteration can be seen at the utterances of male figures in a positive way of meaning.

Mr. Incredible (M): This sounds great! Let's get this going. What's my first assignment? (Collocation)

Winston (M) : That enthusiasm is golden. (chuckling) Now hold on to it. But for our first move, well, Elastigirl is our best play.

Ideational Meaning

In the script 4, main characters of the movie are talking about their plan. Winston Devaor wants to make the superheroes legal again and he runs a campaign for this goal. Elastigirl will be the advertising face in this campaign. She has an enthusiasm and ready for work really hard to get better life for her family. On the other hand, the male figure (Mr. Incredible) thinks that why he wasn't the first one chosen and he's trying to sarcastically cover up that he's upset about this situation. In terms of the social meaning of this part of the script; Gender differences and its pressure on the woman can be seen clearly. Because, Men thinks only they can be the best at the workplace and woman have to be behind them in terms of career life. Mr. Incredible reflects this idea by saying "Better than me?, you know" in the play.

This shows that the male character's ego manifests itself even in the case of his wife's success, and that, as a result of male dominance, he is disturbed by the female character's prominence.

Script 5

Helen (F): Okay, nothing's wrong with Jack-Jack. But even a normal baby needs a lot of attention. I'm just not sure I can leave.

Bob (M) : Of course you can leave. You've got to. So that I—we can be Supers again, so our kids can have that choice.

Helen(F): (scoffs) So you can have that choice.

Bob(M): All right, yes! So I can have that choice. And I would do a Great JOB! Regardless of what Deavor's pie charts say or whatever...But they want you. (strained) And you'll do a great...job...too.

Ideational Meaning

In the script 5, where the course of the film changes direction by the birth of the child which indicates of new generation, the established judgments about the roles of men and women in domestic life are changing. Their new situation is given by the female and male characters. Ideational meaning is now represented as a whole in a scene.

In terms of social messages, selfishness of Bob can be seen clearly. Because he consciously uses the personal pronoun "I" instead of "us" and then tries to clarify the meaning on his own. Also, the pauses when he speaks shows us his unwillingness to the housework.

In this part of the movie, Dad tries to give attention to his child and their issues. But, sometimes he struggles in some of them but this situation make Bob angry. Because, at the beginning of the movie, he thought that house works are easy and he will be the best at them. But, things are not easy as he thinks. He struggles at Math. When Dash decided to wait for his Mom to get back from the hero work. Bob gets angry it is because he thinks he cannot understand anything he does not. This situation shows us Bob sees himself as superior to his wife and what she can do. And it is humiliating for him not to be able to do what his wife can do.

Interpersonal Meaning

In the script 5, modals are used in the sentences of communication. Male figure use these modals to express his idea about the superhero campaign;

-Of course you can leave. You've got to. So that I—we can be Supers again, so our kids can have that choice. (Deontic Modality)

Deontic Modality is used in the Bob's utterance. It is because of the fact that Bob gives permission about the job and talk about the abilities of the family members.

In terms of social roles, the reflection of the change in the roles of men and women on family life is represented. Despite the selfish and sharp sentences in the conversations, the mother figure ultimately becomes the one who works and earns financial income, while the father decides to handle the household and parenting duties. But the sentence he used when making this decision was that the reason for accepting this job was that the situation would be in his own interest at the end of the incident.

Textual Meaning

These sentences carry information value. Utterances of Helen gives reason and conclusion.

Bob(M): All right, yes! So I can have that choice. And I would do a Great JOB! Regardless of what Deavor's pie charts say or whatever...But they want you. (strained) And you'll do a great...job...too.

Helen (F): Okay, nothing's wrong with Jack-Jack. But even a normal baby needs a lot of attention. I'm just not sure I can leave.

Script 6

Bob (M) : I don't know that way! Why would they change math?

Dash (M) : It's okay, Dad.

Bob(M): Math is math! MATH! IS! MATH! (Alliteration)

Dash(M): I'll just wait for Mom to get back.

Bob(M): What?! She won't understand it any better than I do...

Ideational Meaning

In terms of circumstances, Dash(Male) talks about the time to complete his homework.

Dash(M): I'll just wait for Mom to get back.

Bob(M): What?! She won't understand it any better than I do...

Textual Meaning

In the script 6, repetition can be seen at the speech of male figure.

Bob(M): Math is math! MATH! IS! MATH!

In this scene, the male figure continues to struggle with the tasks of parenting. The sentences he makes regarding this difficulty, exclamation marks and voice elevations are examples of the harsh temperament and command utterances seen in male figures, which are contrary to politeness in terms of behavior.

Interpersonal Meaning

In the script 6, using of 'would' can be seen in the sentence as a term of politeness in the interpersonal meaning.

-I don't know that way! Why would they change math?

In this scene, the beginning of the father figure's difficulties after he starts doing housework is seen. The father, who encounters in practice the parenting, homework, and moral support that he sees as easy, has difficulties even with basic mathematical rules, which he never thought were so. Meanwhile, a reproach is seen.

Script 7

Elastigirl (F) : (The Elasticycle starts ringing) Someone's calling! Switching over!

(Call switch to Bob and Dash)

Dash (M) : Hey, Mom. I can't find my high-tops and Dad can't find them either. But he won't call you and ask, so I am.

Bob (M) : (in background) Do NOT call your mother!

Elastigirl(F): Dash, honey. Can't talk right now, but look under your bed, okay.

Ideational Meaning

In Dash's utterances, circumstance of he was given a situation where he could not find his belongings and therefore searched for them. This is the type of manner in terms of ideational meaning.

Dash (M) : Hey, Mom. I can't find my high-tops and Dad can't find them either. But he won't call you and ask, so I am.

Interpersonal Meaning

In the script 7, one of the modals is used by the female character in terms of modality as an interpersonal meaning.

Dash, honey. Can't talk right now, but look under your bed, okay.

In terms of social roles, in this scene, even while the mother figure is doing a very difficult heroic job, she picks up her ringing phone and does her best to politely and briefly help her child. But before the girl makes the phone call, her father tries to prevent her. The reason for this situation can be discussed as not wanting to disturb the busy mother or the fear of thinking that the father cannot even do such an easy job.

Textual Meaning

In the script 7, collocation can be seen in the sentence of male figure.

Dash(M): Hey mom. I can't find my high-tops and dad can't find them either. But he won't call you and ask, so I am. (Collocation)

Script 8

Helen (F) : He had an injury! I knew it! I'm coming home right now! I never should hav[-e]

Bob (M): No, no, no injury. Stay there and finish your mission. You never should-should have...what? You don't think I can do this?

Helen(F): No, no. Sorry. I misspoke. Do you need me to come back?

Bob (F): No, no. No, I've got this. Everything's great.

Interpersonal Meaning

In the script 8, usage of modals and politeness of the female figure can be seen in one sentence.

-Do you need me to come back?

The parents, who experience a little insecurity about child care at the beginning of the conversation, later improve their communication with the polite and understanding speech of the female figure. According to research, it has been observed that in such conflict situations, men speak more harshly and in a way that leads to victory, while women speak more politely and softly.

In this episode, the mother character's distrust of the father's success in babysitting or housework is reflected. The couple, accustomed to living in accordance with traditional family models, tend to show various insecurities after their roles change. The reason for this may arise from the possibility that the responsibilities brought by the roles will force the other partner.

As a result of these constructions not being innate, what is portrayed as masculine and feminine can differ across cultures, social classes, and generations (Baker 2003). More significantly, both men and women are capable of exhibiting, embodying, and embracing the attitudes and behaviors that are associated with being masculine and feminine. Put another way, some women may and do display masculine traits like being muscular, dominant, and aggressive, while some men can and do display feminine traits like being emotionally expressive and sensitive. Certain forms of masculine and feminine acts tend to be more common in any community of practice. Accordingly, these actions are seen as the accepted norms of what it means to be a man or a woman (e.g., Connell & Messerschmidt 2005; Baker 2008).

Textual Meaning

In the script 8, repetition and collocation can be seen at the speech of both male and female characters.

Bob(M): You never should-should have...what? You don't think I can do this? (Alliteration)

Helen(F): No,no sorry. I misspoke. Do you need me to come back?
(Collocation)

Script 9

(Bob's in bed having trouble falling asleep)

Bob(M): (mumbling while Imitating Dash) "Hey, Dad, it's okay. I'll just wait for Mom to get home." As if she could...I know how to...I can do math. Oh, brother...(Imitates Dash again) "Wait for Mom!" (gets up from bed) What am I, a substitute parent? It's not my fault they changed math.

Interpersonal Meaning

Modals of politeness can be seen in Bob's utterances when he mumbling while imitating Dash about the dialogue between them.

Bob(M): (mumbling while Imitating Dash) "Hey, Dad, it's okay. I'll just wait for Mom to get home." As if she could...I know how to...I can do math. Oh, brother...(Imitates Dash again) "Wait for Mom!" (gets up from bed) What am I, a substitute parent? It's not my fault they changed math.

Textual Meaning

In the script 9, collocation is used by male character.

Bob(M): (mumbling while Imitating Dash) "Hey, Dad, it's okay. I'll just wait for Mom to get home." As if she could...I know how to...I can do math. Oh, brother...(Imitates Dash again) "Wait for Mom!" (gets up from bed) What am I, a substitute parent? It's not my fault they changed math.

(Collocation)

Script 10

Evelyn(F): Good night(to Elastigirl) Must be nice for you, being out front after all this time.

Elastigirl (F) : Out front?

Evelyn(F): Well, it's been a while since your superhero days and even then, you were kind of in Mr. Incredible's

shadow.

Interpersonal Meaning

Modals of interpersonal meaning can be seen in Evelyn's utterances to Elastigirl.

Evelyn(F): Good night(to Elastigirl) Must be nice for you, being out front after all this time.

Textual Meaning

In the script 10, alliteration is used by the female character;

Elastigirl (F) : Out front?(Alliteration)

In this episode, however, it is seen that the villain, who wants to affect Elastigirl in a negative way, uses the inequality between men and women for this purpose. It is seen that she has been in the shadow of the character of Bob for years and that the popularity she is experiencing now can be good for her. Also, An analogy was made using the words out front and shadow.

Script 11

Elastigirl (F): (on TV) Girls, come on. Leave the saving the world to the men? I don't think so.

Interpersonal Meaning

In the script 11, it is reflected that the ideas of inequality between men and women appear in different situations in society. Elastigirl addressed the women, talking about how strong they are, referring to the state of saving the world.

Elastigirl(F): (on TV) Girls, come on. Leave the saving the world to the men? I don't think so.

In this part of the scene, the actress is speaking on a medium that can easily reach and influence all humanity, such as television. In this speech, Elastigirl addresses girls and women and states in the subtexts of her sentences that any difficult job that requires strength and skill, such as heroism, is actually suitable for women and is not specific to men. In this case, a portrait of a strong hero, a loving mother, an understanding wife, and a person who can achieve all of these at the same time is drawn, trying to break the taboos established from past to present on the roles of men and women.

Script 12

Interpersonal Meaning

Edna (F): (To bob) Done properly, parenting is a heroic act. Done properly.

In terms of social roles, in script 12, one of the main female characters from the movie, Edna, made a significant sentence to the male figure, Bob;

Edna(F): Done properly, parenting is a heroic act. Done properly.

In this part, Edna emphasized that parenting is also a heroic act as long as it is done properly, emphasizing that there is no superiority between these changed roles, but both are important enough. ei mea.

CONCLUSION

The gender roles of the past are no longer applied in *Incredibles 2* (2018), which instead depicts married life in the current period, when males are still expected to provide for their families as the primary caregivers, yet women have the chance to work and generally enjoy the same privileges as men. The gender role depiction of the characters in this film is examined through their choice of vocabulary, word use and communication strategies. Helen, who was a housewife and a part-time heroine, now has full access being a working woman. On the other hand, Bob, who used to be a breadwinner of the family and worked full time as a superhero, is now a stay-at-home father with his children. Through the idiolect of the characters, their perspectives and identities can be seen explicitly in the scripts. For example, the mother Helen, Elastigirl frequently uses a language that demonstrates her leadership abilities; she uses forceful and convincing language to take control of the situations. On the other hand, Mr. Incredible frequently uses a language through which his attitude towards house holds traditionally. Whereas in the first script Bob, Mr. Incredible suffers from his new role as a stay-at-home father, later he seems to be pleased with his role as a super father of the family. While the son of the family, Dash's dialogue may indicate his gregarious and impetuous nature, the daughter of the family, Violet's speech patterns may indicate adolescent uncertainty and a hidden desire for independence. The baby Jack-Jack participates in communications through babbling. The family's bestfriend, Frozone's cool and witty speech

establishes camaraderie, while the avatar Screen Slaver's creator Evelyn's sophisticated and manipulative language highlights her intelligence and arrogance. Besides all the features of the main characters, the names of them seem reflecting their identities very well in discourse, since 'Helen' means light and the face that launched a thousand ships; 'Bob' signifies fame and bright, unifying light and bright to make a perfect fit; 'Dash' indicates energetic, little boy and fast runner; 'Violet' demonstrates power and nature; 'Jack-Jack' used in duplication shows healthy, strong and full of vital energy; 'Frozone(Lucius)' means white and light for the black character; 'Evelyn' denotes life and wished for Screen Slaver. As is seen, the locutors in the scripts represent their identities derived from their meaning of the names.

According to the Halliday's Systemic Functional Grammar, the ideational, interpersonal and textual functions have been used appropriately in scripts of *Incredibles 2* in modern life. In terms of the Ideational Function, gender roles which underline gender solidarity are indicated well through the hidden superhero characteristics throughout the scripts. In accordance with Interpersonal Function, two types of modality as epistemic and deontic are used according to the appropriate settings with appropriate discourse markers as can, have to, want, will, etc. With regard to the Textual Function, all the film scripts are designed coherently and cohesively not to lead the readers to misunderstanding in scripts. The messages in the scripts are transferred with the themes standing for the actors at the beginning of the sentences and rhemes coming after themes, representing the rest part of the sentences.

This discourse analysis of *Incredibles 2* may be a good example for the 21st century in which roles and responsibilities of gender change. *Incredibles 2* may also be important for training children in terms of gender solidarity. Last but not least, *Incredibles 2* may appeal to the roles of adult speakers of both gender in real life.

P.S This is a revised article of the oral presentation in International Sociolinguistics Research Symposium, 23-25 November 2023 in Diyarbakır, TÜRKİYE.

REFERENCES

Alkhrisheh, H., Aziez, F., & Alkhrisheh, T. (2019). A study on gender and language differences in written texts. *Research and Innovation in Language Learning*, 2(2). <https://doi.org/10.33603/rill.v2i2.2028>

Alsaraireh, M. Y., Singh, M. K. S., & Hajimia, H. (2021). Critical discourse analysis of gender representation of male and female characters in the animation movie, Frozen. *Linguistica Antverpiensia*, 104–121. <https://hivt.be/linguistica/article/view/81>

Amoussou, F., & Allagbé, A. A. (2018). Principles, theories and approaches to critical discourse analysis. *International Journal of Studies in English Language and Literature*, 6(1). <https://doi.org/10.20431/2347-3134.0601002>

Bazzini, D. G., McIntosh, W. D., Smith, S. M., Cook, S., & Harris, C. (2007). The aging woman in popular film: Underrepresented, unattractive, unfriendly, and unintelligent. *Sex Roles*.

Butler, J. (1988). Performative acts and gender constitution: An essay in phenomenology and feminist theory. *Theatre Journal*.

Eggins, S. (2004). *Introduction to systemic functional linguistics: 2nd edition*. A&C Black.

Fahira, R. N., Trisnawati, R. K., & Taufiqurrohman, M. (2020). A depiction of gender role in the movie of *Incredibles 2* (2018). *CALL*, 2(2). <https://doi.org/10.15575/call.v2i2.9432>

Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Sydney: Gerd Stabler.

Halliday, M. A. K., Matthiessen, C. M., Halliday, M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.

Holsti, O. R. (1969). *Content analysis for the social sciences and the humanities*. Addison-Wesley.

Maharaj, Z. (1995). A social theory of gender: Connell's "Gender and Power." *Feminist Review*, 49, 50. <https://doi.org/10.2307/1395325>

Messerschmidt, J. W. (2019). The salience of "Hegemonic masculinity." *Men and Masculinities*, 22(1), 85–91. <https://doi.org/10.1177/1097184x18805555>

Mullet, D. R. (2018). A general critical discourse analysis framework for educational research. *Journal of Advanced Academics*, 29(2), 116–142. <https://doi.org/10.1177/1932202X18758260>

Schiffrin, D., Tannen, D., & Hamilton, H. E. (2003). *The handbook of discourse analysis*. Blackwell Publishing Ltd.

Stubbs, M. (1983). *Discourse analysis: The sociolinguistic analysis of natural language*. Retrieved from <http://ci.nii.ac.jp/ncid/BA00834705>

West, C., & Fenstermaker, S. (1995). Doing difference. *Gender & Society*, 9(1), 8–37. <https://doi.org/10.1177/089124395009001002>

BENEFITS AND DRAWBACKS OF PROJECT-BASED LEARNING IN UPPER SECONDARY EFL CLASSROOMS

Zylfije Tahiri

South East European University-North Macedonia

ABSTRACT

This desk research investigates project-based learning (PBL) at the upper secondary level, employing secondary research methodology. A thorough literature review was conducted using academic databases, focusing on PBL's application, benefits, drawbacks, methodologies, and outcomes. The findings are organized thematically, covering PBL's origins, definition, comparison with problem-based learning (PBL), advantages, drawbacks, and best practices. The study reveals PBL's roots in Dewey's pragmatism and its emphasis on student-centered, inquiry-driven learning. PBL fosters student engagement, critical thinking, collaboration, and real-world connections, benefiting both students and educators. However, challenges such as limited teacher training and parental understanding hinder its implementation. The study underscores the significance of PBL as a transformative instructional approach in upper secondary education, despite its limitations. It calls for further research to deepen understanding and inform evidence-based practices in educational settings.

Keywords: PBL, Benefits, Drawbacks, Teaching Methodology, Upper Secondary Level, EFL Classrooms

INTRODUCTION

“Tell me and I forget. Show me and I remember. Involve me and I understand.”

(Chinese Proverb)

Project-based learning (PBL) has gained increasing attention in educational settings due to its potential to enhance students' learning experiences and outcomes. In the realm of English as a Foreign Language (EFL) instruction at the upper secondary level, PBL emerges as a promising approach to engage students actively in language acquisition while fostering critical thinking, collaboration, and problem-solving skills. However, like any instructional method, PBL carries both benefits and drawbacks that warrant exploration and consideration. This research aims to examine the advantages and challenges associated with implementing PBL in upper secondary EFL classrooms, throwing light on its effectiveness and implications for language learning and teaching. By critically evaluating its impact, educators can better understand how to optimize the integration of PBL into EFL curricula to meet the diverse needs of students and enhance their language proficiency.

Hypothesis

The implementation of project-based learning (PBL) in upper secondary EFL education will positively impact student engagement, academic performance, and teacher-student relationships due to its student-centered, inquiry-based, and active learning approach.

Aim of the study

This study aims to investigate the effects of project-based learning (PBL) on EFL students' engagement, academic performance, and teacher-student relationships.

Research question

How does the implementation of project-based learning (PBL) in upper secondary education affect student engagement, academic performance, and teacher-student relationships?

Theoretical Background

PBL or Project-Based Learning, has gained a lot of attention from academics, scientists, educators, and instructors in recent times. It is a modern approach that has been in use since the 1900s, and researchers have produced several definitions of it. In this literature chapter, you can learn more about PBL, including its qualities, history, importance, and drawbacks. There is a wealth of research available on this subject, and in this chapter, you will be introduced to some of the papers that specifically discuss its application in the Upper secondary level.

2.1 The Beginnings of Project-Based Learning

Project-based learning (abbreviated PBL) is a method of teaching that is founded on the premise that students should be doing something to help them learn. PBL, in particular, refers to student-centered activities that are inquiry-based and built on active learning. While current public education attitudes favor education approaches with these characteristics (student-centered, inquiry-based, and active learning), PBL does not apply well in all disciplines, nor do all educators choose PBL as an approach when it may be well-suited to their disciplines. Following that will be a summary of what PBL is and a discussion of the reasons for and against PBL. (Perry, 2020) The project approach is based on Pragmatism, a philosophical movement that emerged in the mid-nineteenth century that advocates action and the practical application of knowledge in everyday life (Frey, 1996, 31). PBL has its origins in the experiential education of American educational reformer John Dewey at the turn of the nineteenth and twentieth centuries in the United States. He is regarded as the PBL's ideological forefather. (Yimwilai, 2020) This idea, put out by Dewey, is still supported today and is commonly referred to as learning by doing. Over the past century, researchers have gradually integrated Dewey's principles of learning by doing into PBL; yet, it's not always clear what the differences are (if any) between PBL and problem-based learning and learning by doing. (Perry, 2020) Dewey saw a child as a multifaceted human being and wanted pupils who had an inner desire to learn as well as an understanding of why they were studying. Coufalová (2006) enforced the motto "learning by doing" and laid the theoretical foundations of PBL; however, the founder of the PBL method is considered his fellow worker American pedagogue William Heard Kilpatrick who emphasized students' interest and proposed instructors to put content into project works in which learners' responsibility for their learning was encouraged. (Yimwilai, 2020)

2.1.1 What is Project-Based Learning?

"Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes," state Stripling, Lovett, and Macko (2009). To complete the work, students must participate in many phases of activities that involve conducting in-depth research on the subject through observation, interviews, internet research, and other means to get the data needed for the study. (Devkota, 2017)

The following qualities of project-based learning are effective:

-Guides pupils in researching significant concepts and issues.

-Is organized around a process of inquiry.

-It requires the use of information skills, critical thinking, and creative thinking to research, analyze, and create content.

-It is differentiated based on student needs and interests.

-It is focused on student-independent production and presentation rather than teacher-delivered content.

It connects to real-world and authentic problems and issues. (Klein, 2009)

Due to the long-term nature of PBL, a project-based learning experience may last for several days, weeks, months, or even years. This contrasts with instructional strategies that separate lessons from one another. PBL mandates that lessons be connected, with each day's session forcing students to reflect on earlier teachings. As a result of this method of learning, there will be more challenges to overcome during the project. These issues might hamper the project's overall development. In the real world, students can lie in bed contemplating the assignment while trying to figure out a current issue. (Perry, 2020) As "an active student-centered form of instruction characterized by students' autonomy, constructive investigations, goal-setting, collaboration, communication, and reflection within real-world practices," PBL is a unique kind of educational method. (Kokotsaki et al., 2016, p. 267) (Makkonen1, 2021) PBL is associated with a progressive educational movement that supports student-centered approaches and the development of 21st-century competencies.

PBL's roots are in the learning sciences. These include intrapersonal abilities like self-direction and preservation, as well as interpersonal competencies like communication and teamwork, as well as cognitive abilities like problem-solving ability and information literacy. (Makkonen1, 2021)

Multidisciplinary PBL is used. A project's completion requires drawing from a variety of subject areas. As opposed to more conventional teaching methods, where lessons, queries, and issues could exist independently of one another. This kind of seclusion is frequently observed during and in between class periods. PBL's multidisciplinary character allows for collaboration within and outside of the course, albeit not always across different courses. For instance, students construct a contraption to shield a raw egg from being thrown from a tall ladder onto a hard surface in a well-known middle school experiment. Lessons should be multidisciplinary within the course if PBL was taken into consideration when designing them. Maybe students talk about more than just the design. Maybe students talk about the ethical ramifications of utilizing animal eggs in a scientific experiment in addition to designing a low acceleration that (hopefully) saves the egg. Aside from the scientific classroom, students should also do a cost-benefit analysis of the protective equipment and compose a brief newspaper piece on the test, as the course should be multidisciplinary. (Perry, 2020)

2.2 Comparing Problem-Based and Project-Based Learning

Similar to problem-based learning, project-based learning involves students working together to achieve a common objective. The main distinction between both methods is that, whereas problem-based learning frequently provides a precise response to a question, problem-based learning typically involves students working toward a solution without a single (or predefined) solution. A team of students working to create a process for scheduling patients' treatments in an emergency department might serve as an illustration of PBL. On the other hand, a group of aspiring physicians diagnosing patients during medical rounds while being supervised by an attending physician might serve as an illustration of problem-based learning. *In the literature on instructional design, it is occasionally difficult to distinguish between project-based learning and problem-based learning. The acronym "PBL" can be used to refer to either teaching approach without distinction, although these are two distinct concepts and should be addressed as such.* (Perry, 2020)

2.3 Possible Advantages of Project-Based Education

Fallik, Eylon, and Rosenfeld (2003) report that instructors saw more advantages than disadvantages while using PBL. Advantages for students were highlighted more often than those for professors. They include improved teacher-student interactions and more cooperation among colleagues in addressing PBL challenges (Harrigan, 2014; Tamim & Grant, 2013). (Hugerat, 2006; Thomas, 2000; Va den Bergh, et al., 2006). Additional advantages for students are mentioned, including better academic performance, enhanced engagement, and skill development. (Sathappan, 2021)

The study conducted by (Sathappan, 2021) provides us with a clear understanding of the advantages that this teaching approach offers to both educators and learners. Better relationships between teachers and students and improved discipline are the two benefits that this study revealed.

Improved Discipline- Instructors respond that PBL helps them maintain discipline and foster a positive learning environment in the classroom. For instance, when it comes to this, English language instructors state that "it is the students' task to do everything." It would be simpler for the teacher to keep them under control in this situation. This

shows that even when students complete the majority of the work, it is still simpler for teachers to maintain discipline and arrange the class. (Sathappan, 2021)

Better teacher-student Relations- Developing strong bonds with kids is perhaps one of the most significant advantages of PBL for educators. It may be essential as more intimate relationships and in-depth knowledge of their pupils lead to more open communication between them and the teachers, who may then be better equipped to assist them with their issues. Based on the comments, all instructors in different ways say that PBL gives them the chance to build extremely good relationships with the students, which might result in a more relaxed and cooperative learning environment in the classroom. This might then inspire students to go further into their projects and create a community of inquiry and collaboration that enhances the teaching and learning process. For instance, the English language instructor said that a warm relationship and increased trust are created between the teacher and the pupils when the teacher comes closer to them. Since the pupils will be more forthcoming and honest with the instructor, it is important to have faith in them. It is simpler to work with children if we recommend that they complete the assigned activities with greater enjoyment, based on their answers. (Sathappan, 2021)

Benefits of using PBL for Students- The following are the key benefits of PBL for students, according to the instructors' responses: Three main benefits: (1) increased proficiency, (2) practical experience, and (3) improved student connections (Sathappan, 2021).

Most educators think that PBL assists learners in developing particular abilities. According to an English language instructor, "In this case, students will think not in the way you teach them, but they will get out of the box and can have many great ideas," she clarifies her viewpoint. This implies that students have more room and flexibility to be creative and are not limited to learning what their teachers teach.

PBL gives students the chance to go out into the field and complete the practical portion of their projects, which is one of the most significant advantages of adopting PBL for them. As per the English Language teacher, learners are not restricted to certain subjects; instead, they are free to observe anything that piques their interest. Surveys, public opinion, and other real-world issues can be examples.

PBL gives educators the chance to get to know their students better and build strong relationships with them, which may help them better organize, lead, and manage the classroom. Not to be overlooked is the fact that PBL fosters peer support and friendliness among students in each group. Since PBL is a group work technique, students in each group have a similar job to complete, which may indicate that they will attempt to participate equally in the project and assist one another when needed. In response, the English language instructor states that the students "share ideas, listen to partners, trying to understand them, find the common points" while working in a group. Students in groups encourage one another, listen to one another, and look for areas of agreement based on this statement. This implies that students may get along better with one another if they provide a hand and share. (Sathappan, 2021)

Following a literature review, another fascinating study (Yimwilai, 2020) shows us some of the benefits of applying PBL in the EFL classroom.

PBL requires students to work and learn cooperatively. When individuals have numerous opportunities to discuss ideas with their colleagues, they are highly driven. Finally, projects allow students to become active learners. They ask questions, make decisions, evaluate, think critically, create, and present. PBL helps students learn topics more effectively. The aspect of choice is critical to the success of pupils. Differentiation encourages pupils to explore deeper learning and develop their interests (Bell 2010). PBL allows kids to study independently, with materials tailored to their reading levels and interests. Students will also read increasingly difficult literature to obtain the knowledge they desire. Furthermore, students benefit from learning when they apply their topic knowledge and language skills to organize, manage, and complete projects (Kloppenborg & Baucus, 2004). (Yimwilai, 2020)

PBL also fosters student inventiveness. According to Taddei (2013), innovation is vital these days. He contends that education should aim to inspire kids to be creative. He underlines the need for schools to develop creative programs where kids may work on projects. According to Svobodová, Lacko, and Cingl (2010), PBL promotes the development of creative thinking since, with the assistance of teachers, students assume greater responsibility for their project development and determine how to achieve the stated goal.

The primary thing teachers should remember throughout the preparation phase is to assist students in creating real, interesting, and relevant projects and to lead them through the sequence of preparatory activities. The preparation

includes the following steps: 1) determining the purpose 2) Establishment of educational objectives 3) Choosing the finished product 4) Establishing a broad structure, a timetable, and regular check-ins 5) Creating teams; and 6) Creating the final textual structure. The realization phase includes the steps of starting project work, planning and carrying out tangible actions, and ending the project. It is made up of two parts: 1) the information-gathering cycle and 2) the information-processing cycle. Students convey the outcome based on original judgments and criteria during the presentation phase. According to Stoller (2013), this stage is an information reporting cycle in which teachers construct language exercises to assist students in successfully presenting the final project conclusions. Depending on how students will show their work, such practice exercises frequently entail training in paraphrasing and presenting skills. PBL assessment does not involve solely the result in the evaluation phase; students should be examined throughout the PBL process. Self-evaluation, peer assessment, and instructor or outside expert/audience assessment are examples of assessment in PBL (Patton, 2012). (Yimwilai, 2020)

2.4 PBL's possible drawbacks

The study done by (Kies, 2018) provides us with more details about the possible drawbacks of implementing PBL at the Upper secondary level. There may be certain disadvantages to using PBL, as there are with any teaching strategy. For a variety of reasons, not every teacher will be able to implement PBL successfully in their classroom. PBL teaching would initially look foreign because it is not a skill that many teachers are taught during their teacher preparation (D'Orio, 2018). Some teachers might be discouraged from even trying to include a PBL lesson in their classroom because of the possible disadvantages. However, the evidence demonstrates the true value of PBL, particularly for talented and outstanding kids as well as pupils with special needs. (Kies, 2018) As has been said several times, PBL is unfamiliar to a lot of teachers. Although many educators may have heard of PBL, they may not fully comprehend what it is or how to apply it (Hovey & Ferguson, 2014). The thing that will scare instructors and keep them from trying to apply PBL is his ignorance of its meaning. Humans have a natural fear of things they do not comprehend. Several literary works show this idea. There is nothing to be frightened of while using PBL, but comprehension is essential for correct use. Again, most instructors do not receive PBL training from their school systems or teacher preparation programs, thus the idea frequently stays alien and unsettling to many. Not only may this misunderstanding of PBL be detrimental to instructors, but it can also lead to issues for parents and kids. (Kies, 2018) PBL will undoubtedly be unfamiliar to parents and kids if it is unfamiliar to instructors (Barron et al., 1998). The conventional, teacher-centered classrooms that have been a feature of education for decades are familiar to many parents. They know enough about what's going on at school to get by. PBL upends everything. That upheaval is going to confuse, which is going to cause parents to become puzzled and maybe even furious. This will be particularly relevant when it comes to grading. When parents notice their child has no grades in the grade book, they could start to question if their child is attending school. This concern about what they are truly doing extends to the pupils as well. A middle school science teacher who had his students develop rockets that the National Aeronautics and Space Administration (NASA) might utilize was the example provided by Brigid Barron (1998) and her colleagues. Ultimately, the kids would create the blueprints and construct their rockets. (Kies, 2018) Ultimately, the kids would create the blueprints and construct their rockets. The teacher frequently observed that students were more focused on "doing" the assignment than on "doing with understanding" (Barron et al., 1998, p. 274). In contrast to some of the teacher's learning objectives and the reasoning behind the rocket launches, the children were more preoccupied with the actual rocket launches. In contrast to some of the teacher's learning objectives and the reasoning behind the rocket launches, the children were more preoccupied with the actual rocket launches. Many instructors who try PBL for the first time will be plagued by this concentration on the project rather than the learning that goes into the project, and this is another situation where it will be crucial to make sure the teacher has a solid understanding of what PBL is and is not. The PBL approach will bring about a complete overhaul of the current system, and educators must ensure that all stakeholders are aware of these changes and know what is expected of them. This will even apply to the district administration because they are also thinking about other things, such as standardized testing. (Kies, 2018)

Standardized testing is another possible disadvantage of PBL implementation. Since the passage of the Every Student Succeeds Act and the No Child Left Behind (NCLB) Act in 2001, schools have been held responsible for their students' academic progress based on standardized exams' findings. There isn't much free time for PBL in the classroom since administrators and state governments are under pressure to ensure children succeed based on these standardized assessments (Garran, 2008). (Kies, 2018) Another possible disadvantage of using PBL in the classroom is time. It is challenging to cover a subject in detail in just fifty minutes, even in a typical, teacher-centered classroom (D'Orio, 2018). The kids move on to the next topic as soon as the bell sounds, and those little periods fly by (D'Orio, 2018). Schools using block schedules will do better in this situation than those with the conventional seven- or eight-period

plan. The majority of schools will have a typical class schedule, so the administration could decide it is not worth overhauling the entire thing only to accommodate a few instructors who wish to use PBL. This suggests that a large number of these initiatives would necessitate working after school (Garran, 2008). While doing work outside of class is not unusual, PBL sessions typically need more time outside of the classroom (Garran, 2008). This implies that the parents must also assist their child in managing the project (Garran, 2008). Once more, this could not sit well with the parents, who might feel that it is the teacher's job to support their child's educational path rather than their own. It may be less of a priority for the parents to help their child keep on top of their project because they have other concerns. (Kies, 2018)

None of these possible disadvantages of using PBL in the classroom relate to PBL as a teaching strategy in and of itself. They're all related to the participants and the surrounding environment. Not PBL itself, but teachers lack training, and parents and children are unfamiliar with possible grading, the significance of standardized testing, and time. The little amount of genuine research on PBL's efficacy has revealed that there are several advantages to using it in the classroom that outweigh any possible disadvantages.

METHODOLOGY

This study employs a desk research approach to investigate the available literature on project-based learning (PBL), specifically at the upper secondary level. Desk research, also known as secondary research, involves the collection and analysis of pre-existing information from academic sources such as scholarly articles, books, reports, and other academic sources. The methodology for this literature review is outlined as follows: To research project-based learning at the upper secondary level, the initial step is to identify relevant literature. Use keywords like "project-based learning," "PBL in education," and "upper secondary level" to search academic databases like PubMed, Google Scholar, JSTOR, and ERIC. It will be only considered literature that specifically addresses project-based learning (PBL) at the upper secondary level, and provides insights into its application, benefits, drawbacks, methodologies, and outcomes. We will exclude studies that focus on PBL at other educational levels or unrelated topics. The literature review will extract key information, organized under themes such as PBL's origins, definition, comparison with other methodologies, advantages, drawbacks, and best practices. The synthesized data will be critically analyzed to identify common themes, patterns, and trends across the literature by comparing and contrasting findings from different studies and evaluating the quality and reliability of the literature. The results of the literature review will be presented thematically, following the structure outlined in the literature review chapter. Sections include PBL's history, definition, comparison to problem-based learning, advantages, drawbacks, and best practices. Evidence from the synthesized literature will support each section. The text is written in plain language, using everyday words and the active voice.

FINDINGS

Project-based learning (PBL) has emerged as a prominent instructional strategy in contemporary education, drawing significant attention from educators, researchers, and policymakers. This chapter presents findings based on a comprehensive literature review focused on the application of PBL in upper secondary education. The chapter is structured around key themes identified in the literature, including the origins and definition of PBL, its qualities, and benefits, comparisons with problem-based learning (PBL), as well as potential drawbacks and challenges associated with its implementation.

1. Origins and Definition of Project-Based Learning (PBL)

PBL traces its roots to the philosophical underpinnings of pragmatism, championed by educational reformer John Dewey in the late 19th and early 20th centuries. Dewey advocated for learning through practical application and hands-on experiences, emphasizing the importance of student-centered, inquiry-based approaches. While the concept of "learning by doing" has evolved, PBL remains grounded in Dewey's principles, with contemporary scholars building upon his ideas (Yimwilai, 2020).

The literature provides various definitions of PBL, emphasizing its student-centered, inquiry-driven nature. Stripling, Lovett, and Macko (2009) describe PBL as an instructional strategy that empowers learners to pursue content knowledge independently and demonstrate their understanding through diverse presentation modes. PBL is characterized by its focus on significant concepts and issues, inquiry processes, information and critical thinking skills, differentiation, real-world connections, and multidisciplinary approaches (Klein, 2009; Kokotsaki et al., 2016).

2. Qualities and Benefits of Project-Based Learning

PBL offers several advantages for both students and educators, as highlighted in the literature. For students, PBL fosters increased proficiency, practical experience, and improved connections to learning (Sathappan, 2021). It promotes active engagement, critical thinking, creativity, and collaboration, aligning with the development of 21st-century competencies (Makkonen 1, 2021). Furthermore, PBL enhances teacher-student relationships, discipline, and student motivation, contributing to a positive classroom environment (Sathappan, 2021).

Educators also benefit from PBL through enhanced teacher-student interactions, collaboration, and skill development (Hugerat, 2006; Tamim & Grant, 2013). PBL encourages instructional innovation, fosters creativity, and allows for personalized learning experiences (Yimwilai, 2020). Teachers report greater satisfaction with their roles and improved classroom management, leading to more effective teaching practices (Sathappan, 2021).

3. Comparing Problem-Based and Project-Based Learning

While PBL shares similarities with problem-based learning (PBL), it differs in its approach to problem-solving. While PBL often entails working towards a predefined solution, it focuses on collaborative efforts to address complex issues without a singular answer (Perry, 2020). Despite some confusion in the literature, it is essential to recognize the distinction between these two approaches and their respective applications in educational settings.

4. Possible Drawbacks and Challenges of Project-Based Learning

Despite its benefits, PBL presents certain challenges for implementation in upper secondary education. Limited teacher training and unfamiliarity with PBL concepts hinder its adoption in classrooms (D'Orio, 2018; Hovey & Ferguson, 2014). Parents and students may also encounter difficulties understanding PBL, particularly regarding grading practices and standardized testing requirements (Barron et al., 1998; Garran, 2008). Additionally, time constraints and logistical concerns pose challenges, especially in traditional school settings with fixed schedules (Kies, 2018).

DISCUSSIONS AND CONCLUSIONS

The findings presented in the previous chapter reflect on the complexities and nuances surrounding the implementation of Project-Based Learning (PBL) in upper secondary education. This section provides a discussion of key themes, implications, and considerations derived from the literature review. The literature highlights the numerous benefits of PBL, including enhanced student engagement, critical thinking, and collaboration. PBL aligns with contemporary educational paradigms, emphasizing student-centered, inquiry-driven approaches and the development of 21st-century competencies. However, the discussion also acknowledges the challenges associated with PBL implementation, such as limited teacher training, unfamiliarity among stakeholders, and logistical constraints. Effective implementation of PBL requires comprehensive support structures and professional development opportunities for educators. Teacher training programs should incorporate PBL principles and strategies to equip teachers with the necessary skills and knowledge. Additionally, efforts to engage parents and students in understanding the value of PBL and addressing concerns about grading practices and standardized testing are essential. School administrators play a crucial role in providing resources, time, and flexibility to accommodate PBL within existing curricular frameworks. Strategic design and planning are essential for maximizing the benefits of PBL while mitigating potential challenges. Curriculum development should prioritize authentic, real-world tasks that stimulate inquiry and creativity. Multidisciplinary approaches and collaborative projects can foster deeper learning experiences and connections across subject areas. Moreover, assessment practices should align with PBL principles, emphasizing formative feedback, self-assessment,

and peer evaluation throughout the project cycle. The discussion emphasizes the importance of fostering a culture of continuous improvement within educational institutions. Reflection, feedback, and adaptation are essential components of effective PBL implementation. Educators should engage in ongoing professional learning communities to share best practices, troubleshoot challenges, and refine instructional strategies. By embracing a growth mindset and embracing iterative processes, educators can create dynamic, student-centered learning environments that empower learners to thrive in an ever-changing world.

In conclusion, project-based learning (PBL) holds immense promise as an instructional approach that promotes deep learning, critical thinking, and collaboration in upper secondary education. While the literature highlights numerous benefits associated with PBL, including increased student engagement, improved teacher-student relationships, and the development of essential 21st-century competencies, challenges related to implementation, including limited teacher training, parental understanding, and logistical constraints, must be addressed. By fostering a culture of continuous improvement, strategic design, and comprehensive support structures, educators can harness the full potential of PBL to prepare students for success in a rapidly evolving global society.

SIGNIFICANCE OF THE STUDY

This study examines the implementation of Project-Based Learning (PBL) in upper secondary education. It explains the theoretical foundations and practical applications of PBL, its potential benefits for students and educators, as well as its challenges and limitations. PBL can foster student engagement, critical thinking, collaboration, and real-world connections, contributing to positive learning outcomes and a positive school climate. However, PBL implementation can face challenges such as limited teacher training and parental understanding. In summary, this study highlights the significance of PBL as a transformative instructional approach that can enhance teaching and learning experiences in upper secondary education.

LIMITATIONS

It is important to acknowledge certain limitations in this study. Firstly, the literature review may have been affected by a lack of available research studies. Secondly, the findings are based primarily on existing research and may not fully encompass the intricacies and subtleties of PBL implementation. Thirdly, the perspectives and experiences of stakeholders were not directly investigated. However, despite these limitations, the study affords us valuable insights into the potential advantages and obstacles of PBL in upper secondary education. Moving forward, further research should build upon these findings to deepen our comprehension and inform evidence-based practices in educational settings.

REFERENCES

- Devkota, S. P. (2017). DEVELOPING 21ST CENTURY SKILLS THROUGH PROJECT-BASED LEARNING IN EFL CONTEXT: CHALLENGES AND OPPORTUNITIES. *The Online Journal of New Horizons in Education*, 1-6.
- Kies, A. (2018). The Impact of Project-Based Learning in the Secondary Classroom. *Education at NWCcommons*, 20-23.
- Klein, J. I. (2009). *Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning*. New York: NYC Department of Education.
- Makkonen1, T. (2021). Engagement in Learning Physics Through Project-Based Learning: A Case Study of Gifted Finnish Upper Secondary Level Students. *Journal of Advanced Academics*, 2.

Perry, S. B. (2020). *Perry, S. B. (2020). Project-Based Learning. In R. Kimmons & S. Caskurlu (Eds.), The Students' Guide to Learning Design and Research. EdTech Books.* Retrieved from The Students' Guide to Learning Design and Research. EdTech Books.: https://edtechbooks.org/studentguide/project-based_learning

Sathappan, I. (2021). The Benefits of Project-based Language Learning: A Case Study in a Malaysian Secondary School. *JOURNAL OF SOCIAL SCIENCE RESEARCH*, 2-9.

Yimwilai, S. (2020). The Effects of Project-based Learning on Critical Reading and 21st Century Skills in an EFL Classroom. *Journal of Liberal Arts, Maejo University*, 216-117.

THE LINGUISTIC FEATURES OF MORAL DISCOURSE IN CONTEMPORARY PROSE

Greta Jani

University "Aleksander Moisiu" Durrës, Albania

greta_jani@yahoo.com

In contemporary Albanian literature, prose remains the most developed genre. Every year, new prose titles and author names contribute considerably to the enrichment of our literature. Such is the name of Tom Kukës who, in recent years, has substantially enhanced his prose and introduced a lot of memorable characters.

Drawing upon a subjective literary inclination, observing the swift enrichment of Tom Kukës' repertoire with new publications, and with a discernible aim towards linguistic scholarship, we have chosen to embark on an examination of the language employed within the novel "Flames." This endeavour seeks to elucidate certain linguistic characteristics inherent in the author's oeuvre. Tom Kukës has amassed a corpus of four novels within a five-year span, all of which are catalogued in the national library, with "Flames" emerging as one of the most widely read and esteemed narratives among Albanian readers. The author's identity remains veiled in a shroud of mystery, a deliberate choice on his part, as he articulates a desire for readers to engage with his work purely on its literary merits, divorced from any preconceptions influenced by extraneous associations with media, politics, business, or other realms. Shakespeare's intentional anonymity mirrors historical precedents, where speculation and varying conjectures cloaked his persona, yet his enduring legacy remained unaltered. Ultimately, it is the works themselves, rather than the biographical details of the author, that endure in literary memory. The novel "Flames" unfolds as a chronicle of the 1930s Albanian capital, weaving a tapestry of inexplicable and enigmatic occurrences that beset the city. Early Tirana serves as the backdrop for the narrative of sin and tragedy depicted by Tom Kukës in "Flames," a narrative that delves into the depths of human frailty. Crafted during a period of quarantine, the novel juxtaposes contemporary circumstances with events of a bygone era, illuminating a time when collective memory was tenuous, with the burden of remembrance shouldered primarily by women. The narrative introduces a cast of original characters, often evoking archetypal heroes from folklore and fairy tales, whose names resonate with a peculiar yet evocative charm, redolent of a forgotten Tirana.

The protagonist, Di Hima, assumes the role of an investigator amidst the unfolding saga, leading readers through a landscape of profound destitution, both economic and spiritual. The narrative unfurls a tableau of individuals grappling with the weight of their past, a populace disengaged from their historical roots, and the commodification of women in a society rife with moral decay. Amidst this tumultuous backdrop, "Flames" emerges as a moralistic discourse, intertwining legends and non-historical events to impart ethical lessons. The calamitous event that precipitates the narrative a father impregnating his daughter-in-law serves as a symbolic catalyst, unleashing the inferno that engulfs the city. Di Hima plays the roles of both an investigator and a vengeful figure who is bearing the burden of divine retribution within this narrative framework. His relentless pursuit of justice against the perpetrator of the heinous act whose child, conceived with his daughter-in-law, symbolises a spiritual kinship with Di Hima's own daughter epitomises a quest for redemptive justice. Through Di Hima's visceral reprisal against the architect of the tragedy, the novel echoes themes of paternal protectiveness and divine justice, grounding its moral underpinnings in the harsh realities of human transgression and the quest for moral absolution. In essence, "Flames" unfolds as a narrative tapestry, woven with moral dilemmas, archetypal characters, and a symbolic landscape that reflects a society in moral decay. Through its exploration of human frailty, the novel invites readers into a realm where justice, revenge, and redemption converge in a timeless allegory of the human condition.

The author links Di Hima's role as a servant, his obsessions, and his struggles to the burden he bears. It is only in this way that we somewhat justify Di Hima's brutal physical revenge against the man who caused the fire, whose child he had already considered his own daughter. Thus, it is not only a form of retribution from a "divine saviour," but also a father's response to the inhumane act against his daughter. Tom Kuka, with his style, moves from the magical to the real, returning to narrate to us the great tragedy of sin through a linguistically rich artistic language that includes both words from everyday jargon and those from his origins. This is an indication of his grounding in the folk tradition, which renders his language vibrant, intimately familiar, and endearing to the reader.

The sentimental relationship of the author with the unknown Tirana does not hinder them from remaining realistic in describing the backwardness, poverty, and inevitability of mud, mudflats, and swamps. The author has presented us with Tirana as it was, well mixed with rascals, craftsmen, the gentle, and the humane, with qualities, superstitions, and little development. The writer's cinematic camera primarily conveys this through descriptions of what appeared before Hima's eyes. A society without ethical sense and dignity is sooner or later corroded by the death it gives birth to on its own without God's help. The family is the heart of the moralising line of the novel for the author. Its breakdown is fatal, the greatest sin being the violation of its bonds. Only later comes the second command: "Thou shalt not kill!" Focusing on the language of the novel, we think that the novel, although carefully written and edited with attention, has typical weaknesses of publications in Albania. The Tirana dialect (and other dialects used less frequently) enhance the narrative's value. However, the use of the dialect is inconsistent. Characters sometimes speak in dialect and forget. Also, on different pages and even within the same sentence, dialect features shift and collide (in the same Tirana sentence, one finds "gru" and "punuar").

For example, on pages 6, 7, and 8, in the Tirana dialect, the same character's mouth uses words like "tanët," "kanë," "bërë," then "pranej," "notën," "ondrra," "kan," then "kon," "jon," and "men" (the latter for "kanë," "janë," and "mend"). We will not delve here into linguistic explanations of the dialectal inaccuracies in some of these uses, but it is clear that the uses are not consistent.

Comparisons with "like" are overused, and the comparative descriptions are often exaggerated and out of place, such as: "The woman took the cup and looked at it like a swooping eagle." "They wore large breasts like the hills surrounding the city." We recall Ali Cen Mëhallë's comparative description, which neither engages the reader nor the author. Meanwhile, one of the little ones in the curbstones' house is much better. The use of words with the suffix -an is also excessive in usage: "shkurtan" (short one), "shkretan" (wretched one), "vigan" (thin one), "katallan" (miserable one), "mjeran" (pitiful one), etc.

In a "royal" Tirana where greed, filth, hooliganism, and wickedness reign, Flama, the great monster, sits cross-legged, devouring life and extinguishing humanity. But meanwhile, a crime occurs, seemingly almost ordinary. The curbstones of the Riverbank, who see the cup and bring it out into the square of bewildered people, have had their throats cut with brisket. Di Hima must unveil the murderer and the motives that have driven them to this atrocity. Is it perhaps a simple act of revenge? Or does the horror extend beyond the innocence of a cup?

The bells toll for the contemporary individual, who is experiencing a global pandemic, perhaps due to the recklessness and abuse inflicted upon nature and human values. "God knows how the glass didn't shatter that night, as the drops of rain fell furiously, surely tainted by what they witnessed resembling in that room. The flickering of the candle turned the night into day for a moment, and as you took a breath, you could hear a murmur warning the earth of its sins." excerpt from *Flames* by Tom Kuka. He stated that in this novel, paradoxically, we encounter many realities, such as the portrayal of simple and hostile lives, material and spiritual poverty, and various problems presented in a sublime manner, which "give this novel a special value, not only in the literary aspect but also in the linguistic, historical, and sociological ones." Writer Mark Lucjonaj said that the book presents a timeless time, a time that, for us, seems endless. The lexicon of Tom Kuka's work exhibits a primary characteristic of temporal extension, and as such, it is rich and diverse: a lexicon of general usage, regional, specifically that of the city of Tirana, lexicon that has emerged from or is used only by the elderly, who have preserved it with great fervour and

who uphold tradition, lexicon of foreign words, terminological lexicon, lexicon created by the author, linguistic phraseology, literary, etc. There is also a wide-ranging and distinctive presence of dialectal lexicon within the work.

Just as the majority of Gheg dialects do, the Tirana dialect also possesses long, mid, and short vowels. It features nasal vowels, assimilating the groups mb, nd, ngj into m, n, nj, etc. The group "va" becomes "vo" (vorr), and it employs the Gheg postposition "me" in forms such as "me shu," "me i pa," "me i gropos." Unconventional word formations are constructed with "sha" (e.g., "shkojshta"), which are characteristic words of the Tirana dialect.

It seems to me that there is a strong vitality that will never die. Even more so when people gradually understand that the use of a dialect does not signify backwardness or ignorance, but carries life and human warmth, unlike many other things in this world.

The work of Kukës speaks of Tirana, which has been overrun by the pandemic. The lives people are living, the troubles, and the dramas are numerous and consecutive. These have offered a great richness in language, a diversity, and a blending of various layers of discourse, from the vernaculars that form the basis of linguistic standards to the discourse rich in dialectal elements.

During the linguistic analysis of the work "Kukës," it appears to follow an excellent course within the field of the Albanian language. Moreover, it is evident how rich the dialectal lexicon of Tirana is, for instance: "Nuk du'ije, s'du..." (p. 5); "Nondaja ime, gjet rahmet!" (p. 7); "A je i marrë a shtireshe?"; "Ku di unë me e gjet doktorin atje?" (p. 15); "Eja, djalli e mori, dhe shihe!"; "Një dekikë, po të them!" (p. 15); "Unë, në shtëpi. Ti, shtije në gropë të gjorën." (p. 16); "Ti e solle këtë zallamahi?" (p. 19); "E kur t'vin zhegu." (p. 26); "Do kem nigju me siguri, po do e kem harru; S'më marojnë pun't e mia, o Di." (p. 37); "As me i gropos nuk bo, se u dhem kaptina" (p. 7); "shumë t'du" (p. 10); "as me i pa tjetër, se i morin m'sysh" (p. 7); therefore, when they are pushed into the water, they place Tim's cross; "a je i marrë a shtihesh" (p. 15); "ti, shtije në gropë të gjorën" (p. 16); "ti ke me këndue" (p. 26); "me t'ndie rri" (p. 26); "u ngrit vrik dhe mori udhën" (p. 92); "nuk iku bosh si të tanë" (p. 19); "pse duhet me ba robi punën e Flamës" (p. 9); "rri urtë aty e mos u ni" (p. 5); "o tate, i du'flokët e mia" (p. 5); "as me i pa tjerët, se i morin m'sysh" (p. 7); "c'ka bo vaki, o burrë" (p. 10); "dje do e kesh bo mjekrën" (p. 48), etc.

In the pages of the work, we also find archaic words that characterize the time and historical atmosphere, such as: "Kurbatka found many things, he even brought out into the square the hodja who secretly drank raki, and the moneylender who added interest to debts." (p. 10) "With whom? Spiro Kutleshë has entered the minds." (p. 25) etc. Tom Kukës' work presents significant interest in the field of lexical semantics. The lexical semantic system itself and the semasiological analysis cannot be understood without some fundamental categories of semantics, such as meaning, cognitive movement, and the structure of meaning.

Semantic densification as a linguistic beauty constitutes the most important aspect of the word, more fundamentally through which the author has created a work with a pure language and beautiful expressions that come through the use of literary figures such as metaphors, comparisons, epithets, etc. For example, "At the moment she realized that her daughter had released fate into her mother's hands, which held her tightly, she quickly freed her head from the long, dense, and black hair like a crow's nest" (p. 6); "Di Hima was smiling broadly, as if irradiated by the sun that washed the garden with rays; This one with these big ears like cartwheels, that one with these black eyes like anthracite coal coats... they look really good" (p.7); "The black coffee liquid had created lines like riverbeds thirsty for a drop of water" (p. 13); etc

Through the characterization, the author portrays a profound and unending sorrow. For example: "They were burdened with some evil loads that clung to their backs, while their sweat-soaked shirts emitted desperate sighs that drowned out reason" (p. 101); "For that God, she was a mere child, yet utterly broken; She did not move from her place, nor did she utter a single word; They had left me alone with her in a room; She was a girl as white as mountain snow, with hair so blonde that, from the pains, they had been washed clean of sweat and hung like tendrils

from her scalp" (p. 10); "Hazzbija of Rustem thrust a needle into Havas's ear, Rustem's mother, and spun a dance above her head, while the black one gasped for breath, choking on her vomit; In the resting area on the first floor, Tom Kuka, the tall mountain man, straight as a cypress, pulled out a knife and slashed an eyebrow symbol that had grown on Selim's neck. A liquid like coffee grounds began to ooze out. He wiped the knife on a rag, and swallowed it somewhere into one of his pockets like a sack" (p. 51), etc.

Comparison finds extensive use in Kuka's work. It is constructed in various forms, beautiful and poignant for the reader. Such comparisons include: "like trophies of a war hung lifelessly" (p. 83); "left like a ghost fence" (p. 92); "people do not speak, they only inhale air as the airless" (p. 102); "leapt like a wrestler" (p. 74); "like a girl stained inside" (p. 69); "was enveloped in a thick oil-like substance" (p. 45); "medical books presented like Venetian blinds" (p. 31); "a deep sleep like the sleep of death" (p. 31); "empty like all the city's pages" (p. 24); "resembled a silent film" (p. 45), "large mustaches like a waterfall" (p. 40), "small eyes seemed like two deep lakes" (p. 18), "was a girl as white as mountain snow" (p. 103), they stood up and walked as if their minds had been disturbed by the mice that came out like brave warriors of the square" (p. 74), "anxiety had spread everywhere like a sticky liquid" (p. 39), etc.

Let us examine some models of constructing similes.

Similes like + noun (distinguished and undistinguished traits): like a mummy, like sand, like a fugitive, like a lizard, like a flea, like a wrestler, like a rock, like a snail, like a caterpillar, like a rooster, like a drumstick, like a quince, like a mulberry, like a seagull, like a Catalan, like a Venusian, like a snail, like a heart, like a mouse, like milk, etc.

Similes like +:noun cluster: like the mouth of the mountain, like the chimney of tobacco, like the sleep of death, like the snow of the mountain, like the core of an apple, like the ember of the mountain, etc.

Similes like + noun + noun in the flowery race: like a earthworm, like the fluff of a lion, like a puppy of maggots, like a garden fence, like a point of light, like a Cyclops' offspring, like a piece of meat, like the braves of the square, like a corn cob, like a winter day, like the boulders of castles, like a ball of wool, like a brown sparrow, like a golden thrush, like a raven's wing, like a slimy creature, like a caterpillar with a head, like a beetle's coat, etc.

Similes like + noun+noun in the bellicose race: like a slug in the brain, like a patchy peace of oil, like a silent film, like a caterpillar with a head, etc.

Similes like + noun + adjective: like past clouds, like worn-out pus, like dried waterfalls, like wild cats, like golden bushes, etc.

Similes like + adjective: like bewildered, like slimy, etc.

Similes like + noun + adverb: like roots underground, etc.

Similes like + adverb: like overnight, etc.

Similes like +phraseological units: like left behind, etc.

"The author's discourse is rich in depth and value in terms of the quantity and quality of semantic transformation through tropes. From the work, we have extracted several metaphors that the author employs: in the fresco, the breaking of silence rose like ice (p. 83); from the sun that bathed the garden with its rays (p. 6); as if the waves had buried me deep inside (p. 6); Di Hima, desolated, wiped away from his face that gloom which had enveloped it, revealing his usual appearance (p. 8), etc."

In the work, the author employs synonyms, which are used selectively to convey the thought with an alternate shade of meaning, to distinguish unknown aspects for the reader, or to provide a more precise description. Through the use of synonymy, the author avoids the repetition of the same words, which makes the work easier to read with attention

and curiosity. Such examples include: path: road (p. 12), shimmer: shine (p. 14), grap: take (p. 20), worn out: tired (p. 20), held: dropped (p. 22), silence: tranquilly (p. 11), sin: crime, pain- ache, etc.

We distinguish:

Synonyms: not a hair's breadth, fire and flame, released, floundered, building, scaffold, coffin, casket, left us, passed on, did not murmur, remained silent, the worst of luck, etc.

Contextual synonyms: bound by blood and drinking, alive and well, did not cry, did not complain, etc.

Antonyms are also linguistic phenomena that cannot go unnoticed. For example: entrance - exit (p. 108), this way - that way (p. 66), left - right (p. 31), wide - long (p. 108), front - back (p. 99), there - here (p. 6), away - here, inside - outside (p. 5), open - close (p. 16), leave it - take it (p. 17), empty - filled (p. 24), life - death, went away - came, young - old, poor - rich, **hidden - revealed, day - night, etc.**

We distinguish:

- Antonyms: the joys of summer, yet the sorrows of winter, in feast or famine, as quick as blinking, giving and taking, coming and going, all right and all wrong, neither giving nor taking, neither first nor last, celebration or lament, feeling neither warmth nor chill, absence of comfort, absence of pain, departing and arriving, dark and light, white shirt, both new and old, the earth breaking and the dawn breaking, blood trickling from the nose, God made the day that mixes with the night, both alive and dead, childhood-old age, once bright, once darkening, extinguishing-igniting, laughing-crying, from beginning to end, etc.
- Contextual Antonyms: by hands or by feet, head and feet, they were burned from the cold, they faded—they dissolved, a person mourns when dying yet rejoices when killing, the voice of the woman was baked by the heat, for there was only coldness in the spirit, and so forth.

In the work of Kukës, a wide range of dialectal words are employed through which the author characterizes the personalities of the characters in terms of their origins, external appearances, and the individualism of their speech. Through these dialectal means, the events are described, allowing the reader to both see and feel everything firsthand, such as: "niva kumanën e funit" (last year's wheat), "konop" (hemp), "kjoftë lëvdu Jezu Krishti!" (praise be to Jesus Christ!), "përmrena" (afternoon), "në kafaz të kresë" (in the cage of the bed), "hide" (to disappear), "hudh" (to throw), "marrina" (gossip), "barna" (to examine closely), "shitoi" (to sell), "cyt" (heap), "ter" (hurry), "cungje" (bundles), "allti" (a type of bread), "këndell" (to bump), "telef" (telephone), "curg" (to fall), "sini bakri" (in vain), "tollovi" (fool), "cullak" (clumsy person), "shporet" (to spoil), "opinga" (shoes), "kaisha" (jacket), "ushkurë" (smock), "hejbe" (scold), "e xhuma" (indeed), "tutej" (right here), "hala" (still), "carac" (nonsense), "kurbatka" (curved), "sakicë" (satchel), "do i ketë hëngër mini" (it must have eaten something), "më ka ba lamsh" (it's bothering me), "fillikat" (bargain), "shitore" (market), "dimi" (smoke), "dekikë" (little bit), "kopicë" (cap), "kaptina" (trouble), "nondaja" (nothing), "gjet rofmet!" (find a way out!), "ia nrof dilli" (tease the vine), "maj venin tat o burra!" (put your hand there, man!), "tate" (father), "briste" (nightfall), "zezonë" (dark), "di gjë se kur ka ngjarë që një uloke të pjellë fëmijën e të atit" (knows when a heifer has borne the calf of its father) (p. 78), "do me e pa?" (do you want to see it?), "E kam hudh n'karrocë" (I threw it in the cart) (p. 92), "e kur t'vin zhegu" (when the frost comes to you) (p. 26), "ti shtije në gropë të gjorën" (you pushed it into the hole) (p. 16), "ç'ka bo vaki, o burrë" (what has happened, man?) (p. 10), "as me e gropos nuk bo, se u dhem kaptina" (I can't even dig it out, because my head hurts) (p. 7), "e gjeta me rryl t'prem përtej" (I found it with a broken bridle over there) (p. 9), etc.

"The words taken from folk discourse, which are preserved and used today by speakers of a dialect, enrich our language in terms of both meaning and style. For example: 'dynjanë' in comparison to 'vendin' (p. 48), 'shlu' in comparison to 'lëshu' (p. 49), 'nuk qasen' in comparison to 'nuk afrohen' (p. 49), 'kanos' in comparison to 'prish punë' (p. 54), 'llangë' in comparison to 'shenjë' (p. 74), 'këqyri' in comparison to 'pa' (p. 16). Words and expressions of

folk lexicon are easily discernible in the language of the work, naturally interweaving with words from other colloquial or standard Albanian expressions. Such terms include: "dovlet" (confused mess), "qerpic" (splinter), "cap" (hat), "karro" (cart), "mesele" (matter), "meit" (soft), "cingije" (chisel), "pëgëra" (difficulty), "kopile" (mud), "honeps" (hidden), "sëmboj" (to chase), "kinse" (like), "avit" (chicken coop), "kërcepë" (itch), "kundruall" (upside down), "zallamahi" (mischief), "resme" (fine), "djalli e mori" (devil took), "vërë" (drunk), "e porsalerë" (exaggerated), "cyrek" (nail), "rrena" (mess), "cark" (thorn), "qas" (near), "xurxull" (mixture), "kllapi" (mess), "faneps" (strange), "firar" (broken), "davaris" (sparrow), "melhem" (ointment), "bina" (building), "zeher" (poison), "lëfy" (muddy), "sac" (sack), "eglendisej" (played), "qemeri" (bad temper), "vragë" (shame), "sëlloj" (type), "mashë" (mud), "shullëhej" (twisted), "farmak" (medicine), "idhnohej" (confused), "kacabuj" (mischief), "kiameti" (trouble), "cof" (ignorant), "e lojtur" (mocked), "mide" (cat), "cengel" (hook), "qëmtoj" (burn), "filloj" (poke), "mek" (the same), "ngjëroj rakinë" (ignite the fire), "kutullac" (tumbled), "muhaxhirë njeri pa njeri" (strangers), "maraz" (trouble), "allatet" (animals), "gollomesh" (fool), "haber" (courage), "berekët" (secrets), "lëcis" (slippery), "karroqe" (barrow), "pëqi" (want), "benevrekë" (braggart), "nallane" (nonsense), "fakir" (poor), "kanistër" (canister), "kullandris" (shelter), "qostek" (smug), "malukat" (muddle), "naze" (naughty), "kuis" (tease), "shtie" (hide), "gjerbte" (vile), "dert" (bother), "cullufe" (curl), "procka" (quarrel), "llogje" (lie), "magje" (magic), "ushkur" (blow), "mëngjër" (bitterness), and so forth.

We utilise words of conversational speech, such as "prit" (wait), "moj grua" (oh woman), "se nuk shkulem aq lehtë" (that we don't depart so easily) (p. 78), "ça nishoni ka hundërrri" (what nonsense is this?) (p. 78), "që Ëngjëllushja, me pillte vetëm saktë" (that Ëngjëllushja, only drinks straight) (p. 85), "asnjë nuk teproi" (none went overboard) (p. 85), "qoftë largu, doktor. I ligu" (be gone, doctor. The evil one) (p. 106), "trembe dynjanë, o rob zoti" (tremble before God, oh people, etc.). For the author, dialectal expressions serve as evidence of his experiences, preferences, and feelings towards a particular region, a world, or memories of childhood. What particularly captivates our attention during the reading of the novel is the detailed description of objects, people, and other phenomena. The author pays special attention to elements such as windows, clothing, and detailed descriptions of people, for instance: "Many of them had hung bells under the bridge to catch fish in the river" (p. 57), "the internal wind carried spirits that made the plums dance with a touch of rakia" (p. 57), etc.

The events of the novel are closely intertwined with specific histories, objects, things, notions, phenomena, often transcended, yet their nomenclatures present an important lexical layer with a distinct artistic usage. Some of these persist to this day, such as: words from the general lexicon: "balluke" - hair (p. 6), "brofnin" - they stuttered (p. 7), "kolibeve" - huts (p. 14), "kërthinë" - newborn (p. 28), "kacabunjtë" - nerves (p. 31), "gllabëruar" - eaten (p. 30), "maraz" - stress (p. 39), "llomotiste" - she spoke (p. 32), "teshat" - clothes (p. 36), "odë" - the room for welcoming guests (p. 37), (p. 43), "haberin" - the news (p. 44), etc.

The writer crafts an array of nuanced terms, which we encounter within the dialogues and descriptions of the environment. For instance: "cullak-i vogël" (p. 12) - small sieve, "kutullaç - kokërr" (p. 79) - woolen socks, "tolloje - rrëmujë" (p. 76) - chaos, "kacabunjtë - nervat" (p. 77) - nerves, "amvisat - vizitorët" (p. 76) - guests, "dergje - digje" (p. 12) - vanished, "honepsin - duroj" (p. 56) - endured, "kullandrisi - rregulloi" (p. 53) - tidied up, "trokun - trokitje" (p. 54) - knocking, "qemeri - cepi i dritares" (p. 65) - window sill, "allafrënga - rroba të shkurtra" (p. 74) - short clothes, "dystuar - prishur" (p. 57) - broken, "faritën - shfaqën" (p. 52) - appeared, "lapërdhi - fjalë" (p. 60) - words, "vobektët - të urtë" (p. 72) - wise, "ballas - drejtpërdrejtë" (p. 46) - directly, "bodrome - shtëpi të nëndheshme" (p. 51) - basement, "vuv" (p. 14) - from above, "llocës" (p. 14) - rings, "fekste" (p. 19) - flickering, "dimiqet" (p. 20) - fleeting, "kumar" (p. 10) - fog, "dëneste" (p. 6) - punishment, "kërshëria" (p. 12) - longing, "sarahoshëve" (p. 30) - grandparents, "purteka" (p. 12) - bags, "atlas" (p. 13) - satin, "kllithjet" (p. 27) - shouts, "trokun" (p. 28) - knocking, "bedena" (p. 38) - throngs, "sepetes" (p. 50) - baskets, "caracin" (p. 62), deadfall. These intricately chosen terms contribute to the rich tapestry of the narrative, adding layers of depth to both character portrayal and setting depiction within the literary work.

In the work of Kukës, we encounter new words or new meanings that the word takes on depending on its usage,

such as: "tymar" (to emit smoke), "zdërhollej" (to disperse hastily), "u copërluan" (they were shattered), "të heshtonte" (to remain silent), "i currufjasur" (dishevelled), "vajzuke" (small girl), "shkokëlonte" (to flutter), and so forth. Through affixation, we witness the creation of "tym-ar" and "vajz-uke," with the prefix "zdër-" alongside both "sh-kokël-o-nte," and the formation of verbs from the nouns "copë- u copërluan" and "të hesht- të heshtonte."

Other formations with suffixes:

With the suffix **-shëm**, such as: përdhunshëm (page 109), mëparshëm (page 98), mjaftueshëm (page 97), hareshëm (page 84), përzishëm (page 9).

With the suffix **-an**, such as: shkurtan (page 6), shkretan (page 6), vigan (page 7), katallan (page 8), and mjeran (page 8).

With the suffix **-ëz**: rrugëz, pakëz, patëz, pjatëz, gishtëz, bulëz, vijëz, erëz, gropëz, lopatëz, fletëz, kupëz, gotëz, zonjëz, enëz, etc.

With the suffix **-zë**: shtëpizë, cazë.

With the suffix **-za**: andejza, këndejza, fuciza, etc.

With the suffix **-azi**: vjedhurazi, keqazi, mbyturazi, druajturazi, etc.

With the suffix **-thi**: nxitimthi, zëthi, etc.

With the suffix **-shëm**: të hareshëm, unshëm, etc.

The compositions created by the author also hold a significant place, enriching the Albanian language. Their usage conveys emotional nuances, significant linguistic values, and heightened expressiveness, such as: stubborn (p. 28), down-headed (p. 29), broad-shouldered (p. 22), fragrant-breathed (p. 18), calf-begotten (p. 18), semi-crescent (p. 11), ladybird (p. 112), newly adorned (p. 58), flame-bright, semi-veiling, rose-tinted, clear-eyed, outwardly pregnant, buxom, sevenfold, flowered (like beans), hand-tightened, moustached and combed, door-set, head-pain, upright stance, lucky charm, bark-end, bin-matted, buttock-revealing, vow-lacking, mouth-curved, face-sick, shadow-dim, chin-matted, head-empty, neck-hunched, square-shaped, faulty, needle-like, bride-headed, angle-view, wide-roofed, sweet-scented, captain-faced, etc.

We cannot overlook the use of foreign words in Kukës' work, which he employs at times for stylistic purposes and at other times to convey authenticity. For example: stephansplatz (f. f.8), ciardino di boboli (f. 27), Piazza San Marco (f. 27), shabbat (f. 28), heldenplatt (f.52), intendancë, delinkuetët, spinell, drugani, asketë, cfungarenjtë, sinjor, kamero, reverencë, resto, metelikë, evlat, etc.

The expressive evocative function of borrowings enables the recreation of context, the establishment of diverse situations, and demonstrates that foreign words can have a high-level expressive function. Another lexical layer includes professionalisms used by the author in the work for the purpose of characterising the personas. Examples of such are: Doctor, physician, cartographer, journalist, snitch, cleaner, drunkard, pathetic, scene, theatre, actor, remedies, ill, gynecology, medicine, dentist, stomatology, tooth, stethoscope, lung, gendarm, etc.

Thus, we also highlight numerous religious discourse terms, such as; prayer, alms, christian, sin, paradise, priest, baptism, synagogue, Muslim, pope, doctrine, Eid.

Easter, prophet, devil, genie, fairy, etc., which embody the beliefs, judgements, and worldview of the characters in the novel.

A large group, in itself, also constitutes the phraseological units in the work. For example: this girl was contemplating, Di Hima turned his back, who thinks he's gotten away with it, kept the house on its feet, grinned, turned their backs, pain pressed upon them, on the brink of collapse, raise your hands, you must be mistaken, etc.

From a quick glance, we classify them as follows:

Phrasal units with a multi-word structure, such as: lackë e plackë (helter-skelter), mbarë e prapë (back and forth), kockë e lëkurë (skin and bone), gojët e liga (foul-mouthed people), të zitë e ullirit (rough patch), frymë njeriu (human breath), qen bir qeni (like father like son), këmbë robi (man's leg), punë e madhe (big deal), as e para as e fundit (neither the first nor the last), etc.

Phrasal units with sentence structure, such as:

1. nuk tundej vendit - "as stubborn as a mule",
2. si i kishte hije - "had an air of mystery."
3. do të bënte kërëdinë - "make a mountain out of a molehill."
4. hodhi një sy - "to give it a once-over"
5. i ra në të - "fell head over heels"
6. dha shpirt i gjori, - "kick the bucket."
7. nuk ua kishte ngenë - "it didn't faze them."
8. nuk binin në sy - "out of sight, out of mind."
9. me një këmbë në varr - "on death's doorstep"
10. ka ikur nga mendtë - "lost their marbles."
11. i dha dum, - "threw in the towel."
12. e peshoi me sy - "eyed it up"
13. qe bërë tërkuzë - "started a cat-and-mouse game"
14. me gojën te veshi - "all ears"
15. s'ngopet ariu me miza - "aiming higher."
16. si e do vendi bëhet kuvendi - "too many cooks spoil the broth"
17. na ka dalë nami - "hit a roadblock"
18. na hyn në punë - "stir the pot"
19. e kishte përpirë dheu - "lost to the sands of time"
20. marr nëpër këmbë - "beat around the bush"
21. si buka që ha - "like the back of your hand"

22. nuk vë gjumë në sy - "keep them up at night"
23. i nxjerr qumështin e nënës - "brings out the best in them"
24. u bë daulle -: "as full as a tick"
25. i kishin carë ferrën - "burnt their bridges"
26. ia hoqi vetes - "shoot themselves in the foot"
27. nuk ia kish dalë - "couldn't get the hang of it"
28. i punonte qindin - "Made his life a living hell"
29. vë kujën - "Bawl your eyes out"
30. i kallte datën - "moved the goalposts"
31. e coi në atë botë - "sent it to the grave"
32. nuk merrte vesh i pari të dytin - "couldn't get the hang of it"
33. i doli gjumi -: "hit the sack"
34. pa e bërë fjalën dy - "without batting an eye"
35. i qaj hallin - "My heart goes out to them."
36. iu sos durimi - "ran out of patience"
37. u zuri rrota bishtin - "got caught in the middle"
38. u dha këmbëve - "Take to one's heels"
39. të luante tepeleku i kokës - "To have a lot on one's plate"
40. u bë i gjallë - "Out of the blue"
41. për një pikë ujë - "for a mere drop in the bucket"
42. lë shëndenë - "left out in the cold"
43. me dorë në zemër - "hand on heart"
44. i bëri udhë -: "hit the road"
45. punë e madhe - "big deal"
46. na la - "left us high and dry"
47. i vuri kapak - "put the lid on it"
48. i merr era - "gone with the wind"
49. vë buzën në gaz - "Flash a smile"

50. nuk mbante më ujë pilafi - "Throw in the towel"

Just like every poet and prose writer who stands out for their use of stylistic linguistic figures, even in Kukës, should be highlighted for their ability in creation and functional utilisation. Such is the figure of comparison, which renders descriptions more attractive, and poignant. In the work, we encounter a plethora of comparisons, both simple and elaborate, which are a richness inherent in the language of the novel. We have singled out several examples, such as: "exchanged two eyes as green as a mountain grass" (p. 14), "under the moonlight he staggered like a tobacco leaf" (p. 19), "held his hands on his waist and had hollow eyes like a squeezed orange" (p. 19), "he approached, broad-shouldered, and his nose was as blunt as a pig's snout" (p. 22), "because he couldn't find shoes for that large foot like a bear's paw" (p. 22), "covered in white dust like ground flour" (p. 24), others who were as fit as a fiddle died in their hands" (p. 31), "Sleeping like the dead." (p. 31), "they sighed and opened their mouths like mountain vipers" (p. 38), "anguish had spread everywhere like a viscous liquid" (p. 39), "It was coated in a layer of grease." (p. 45), "as a yellow, it looked like a ball of wool" (p. 46), "it was no longer yellow, but white like tobacco ash" (p. 46), "she looked like a cyclops' daughter" (p. 89), "a girl was as white as driven snow" (p. 103), "like a fresh spring" (p. 34), etc.

- The author expresses beautifully through metaphor, such that the beauty of the word draws within itself and becomes part of the novel. Such metaphors include: "the sun that washed the garden with rays" (p. 6), "the door groaned heavily, without haste" (p. 8), "the black coffee liquid had created lines like thirsty rivers for a drop of water" (p. 13), "the tools were all in their place, while the sharpened knives began to dance with the rays of the day, entering through the entrance slit" (p. 22), "light up the cigarette now," said Mit'hat Frashëri and entered, taking with him the pearl of sweat that had gathered on his forehead (p. 27), "one day they vanished into thin air" (p. 28), "the cart left the market, enveloped by the serenity that scared out of it's wits" (p. 11), "the ground started to turn into mud and the wheels moaned differently." (p. 12), "they couldn't see the waters, but they could feel their song" (p. 12), "once a leaf of mint that clung to the mud-streaked fence" (p. 12), "The smell of joe beans boiling in the pan is mouthwatering, and the taste is delightful." (p. 12), "the leaves moved and their rustle could not reach the ears" (p. 27), "inside, thirsty rays of sunlight poured, but no sound" (p. 25), "pain has a yellow colour" (p. 25), "you could clearly hear the whispering of the leaves, but no chirping" (p. 25), "aching temples, aching back, light as a feather, rough hair, I remained dumbfounded, the night was thick, fire bubbled, the lamb began to tuck its head into the bosom of the night, the moon washed with light, a woman with her mouth by her ear, the mighty nose."
- The use of reticence is also quite prevalent in the text. For instance: "everything is done by little ones ..." (p. 6), "Listen to me..." (p. 6), "Now that they have the head, I don't drink..." (p. 9), "he was out of his depth, but they wanted us to take him in the middle of the day to this place, which made him a murderer..." (p. 108), "it's not my fault...it's a dilemma that chokes me...the dilemma takes my breath away...it takes my mind...it takes my sight...it's not my fault, I swear to God..." (p. 92), "I understand, Tom, I understand..." (p. 9), "you have a shiver in your forearm..." (p. 74), "it wasn't any day who knows what..." (p. 71) "I don't like him. I will dig a hole for him with my own hands, don't worry" (p. 67), etc.
- In the text, we often employ rhetorical questions as a figure of intonation that engages and emotionally involves the readers. For instance, questions such as "why have we come here?" (p. 19), "Sabaheti, why was it left in your room?" (p. 4), "do you have raki?" (p. 111), "are you listening?" (p. 111), "Who bears the weight of these myriad responsibilities?" (p. 106), "tell me, who was it that you listened to?" (p. 105), "where did the leaves go?" (p. 101), "but where did our doubt come from?" (p. 100), "which is the greater sin, the one who takes the money or the one who gives it?" (p. 98), "where did you find this mushroom?" (p. 96), "why, oh man, did you bring this snake into the house?" (p. 88), "what do you mean by 'It was big?'" (p. 87), "Nothing remained." (p. 85), "Who was the actor behind this action?" (p. 79).
- Epithets in the work exhibit a rich utilization, endowing expressions with eloquence and beauty. Such

epithets are distinguished by phrases such as "her twirled hair had turned grey, but her eyebrows had remained golden" (p. 22), "completely bald like all the other sheep around" (p. 15), and "in the hall of the first floor, Tom Kuka was encountered. The highland boy,ss tall as a pine tree" (p. 51).

- Enumeration is a favored literary device, evident from the density of its utilization by the author. For instance: children, elderly, women, men, stacked in heaps on Tom Kukë's scart... the scent of sweat, leather, meat, fat that melted hung suspended... like sparrows, woodpigeons, crows..., .. none, no streets, no landmarks, no shelters..., to intensify the pain, suffering, darkness... stones moved, the scythe cut, the land of the yard plowed... she washed her face, hands, neck, forearms..., tiny eyes, a nose like a dot, a small forehead, ears like bean flowers..., neither spoke, nor cursed, nor threatened, just the worms, cats, dogs..., they caught all the mosquitoes, water snakes, newts..., they devoured these, the fleas, lice..., ...by the canals, water lines, streams, rivers..., filled with moss, red flowers, lavenders, poppies, mint, chicory..., the doctor was tired, exhausted, sleepless, dizzy..., the stars ignited, the moon turned pale, the air warmed, the earth absorbed the water..., the sun flickered over every leaf, every blade of grass, every water droplet., the orchard had gathered the wrens, sparrows, fat hens, canaries, tails of roads to sell, buy, to be known, to be killed, to be married, etc.

Analysing the work of Tom Kuka's from a linguistic perspective, Tom Kuka's work presents a compelling yet intricate pursuit, offering both aesthetic pleasure and scholarly challenge. Kuka skilfully merges humanity's historical tapestry with its contemporary realities through a complex linguistic palette, blending the Geg and Tosk dialects alongside archaic elements. This juxtaposition evokes a profound emotional landscape, characterized by themes of sorrow, disillusionment, and intense anguish. His adept incorporation of the Tirana dialect's lexicon seamlessly interwoven with standard Albanian in the novel "Flames" results in a language that is not only captivating but also profound in its resonance.