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BEDER JOURNAL OF HUMANITIES

ISSUE:19

Autumn 2023

Tirana, Albania

www.bjh.beder.edu.al

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FEMINIST CRITICISM OF JANE EYRE AND THE HANDMAID'S TALE

Abstract

Feminism is a belief in the cultural, social, economic, and political equality of women. It is a term used to describe the cultural phenomena linked with the position of women in the patriarchal society. Feminism arose in three waves. The first wave was concerned with women's suffrage. The second wave was a reaction to the working conditions necessary in America during the Second World War. The *Third Wave* was mostly focused on intervening in problems that were still present in society including the lack of women in positions of power and sexual harassment in the workplace. These three waves have been followed by what is called feminist criticism which deals with the ways in which literature reinforces or undermines the economic, social, political, or psychological oppression of women.

Taking this into consideration, *Jane Eyre* and *The Handmaid's Tale* will be analyzed from a feminist perspective, focusing on the relationship between men and women portrayed in the novels and designating the power relationships between men and women. These two novels are first and foremost a portrayal of how women's and men's roles are defined in society. From this perspective, the novels shed light on the characters taking on traits of the opposite gender and the possibility of sisterhood as a method of resisting patriarchy.

Keywords: *feminist criticism, feminist waves, women, men, Third Wave, equality*

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Feminism is a belief in the cultural, social, economic, and political equality of women. It is a term used to describe the cultural phenomena linked with the position of women in the patriarchal society. The term feminism was first coined by Charles Fournier, a utopian philosopher, and radical socialist, as a reaction to different organizations of activism for supporting women's suffrage (Malinowska, 2020). As a Western movement, Feminism arose in three waves. The first wave of Feminism was in the late 1700s and early 1900s. Mary Wollstonecraft wrote *A Vindication of the Rights*, highlighting the inequalities between women and men. Also, Susan B. Anthony and Victoria Woodhull contributed to the women's suffrage movement, a movement where women could have the right to vote and dominated much of feminism for certain decades. Many people thought voting rights for women were unacceptable. However, this attitude toward women's rights to vote was soon swayed by Frederick Douglass, a leader of the abolitionist movement and an early champion of women's rights, when he stated that he couldn't accept his right to vote if it was not recognized as a right for women too (History.com). This movement slowly began to achieve success.

New Zealand became the first place that gave women the right to vote in 1893. It was followed later by Australia in 1902 and Finland in 1906 (History.com). In the United States, women participated in World War I which proved that women deserved to have equal rights. In 1920 women finally earned the right to vote which secured women the possibility to enter the workplace in higher numbers. During World War II, a great number of women participated in the military or found work in industry (History.com). This marked the second wave of Feminism that was in the early 1960s and late 1970s.

The second wave was a reaction to the working conditions necessary in America during the Second World War. The majority of men were overseas and women had to be brought into the economy to replace men's positions. The second wave focused on matters of equality and discrimination. The incentive of this second wave was Betty Friedan's book *The Feminine Mystique* which criticized the postwar assumption that a woman's role was to be a housewife, to marry and bear children (Bloomington Women's Liberation Newsletter, 1970). In 1971 Gloria Steinem a social activist, editor, and writer created a

National Organization for Women called "National Women's Political Caucus" and also initiated many political involvements. Things started working successfully. Awareness was raised regarding domestic violence and gender and also women's studies departments were found at colleges and Universities (Bloomington Women's Liberation Newsletter, 1970).

The third wave of feminism emerged in the early 1990s which was mostly focused on intervening in problems that were still present in society including the lack of women in positions of power and also sexual harassment in the workplace. The women of the third wave embraced the energy of rebellion and encouraged one another to express freely their sexuality and individuality. "Riot **grrl**" which was a feminist punk movement and also many groups like "Bikini Kill", "Batmobile", "Heavens to Betsy", and so on, brought their feminist bands into pop music. Their songs addressed issues such as rape, abuse, sexism, and racism (Pruitt, 2022).

These three waves have been followed by what is called feminist criticism. Feminist criticism deals with the ways in which literature reinforces or undermines the economic, social, political, or psychological oppression of women (Prude writing lab). Feminist criticism tends to expose the explicit and implicit misogyny in male writing about women. It concerns the fact that the women writers' exclusion in the literary canon is less obvious. It also has the tendency to underrepresent the contributions of women writers. It examines works of literature and analyzes them from a feminist lens. There is no question that there have been some great women writers who simply because they have been women, works have been ignored in academia. It has to be accepted that there exist different feminist approaches but these approaches seem to have some commonalities. They all believe that women are oppressed by patriarchy economically, socially, psychologically, and politically. Patriarchal ideology enforces the oppression that is made on women. In every place where patriarchy rules, a woman is considered as the other, she is marginalized. Females are also defined only by their difference from male norms and values. Just like in the case of history that is written by the winners, also if society is ruled by men, they are going to write what is normal according to them. All Western civilization is deeply rooted in patriarchal ideology. As a perfect example, it

could be mentioned the part where the garden of Eden was lost because of a woman, Eve. Feminist critics have a goal to change the world by promoting gender equality. Feminism issues occupy a very important place in every aspect of human production and experience including here that of literature. Literature was the main source that indicated what was an acceptable representation of femininity (Abou N., 2021). Many literary works have portrayed the suffering of women through discrimination and violence in all areas of life. Others have created the idea of women's rights and how women should be treated in society. Taking into consideration feminist criticism and the elements explored by it, *Jane Eyre* by Charlotte Brontë and *The Handmaid's Tale* by Margaret Atwood will be analyzed through feminist lenses. These two novels contain many elements that are related to women's position, function, and rights in society, and each of these novels can be analyzed through a feminist approach. However, the feminist approach in each of these novels is explored in different ways.

Jane Eyre by Charlotte Brontë is a novel that faces the reader with boundless elements of feminist criticism. Charlotte Brontë was one of the founders of feminism in the Victorian Age. She was considered the revolutionary representative of that age and also broke numerous rules that prevailed during that period of time. She wrote eponymous novels, that is the name of the protagonist is the title of the novel and *Jane Eyre* is one of those novels. The feminist spirit that Brontë had is depicted clearly in this novel. The novel narrates the story of a young orphan girl named Jane who is ill-treated since her childhood. Throughout the book, the reader realizes that Jane is not the usual heroine of the Victorian era. An era best known for its social structure and an era where every thought, desire, or dream is strictly dependent on its social class. Women of the Victorian era were repressed, with no social status, no rights, and no options for self-support or self-realization. At that time besides men's superiority over women, it was believed that people are born unequal. However, through the character of Jane, Brontë contradicts and refuses all those beliefs and unfair situations in society. Brontë presents the reader with a picture of how the relationship between men and women was in that period of time. From the first pages, it is seen the male superiority over women:

"You have no business to take our books; you are a dependent, mama says; you have no money; your father left you none; you ought to beg, and not to live here with gentlemen's children like us, and eat the same meals we do, and 12 Jane Eyre wear clothes at our mama's expense. Now, I'll teach you to rummage my bookshelves: for they ARE mine; all the house belongs to me, or will do in a few years. Go and stand by the door, out of the way of the mirror and the windows." (BRONTE, 11-12)

The first oppression made of Jane by a male character was by her cousin John Reed. He treated her very badly psychologically and also physically. Through his actions, the reader is able to plainly understand that John Reed is the ideal model of a patriarchal character who shows no respect for women, oppresses, humiliates, and bullies them. The Reed family represents the Victorian society that suppresses Jane's desires and feelings by punishing and discriminating against her. Jane is called many times wicked or mad just because she chooses to stand up against her bully cousin John Reed. The reader starts noticing the first stands of Jane against oppression, bullying, and discrimination. Another male figure that oppresses Jane is Mr. Brocklehurst who strictly believes in the theory of women's inferiority. He demands the girls to dress in ugly clothes, eat less, and lead a hard life "Madam, allow me an instant. You are aware that my plan in bringing up these girls is, not to accustom them to habits of luxury and indulgence, but to render them hardy, patient, self-denying" (Brontë, 94). Mr. Brocklehurst is the headmaster at Lowood institute where Jane is sent after leaving the Reed family. The main tenet of the school, according to him, is to make girls be humble, docile, and self-sacrificing, being completely obedient and under their husband's submission. The headmaster of the school is put into a dominating position (Rawat, 4) that shows exactly the role of men and women in society. In Lowood school, it is seen a great progression of Jane's personality, especially with the help of Helen Burns who appears to have a very strong character, able to endure all the society's discrimination. The support given to Jane by Helen points out one of the elements taken into consideration by feminist criticism, sisterhood against patriarchy. Jane acquires six years of rigorous education and two years of teaching at Lowood Institute but the only job she can get is a governess at Thornfield Hall under Mr. Rochester's

possession. This is the only opportunity society offers women which for Jane's aspirations is clearly not enough:

"It is in vain to say human beings ought to be satisfied with tranquility: they must have action; and they will make it if they cannot find it … Women are supposed to be very calm generally: but women feel just as men feel; they need exercise for their faculties, and a field for their efforts, as much as their brothers do; they suffer from too rigid a restraint, too absolute a stagnation, precisely as men would suffer; and it is narrow-minded in their more privileged fellow-creatures to say that they ought to confine themselves to making puddings and knitting stockings, to playing on the piano and embroidering bags. It is thoughtless to condemn them, or laugh at them, if they seek to do more or learn more than custom has pronounced necessary for their sex." (BRONTE, 167)
Jane expresses her thoughts based on inequality and she emphasizes the prevalent inequality and the equality that must be (Rawat, 5).
Jane's love interest Edward Rochester, at the same time as her headmaster at Thornfield, is another male figure who oppresses Jane by trying to control her. Rochester's oppression could be considered kind of positive because he does it for love. He has this dolled-up romantic approach against Jane which does not suit her by any means:

"I will attire my Jane in satin and lace, and she shall have roses in her hair; and I will cover the head I love best with a priceless veil." (BRONTE, 395)

Jane refuses any material gift offered by Mr. Rochester and dislikes any special treatment that involves financial favor:

"Oh, sir! - never rain jewels! I don't like to hear them spoken of. Jewels for Jane Eyre sounds unnatural and strange: I would rather not have them." (BRONTE, 394).

She rather prefers being equal with Rochester than having all those things. It is noticed that Brontë to achieve equality between genders, equips Jane with qualities that no woman should possess in that society. The reader sees that Jane can inherit a great amount of money something that is impossible for women to

possess at that time. Brontë gives Jane the traits of a male by making her strong, intelligent, wealthy, and in search of independence.

Another novel that can be analyzed through feminist lenses is *The Handmaid's Tale* by Margaret Atwood who is best known for her prose fiction and for her feminist perspective (Encyclopedia Britannica). *The Handmaid's Tale* narrates the story of a feminist dystopian society that rearranges completely the hierarchy of citizens as a response to a fertility crisis. Before Gilead was formed, society was filled with pollution, abortion, and many diseases. Furthermore, rape and pornography were being spread enormously. All the riots that were happening led to a reduction in the birth rate. As a response to all this upheaval things Gilead was created, however, things seemed to become worst and worst creating a dystopian society. In a feminist dystopian society, the goals of females go in the opposite direction, and in many female dystopian societies identity of women is thematized. On most occasions, women get ripped off their identities and get objectified (Schäder, 2018). This story describes a new society that is completely ruled by men and women are oppressed, tortured, discriminated against, and even raped. However, in the novel, women are not oppressed directly by men but by women who are placed higher in the hierarchy:

"The first thing that happens in this new society is women getting fired from their jobs, and getting their bank accounts blocked leaving women with no money or position at all. They lost their independence completely:

 "We are not each other's, anymore. Instead, I am his." (ATWOOD, 128).

Women of Gilead take the position of domestic wives while men take care of the intellectual businesses. This, Atwood says is not something that has not been seen or heard before. It has always happened somewhere in the world and is happening even now (Ochsenfahrt, 2008). Without even noticing the rapid progress of this new regime, women started being divided into different categories especially based on their fertility. Another element showing the differentiation between women and men is that men were able to gain or lose power while women couldn't change their status. They were designated to bear

children for the Elite. The only way for them to change their status was to become Unwoman and be sent to the Colonies. The reader notices that men's fertility is not even questioned throughout the story while women's fertility was one of the most important factors for a women's duty toward society. In this regime, the State gets rid of handmaids' names erasing completely their identity, and labels them according to their Commander's name; another way to show men's possession over women.

According to Offred the main character of the novel, women are not allowed to have access to the books. They cannot read, write, or use pens or paper and they cannot even scrabble. It is also seen that women can identify shops by pictures and not by names given that words are forbidden "You can see the place, under the lily, where the lettering was painted out when they decided that even the names of shops were too much temptation for us. Now places are known by their signs alone" (Atwood, 21). The girls are only allowed to recite parts from Bible that are obviously distorted to reinforce women's obedience:

 "From each, says the slogan, according to her ability; to each according to his needs. We recited those three times, after dessert. It was from the Bible, or so they said." (ATWOOD, 81).

Offred's comment forces the reader to doubt the authority of that statement and also highlights the use of the pronouns "her" and "his" which reinforces the oppression of women in that society and presents the male as the dominant figure. However, even though Offred's identity is taken away from her, she still maintains pieces of her womanhood and identity and manages to rebel even in small actions.

It is seen that Atwood puts a big emphasis on women's suffering leaving men little space for what they think or feel. Men are important for the plot and context of the world in which women live, however, they are not explored to the same extent as women are (Florczak, 5). The relationship between women takes the biggest importance in the novel. This relationship is both destructive and empowering. Atwood emphasizes a lot of women's solidarity which in this novel is founded in two ways: authentic solidarity and forced solidarity. Bonds

develop naturally against the regime and bonds are forced by the regime to put women against each other (Florczak, 7). Either way, it is seen throughout the novel that women contribute to each-others success or failure. In the case of forced solidarity, it is spotted that women are surveyed by their companion women. There is the handmaid who surveys you while shopping, the wife of the household, the aunts, and the Marthas, however at the same time you survey them too:

"Judd — according to the Limpkin material — was of the opinion from the outset that the best and most cost-effective way to control women for reproductive and other purposes was through women themselves." (ATWOOD, 212).

Sisterhood was strictly prohibited in Gilead because the controllers of that society were well aware that if women stood together, they would become powerful and that is something not beneficial for the leaders of Gilead.
Feminism is used to describe the cultural phenomena linked with the position of women in the patriarchal society. As a movement feminism arose in three waves. The first wave was concerned with women's suffrage[1]. During World War I, women participated in the war which proved that women were able to withstand those situations and that they have the right to be considered equal. The second wave was a reaction to the working conditions necessary in America during the Second World. The Third Wave was mostly focused on intervening in problems that were still present in society including the lack of women in positions of power and also sexual harassment in the workplace. These three waves have been followed by what is called feminist criticism. Feminist criticism deals with the ways in which literature reinforces or undermines the economic, social, political, or psychological oppression of women. Many literary works have portrayed the suffering of women through discrimination and violence in all areas of life. Others have created the idea of women's rights and how women should be treated in society. Approached from a feminist perspective, *Jane Eyre* by Charlotte Brontë and *The Handmaid's Tale* by Margaret Atwood, portray a picture of women's role, function, and rights in society. In Victorian times besides men's superiority over women, it was believed that people are born unequal. However, through the character of Jane,

Brontë contradicts and refuses all those beliefs and unfair situations in society. Brontë presents the reader with a picture of how the relationship between men and women was in that period of time. Throughout the novel, it is noticed that Brontë gives Jane the traits of a male by making her strong, intelligent, wealthy, and in search of independence. Whereas *The Handmaid's Tale* narrates the story of a feminist dystopian society that rearranges completely the hierarchy of citizens as a response to a fertility crisis. In the novel, women are stripped of their identity and objectified. The story describes a new society that is completely ruled by men and women are oppressed, tortured, discriminated against, and even raped. An important role in this novel has women's solidarity which is presented in two ways destructive and empowering. However, the Controllers strictly prohibit sisterhood in Gilead which implies that the power of united women could bring them down.

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Alban DOBRUNA

THE CONTRIBUTION OF ALBANIAN RELIGIOUS COMMUNITIES TO THE LIBERATION OF KOSOVO DURING THE '90S

Abstract

Through this paper, I present one of the precious segments of the activity of the Albanian religious communities in Kosovo, such as their contribution to the liberation of Kosovo. During the 90s of the last century, after the liquidation of the autonomy of Kosovo, Serbia followed the path of war, both in relation to the republics and the autonomous provinces. The first attack, at the end of the 80s, was directed by Belgrade against the autonomy of Kosovo and Vojvodina, with the aim of eliminating it, which it did. The religious Albanians in Kosovo were aware that, in the conditions of the implementation of the extreme measures of the Serbo-Yugoslav state, unlike what was happening with our neighbors, the faith of the Albanians was broken in three different ways, the religious communities in Kosovo should be cooperative both in the national aspect, but also in the international aspect, to give their contribution to the liberation and creation of the state of Kosovo. Religious communities in Kosovo have contributed to this. These communities created an atmosphere in the extension of policies and the development of projects in favor of high national values with solidarity and harmony between Albanians of faiths with a special brilliance at the time when Kosovo needed it the most. In these conditions, when the universities and high schools in the Albanian language are closed, the radio-television and the press in the Albanian language are closed, the Albanian religious communities in Kosovo open their places of worship, turning them into university auditoriums and school

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classrooms for the development of learning in Albanian language. They became participants in the initiative for the reconciliation of blood in different regions of Kosovo, initiated and inspired by prof. Anton Çetta until the beginning of the War for the Liberation of Kosovo in 1998, combining the interpretations of religious norms with those of patriotism.

KONTRIBUTI I BASHKËSIVE FETARE SHQIPTARE PËR ÇLIRIMIN E KOSOVËS GJATË VITEVE '90

Abstrakt

Përmes këtij punimi, paraqes një nga segmentet e çmuara të veprimtarisë së bashkësve fetare shqiptare në Kosovë, siç është kontributi i tyre në çlirimin e Kosovës. Gjatë viteve '90 të shekullit që lam pas, pas likuidimit të autonomisë së Kosovës, Serbia ndoqi rrugën e luftës, si në raport me republikat, ashtu edhe me krahinat autonome. Sulmin e parë, në fund të viteve '80, Beogradi e drejtoi kundër autonomisë së Kosovës dhe Vojvodinës, me synim eliminimin e saj, gjë që edhe e realizoi. Bashkësit fetare shqiptare në Kosovë ishin të ndërgjegjshëm se, në kushtet e zbatimit të masave ekstreme të shtetit serbo-jugosllav, ndryshe nga ç'ndodhte me fqinjët tanë, besimi përthyhej tek shqiptarët në tre shfaqje të ndryshme, bashkësitë fetarë në Kosovë duhet të ishin bashkëpunues si në aspektin kombëtar, por edhe atë ndërkombëtar, për të dhënë kontributin e tyre në çlirimindhe krijimin e shtetit të Kosovës. Për ketë kanë kontribuar vetë bashkësitë fetare në Kosovë. Këto bashkësi krijuar një atmosferë në shtrirjen e politikave dhe zhvillimin e projekteve në favor të vlerave të larta kombëtare me solidariteti dhe harmonia midis shqiptarëve të besimeve me një shkëlqim të veçantë në kohën kur pati më së shumti nevojë Kosova. Në këto kushte kur u mbyllen universitetit e shkollat e mesme në gjuhën shqipe, mbylljen e radiotelevizionit dhe shtypit në gjuhën shqipe, bashkësit fetare shqiptare në Kosovë hapen objektet e tyre të kultit duke i kthyer ato në auditore universitare e klasa shkollash për zhvillimin e mësimit në gjuhën shqipe. Ata u bënë pjesëmarrës në nismën për pajtimin e gjaqeve në krahina të ndryshme të Kosovës, të iniciuar e frymëzuar nga prof. Anton Çetta deri me fillimin e Luftës për Çlirimin e Kosovës në vitin 1998, duke ndërthurur interpretimet e normave të fesë me ato të patriotizmit.

Fjalë kyçe: *Kosova gjatë okupimit në vitet '90, Bashkësitë Fetare, lufta për liri, harmonia ndërfetare.*

Hyrje

Tashmë harmonia fetare ndër shqiptarët konsiderohet një vlerë e konsoliduar, aq sa është bërë zakon që çdo bisedë mbi marrëdhëniet ndërfetare të fillojë e të mbarojë në mënyrën më virtuale, duke i sjellë shqiptarët si një shembull për t'u ndjekur edhe nga popujt e tjerë fqinj dhe më gjerë. Andaj edhe gjatë viteve '90 të shekullit që lamë pas, pas likuidimit të autonomisë së Krahinës Autonome së Kosovës, Serbia ndoqi rrugën e luftës, si në raport me republikat, ashtu edhe me krahinat autonome. Sulmin e parë, në fund të viteve '80, Beogradi zyrtar e drejtoi kundër autonomisë së Kosovës dhe Vojvodinës, me synim eliminimin e saj, gjë që edhe e realizoi. Gjatë kësaj periudhe kohore u bënë kthesa të mëdha politike, të cilat shkaktuan shumë dhimbje, plagë, dëbim dhe ishin në disfavor të realizimit të aspiratave të një kombi të tërë, gjë që krijoi parakushtet për themelimin dhe fillimin e rezistencës së një populli të tërë, për mbrojtjen dhe ruajtjen e qenies kombëtare. Pa dyshim që në këtë rezistencë dhanë kontributin e vet edhe bashkësitë fetare shqiptare në Kosovë.

Në Republikën e Kosovës ka disa bashkësi fetare shqiptare që ishin të ndërgjegjshme se, në kushtet e zbatimit të masave ekstreme të shtetit serbo-jugosllav, ndryshe nga ç'ndodhte me fqinjët tanë, besimi përthyhej tek shqiptarët në tri shfaqje të ndryshme: bashkësitë fetarë në Kosovë duhet të ishin bashkëpunuese si në aspektin kombëtar, por edhe atë ndërkombëtar, për të dhënë kontributin e tyre në krijimin e shtetit të Kosovës. Ky bashkëpunim fetar ka bërë të kemi jetë në tolerancë në Kosovë. Për ketë kanë kontribuar vetë bashkësitë fetare në Kosovë. Kjo gjendje I kishte rrënjët e saj tek aktivistët e Rilindjes Kombëtare Shqiptare, të cilët treguan një ndjeshmëri të jashtëzakonshme ndaj korenteve kulturore në Evropën moderne, që kërkonin një pozicionim të ri, gjithsesi reduktiv, të besimit fetar në jetën politike e shoqërore. Nga koha e Lidhjes Shqiptare të Prizrenit (1878-1881), kur u ngjiz së pari ideja e shtetit kombëtar shqiptar, e deri në ditët tona, veprimtarët kombëtarë përqafuan një version racional e të moderuar të qasjes ndaj fesë, duke vendosur laicizmin në themel të ekzistencës së tij[3]. Andaj sot e gjithë ditën janë të pavërteta, fjalët e kreut të Manastirit të Deçanit, Igumenit Sava

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[3] Pëllumb Xhufi, _Feja dhe shteti,_ 100 vjet pavarësi, Vëllimi I, Aktete e konferencës shkencore ndërkombëtare, Tiranë, më 26-27 nëntor 2012, Tiranë: Qendra e Studimeve Albanologjike: Instituti i Historisë, 2014, f.15.

Janjiç, se gjoja Ushtria Çlirimtare e Kosovës, ka sulmuar këtë manastir gjatë luftës së viteve 1998-1999. Manastiri i Deçanit ka qenë dhe mbetet objekt i rëndësisë shpirtërore dhe historike i respektuar me shekuj nga popullsia vendëse shqiptare[4]. Edhe pse këtë manastir gjatë luftës së fundit, serbët e kthyen në çerdhe të grupeve ushtarake, policore e paraushtarake serbe, shqiptarët u treguan të kujdesshëm për të krijuar një atmosferë në shtrirjen e politikave dhe zhvillimin e projekteve në favor të vlerave të larta kombëtare me solidaritetin dhe harmoninë midis besimeve në Kosovë dhe objekteve të tyre të kultit, me një shkëlqim të veçantë në kohën kur pati më së shumti nevojë Kosova. Pranimi dhe bashkekzistenca e besimeve fetare në Kosovë, ka bërë që toleranca ndërfetare të jetë një domosdoshmëri historike duke shërbyer kështu, si mjet dhe faktor që ka siguruar unitetin kombëtar dhe ekzistencën tonë si komb në këtë trevë.

Në këto kushte (vitet '90), kur u mbyllen Universiteti i Prishtinës dhe shkollat e mesme në gjuhën shqipe, mbyllja e radiotelevizionit dhe shtypit në gjuhën shqipe, bashkësitë fetare shqiptare në Kosovë hapen objektet e tyre të kultit duke i kthyer ato në auditore universitare e klasa shkollash për zhvillimin e mësimit në gjuhën shqipe. Mësimi zhvillohej në xhami, mesxhide, teqe[5] dhe kisha.

Një ndihmesë të madhe për Universitetin e Prishtinës dhe studentët e tij në këtë përiudhë e dha Medreseja "Alauddin", e cila i ofroi lokalet e saj për mbajtjen e provimeve pranuese dhe regjistrimin e studentëve. Në lokalet e kësaj Medreseje në mënyrë solemne u diplomuan 6 inxhinierë të rinj nga Fakulteti i Ndërtimtarisë, Arkitekturës, Makinerisë dhe Elektros. Në Medrese u mbajtën edhe disa mbledhje të Universitetit të Prishtinës, veçohet mbledhja e datës 26 nëntor 1991, në të cilën u vendos që Universiteti i Prishtinës të fillonte punën në shtëpi-shkolla. Më pas veçohet mbledhja e datës 10 dhjetor 1991, në të cilën u miratua plan-programi dhe u zgjodh rektori i UP-së, Ejup Statovci. Po

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[4] Shkodran C. Imeraj, "Kreu i Manastirit të Deçanit, Sava Janjiç, është shpifës dhe manipulues", *Gazeta e alpeve*, Viti. VI i botimit. Nr.81. 16-31 janar 2023, f.7.
[5] Nevruz Gjocaj, *Zhvillimi i arsimit shqip në Gjakovë 1990-1999,* (Temë master; material në dorshkrim), Univerziteti i Prishtinës: Fakulteti Filozofik: Dega e Historisë, f.60.

ashtu Medreseja "Alauddin" dha ndihmesë për strehimin e studentëve shqiptarë, të cilët u dëbuan nga konviktet nga ana e regjimit të dhunshëm serb, duke u siguruar strehim, ushqim, dhe përkujdesje prindërore.[6]

Në këtë periudhë, më 10 maj 1990, kryhet themelimi i Shoqatës Humanitare Bamirëse "Nënë Tereza", organizatë joqeveritare (OJQ) dhe si e tillë ishte e para e këtj lloji në Kosovë. Gjatë viteve të 90-ta kjo shoqatë humanitare ishte edhe frymë e solidaritetit tradicional, e sidomos në kohën kur popullit iu ngritën virtytet për mbijetesë dhe mos nënshtrim ndaj regjimit të asaj kohe. Ajo ka punuar për të zbutur dhe zhdukur varfërinë në Kosovë, jo vetëm në periferi qytetesh, por edhe në zona të thella urbane, përmes sigurimit të ndihmave dhe mjeteve financiare për ndryshime të qëndrueshme për njerëzit në nevojë, ku jetonte shtresa më e cenuar të shoqërisë nga uria, dhuna dhe sëmundjet.[7]

Veprimtaria e bashkësive fetare shqiptare në Kosovë, ishte pikë orentimi për të gjithë intelektualët shqiptarë në Kosovë në këtë përiudhë, duke zgjeruar kështu bashkëpunimin kulturor me shtëpitë botuese katolike dhe revistat *Drita*[8] dhe *Dituria islame,* të cilat luajtën një rol të madh në zhvillimin e historiografisë shqiptare në Kosovë, për shkak të mbylljes së institucioneve kërkimore-shkencore, si: Institutin Albanologjik dhe Institutin e Historisë në Prishtinë. Prandaj, në këto rrethana ato u bënë tribunë e fuqishme jo vetëm e kulturës shpirtërore fetare, por edhe e mendimit historiografik shqiptar. Kupola e këtyre studiuesve, që i bëri shtatin dhe i dha shpirtin historiografisë shqiptare në gjendje okupimi, dokumentohet në revistën fetare është shumë e madhe. Është e pamundur ta ezaurosh gjithë krijimtarinë e tyre në një kumtesë të vetme apo artikull. Por gjatë kohës së okupimit 1990-1999, do të jenë një atribut për të gjithë ata që kontribuan në ruajtjen, kultivimin dhe shpërndarjen e historisë dhe kulturës shqiptare, duke bërë që komunikimi me lexuesit, do të bëhej në

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[6] Drin Aliu, *Kontributi i Medresesë "Alauddin" në strehimin e studentëve shqiptar gjatë vitit 1990 pas dëbimit nga Universiteti dhe Konviktet nga regjimi serb,* (Material në dorshkrim), f.f.1-2.

[7] https://sq.wikipedia.org/wiki/Shoqata_Humanitare_Bamir%C3%ABse_e_Kosov %C3%ABs_%E2%80%9CN%C3%ABn%C3%AB_Tereza%E2%80%9D

[8] Dom Lush Gjergji & Don Valentino Salvoldi, *Imzot Nikë Prela: Njeriu i Zotit, Kishës dhe popllit,* Prizren: Drita, 2010, f. 23.

mënyra të ndryshme, herë si rrëfyes i historisë e herë si pjesëmarrës i drejtpërdrejtë i zhvillimit të veprimtarisë së jetës politike, shoqërore e intelektuale që prezantohej në kuadër të zhvillimit në Kosovë. Në këto revista spikat karakteri guximtar denoncus për dhunën dhe barbarinë e policisë serbe mbi shqiptarët, si për shembull kronika për helmimet masive të shqiptarëve nëpër shkolla, burgosjen e njerëzve të pafajshëm dhe shkarkimet masive nga puna. Këto kronika paraqiteshin në trajtë dhe sipas deontologjisë gazetareske, botoheshin edhe qëndrimet zyrtare rreth tyre. Në vitet 1997-1999 një vend të rëndësishëm në revista zë edhe mbështetja e madhe për krijimin e Ushtrisë Çlirimtare të Kosovës dhe shkrimet motivuese për rrugën drejt lirisë, si e drejtë themelore e identitetit të individit dhe të shoqërisë.[9]

Ndryshimet rrënjësore shoqërore në Kosovë në vitet '90 të shekullit që lamë pas, paralajmëruan ndryshime që do të ndodhnin edhe në statusin e Bashkësisë Islame të Kosovës (BIK). Krijimi i shteteve të reja pas shpërbërjes së ish-Jugosllavisë, imponoi nevojën për formimin e strukturave të pavarura islame brendapërbrenda subjekteve të reja shtetërore. Synimi vijues ishte edhe avancimi i kapaciteteve arsimore islame në rrethanat e reja, ngase deri atëherë nevojat e kuadrit të sferës islame plotësoheshin nga funksionimi i Medresesë së Mesme "Alaudin" në Prishtinë dhe shkollimi i një numri të paktë të tyre në qendra universitare islame jashtë vendit. Kështu, nisur nga nevoja imediate për kuadro të arsimuara në nivel më të lartë, më 15 gusht 1992, Kuvendi i Bashkësisë Islame të Kosovës, mori vendim për themelimin e Fakultetit të Studimeve Islame.[10]

Veç veprimtarisë fetare dhe arsimore, klerikët shqiptarë u bënë pjesëmarrës në lëvizje sociale me synime të dukshme kombëtare, siç ishte apo u realizua me nismën për pajtimin e gjaqeve në krahina të ndryshme të Kosovës, iniciuar e frymëzuar nga profesor Anton Çetta. Aksioni i pajtimit të gjaqeve, ishte

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[9] Hami Boriçi & Jolanda Lila, "Çështja kombëtare, historike, kulturore dhe shkencore në Revisten "Dituria islame", *Revista "Dituria islame" tri dekada jetë, punë, sfida dhe suksese, (Përmbledhje kumstesash nga sesioni shkencore Prishtinë, 18-20 nëntor 2016),* Prishtinë: Kryesia e Bashkësisë Islame të Kosovës, 2018, f. 184.

[10] *Fakulteti i Studimeve Islame* (Monografi me rastin e 25-vjetorit të themelimit), Prishtinë: Botoi: Fakulteti i Studimeve Islame i Pirshtinës, 2017, f. f. 23-25.

përpjekje për internacionalizimin, shpëtimin dhe lirinë e Kosovës. Kësisoj hoxhallarë, imamë, priftërinj dhe shehlerë bashkëpunuan në xhami, kisha, teqe, në shkolla, salla, në livadhe dhe kodrina, në shi dhe në diell, në udhëtime dhe bisedime, në oda dhe takime publike. Në këto rrethana, nën petkun fetar ata ishin mbështetës të zgjidhje realiste të problemeve politike dhe kombëtrare me optimizëm. Gjendjen e vlerësonin saktë, ashtu siç ishte, tejet e rëndë, shpesh edhe dramatike. Por edhe "optimistë të papërmirësueshëm."[11]

Me fillimin e Luftës për Çlirimin e Kosovës në vitin 1998, duke ndërthurur interpretimet e normave të fesë me ato të patriotizmit, xhamitë, kishat, teqet u kthyen në vatra të mobilizimit të luftëtarëve në ndihmë të Ushtrisë Çlirimtare të Kosovës (UÇK). Shumë hoxhallarë u bënë pjesë e UÇK-së, por për t'i ndihmuar kauzës kombëtare nuk u ekspozuan si të tillë, për shkak që mos t'i jepnin luftës karakter religjioz. Po ashtu edhe një numër i madh i teqeve u bënë baza të fuqishme për të ndihmuar luftën, atje ku u vranë edhe disa klerikë prej tyre, si: Sheh Myhedin në Rahovec dhe Sheh Zejnel Abedin Dervishdana me djemtë në Gjakovë. Gjatë luftës në Kishën e Shën Ndout në fshatin Novosellë të qytetit të Pejës, Dom Kelmend Spaçi me motrat e nderit ndihmuan dhe strehuan ushtarë të UÇK-së.[12]

Qëndresa u shoqërua me pasoja jo të pakta. Gjatë luftës së viteve 1998-1999 u plaçkitën dhe u shkatërruan xhamitë monumentale klasike, mesxhide, hamame, teqetë, medresetë, në kuadër të të cilave është djegur një numër i madh i librave, dokumenteve të karakterit fetar: mijëra libra dorëshkrim, që i takonin kryesisht shekujve XVI-XX. Për vlerat që kishin këto monumente, ky trashëgim etnokulturor, ato qenë në shenjestër të okupatorit dhe shkatërrimet kanë qenë të qëllimta, të koordinuara dhe të planifikuara nga qarqet e caktuara të institucioneve përkatëse serbe.[13] Gjatë luftës janë shkatërruar jo disa por shumë xhami. Po ashtu u granatuan dhe u dëmtuan një numër i madh i kishave anë e mbanë Kosovës.

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[11] Dom Lush Gjergji, *Miqtë e mi në amshim*, Prishtinë: Drita, 2015, f.f.239-240.
[12] Të dhënat e marra nga Arben Arifi më më 13. II. 2023.
[13] Fejaz Drançolli, *Shkatërrimi i monumenteve islame ishte i planifikuar,* Barbaria serbe ndaj monumenteve islame në Kosovë (Shkurt '98-Qershor '99) Prishtinë: Bashkësia Islame e kosovës, 2000, f.10.

Si konstatim përmbyllës, mund të thuhet se Bashkësitë Fetare shqiptare në Kosovë u dëshmuan para popullit të Kosovës si krah i rezistencës kombëtare shqiptare me penë e pushkë, u angazhuan në format e ndryshme, si: ushtarake, politike dhe kulturore për bashkimin etnik shqiptar, duke dhënë kontribut të çmueshëm më shumë domethënie.

Përfundim

Gjatë viteve '90 të shekullit që lamë pas, pas likuidimit të autonomisë së Krahinës Autonome të Kosovës, Serbia ndoqi rrugën e luftës, si në raport me republikat, ashtu edhe me krahinat autonome. Sulmin e parë, në fund të viteve '80, Beogradi zyrtar e drejtoi kundër autonomisë së Kosovës dhe Vojvodinës, me synim eliminimin e saj, gjë që edhe e realizoi duke mos u ndalur para asnjë mjeti.

Bashkësitë fetare shqiptare në Kosovë ishin të ndërgjegjshme se, në kushtet e zbatimit të masave ekstreme të shtetit serbo-jugosllav, ndryshe nga ç'ndodhte me institucionet shtetërore të përfshira n ëish-Jugosllavi, pra me fqinjët tanë, besimi përthyhej tek shqiptarët në tre shfaqje të ndryshme, bashkësitë fetarë në Kosovë duhet të ishin bashkëpunues si në aspektin kombëtar, por edhe atë ndërkombëtar, për të dhënë kontributin e tyre në krijimin e shtetit të Kosovës. Ky bashkëpunim ndërfetar ka bërë të mundur të kemi jetësuar tolerancën ndërfetare edhe në Kosovë, si tipar dallues i popullit shqiptar kudo që ai ndodhet. Për këtë kanë vlerë duke kontribuar vetë bashkësitë fetare në Kosovë. Kontributi i tyre ka krijuar një atmosferë në shtrirjen e politikave dhe zhvillimin e projekteve në favor të vlerave të larta kombëtare me solidaritetin dhe harmoninë midis shqiptarëve të besimeve me një shkëlqim të veçantë në kohën kur pati më së shumti nevojë Kosova. Pasi pranimi dhe bashkekzistenca e besimeve të popullit shqiptar në Kosovë, ka bërë që toleranca ndërfetare të jetë një domosdoshmëri dhe në të njëjtën kohë një tipar historik i veçantë, duke shërbyer kështu, si mjet dhe faktor që ka siguruar unitetin kombëtar dhe ekzistencën tonë si komb në këtë trevë. Në këto kushte, kur u mbyllën universiteti shtetëror dhe shkollat e mesme në gjuhën shqipe, mbyllja e radiotelevizionit dhe shtypit në gjuhën shqipe, bashkësitë fetare shqiptare në Kosovë, hapën objektet e tyre të kultit duke i kthyer ato në auditore universitare e klasa shkollash për zhvillimin e mësimit në gjuhën

shqipe. Ata u bënë pjesëmarrës në nismën për pajtimin e gjaqeve në krahina të ndryshme të Kosovës, të iniciuar e frymëzuar nga profesor Anton Çetta deri me fillimin e Luftës për Çlirimin e Kosovës në vitin 1998, duke ndërthurur interpretimet e normave të fesë me ato të patriotizmit.

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[1]https://sq.wikipedia.org/wiki/Shoqata_Humanitare_Bamir%C3%ABse_e_Kosov%C3%ABs_%E2%80%9CN%C3%ABn%C3%AB_Tereza%E2%80%9D

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Albana SHIJAKU
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TO CLICK OR (NOT) TO CLICK? EXPLORING LINGUISTIC STRATEGIES TO GENERATE SENSATIONALISM AND CAPTIVATE READERS WITH IRRESISTIBLE CLICKBAIT

Abstract

In today's world, there is a tendency to present information in a way that seeks to provoke strong emotions or grab attention, often without regard for accuracy. For a considerable period of time, sensationalism has been a persistent presence. Upon closer examination, it becomes clear that there is a significant amount of inaccurate information or an excess of misinformation among those who are involved in producing and consuming news, especially when it comes to the concept of sensationalism. Despite being aware of the prevalence of sensationalism in news, especially in headlines, people still opt to click on and explore such content.

This study investigates the language techniques and strategies employed by popular online media platforms in Albania to captivate and engage their audience, enticing them to click on and consume their news articles. The analysis will begin by looking at the various definitions of sensationalism and clickbait provided in scholarly sources, as well as their evolution in the media. Next, we will focus on how online media identifies and utilises certain linguistic techniques. For this study, we monitored five reputable online media platforms over a period of seven days. The objective is to gain a deeper understanding of the specific language techniques employed by journalists to engage and captivate their readers. Based on previous field research, we categorised strategies and approaches. The findings unveil fascinating revelations about how media places a higher emphasis on markets and audiences rather than focusing on content and accuracy, employing various strategies.

Key words: *exaggeration, attention-grabbing, language technique, writing technique, analysis of writing style, headline*

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Introduction

Exploring the concepts of sensationalism and clickbait

There has been a long-standing interest in the study of sensationalism and its impact on human behaviour. One notable area of research focuses on the historical connection between sensationalism and the yellow journalism of Pulitzer and Hearst in 1898 (Office of the Historian, 2016). Professor Stevens suggests that throughout history, there has been a method of sharing information that tends to prioritise sensationalism. This occurrence can be traced back to the anthropological records of preliterate societies, where information about an incident involving a man who fell into a barrel while trying to visit his romantic partner would rapidly disseminate along the beach (Stephens, 2007).

Throughout history, even in the era of oral news transmission, there has always been a tendency to embellish stories with a certain level of sensationalism. Research suggests that storytellers have acknowledged the importance of engaging the emotions of their audience in order to capture their attention and gain recognition.

Diverse viewpoints and levels of awareness have surfaced across various time periods and societies. Open societies that value education and knowledge tend to possess a greater understanding of the prevalence of sensationalism. On the other hand, closed communities, or those where the government controls the media, tend to be less inclined towards sensationalism.

Nevertheless, in the present age, information appears to have no limits. "Our society certainly pays enough attention to news. We watch news, read news, debate news, marvel at, puzzle over, curse, and sometimes feel its rush." (Stephen 2007) The internet plays a significant role in fueling this phenomenon. Advancements in technology have empowered individuals to both consume and create news.

Several studies have provided evidence of a notable decrease in print newspapers, with no clear signs of this trend changing course (Palau-Sampio,

2016; Bazaco et al., 2019; Fidler, 1997). The field of news production and consumption has undergone a notable shift, moving away from traditional print formats and embracing online platforms. This transition has presented a unique set of challenges for the world of journalism. The influence on journalists to increase viewership and clicks has drastically altered the core values of journalism, redirecting attention away from truth, impartiality, accuracy, and honesty towards emotional appeal, profitability, and sensationalism, among other considerations.

One of the tactics employed to increase click-through rates involved modifying the headlines. In the past, the display of headlines in bold typeface at the start of a written piece served two important purposes: providing a brief summary of the topic and capturing the reader's attention, with the latter being more significant (Ifantidou, 2008). There has been a significant shift towards online publishing in recent times. Jay Beiger coined the term 'clickbait' in 2006 to describe this phenomenon, drawing a comparison between captivating viewers and enticing fish with bait on a hook. Merriam-Webster defines clickbait as something designed to make readers want to click on a hyperlink, especially when the link leads to content of dubious value or interest." Journalists and news producers tend to view this approach negatively, despite its linguistic unbiasedness. Many times, the headline adopts a tone that is not accurate, sensationalised, speculative, or focused on promoting a product or idea.

The difference between the two (content vs. emotion) appears to be of minimal significance to online media. The greater their emphasis on eye-catching headlines at the expense of substance and precision, the more likely they are to attract readers and consequently boost their financial profits. The media has shifted its focus away from prioritising public content and audience reactions. The media seems to be neglecting another crucial role, gatekeeping. Usually, numerous sources cover the same news, all vying for attention in a race against the clock. To achieve success, one must fully utilise attention-grabbing techniques, often diverting readers and inundating them until a subsequent news item arises to counter and nullify the impact of the initial one.

Several research articles investigate different methods and tactics employed as attention-grabbing techniques. Language, visuals, specific topics, and characters all play a role. Several strategies that have sparked extensive discussions involve the use of eye-catching thumbnails and images, the amplification or manipulation of information, the creation of a sense of curiosity, the incorporation of viral and trending topics, and the creation of underwhelming content. It is clear and understandable that information filled with the methods mentioned is widespread, appearing on various pages of internet media. News content employs various techniques, such as the use of unrelated images, elliptical sentences, unfinished thoughts, exaggerated typography, attention-grabbing topics that may not directly affect the reader, and gossip about celebrities.

Methodology

In this study, the focus is on analysing the language and stylistic strategies employed in headlines to evoke emotional responses from the reader, although other components also warrant investigation. Prior research has demonstrated that in order to achieve this objective, it was essential to utilise a set of features commonly employed in attention-grabbing content. Several authors have identified unique sets and techniques commonly employed as attention-grabbing tactics. (Kemm 2022, Prokofeva et al. 2021) We conducted a thorough analysis and identified a specific set as the most suitable representation for the research, taking into account the potential outcomes. In their 2019 study, Bazaco et al. employed a variety of techniques some of which are used in the study. Most of these strategies involve exaggerated claims, sensationalised stories, repetitive content, catchy phrases, incomplete data, and repetition. Furthermore, the authors have integrated several audiovisual components into the collection. However, this study will not specifically examine audiovisual techniques.

This study aims to analyse the language and stylistic techniques used to arouse emotional responses from readers. To some extent, all of the components

mentioned deserve careful examination. In traditional journalism, headlines serve as concise summaries of the content or information contained within the article. In digital media, some headlines employ a distinct approach by intentionally omitting important details or identities of characters related to the topic at hand. This approach sparks a sense of curiosity, motivating readers to explore additional details by clicking on the provided link. Hence, headlines serve as "stylistic and narrative instruments that function as decoys to induce anticipation and curiosity in the reader so that they click on the headline and continue reading" (Blom and Hansen, 2015). In certain instances, the information presented in news articles can be disheartening, as it may not align with the expectations set by the article's title.

Strong modifiers paired with rhetorical questions accentuate the importance, enigma, and novelty of the presented information in the news article, creating a sense of intrigue. Occasionally, readers may feel a psychological urge to respond to rhetorical questions, allowing them to engage their imagination and provide their own answers. By clicking on the link to access the content, readers can validate the accuracy of their interpretation.

Listing, or enumeration, is another technique for capturing the reader's interest in the headline. Applying basic mathematical operations satisfies fundamental human needs for organization and requires less concentration.

Using ambiguity, wordplay, or phrases taken out of context is another technique to generate online traffic. Often, headlines that captivate the majority of readers use language that allows for multiple interpretations, creating ambiguity. These words and phrases are ambiguous because of their multiple interpretations. The inclusion of language that targets individuals or specific groups, along with the use of exaggeration, hyperbole, superlatives, and extreme modifiers followed by exclamatory punctuation, are all additional forms of manipulation. Furthermore, clickbait employs the distinction between less substantial and more substantial news. Information that falls under the category of 'soft news' typically revolves around less serious subjects, such as lifestyle, sports, criminal activity, and celebrity stories. On the contrary, 'hard news' is known for its focus on subjects like politics, economy, and other matters that can greatly impact

society's future (Reineman, 2011). Nevertheless, when tackling complex subjects, the news is adept at delivering information in a compassionate and accessible manner. It seems that the field of journalism is moving away from traditional methods towards a more sensationalised approach.

Data and findings

The Albanian Media Institute (2015) and Revista Monitor (2013) conducted surveys and studies to determine the popularity of five distinct online news websites: panorama.com, gjirafa.com, syri.net, balkanweb.com, and gazetaekspress.com. Over the course of seven days, we closely monitored the production of news content at a moderate level of activity. In the initial phase of the observation, the focus was on quantifying the daily publications and assessing the level of public interest generated by each page. The second component of the research focused on identifying the methods used to attract the audience, specifically those related to clickbait. We organised this component according to the criteria established in the previous section. The research consisted of two sections.

The investigation's initial requirement, to narrow down the identification of important information and relevant characters related to the topics, seems to apply this approach to every analysed news source. Despite the factual details about the central character, the protagonist's identity remains undisclosed or enigmatic, inviting readers to unravel the mystery as they navigate through the page.

News outlets often publish articles that highlight disturbing stories without immediately revealing the identities of the individuals involved. For example, a recent article titled "Terrori në Durrës ku babai mbajti peng dy fëmijët e mitur dhe hapi zjarr ndaj RENEA-s me kallashnikov, zbulohet identiteti i 40-vjeçarit (Gazeta Panorama, May 15, 2024) {"Terror in Durrës: Father Holds Two Young Children Hostage and Opens Fire on RENEA with an AK-47, Identity of 40-Year-Old Uncovered" (Gazeta Panorama, May 15, 2024)} sheds light on a deeply troubling incident.

The use of a specific phrase to conceal information is another example of this strategy. "Vetting zbulon shifrat/Sa të hetuar nga SPAK përfituan nga Amnistia Penale! Të metat e sistemit të burgjeve" (Gazeta Panorama, May 9, 2024) { "Vetting reveals numbers? How many people investigated by SPAK profit from criminal amnesty? The flaws of the prison system" (Panorama Newspaper, May 9, 2024)}

"Vizita në Tiranë, ja 3 çështjet themelore që Cameron pritet të diskutojë" (BalkanWeb, 21 May 2024); {"Visit to Tirana: 3 key issues expected to be discussed by Cameron" (BalkanWeb, May 21, 2024} "Vdekja e minatorit në galeritë e kromit në Bulqizë, disa të arrestuar/Detajet (BalkanWeb 21 May 2024)" {"Miner's death in chromium galleries in Bulqiza: Several arrests and details" (BalkanWeb, May 21, 2024)}

"Trafikoi nusen në Itali për prostitucion, Prokuroria e Beratit përfundon hetimet për vjehrrën, ja me sa vite burgim dënohet" (Syri.net, 21 May 2024)

"A scientific article explores the impact of trafficking on women in Italy, specifically focusing on the issue of prostitution. The Berat Prosecutor's Office has recently concluded its investigations into a case involving a mother-in-law, revealing the length of the prison sentence she will face." (Syri.net, May 21, 2024)}

Expressions such as "unveils the data," "vulnerabilities in the system," "three important issues to investigate," or "a handful of people apprehended/details" are examples of clearly defined strategies used in clickbait to withhold information. These phrases and words entice the reader to click on the link and delve into the intricacies of the news content.

Throughout the observation and analysis of the sources, it became evident that the techniques often work together to achieve a common objective. Many authors utilize thriller-style narrative techniques, gradually unveiling information to maintain reader suspense. Numerous studies support the examples above, demonstrating that today's online news media prioritizes the emotional impact of the narrative over its substance and veracity.

Crafting headlines in a way that piques curiosity without revealing too much information is a commonly used technique. From a psychological perspective, these linguistic techniques in communication have a way of captivating the reader's attention. It triggers their natural inclination to delve into their knowledge base in search of an answer. Unconsciously, they feel compelled to click and confirm the accuracy of their guess, thereby satisfying their informational and curious needs.

"'Po vidhemi'/Dogjani me tone të ashpra: O prindër ku i keni fëmijët sot? Syri.net 21 May 2024 {"We are being stolen'? Dogjani, in a harsh tone, asked, "Parents, where are your children today?"

"Për Bubulinën, apo për heroinën?" (Panorama, May 21, 2024) {"For Bubulina, or for the heroine?" A recent article appeared in Panorama on May 21, 2024.

"'Mani pulite' shqiptare: A do sjellë SPAK fundin e kastës politike në Shqipëri?" (Panorama, 20 May 2024) {"Will the SPAK bring an end to the political elite in Albania, similar to the "Clean Hands" movement in Italy? A recent publication in Panorama on May 20, 2024, raises this question.

'A jeni gati?' Ja cila ish-banore i bashkohet shtëpisë; së 'BBV3' sonte" (Syri.net, May 23, 2024) {"Are you ready?" A new resident joins the household in the article "Ja cila ish-banore i bashkohet shtëpisë; së 'BBV3' sonte" (Syri.net, 23 May 2024).}

"Arbana Osmani i rikthehet ekranit? Ja çfarë zbulon ajo" (Syri.net, May 23, 2024). Is Arbana Osmani making a comeback to the screen? What does it reveal? (Syri.net, 23 May 2024)}

The examples provided above reinforce a common approach journalists employ to captivate readers and generate curiosity about the topic. These methods are prevalent in various online media segments, particularly in topics classified as soft news, like celebrity updates, gossip, and lifestyle articles.

A single source employs a strategy of repeating or serializing a particular topic across multiple publications, either on the same day or over several days, to

maintain the audience's interest in the content. With each post, they unveil fresh insights by employing various techniques outlined in the literature. This fulfils the reader's curiosity to a satisfactory extent, ensuring their continued interest in the following updates and encouraging further exploration. Occasionally, we enhance this strategy by examining serialization in other media that have tackled the same topic from different angles.

"Aksident i rëndë në Itali, humb jetën 56-vjeçarja shqiptare" (Syri. Net, May 23, 2024); {"Fatal accident in Italy claims the life of a 56-year-old Albanian woman" (Syri. Net, May 23, 2024)}

"Itali/aksident i rëndë, vdes 54-vjeçarja shqiptare" (Syri. Net, May 23, 2024) "Italy/severe accident, 54-year-old Albanian woman dies" (Syri. Net, May 23, 2024).

"Ka bërë goxha vite burg"/ 64-vjeçari shkëmbente SMS me mbesën e tij dhe e ngacmonte s*ksualisht, gjyshi i të miturës: Është dënuar për vrasje e përdhunim." (Panorama, May 23, 2024)

The 64-year-old, convicted of murder and rape, exchanged text messages with his granddaughter and sexually harassed her, the minor's grandfather, during his many years in prison. (Panorama, 23 May 2024)}

"E joshte me lekë, mbesa vinte në shtëpi me patatina në dorë"- rrëfehet gjyshi i 13-vjeçares e cila u ngacmua s*ksualisht nga 64-vjeçari: Vajza thotë që s'më preku në pjesë të trupit! Ka shenja në..." (Panorama, May 23, 2024)

The grandfather of the 13-year-old girl who suffered sexual abuse from the 64-year-old man recounts, "He lured her with money; the granddaughter would come home with fries in hand." The girl claims that he did not touch her in certain parts of her body! There are signs in" An article appeared in Panorama on May 23, 2024.

"Vajza më tha 'atë që mendoni ju s'e ka bërë'"- flet nëna e 13-vjeçares e cila akuzoi 64-vjeçarin për ngacmim s*ksual: E kishte kërcënuar 'po tregove, të vras babin" (Panorama 23 May 2024)

The mother of the 13-year-old girl, who accused the 64-year-old man of sexual harassment, said, "What you think he did, he didn't do." He had threatened her, "If you tell me, I'll kill your father." (Panorama, May 23, 2024) }

These headlines offer contrasting perspectives, with the first two drawing from her grandfather's testimony and the third from her mother's account. The material includes some additional details to pique readers' curiosity, while maintaining the integrity of the majority of the information. Another common approach in journalism is the strategic use of suspense in headlines. By deliberately withholding information or ending a phrase abruptly, journalists can create intrigue and captivate readers. Additionally, journalists may choose to tackle sensitive topics that resonate deeply with society, such as the issue of sexual abuse involving minors under the age of 18.

Aksident i rëndë në aksin Lushnje-Rrogozhinë, makina përfundoi në afërsi të banesave! Zhduket drejtuesi i mjetit" (Syri.net, 24 May 2024)

"Autostrada në Lushnje, identifikohet shoferi që u përplas me makinë pas një shtëpie në Konjat" (Syri.net, 24 May 2024)

"There was a serious accident on the Lushnje-Rrogozhine road, with a car ending up near residential buildings!" The driver disappears." Syri.net published a recent article on May 24, 2024.

{"Driver identified after collision with a car near a house in Konjat on the Lushnje highway" (Syri.net, May 24, 2024)}

These news headlines employ serialisation, along with an increase in the amount of information presented, as their strategy. The initial narrative captivates the reader with the enigma surrounding the driver's disappearance following the collision. The second narrative reveals the driver's identity to the reader.

In situations where the topic holds great importance, relevance, or concern for the community, people commonly employ the technique of serialisation, when

combined with elements of suspense and escalation. In addition, it is quite common when an event of scandalous nature takes place.

Exaggerated language, hyperbolic statements, and extreme descriptors are common elements in sensationalised content. Additional cases employ this strategy alongside previous ones to enhance the appeal of the headline.

"'Natë e cmendur'/ ish-banorët gati për të hyrë në shtëpinë e 'BBV3' (Syri.net, 24 May 2024)

{"Crazy night": former residents ready to enter the house of 'BBV3' (Syri.net, May 24, 2024)}

"Skema piramidale e kredive me dëm 7 milion euro, caktohen 9 masa sigurie dhe 5 'arreste ne burg' (Syri.net, 24 May 2024)

{"A pyramid credit scheme causing 7 million euros in damages has resulted in the implementation of nine security measures and 5 individuals being incarcerated." (Syri.net, May 24, 2024)}

"Penda e zogut të zhdukur shitet me shifrën marramendëse në ankand" (Gjirafa.com, 22 May 2024)

{"Extinguished bird feather sold at a breathtaking price at an auction" (Gjirafa.com, 22 May 2024)}

This strategy typically comes into play when the topic allows for the exploration of quantity and speculation. Perceiving exaggerations and extreme modifiers can be subjective, especially when used with numerical values. In other instances, the story utilizes them as references from characters or everyday people, enclosing them in quotation marks. Sometimes, the story takes their comments out of context to heighten the sense of emotion and anticipation.

Other elements of headline techniques involve highlighting the experiences of well-known individuals, which are typically classified as lifestyle, gossip, or soft news. The importance of these articles, aimed at entertaining and satisfying

readers, differs from that of topics rooted in factual information and investigative journalism. As a result, it becomes easier for journalists to employ various attention-grabbing techniques, even if this leads to a noticeable decrease in the content's overall quality.

Some articles, particularly those in the gossip and lifestyle sections, tend to be overly sensationalised. In these instances, it is not uncommon to come across attention-grabbing headlines accompanied by news articles that are disappointingly brief and fail to meet the level of curiosity sparked by the title.

"A je e pasur ti Françeska?' ish-banorja përgjigjet në 'Cherry on Top'! (Sot.com.al, May 24, 2024) at Gjirafa.com {"Are you wealthy, Francesca?" A former BBV3 resident answers 'Cherry on Top'! (Sot.com.al, May 24, 2024) on Gjirafa.com}

"Ish-banorët festojnë ditëlindjen e Meritonit, ja dhurata që Çimi kishte përgatitur për finalistin" (Sot.com.al, May 24, 2024) at Gjirafa.com

{"Former residents celebrate Meriton's birthday; here is the gift prepared by Çimi for the finalist" (Sot.com.al, 24 May 2024) at Gjirafa.com}

Conclusions

Upon closely examining the websites of popular newspapers, it became evident that the headlines employed a number of attention-grabbing techniques. The study's findings were organised according to specific criteria, and the headlines utilised language elements to evoke emotions. However, the research revealed that these criteria were not comprehensive. We can further examine the evolving landscape of journalism and the changing trends in headlines, departing from traditional approaches. The cause of this phenomenon may vary depending on different perspectives. Various factors contribute to this phenomenon, including cultural diversity, the internet's influence on globalization, the fast pace of life, and the demand for easily digestible news.

Each of these options could be a promising area for future research. In our current study, we explored the noteworthy utilisation of language and stylistic

tropes in journalism, where the emphasis on profitability often takes precedence over accuracy. News articles employ a variety of methods, including limiting information and concealing character identities, gradually revealing information but leaving some gaps, using questions and rhetorical questions, creating suspense, repeating and serializing events, employing hyperbole and exaggeration in language and numbers, and occasionally using extreme modifiers that can leave readers feeling let down.

The prevalence of delicate subjects within the Albanian community, despite its relatively small population of approximately 2.7 million individuals (INSTAT 2023), was a remarkable observation. Most headlines tend to focus on distressing subjects such as crime, suicide, violence, murder, domestic violence, femicide, corruption, abuse, catastrophes, and similar matters. It appears to be quite challenging to find a page or a single day without headlines about the subject in question.

There are some constraints to this study. The article does not address the full range of strategies employed in crafting attention-grabbing headlines and does not explore the profound psychological effects these headlines can have on readers. Nevertheless, this study aims to raise awareness in the Albanian context about the shift of journalism from traditional to sensationalist. It would be intriguing to delve deeper into the exploration of how journalism in Albania is adapting to the changing media landscape and digital environment. The article presents various instances where ordinary and exaggerated narratives can undermine the trustworthiness of news. It is crucial to emphasize that the public's demand closely links this phenomenon, leading it to naturally evolve and adapt in the future to satisfy this demand. Looking ahead, this type of research has the potential to provide valuable insights into the development of journalism and present a holistic view of the field throughout history. It would be interesting to expand the scope and analyze how these strategies affect the reader and shape their understanding of the world.

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ENRIKETA SOGUTLU

ENHANCING VOCABULARY ACQUISITION IN SECOND LANGUAGE LEARNING: STRATEGIES, TECHNOLOGIES, AND PEDAGOGICAL INNOVATIONS

Abstract

This paper delves into the multifaceted landscape of vocabulary learning and instructional strategies in language education. It examines various methodologies, including traditional approaches like the Grammar Translation Method and Direct Method, as well as modern pedagogical innovations such as the Communicative Approach and the integration of technology. The discussion highlights the significance of vocabulary acquisition in language proficiency and academic achievement, drawing insights from a variety of sources. Moreover, it explores the taxonomy of vocabulary learning strategies proposed by Oxford and Schmitt, emphasizing the role of metacognitive, cognitive, and social strategies in facilitating vocabulary retention and usage. It also addresses the evolving role of technology, particularly the integration of AI-driven models like Generative Pre-trained Transformers (GPT), in language education. By leveraging GPT technology, educators can create immersive language learning experiences, personalize instruction, and foster the development of language learning strategies among students. Ultimately, this abstract underscores the dynamic nature of language education and the importance of adopting evidence-based practices to enhance vocabulary learning outcomes in diverse learning environments.

Keywords: *vocabulary learning, instructional strategies, language education, vocabulary acquisition, language learning strategies, technology integration, Generative Pre-trained Transformers (GPT), artificial intelligence (AI)*

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Introduction

Vocabulary, as defined by Lessard-Clouston (2013), encompasses not only individual words but also phrases and chunks that convey specific meanings. Its breadth extends to encompassing both the number of words an individual knows and uses and terminology pertinent to specialized fields. Scholars like Gu & Johnson (1995) and Schmitt (1997) have underscored the critical need for students to acquire vocabulary. While second language acquisition hinges significantly on vocabulary development, it also entails mastering the four language skills essential for effective communication. Vocabulary learning strategies serve as indispensable tools in this endeavor.

Oxford (1990) initially categorized vocabulary strategies into direct and indirect approaches, each further delineated into five distinct categories. Subsequently, Schmitt (1997) expanded on these classifications, introducing discovery and consolidation strategies. These strategies play a pivotal role in enhancing vocabulary proficiency and facilitating meaningful communication among learners. Investigating the prevalence and efficacy of these strategies is paramount, necessitating a closer examination of students' preferences and teachers' practices. Understanding the interplay between teacher and student strategies, considering factors such as gender, beliefs, and experiences, sheds light on effective pedagogical approaches.

Furthermore, exploring the alignment between teachers' and students' strategies underscores the importance of cohesive instructional practices. This holistic approach emphasizes the symbiotic relationship between teaching and learning strategies, emphasizing the need for alignment to maximize learning outcomes. By elucidating the role of vocabulary learning strategies in acquiring and utilizing vocabulary effectively, educators can tailor instruction to meet students' diverse needs and foster language proficiency. Thus, this study serves as a catalyst for enhancing vocabulary instruction and promoting effective language learning practices.

Vocabulary learning

Wilkins (1972) asserted that vocabulary is indispensable for effective communication, emphasizing its pivotal role alongside grammar. Acquiring vocabulary is a complex process integral to language learning, as it forms the foundation of linguistic knowledge. Students often encounter challenges in vocabulary acquisition, yet its significance cannot be overstated. Proficiency in a foreign language hinges on the breadth of vocabulary knowledge, underscoring the importance of enhancing vocabulary skills. Research has highlighted the correlation between vocabulary proficiency and academic performance (Rohmatillah, 2016), emphasizing its pivotal role in language acquisition.

The prevalence of English as a global lingua franca underscores the importance of vocabulary acquisition, particularly in the context of international communication and trade (Spolsky & Shohamy, 1999). Laufer and Hulstijn (2001) and Kafipor and Naveh (2011) emphasize the critical link between vocabulary knowledge and reading and writing proficiency. Insufficient vocabulary impedes students' writing abilities and academic achievement emphasizing the need for robust vocabulary instruction.

Learning a foreign language inherently involves mastering its vocabulary, elucidating its central role in language acquisition. However, the focus on grammar and spelling in language instruction often eclipses vocabulary learning, hindering students' language acquisition efforts. Meara (1980), as cited by Lawson, argued the persistent neglect of vocabulary instruction in language learning curricula, advocating for innovative teaching methodologies to address this gap.

English teachers must adopt innovative techniques tailored to students' learning styles, leveraging technology to enhance vocabulary instruction. Encouraging contextual vocabulary learning aligns with effective pedagogical practices (Scarcella & Oxford, 1994), fostering language proficiency. Emphasizing the application of learned vocabulary in meaningful contexts empowers students to utilize language effectively, bridging the gap between vocabulary acquisition and language usage. Thus, integrating vocabulary instruction within a

contextual framework facilitates more engaging and effective language learning experiences.

Vocabulary instruction in second language teaching methodology

Vocabulary instruction lies at the core of second language teaching methodology, posing a fundamental challenge for students embarking on foreign language acquisition journeys. Traditional methods often rely on rote learning, presenting vocabulary in endless lists, which can render the process arduous and monotonous for learners. Consequently, the quest for effective vocabulary acquisition methodologies becomes a pressing research inquiry.

The efficacy of various teaching methodologies remains a subject of ongoing debate among linguists and educators. The Grammar Translation Method, acknowledged by Brown (2001) as one of the most prevalent approaches, involves the translation of texts from the target language to the native language. While widely practiced, this method tends to prioritize form and rules over meaningful communication, leading to mechanical language learning devoid of contextual understanding. Krashen (1989) criticizes this approach for its emphasis on form-focused instruction, which hampers students' ability to engage meaningfully with the language.

Alternatively, the Direct Method, originating in England in the early 20th century, emphasizes target language usage over translation, focusing on oral communication and pronunciation. However, the shift towards communicative competence led to the emergence of methodologies like Communicative Teaching, which prioritize authentic communication and usage of language in real-life contexts (Hiep, 2004; Cheng, 2014). This approach facilitates vocabulary learning by encouraging students to engage actively with the language, thereby making memorization more effective.

Recognizing the multifaceted nature of vocabulary, Usman and Abdullahi (2018) highlights its structural, phonological, and orthographic dimensions, underscoring the need for comprehensive instruction. Indirect instruction, characterized by student-centered approaches, offers an alternative paradigm wherein teachers serve as facilitators rather than dictators of knowledge. This

approach fosters learner autonomy and self-confidence, enabling students to actively participate in their learning journey.

In addition to traditional classroom methods, technology has emerged as a powerful ally in the realm of vocabulary instruction. Educational computer games, multimedia resources, and online platforms offer interactive and engaging opportunities for students to expand their vocabulary in immersive environments. Chen and Hwang (2014) highlight the potential of educational computer games in enhancing students' learning motivation and performance. By integrating gamified elements, such as rewards, challenges, and interactive feedback, these digital tools can captivate learners' interest and foster active engagement with vocabulary learning.

Furthermore, the accessibility of digital resources enables learners to engage with language outside the confines of the classroom, facilitating continuous and autonomous vocabulary practice. Mobile applications, language learning websites, and virtual language communities provide avenues for learners to explore vocabulary in authentic contexts and interact with speakers of the target language. As technology continues to advance, educators must harness its potential to create innovative and adaptive vocabulary instruction solutions that cater to the diverse needs and preferences of today's learners. Through strategic integration of technology-enhanced learning tools, educators can empower students to develop robust vocabulary skills that transcend traditional classroom boundaries, preparing them for success in an increasingly digital and interconnected world.

In practical terms, teachers employ a variety of techniques to scaffold vocabulary development, including reading exercises, repetition drills, word definition tasks, and synonym-antonym exploration. These activities aim to engage learners actively in the vocabulary acquisition process, catering to diverse learning styles and preferences.

Despite the diversity of methodologies, the ultimate goal remains the same: to equip students with the linguistic tools necessary for effective communication. By integrating vocabulary instruction within communicative contexts and

leveraging student-centered approaches, educators can foster a more engaging and meaningful learning environment. This not only enhances vocabulary acquisition but also nurtures students' overall language proficiency and communicative competence. Thus, the quest for effective vocabulary instruction methodologies continues to evolve, driven by the imperative to empower learners with the linguistic skills essential for success in a multilingual world.

Teacher and learner roles in the EFL classroom

Learning is a multifaceted journey marked by the acquisition of new knowledge, skills, and behaviors, while teaching encompasses the diverse methods employed by educators to facilitate this process. Essentially, learning manifests when individuals comprehend and apply information effectively, whereas teaching endeavors to support and enhance this cognitive development. Although there exists a broad framework outlining the mechanisms of learning, it's imperative to recognize that individuals exhibit distinct learning styles, influencing their preferences and approaches to learning. Among the prevalent learning styles are visual, auditory, and kinesthetic, each catering to different sensory preferences and cognitive processes. By acknowledging and accommodating these diverse learning styles, educators can optimize the learning experience for each student, capitalizing on their unique strengths and characteristics.

Visual learners engage most effectively with visual stimuli, such as diagrams, charts, and videos, which facilitate comprehension and retention of information. Auditory learners, on the other hand, thrive in auditory-rich environments, where listening to lectures, discussions, and audio recordings aids their understanding. Kinesthetic learners prefer hands-on experiences and physical activities, enabling them to grasp concepts through movement and tactile exploration. By incorporating a variety of instructional strategies tailored to these different learning styles, educators can create inclusive and engaging learning environments that cater to the diverse needs of their students.

It's essential to recognize that learning styles are not rigid categories but rather fluid preferences that may vary within individuals. A student may exhibit a

combination of learning styles, shifting between visual, auditory, and kinesthetic modalities depending on the context and subject matter. Consequently, effective teaching should be dynamic and adaptable, encompassing a range of instructional techniques to accommodate the diverse learning preferences of students (Brown, 2000). By embracing this comprehensive approach to teaching, educators can foster a more inclusive and effective learning environment that empowers students to succeed regardless of their individual learning styles.

Numerous theories and methodologies have emerged in the realm of second language teaching, sparking ongoing debates and inquiries into effective pedagogical practices. Amidst this discourse, a set of fundamental principles has emerged, serving as guiding tenets for educators striving to optimize language acquisition outcomes. These principles, categorized under cognitive, affective, and linguistic domains, encapsulate key considerations that inform instructional decision-making and lesson organization.

Within the realm of cognitive principles, educators emphasize the importance of fostering automaticity, wherein language skills become increasingly effortless and spontaneous through consistent practice and exposure. Meaningful learning, another cognitive principle, underscores the significance of connecting new language concepts to existing knowledge frameworks, promoting deeper comprehension and retention. Anticipating a reward serves as a motivational catalyst, incentivizing learners to engage actively in the language acquisition process. Intrinsic motivation, arising from personal interest and satisfaction, fuels sustained engagement and perseverance. Additionally, strategic investment involves the deliberate deployment of learning strategies and resources to optimize language proficiency outcomes.

Affective principles, centered on learners' emotional and attitudinal dimensions, play a pivotal role in shaping language learning experiences. Language ego, representing learners' emotional attachment to their native language identity, influences their receptivity to new linguistic experiences. Cultivating self-confidence empowers learners to take risks and embrace challenges, fostering a supportive learning environment conducive to growth. Encouraging risk-taking behavior enables learners to venture beyond their

comfort zones, facilitating experiential learning and skill development. Moreover, fostering connections between language and culture enriches learners' understanding and appreciation of the linguistic context, promoting cultural competence and intercultural communication skills.

In the linguistic domain, educators navigate principles such as the native language effect, which acknowledges the influence of learners' first language on second language acquisition processes. Interlanguage, a dynamic transitional stage characterized by linguistic experimentation and approximation, reflects learners' evolving proficiency levels. Finally, communicative competence encompasses the ability to effectively convey and interpret meaning in diverse communicative contexts, transcending mere linguistic proficiency to encompass pragmatic and sociolinguistic competencies essential for real-world language use (Brown, 2000).

By integrating these principles into instructional practices and pedagogical approaches, educators can cultivate a holistic learning environment that nurtures cognitive, affective, and linguistic dimensions of language acquisition. Embracing the multifaceted nature of language learning, educators empower learners to navigate linguistic challenges with confidence, resilience, and cultural sensitivity, ultimately fostering lifelong language proficiency and intercultural competence.

Joe (1998) underscores the pivotal role of generative processes in English language teaching, emphasizing the importance of active language production among students. This entails not only comprehending words but also employing them in verbal communication, thereby fostering fluency and proficiency. Techniques such as text retelling and paraphrasing serve as effective tools in facilitating this process, encouraging learners to engage actively with language materials.

Central to the promotion of generative processes is the prioritization of vocabulary development within EFL (English as a Foreign Language) classrooms. Recognizing the foundational significance of vocabulary acquisition, educators employ a diverse array of instructional techniques

tailored to learners' needs and preferences. These techniques are often classified into visual, verbal, and dictionary-based approaches, each offering unique benefits and opportunities for language acquisition.

Visual techniques, encompassing the utilization of realia, pictures, and gestures, play a crucial role in facilitating vocabulary acquisition, particularly among young learners. Concrete examples provided through visual aids serve to contextualize abstract language concepts, enhancing comprehension and retention. These techniques not only cater to the cognitive needs of young learners but also resonate with students across various age groups. By integrating real objects and gestures into vocabulary instruction, educators create dynamic and immersive learning experiences that foster active engagement and deeper understanding.

Verbal techniques, on the other hand, encompass a range of strategies aimed at promoting language production and expression. Through activities such as word association games, oral drills, and interactive discussions, students are encouraged to actively practice and apply newly acquired vocabulary in communicative contexts. This interactive approach not only strengthens learners' lexical knowledge but also cultivates their speaking skills and confidence in using the language spontaneously.

Furthermore, the strategic use of dictionaries serves as a valuable resource in vocabulary development, empowering students to independently explore and expand their lexical repertoire. By familiarizing learners with dictionary usage conventions and facilitating self-directed vocabulary exploration, educators instill lifelong learning skills essential for autonomous language acquisition.

Incorporating a judicious blend of visual, verbal, and dictionary-based techniques, English language educators can create dynamic and inclusive learning environments that cater to diverse learning preferences and foster holistic language development. By embracing the multifaceted nature of vocabulary instruction, educators empower students to engage actively with language materials, cultivate linguistic proficiency, and embark on a journey of lifelong language learning.

Verbal techniques encompass a variety of strategies aimed at enhancing vocabulary acquisition, including definitions illustrated with sentences, utilization of synonyms and antonyms, and explanations using words from the foreign language to elucidate meanings. These approaches not only deepen learners' understanding of individual words but also provide valuable context for their usage in different linguistic contexts.

Moreover, the use of dictionaries represents a fundamental aspect of vocabulary learning, offering students a reliable resource for determining the meanings of unfamiliar words. According to Duffy and Roefler (1986), dictionaries serve as the primary source for ascertaining word meanings, providing learners with comprehensive and authoritative definitions. By consulting dictionaries, students gain valuable insights into the nuances of language usage and develop essential skills in independent learning and research.

Furthermore, the act of looking up words in a dictionary underscores the autonomy and self-directedness of students in their language learning journey. Empowering learners to take ownership of their learning process, dictionary use fosters a sense of agency and responsibility, encouraging students to actively seek out and explore new vocabulary independently.

By incorporating verbal techniques such as definitions, synonyms, and antonyms, along with the strategic use of dictionaries, educators can create dynamic and interactive learning environments that promote vocabulary development and autonomy. Through these multifaceted approaches, students are equipped with the necessary tools and skills to navigate the complexities of language acquisition effectively, fostering lifelong learning and linguistic proficiency.

Vocabulary learning strategies

Numerous scholars have made significant contributions to the elucidation and assessment of vocabulary learning strategies. Daniel Oxford (1990) stands out as one of the pioneers in this field, who delineated two distinct categories of language learning strategies. He classified vocabulary strategies into two main groups: directed and undirected strategies. Directed strategies encompass

memory strategies and cognitive strategies, while undirected strategies encompass metacognitive, affective, and social strategies.

Subsequently, Schmitt (1997) delved deeper into the significance of vocabulary strategies and introduced a taxonomy of vocabulary strategies, categorizing them into discovery and consolidation strategies. Discovery strategies are employed when encountering new words for the first time, while consolidation strategies come into play when repeatedly encountering words. The former involves determining meanings through contextual clues or structural knowledge, while the latter focuses on reinforcing and solidifying vocabulary knowledge. Social strategies, as outlined by Schmitt (2008), facilitate the acquisition of new words through interaction with peers, teachers, or native speakers.

Memory strategies play a pivotal role in vocabulary acquisition, given the inherently mnemonic nature of vocabulary learning. Various techniques, such as creating mental associations, employing imagery, and frequent review, enhance memorization efficacy (Schmitt, 1997). Cognitive strategies, on the other hand, emphasize understanding and conceptualization, employing methods like concept mapping, paraphrasing, and deriving meaning from context (Schmitt, 1997).

Metacognitive strategies are indispensable for fostering autonomy and organization in language learners (Schmitt, 1997). Techniques such as self-checking, reflection, and meditation enable students to monitor and regulate their learning process effectively. Schmitt's taxonomy builds upon Oxford's framework (1990), refining and updating terminology and concepts to align with contemporary understandings of language learning strategies.

In summary, language learning strategies play a crucial role in enhancing vocabulary proficiency and overall communicative competence (Oxford, 1990). These strategies empower learners to take ownership of their learning journey while also underscoring the pivotal role of educators in guiding and supporting students' strategic learning endeavors (Oxford, 1990). Unlike teaching strategies, which are more prescriptive, learning strategies are

inherently problem-oriented, tailored to the specific needs and contexts of individual learners, and influenced by various linguistic and non-linguistic factors.

Integration of technology in vocabulary learning

In today's education landscape, the integration of technology has become indispensable. The digital revolution has reshaped traditional teaching and learning paradigms, necessitating educators to embrace innovative approaches that incorporate technology into their practices. This shift underscores the transformative role of technology in enhancing educational outcomes and engaging learners in meaningful ways. As Turgut and Irgin (2009) observe, language learning, particularly vocabulary acquisition, is often perceived as daunting and tedious by learners. Recognizing this challenge, educators must leverage technology to make language learning more dynamic and enjoyable for students.

One such technology-enhanced learning method, although traditional, is extensive exposure to L2 television, complementing traditional reading practices. Lin & Siyanova (2014) affirm the efficacy of television, movies, and online videos in providing learners with authentic language experiences, facilitating contextual vocabulary acquisition. Moreover, the advent of educational computer games has revolutionized language learning by infusing elements of entertainment and interactivity into the learning process. Chen & Hwang (2014) assert that educational games have emerged as a promising tool for enhancing students' motivation and performance in language learning. However, the successful integration of educational games hinges on striking a delicate balance between engagement and pedagogical effectiveness (Kickmeier-Rust & Albert, 2010).

Furthermore, the ubiquity of technology in students' lives, particularly through smartphones and digital devices, presents a unique opportunity to extend vocabulary learning beyond the classroom. By incorporating vocabulary games and applications into students' daily routines, educators can foster continuous and autonomous vocabulary practice. Research suggests that students who engage with vocabulary through online games demonstrate superior vocabulary

skills compared to those employing traditional methods (Chen & Hwan, 2014). Thus, educators play a pivotal role in harnessing the potential of technology to cultivate robust vocabulary skills and facilitate authentic language learning experiences for students.

In conclusion, technology offers a myriad of opportunities to revolutionize vocabulary learning in second language education. From immersive media experiences to interactive educational games, technology-enabled strategies hold the promise of making language learning more engaging, effective, and accessible to students. By embracing these innovative approaches and leveraging the power of technology, educators can empower learners to develop fluency and proficiency in the target language while navigating the complexities of the digital age.

Integration of AI in Vocabulary Learning

The integration of OpenAI technology in the classroom marks a new era of innovative approaches to vocabulary learning and instructional strategies. OpenAI's advanced natural language processing capabilities offer educators and students a plethora of opportunities to enhance language acquisition and strategic learning endeavors (Amodei et al., 2016; Wu et al., 2024).

One of the primary benefits of leveraging OpenAI in vocabulary learning is its ability to generate contextualized examples and explanations, thereby providing students with a deeper understanding of word usage and meaning (Radford et al., 2019). Through sophisticated language models like GPT (Generative Pre-trained Transformer), OpenAI can generate diverse and relevant sentences that contextualize vocabulary items, facilitating more effective comprehension and retention (Brown et al., 2020).

Moreover, OpenAI can serve as a versatile tool for personalized vocabulary instruction, catering to individual learning styles and preferences. By analyzing students' linguistic profiles and learning patterns, OpenAI-powered platforms can tailor vocabulary exercises and activities to suit their unique needs, fostering a more engaging and adaptive learning environment (Brown et al., 2020).

In addition to vocabulary learning, OpenAI can play a pivotal role in teaching language learning strategies. Through interactive dialogue systems and intelligent tutoring systems, OpenAI can simulate real-world language use scenarios, allowing students to practice various strategies in context (Amodei et al., 2016). For instance, OpenAI-powered chatbots can engage students in conversational exercises where they apply metacognitive strategies such as self-monitoring and self-regulation (Brown et al., 2020).

Furthermore, OpenAI's language models can assist educators in developing instructional materials and resources that incorporate evidence-based language learning strategies. By analyzing vast amounts of text data and educational research, OpenAI can identify effective pedagogical approaches and suggest instructional strategies that optimize vocabulary acquisition and retention (Brown et al., 2020).

Overall, the integration of OpenAI technology in the classroom represents a paradigm shift in language education, offering educators and students powerful tools to augment vocabulary learning and strategic instruction. As OpenAI continues to evolve and improve, its potential to revolutionize language learning processes and empower learners worldwide will only continue to grow (Amodei et al., 2016).

Chat GPT in Vocabulary Learning
The integration of GPT (Generative Pre-trained Transformer) technology in language education represents a groundbreaking advancement in vocabulary learning and instructional strategies. Developed by OpenAI, GPT is an advanced natural language processing model that has demonstrated remarkable capabilities in generating human-like text and understanding contextual nuances (Brown et al., 2020).

GPT's ability to generate coherent and contextually relevant text makes it an invaluable tool for enhancing vocabulary acquisition in the classroom. Through interactive exercises and personalized prompts, GPT can provide students with immersive language learning experiences, where they engage in meaningful interactions with AI-generated content (Brown et al., 2020).

One of the key advantages of leveraging GPT in vocabulary learning is its capacity to generate diverse and contextually appropriate examples of word usage. By exposing students to a wide range of vocabulary items in authentic contexts, GPT facilitates deeper comprehension and retention of new words (Brown et al., 2020).

Moreover, GPT can serve as a dynamic platform for practicing language learning strategies. Through simulated dialogue and interactive scenarios, students can apply metacognitive strategies such as self-monitoring and self-regulation in real-time interactions with GPT-powered chatbots (Amodei et al., 2016).

In addition to facilitating vocabulary learning, GPT can assist educators in developing instructional materials that incorporate evidence-based pedagogical approaches. By analyzing vast corpora of text data, GPT can identify common linguistic patterns and suggest instructional strategies that optimize language learning outcomes (Brown et al., 2020).

Furthermore, GPT's adaptability and scalability make it suitable for catering to diverse learning needs and preferences. Whether students prefer visual, auditory, or kinesthetic learning modalities, GPT-powered platforms can tailor instructional content to accommodate their individual learning styles (Brown et al., 2020).

In conclusion, the integration of GPT technology in language education holds immense potential for revolutionizing vocabulary learning and instructional strategies. By harnessing the power of AI-driven language models like GPT, educators can create engaging and personalized learning experiences that empower students to achieve proficiency in their target language (Brown et al., 2020).

Conclusion
In conclusion, this paper has explored the intricate domain of vocabulary learning and instructional strategies in language education. Through an examination of various methodologies, ranging from traditional to modern

approaches, this paper underscores the pivotal role of vocabulary acquisition in language proficiency and academic success. Insights from scholars like Wilkins, Laufer, and Wallace have provided valuable perspectives on the significance of vocabulary in language learning.

Furthermore, it delved into the taxonomy of vocabulary learning strategies proposed by Oxford and Schmitt, shedding light on the diverse array of metacognitive, cognitive, and social strategies that contribute to vocabulary retention and usage. These strategies offer educators a comprehensive framework for guiding students in their language learning journey.

Moreover, the integration of technology, particularly AI-driven models like Generative Pre-trained Transformers (GPT), has emerged as a promising avenue for enhancing language education. By leveraging GPT technology, educators can create immersive and personalized learning experiences, facilitating vocabulary acquisition and the development of language learning strategies among students.

As we navigate the dynamic landscape of language education, it is imperative for educators to adopt evidence-based practices that align with the evolving needs and preferences of learners. By leveraging a combination of traditional pedagogies, modern methodologies, and cutting-edge technologies, educators can cultivate a vibrant learning environment where students thrive and excel in their language learning endeavors.

In essence, this paper highlights the paramount importance of vocabulary learning and instructional strategies in language education, emphasizing the need for continual innovation and adaptation to optimize learning outcomes in diverse linguistic contexts

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REPRESENTATION OF PATRIARCHY THROUGH INTERTEXTUALITY AND SATIRE IN CAROL ANN DUFFY'S *WORLD'S WIFE*

Abstract

Feminism as a movement stands for women struggling equality of freedom, social and political rights emphasizing the fact of all the time lacking them in response to patriarchal societies. *The World's Wife* reflects a zenith in Duffy's feminist point of view as she artistically subverts different legendary characters from Greek mythology and gives a voice of narration to their spouses. Duffy's style of writing is unique and this is linked with her personal background, mixing the historical figures with those who had no voice. In this way, she creates a parallel between social issues of the past and contemporary feminist thoughts. By giving voice to the spouses of different famous figures in history, art and science, she reflects another position of society that have forever been absent, that of female. The reason Duffy empowers the wives voice of these mythological great men by using humor and satire is just to subvert what the history hides in contemporary literature, as now the female writers can use their imagination and intellect to tell the truths fearlessly. This paper focuses on the underrepresentation of women in well-known histories and mythologies, which Duffy reverses in *The World's Wife*, using modern contexts to illustrate the feminist interpretation of the stories in the poems mentioned. It also examines Duffy's struggle against patriarchy and hegemonic masculinity, in reference to how women react to their male companions in the poems included considering feminist and psychoanalytic perspectives in *The World's Wife* as a reason to represent better the new epoch from (his)story to (her)story.

Keynotes: *The World's Wife, Carol Ann Duffy, intertextuality, satire, subversion of roles, Greek mythology, dramatic monologues.*

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Women, for the most part, have been imperceptible in the historical record and literature. Most of the time they were treated as inferior, as a tool of men in patriarchal social orders. Their prime task was to follow, serve and love their allotted male counterpart. Their voices and roles have been diminished in relation to the male figures in history who have been admired for quite a long time. This applies to genuine occasions just as folklore which impact individuals' activities and the fiction that were penned men. There were obviously a couple of uncommon cases of well-known female characters who were autonomously perceived, yet that is more the subject of posturing instead of the actual standard. Carol Ann Duffy's *The World's Wife*, published in 1999, acknowledged this disparity and its timely arrival anticipated and reflected increasing efforts for gender equality. As retellings of fables and historical figures, the dramatic monologues in *The World's Wife* manage to communicate a specific feminist message while remaining quite remote, as Duffy manages to point out the lack of female representation in these stories without being overly labored by combining these two aspects of the collection. This demonstrates her political consciousness, which she employs throughout the poem and as a result, she is considered to be a groundbreaking poet with a unique voice. In 2009, Duffy[18] was named "Poet Laureate of the United Kingdom", a position she maintained until 2019. In its 400-year history, she is the only woman to hold the position.

Deryn Rees-Jones has analyzed Carol Ann Duffy's impact on British poetry as she claims that Duffy has played an important role in the evolution of poetry because she uses more ordinary language in her poems and investigates the

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[18] Poet, playwright and freelance writer *Carol Ann Duffy* was *born* on 23 December 1955 in Glasgow and read philosophy at Liverpool University.

structure and sounds of non-standard English in everyday situations (Rees-Jones, 2010: 18). Duffy addresses many tough issues, such as domestic abuse and the complexity of love, while utilizing simple words; according to (Rees-Jones, 2010: 24), Duffy is more post-feminist than feminist since she is writing at a time when the first, second, and third waves of feminism have come and gone, changing society dramatically in terms of women's rights. Representation of Patriarchy Through Intertextuality and Satire inspects Duffy's use of intertextuality and satire in the *World's Wife* particularly with regard to the lack of female representation in the works. The purpose of this focus on intertextuality and satire in Duffy's poetry is to assist *The World's Wife* readers in developing a more accurate understanding of the feminism that Duffy advocates, as well as to assist more and more women who are being oppressed by males in discovering and reconstructing their identities. In the explanation of intertextuality through some main theories, a brief introduction is covered for each figure mentioned in order to link the interpretation with the background.

Little Red-Cap and *Anne Hathaway* that are analyzed in what Fairclough calls "manifest intertextuality" (Duff, 2002: 62). Other poems, such as *Penelope, Eurydice, Mrs. Beast, Pygmalion Bride, From Mrs. Tiresias* and *Mrs. Faust*, are investigated in a deep "constitutive intertextuality". Regarding Duffy's use of satire, there are some of the poems which give a clear view in what Duffy's states to represent the patriarchy and social orders. *The World's Wife* represents husbands' hidden realities through history; the use of the wife as narrator, and not some other unnamed extra, is important since it is the wife who best knows her husband. Duffy uses themes such as family, social, and professional interaction in all of her poems in order to call attention to the multifaceted

nature of males. She also utilizes sarcasm and comedy to spoof famous mythical characters and deconstructs the traditional beliefs by utilizing irony in her inversion of roles. Through an ironic juxtaposition of the male figures of Greek mythology, their personal characteristics and intimate conduct are recounted through the eyes of their spouses. Carol Ann Duffy's *The World's Wife,* is a collection of poems thematically focused on social issues such as gender and oppression, expressing them in familiar, conversational language that made her work accessible to a range of audiences" (Jie, 2013: 201). It will be possible to get a deeper grasp of the collection's underlying themes via the use of Duffy's use of intertextuality and satire. Recognizing the intertextual connections and allusions of each of the poems is critical to appreciating the Duffy's biting satire.

Intertextuality, more than a literary device, is defined as a theory in some critics' view. In Mikhail Bakhtin's perspective of dialogism and heteroglossia, meaning is shown to be relational, and utterances do not have a single meaning in itself but only in connection to other utterances and intertextuality is derived from this idea (Feng, 2006: 374). Inspired by Bakhtin, Julia Kristeva introduced the concept of intertextuality and defined it as a conversation between texts, or a dialogue between texts and their social environment. Bakhtin discovers in a Socratic conversation the oldest form of novel, heteroglossia, and dialogism, which Kristeva subsequently refers to as intertextuality, as well as the earliest form of novel. She says that the writers are not unique, and they do not produce anything from their writings from their own creative thoughts, but rather assemble from already published works in order to make something new. Text is defined by her as a permutation of texts, intertextuality inside a particular text in which a number of utterances borrowed from other texts cross and negate

one another. No individual is represented by a text; rather, texts are culturally fashioned discourses, modes of systemic/institutional speaking and saying (Elmo Raj, 2015: 79).

Intertextuality, according to linguist Norman Fairclough, refers to the way in which texts can transform prior texts and restructure existing conventions in order to generate new ones; in other words, intertextuality can enrich the meanings of new texts by enriching the meanings of prior texts. Intertextuality may be divided into two categories: "manifest intertextuality" and "constitutive intertextuality" (Feng, 2006: 374). In the first, Fairclough includes parody, quotation, allusion and other intertextual aspects. In the second one, he refers to the interplay of discursive characteristics of a text such as its structure, form, or genre. In Duffy's collection, most of the poems have intertextual elements that are remarkable. As indicated above, Duffy's choice of the title is not by chance but it highlights the historical, social and cultural narrative of the past centuries, since the past century publishers didn't include much the female position in their works. Now, a new epoch has come and it is female's willpower to change not only the perspective of their gender but the whole world. Secondly, it draws on characters and stories from different cultures and historical eras, portraying those important events in her renowned feminist style, which is not a representation of intertextuality in the traditional sense. All the poem collection is organized around the types of intertextualities discussed above, which include "manifest intertextuality" and "constitutive intertextuality". As far as *The World's Wife* is not considered to be easy to read and understand if you don't have a historical, literal, religious and cultural background, there is a need to explain briefly some of the poems in regard of mythological elements. Regarding classical genre, there are poems *Penelope,*

Eurydice, Pygmalion Bride, and *From Mrs. Tiresias*. After this, there will be a deep analysis of *Little Red-Cap*, and *Anne Hathaway.* The intertextual features for some of the poems mentioned in this thesis clear the image to readers in order to understand what Duffy's emphasizes in the main themes. The way poems are separated in terms of intertextual analysis is in three categories regarding their literary, historical and classical elements. *Little Red-Cap* and *Anne Hathaway* are analyzed in what Fairclough calls "manifest intertextuality".

Before reading the poem *Penelope*, everyone must know that Penelope was the spouse of Odysseus, and she was the heroine of the Odyssey. Penelope was surrounded by suitors during Odysseus's lengthy absence during the Trojan War and she eventually married one of them. Penelope safeguarded her chastity by telling herself that she would make a decision after she had completed weaving Laertes's shroud. Every night, she went into her room and surreptitiously undid the work she had done throughout the day. Homer refers to her often as "intelligent" and "prudent," and she is always described as such. She has become an example as a faithfulness wife, as well as the model of her exemplary life. Regarding Duffy's *Eurydice*, the reader must know that she was the wife of Orpheus, who died after being bitten by a snake and was then sent to the Underworld. Orpheus, in his sorrow embarked on a trip into the Underworld in order to recover her. The beauty of his song won over Pluto and Proserpine, and they agreed to give him Eurydice's return on the condition that he not look back at her as they made their way out of the Underworld. Eurydice was pulled back into the Underworld by Orpheus as they neared the conclusion of their voyage.

Then, regarding *Pygmalion's Bride*, that is one of the remarkable classical genres in Greek culture, Pygmalion was a sculptor and king of Cyprus in Greek mythology, and his tale is recounted in the tenth book of the Roman writer Ovid's Metamorphoses, which tells the account of his transformation into a lion. Despite his best efforts, Pygmalion is unable to stop himself from falling in love with the statue that symbolizes his ideal lady. He asks the goddess Aphrodite to provide him a lady who resembles his statue and the time she responds by bringing the statue to life, the couple is married.

The last poem included into classical genre is *From Mrs. Tiresias*, in which Duffy makes the continuing subversion. Tiresias was a prophet or a soothsayer. There are two tales that explain how he got to possess this ability. The first narrates his encounter with the goddess Pallas Athene, who blinded him when he saw her nude. On the other hand, the most renowned story tells how Mount Cyllene Tiresias, came upon two snakes who were pairing and either separated them or killed or injured one of them. In a split second, he was changed into a beautiful lady. Many years later, he was transformed back into a man and later on, Zeus and Hera enlisted his assistance in settling a dispute between them. The person wanted to know who received the greatest joy from intercourse since they had experienced it both as a male and as a woman. When Tiresias claimed that the lady was responsible, Hera erupted in rage and blinded him. As a reward, Zeus bestowed the power of prophecy onto him.

In addition, the literary and classical genre includes *Mrs. Beast* and *Mrs. Faust*. In both poems, Duffy subverts and put emphasis in their complex personality as narrated by their spouse's view. *Mrs. Beast* is already famous because his story with The Beauty is interpreted in animation movie. Before this, one must

know that Belle, the youngest child of a trader, was compelled to live with the Beast in order to pay off her father's financial obligations. Belle feels embarrassed for the Beast, but she is unable to bring herself to accept his marriage proposal. Beauty agrees to let the Beast take her to see her ailing father for seven days in exchange for a promise to return. Beauty agrees, but after she gets home, she forgets about the time. Seven nights later, she dreams of the Beast crying in agony and pleading with her to come. Being afraid that he has died on the battlefield, she decides to get married him. As soon as these words are said, the Beast is transformed into a beautiful young prince who, after being cursed by a wicked witch, must earn the love of a young girl in order to remove the spell. The only reason of this explanation is to make the reader of this thesis have a clear image of the figures that are developed in the following chapters. In relation with "manifest intertextuality", Duffy's *The World's Wife* employs a variety of these intertextual devices, the most prominent of which is parody.

One of Duffy's first poems in the book, *Little Red-Cap*, may serve as an excellent illustration of how she communicates the idea of feminism across the anthology via intertextual elements. A really famous fairy tale, *Little Red Riding Hood* by Grimm, serves as the basis for this parody. According to the original fairy tale, women were stereotypically shown as weak, uneducated, and incompetent at all times, as seen by the following specific storylines. Initially, Little Red-Cap was depicted as an impressionable little kid who made the mistake of talking to a wolf, and as a consequence, was eaten by the beast. Next, her grandma was depicted as a sickly elderly lady who was unable to care for herself adequately. At the conclusion of the story, a shooter appeared and courageously saved them from the wolf while also skillfully setting a trap for him.

Duffy, on the other hand, kept the original narrative lines but altered many of the themes in her rendition. When Duffy writes: "It was there that I first clapped eyes on the wolf," (Duffy, 1999: 6), in the final line of the first stanza, she is using the first person to describe what she has observed. Little Red-Cap will recount her experience in the first person. Meanwhile, the wolf in this story is characterized as a "wolf-poet," who was drawn to the girl because of her freshness and attractiveness, and who afterwards offered her a drink. And thus, the third stanza, which is written in the girl's own words, reveals that the reason she took his drink was because of his poetry, despite the fact that she was aware that she would lose her virginity. After she learned his true character, which was harsh, she made every effort to consume all of his works, and within ten years, she had achieved the status of a great poet in his own right. She went into the forest alone, armed with an axe and to kill the wolf.

Duffy imitated an ancient fairy tale, but her rendition of the story is very different from the original. Due to Duffy's assertion that the quiet girl is emotional, but also logical, intelligent, and courageous enough to fight with what she despises, the girl was given the ability to speak for herself in public. In this manner, Duffy is really satirizing patriarchy, as shown in the older version of Grimm's fairy tale. In this poem certain strategies of parodying are used. When Duffy parodied the original story, she used particular techniques in both the storyline and the language used. In terms of storyline, Duffy followed the original story closely, although she also altered portions of it. First and foremost, in contrast to the original narrative, in which the story is told in the third person, the tiny red hat recounts her own experience and emotions in the first person, using her own words. Second, the reason she speaks with the wolf is not because of his innocence, but because of his poetry, and she is well

aware of the danger she is about to face. Third, she is drawn to the wolf because of his ability to write poetic verse. Lastly, after understanding the wolf's brutality, she killed him herself, which is in direct opposition to the original narrative, which said that she was saved by a shooter.

Amid these modifications, *Little Red-Cap* reflects the change of a young girl into a woman of maturity throughout the poem, which is an attempt to say "stop" the previous form, where there is a sense of patriarchy, women are innocent and incompetent, and men are brilliant and always the heroes. Using forceful sentences, personification, and sarcasm to mock the original story, Duffy also adds to the undermining of patriarchal values via her linguistic choices:

"It was there that I first laid eyes on the wolf" (Duffy, 1999: 6).

The narration of *Little Red-Cap* put some emphasis on the way it mentions herself with the pronoun "I" in order to make known that she is she only one having this experience. The wolf is represented as an egocentric poet who reads "his verse out loud/In his wolfy drawl, a paperback in his hairy paw" (Duffy, 1999: 7-8). He also kidnapped the young lady, and her stockings were torn to pieces, and fragments of red from her blazer were snagged on twigs and branches, leading to the discovery of murder evidence. It is ironic that she had lost her virginity ten years ago, as well as her feelings for him, are expressed in the last line, "The glistening, virgin white of my grandmother's bones" (Duffy, 1999: 40). Duffy is successful in expressing a feeling of respect for females and a sense of sarcasm against patriarchy via the use of emphasis, personification, and irony. Aside from trying to bring readers' attention to female ideas, she also

attempts to reveal the perfect picture of males and ridicule the aggressive nature of male authority.

According to (Zeng and Li, 2018: 75) in the poem *Anne Hathaway*, Duffy challenged patriarchy via the use of quote and allusion. Anne Hathaway was the wife of William Shakespeare, and she was a famous actress. She married him when she was twenty-five years old, making him seven years older than her spouse, who was eighteen at the time of their marriage. His home was in London for much of their married lives, while hers was in Stratford-upon-Avon, where she raised their three children. In order to make known that Shakespeare left his wife a bed as an indication of love or offense, Duffy uses this line:

"Item I gyve unto my wife my second-best bed..." (Duffy, 1999: 14),

while making the reader confused about it. Shakespeare's two daughters were the fulfillment of his wishes (Scheil, 2009: 48). Judith, the younger daughter, was left a total of three hundred pounds, which was to be paid in installments throughout the course of her life. It was agreed that the younger daughter Judith would be given a total of three hundred pounds, which she would pay back via monthly payments over the course of her life. Susannah Hall, the other daughter, was left the bulk of her father's fortune, which she used to support herself. Other bequests were made to friends and family members who had been specifically named. Readers even regarded the bed to be an insult, supposing that Anne Hathaway would have been cared to by other members of the family instead of herself. This is a tactic where Duffy informs the reader that she does not consider the second-best bed to be an insult and to some degree this grows a debate between readers and Duffy. The author also uses it to give voice to the

reality that women have been ignored or silenced for a long period of time, as well as to depict stories, myths, fairy tales, and figures in Western society from the viewpoint of their female counterparts. As a way of expressing her dissatisfaction with the second-best bed, Duffy provides Anne with a chance to express herself via poetry.

The bed where Shakespeare wrote plays and poetry, where they cherished the romance, and where she dreamt of him when she was missing him too much, that Anne tells everyone about her intense and genuine love for Shakespeare. Intertextuality as a structural element in *Anne Hathaway* is represented with Duffy's use of the sonnet format as the framework for the poem. Sonnet, which has its origins in Italy, is a kind of poetry that follows a precise rhyme scheme and has a particular pattern that is often used to express love feelings. In Shakespeare's day, it was customary for a man to use it to express his admiration for a lady. Shakespeare was particularly talented in the lyrical poetry form of the sonnet, and Duffy selected the sonnet as the framework for her poem *Anne Hathaway*, which is an attempt to remember Shakespeare's tremendous skill and passion in his poems via his writing. That Anne can express her emotions in the first person while simultaneously "writing" a poem in honor of her husband's love for her is the most significant thing, since it may help to dispel some of the prejudices that have been held against her.

As a result of Duffy's subversion of conventional patriarchal society, the intertextuality in *The World's Wife* is an effort to rebuild that culture via parodies, quotations, and allusions, among other techniques. Duffy is attempting to develop a new (her)story in order to oppose (his)story as well as to establish a line of communication among feminists and patriarchy in the

process. Duffy believes that women should be courageous in speaking up for themselves and resisting social prejudice as well as the suppression of men, in contrast to the culture depicted in previous stories, myths, and fairy tales, in which women is always soft, weak, and controlled by men, she holds the belief that women should be courageous in speaking up for themselves and resisting social prejudice as well as the suppression of men (Zeng and Li, 2018: 75). With each new *Her-story*, Duffy aspires to establish a dialogue between the female characters in the poems and contemporary women readers, with the goal of encouraging female readers to pursue their dreams with courage and strength, as well as to be strong enough to undertake the tasks they would otherwise be afraid to do.

On the other hand, *The World's Wife* collection is a mirror of satire in the way wives represent the covered truths by the history of their husbands. Duffy's choice of centering the wives as narrators and not any other category in status is because wives were the only ones who knew best their spouses. Different from the rest of the world readers, their wives share another opinion about the "geniuses" and "heroes" they are married to. Satire as one of the key techniques on Duffy's style of writing in *World's Wife*, represent her considerations universally as issues in the politics of gender inequalities (Garcia, 2007: 20). Duffy is devoted to narrative style of writing and in all the *World's Wife* poems she narrates by combining the lyric and dramatic, a method taken from the postmodern British poetry. The characteristics that distinguish satire as a fictional work are its thematic and structural elements. In the first instance, satire is primarily concerned with man's contentious and contradictory character, both on an individual and societal level, a feature that results in a wide range of satiric topics to choose from (Pollard, 1980: 122). The second is

a formalization of the first. One or both of two views on the satiric point of view are possible: the "authorial voice" and the "multiple point of view." In the first one, the satiric voice is often extremely angry, prone to insult and sarcasm; may implement a sort of masque through which he or she pretends to defend the very vices or follies that he or she is in fact condemning (Garcia, 2007: 116). The situational setting, in turn, draws attention to the many topics selected by the author and the varied positive and negative connotations of those topics.

Throughout *The Worlds Wife*, satire is used in a fully thematic and structural manner (Garcia, 2007: 21). Duffy employs thematic satire in all of her poems to draw attention to the complicated and questionable character of men, integrating his familial, social, and professional conduct into a single work of literature. Her work on love is also well-known for treating the subject in a sarcastic manner, and she associates it with language and the representation of reality; the construction of one's own identity and of other people, gender issues, contemporary culture and many different forms of alienation, oppression, and social inequality (Abdelmegid, 2018: 120). In accordance with the subject matter, she injects comedy and seriousness into her poetry, playing with words as she investigates the ways in which meaning and reality are created via language (Abdelmegid, 2018, 124). The heroes' wives discover their real and personal character, which is much apart from the one that the rest of society knows about them. However, satire makes extensive use of two structural resources: the "point of view" and the "situational context" (Bloom and Lillian D., 1979: 298). Duffy's method is also called 'novelization', in the manner that it is not generically stable but self-consciously incorporates other generic elements and expectations, such as a hybrid form (Gregson, 1996: 175). Gregson, an English novelist and poet also emphasizes another postmodernist

poetry style called "stylistic mélange", in which highlights the stylistic variety and "cultural polyphony", an awareness of voices that point up differences to classes, gender, nationality and race. The author subverts mythological figures using satire and humor, a proper trait of dramatic monologues. Starting from *Little Red Cap* and continuing with other poems, Duffy deconstructs the old ideologies by using irony in her subversion of roles. Her style emphasizes the importance of the female role in society and literature by making irony with the male characters in Greek mythology as their personal traits and intimate behavior are being narrated in their spouse's eye.

Duffy's satire is both natural and individual in which she narrates her personal problems and universally-oriented side, where she ironically reflects world issues (Abdelmegid, 2018: 128). That's why in her collection of thirty poems *World's Wife*, half of the issues are narrated from her own perspective and the other half is reflected in the legendary spouse's voice. This is another unique technique on Duffy's style as a feminist writer of a post-modern world. The way she connects the reader, the text and the author are by using another voice which seems to be familiar for the ones who really have heard something about the legendary figures. In addition, Duffy portrays global issues by using the universally-oriented side in all of her poems but in *Little Red-Cap* she is more specific. In *The Little Red-Cap* poem, she enters in her childhood mixing with her own experience and slowly stresses the changes in her behavior the moment Red-Cap meets the wolf.

"At childhood's end, the houses petered out
Into playing fields, the factory, allotments
Kept, like mistresses, by kneeling married men
The silent railway line, the hermits caravan
Till you came at last to the edge of the woods

It was there that I first clapped eyes on the wolf,"

<div align="right">(Duffy, 1999: 1-6)</div>

Since the very first stanza, Duffy suggests the childhood play and exploration in the wood to introduce the reader with real feelings of a young teenager coming to early adulthood. The woods symbolize the escape of someone's personality. Meanwhile, it represents the new danger in her life and as a male character, she is attracted by him with his literary talent. In this moment, the practice of universally-oriented side narration turns into an individual-narration. Duffy uses poetry as a promise to the girl and that's what made her easily escape into the wolf's world. She saw the intellectual, the poet and the "truth" to the wolf, so she got curious and desired to try this new life. The relationship between the young girl and the wolf explains some pieces of her real relationship with the British poet and painter Adrian Henry. As mentioned in the poem "sweet sixteen" is the age she met Henri and everything changed in her life. From the verses, the reader can get that he was the one who illuminated her with literature and other arts which completed her artistic life but on the other hand caused her some early traumas regarding her isolation and lack of personal space.

However, in this verse: "what little girl doesn't dearly love a wolf?" (Duffy, 1999: 22), Duffy indicates the attraction of little girls from such types of guys in life, as a global issue that caused hundreds of women to break up violently. So, from a personal point of view, the author depicts one of the most common issues in family nowadays, early relationships that result in a doubtful period from both positions and then ends up in a totally brutal divorce. The loss of innocence is another narrative theme in which Duffy has used "white dove" which serves as a symbol to reflect more on the isolation she struggled living

with the "wolf". Duffy gives us more information about her sorely cohabitation with Adrian Henri and other obstacles with her freedom.

Currently, the woman's voice is raised and heard more than any other time because of female poets and other intellectuals which gave a hand to their rights towards social issues and gender inequalities. That's why Duffy explores this fact by adding different legendary figures in her poem collection and artistically takes some of their voices to prove that women together can share unity in poetry, work and any other field of life. The feminist unity has examined well and given a clear picture on the real barriers of female-male position. Except *Little Red-Cap*, there are several poems that portray the satire Duffy uses to uncover the characteristics of legendary figures. In the poem of Penelope, Duffy satirizes the idea of a woman waiting for her man (Abdelmegid, 2018: 130). As mentioned in the second chapter, different from the myth, Penelope on *The World's Wife* is doing nothing except expecting his arrival. Waiting for the spouse to come is a tradition in every patriarchal society as it shows "faithfulness and being honest and chaste until husband comes". In this poem, Duffy creates another perspective of life for Penelope as she finds a withdrawal and "a logical development for woman 's wasted life" in each stanza. Here, Penelope has a normal lifestyle, that of a contemporary female. She works to earn her living by sewing and knitting. She sees waiting as something hopeless. Penelope in *The World's Wife* echoes the female position in modern society that can make a living without her spouse. The author here shifts the reality of a contemporary widow with the old one. By subverting the traditional interpretation, she reflects that Odysseus' return won't make her life happy anymore because Penelope was enjoying his absence by reflecting about her views and why not, waiting for another man in her life. Penelope's poem not

only breaks the traditional practice that a widow woman must marry anymore until her death but gives voice to their rights to live a life they want. Penelope's reality is represented in her sewing's, *I sewed a girl* (Duffy, 1999:12) as she now considers herself another personality. Descriptions with warm colors suggest a new consideration toward everything, starting with status and finishing with marriage rules. Penelope sees herself 'stitched' in a complex reality controlled not by her but by the society rules. The lively verb "leaping" confesses her actual state as she is trying to leap from a society that has prisoned her dreams. Penelope is struggling with society as the fish wants to leap down to its water, another element in which Duffy has artistically portrayed the image of an embroiderer as a symbol of a society's control. However, Odysseus is an irony as she thinks about her old reality coming back in her life and she absolutely hates this, different from the old interpretation where Penelope moans about her husband's return. In this, her work has been linked to postmodernism and poststructuralism, but this is a thematic influence rather than a stylistic one: consequently, there is an interesting contrast between the postmodern content and the conservative forms (Abdelmegid, 2018: 131).

Mrs. Aesop is another poem in Duffy's collection where she empowers the voice of the wife by telling the failed marriage. Aesop, is known by the readers as a genius man with formed character but what we find in Mrs. Aesop's words are that she was livelier in their marriage and he just ignores her by concentrating on other external factors such as his space about imagination and interpretation about 'everything'. Duffy creates satire and humor in Mrs. Aesop's direct speech as she maintains her character totally different from her husband. She likes to be livelier in her marriage but her husband ignores everything she enjoys and that's the critical point in their relationship. The

reader gets affected by her entertaining character more than Aesop whose intention is on creating new fables which Mrs. Aesop doesn't care. She has no interest in his intellectual life as suggested in this verse: "the bird in the hand shat on his sleeve" (Duffy, 1999: 3) and she finishes the first stanza satirizing her husband, calling him "tedious". In the second stanza we can see that while there is meant to go out, Aesop fails with his indifferent behavior toward his lively character of Mrs. Aesop. Aesop's mindset does not satisfy her anymore but just makes her life Duffy gives Mrs. Aesop a voice that she didn't have in her entire life and by doing so she empowers her rights. Duffy's irony continues where she mentions:

"Donkeys would, on the whole, prefer to be lions" (Duffy, 1999: 8),

recommending that Aesop's reality is too far from the contemporary one as he is submerged in the fiction world, failing to enjoy the real world full of attractive activities everyone could do. Their marriage seems to be a failure in Mrs. Aesop's eyes and there is no attempting for change. Mrs. Aesop's tone goes in the same level of satire in the whole poem and finishes "laughing" as a subversion of old story when the females can have this behavior toward their men but must stay serious and have a constant all the time. What seems dramatic here is that Mrs. Aesop has an ultimately humor that even though her life is not as she loves to have, again the way she describes her husband's actions shows a way of dealing with her pain.

Thetis is another poem in which irony is reflected in these verses "So I shopped for a suitable shape/ Size 8. Snake" (Duffy, 1999: 13-14), in which social expectations are connected with male views in what makes a woman "perfect".

Duffy underlines the ugly fact that women are sentimentally pressured by male positions about their physical appearance. The fact that Thetis is going to buy an outfit in this small size which turns her into a mortal, forceful animal represents some sense of irony. Snake is considered to be a terrible animal and its shape gives force to Thetis. On the other hand, a deep irony is conveyed in the poem of *Mrs. Faust*, in which, Carol Ann Duffy subverts the poem in a totally different state. Except for "empowering Mrs. Faust with a great secret, maybe in order to cope with her husband who commits Mephistophelean acts throughout his lifetime", she reveals the values of Faust by keeping secrets to the world.

The couple's relationship is reflected in a satire as the wife Mrs. Faust is affected by materialism and living in a "C'est La Vie" ("That's life") status of thought, Faust is eager to extend his knowledge and meet new people. He rejects every spiritual and moral value by "selling his soul to the devil", emphasizing his licentious life. Meanwhile, the couple's relationship in the poem shows a humoristic censure to the new century materialistic and humiliated society naked of moral values. Duffy opens the poem with ironic verses "flourished academically/ BA, MA, Ph.D. No Kids." (Duffy, 1999: 7-8), while she stresses the couple's academic success and meanwhile finishes the verse revealing they don't have kids. Mrs. Faust's voice narrates the following events in their life that confess their different views toward life. Faust might have been a genius of philosophy but his greed caused him to fail in some other important aspects of life. Mrs. Faust used to love Faust and life at all but because of his behavior caused to change her lifestyle while getting more addicted to physical appearance and voyages. In another verse *He wanted more* (Duffy, 1999: 36), Duffy wants to emphasize that the material possessions and denial from

spiritual and moral values has caused mankind to lose the fundamental essence of life.

So, Duffy's use of Intertextuality and Satire serves as a tool to understand better the main themes of the poems, in which she mixes the personal life with global issues. Most of the poems mentioned in this chapter solve the big questions to current readers as there is given a representation of how people of the past and the present treat women in patriarchal societies. The picking of the poems isn't by coincidence but deeply analyzed in terms of its themes related to societies with patriarchal orders. These two literary devices gave a clear portrayal in the way Duffy wants her readers to judge the past habits of male position as a fact of history never turning back in the future.

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AN OLD POST-BYZANTINE ALBANIAN WORK

ABSTRACT

The great post-Byzantine icon, compound of two rectangular sceneries: "First Ecumenical Synod" (Council of Nicea) (y. 325) (above) and "Alexander seeing the Holy Cross Image" (y. 313) (below) was painted by Albanian postbyzantine painters, the brothers Constantine and Athanas Zografi from Korça city, on the year 1765. Its dimensions are: 183cm x 73cm x 4cm. Destination of icon was the iconostasis of the Lifegiving Source Church, Korça (1725), and it is protected and exhibited in the Museum of Medieval Art, Korca, Albania.

The peculiarity of this graphically perfect luxury icon is the appearance of a very rare and authentic pattern, i.e. the combination of two complementary scenes in the same icon, which together reflect the promotion of the widespread acceptance of a new religion, Christianity, through world-renowned historical facts that link together the presence of a very known earthly character - the Roman Emperor Constantine, originated from Illyria.

The down fragment "Battle of Milvan Bridge" has its inscription: KΩNSTANTINE EN TOYTΩNIKA (Constantine in this Conquest) (V.313). The upper passage presents the First Council of Nicaea (y. 325) a major ecclesiastical event to the triumph of Christian doctrine which associate both fragments to the same earthly character, Emperor Constantine the First.

There are some values on the presented icon: historical, artistic as well as spiritual aspects in the public structure organization, development and level of economic and social relations between material and spiritual life during the 18th century, etc.

Fjalë kyçe: *icon pasbizantin*, *Kostandini I, First Ecumenical Synod, Atelier* (School*) of Korça, rufet, Kostandin & Athanas Zografi (Vako), Burimi Jetëdhënës* (Life-Giving Source)

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Kostandin dhe Athanas Zografi (Vako), piktorët e njohur pasbizantinë të shek. XVIII me origjinë nga treva e Korçës, kanë lënë një trashëgimi të vyer në artin e atëhershëm zyrtar të krishtërimit lindor jo vetëm për numërin e madh të veprave të tyre, por edhe për repertorin, regjistrin tematik, përmbajtjen, stilin, si dhe për nivelin e tyre artistik. Të inkuadruar në mënyrë virtuale në një grupim piktorësh, të clësuar nga disa studiues të sotëm si *Atelieja (Shkolla) e Korçës* (ku rrështohen edhe D. Selenicasi, K. Jeromonaku, vëllezërit Çetiri (Katro), Nikollë Guga, Mësues Kostandini, etj. (Popa, Th. 1969), (Naslazi, K. 2003). Ata janë, në fakt, përfaqësues të artit fresko dhe ikonografik të një territori më

të gjerë gjeografik e artistik, që përfshin disa vende të Ballkanit Perëndimor, ku inkuadrohej edhe pjesa jugore e Shqipërisë, Greqia, Kreta, Epiri i Veriut, Maqedonia dhe sigurisht kryeqendra e artit ikonografik të kësaj periudhe - *Mali i Shenjtë*.

Edhe pse në një kontekst biblik konceptual kanunor e skematik të paracaktuar, si shumë artistë të tjerë, këta piktorë sollën gjithashtu shumë tipare e elemente të reja origjinale evolucioniste në mënyrën sesi e mbrujtën dhe e paraqitën artin e tyre. Për arsye të ndryshme historike, gjeopolitike e kulturore, shekulli XVIII shënon fazën e mbrame të artit pasbizantin lindor në trojet mesdhetare. Pasojat e rënies së Kostandinopojës dhe trysnia e pushtimit otoman nga njëra anë si edhe zotërimet venedikase në jug të gadishulit Ballkanik, ishin ndjerë edhe në prodhimtarinë e fizionominë e artit pasbizantin. Po t'u shtojmë këtyre edhe faktin që influenca e lëvrimit të

artit të *Rilindjes Italiane* e Perëndimore kishte kapërxyer tashmë edhe Adriatikun e ishujt jonianë, veçmas Kretën, si dhe buisjen e një lëvizjeje të gjerë humaniste e iluministe, është krejt e natyrshme të përligjen "shartimet", ndryshimet, modifikimet, elementet realiste me risi kompozicionale, stilistikore, trendi për një art ku idealistja e transhendentalja ndërthuret me realisten, arti kishtar bëhet më "konkret" e jetësor, më social, më dekorativ, më dinamik, më ornamental, më estetik, më solemn në paraqitje, me këndvështrimet, teknikat e teknologjitë kontemporane të kohës.

Difuzioni i principeve të hershme biblike romane e bizantine, i artit paleolog maqedonas, i Kretës, i *Rilindjes Italiane*, i *Malit të Shenjtë* dhe territoreve të tjera ortodokse të Lindjes ishin një traditë e përvojë shumë e gjerë dhe e thellë, që përcaktoi përkatësinë e K. & A. Zografit si produkt artistik në sinkron të kohës dhe vendit, kur dhe ku jetuan e punuan. Zhvillimi e lulëzimi ekonomik e kulturor i disa qendrave shqiptare, si: Voskopoja, Vithkuqi, Llënga, Shipska, Grabova, Nikolica, Korça, ku gjatë shek. XVIII u ndëtuan shumë kisha, bazilika e manastire, krijoi gjithashtu premisa që ato t'i dekoronin mjeshtrat provincialë më në zë të asaj kohe. Në këtë aspekt mund të thuhet pa mëdyshje se ata karakterizohen nga një art, ku lëvroheshin tiparet e përbashkëta të një morie të madhe ikonografësh të huaj apo edhe shqiptarë, aq sa ndonjëherë ata edhe nuk dallojnë shumë nga njëri-tjetri, nëse nuk do të kishin edhe disa detaje autentike e individuale: mbishkrimet dhe emrat në pikturat apo kishat ku ata kishin lënë pikturat e tyre.

Dhjetëra ansamble, qindra tablo afreskesh dhe ikonash të K. & A. Zografit zënë një hapësirë të gjerë gjeografike (Shqipëri, Maqedoni, Mali i Shenjtë) e kohore (rreth 1730-1784) (Balli, K. 2000) sidomos në qytetin e Korçës (*Burimi Jetëdhënës),* në Ardenicë (*Fjetja e Shën Marisë*, 1744), ikonat në kishën e Libofshës, Voskopojë (*Shën Thanasi*, 1744 dhe hajati i *Shën Kollit*, 1750, *Shën Apostujt*, 1765), Vithkuq (*Shën Kozma e Damjanoi*, 1750, ikonat e *Shën Pjetri e Pavli*, 1764"), Mali Athos (katedralen *Ungjillëzimi* të Manastirit Filotheu, 1752, 1765, *Shën Ana*, skiti i *Manastirit Laura e Madhe*, 1755), skitin bullgar Bogodorica të *Manastirit Pandelimon*, *Manastiri Ksiropotam* (*Kisha 40 Shenjtorët*, 1783), etj.

Bashkë edhe me krijimtarinë e djemve të tyre respektivë Terpo dhe Evthim, arti fresko dhe ikonografik i kësaj shpure familjare përbën një kontribut të posaçëm sasior e cilësor në rajonin e Ballkanit.

Një prej veprave madhore, që pasqyron shprehjen e botëkuptimit të moderuar teologjik, artistik e estetik të krijimtarisë së tyre pikturale është ikona e madhe me dy skena: *Sinodhi i Parë Ekumenik* dhe *Aleksandri me Imazhin e Kryqit në Betejën e Lumit Tibër*. Realizimi kompozicional i kësaj ikone është i përveçëm, përfaqësues, unikal dhe i palëvruar në progamin ikonografik të autorëve të tjerë më të vjetër, apo më të rinj. Zakonisht, arti bizantin dhe pasbizantin i hershëm ishte më skematik, më hermetik dhe më konservator në paraqitjen tematiko-kompozicionale dhe subjektin e ikonave apo afreskut, duke i qëndruar më besnik programit biblik të *Dhjatës së Vjetër*, apo asaj *Të Re* (Ungjijve). Ikona e mësipërme është një nga shembujt e rrallë e domethënës në disa pikëpamje kryesore të shprehjes e të shfaqjes së elementeve historike, jetësore, etnoklturore e artistike, të cilat, të marra së bashku, konfirmojnë zbehjen e misticizmit eklisiastik të artit bizantin e pasbizantin dhe promovimin e disa aspekteve më jetësore, më racionale e humane, me personazhe, ngjarje, peizazhe, arkitekturë më të afërta me realitetin dhe raportin historik kundrejt narrativave simbolike dydimensionale të *Testamenteve*. Këtë liri shprehjeje e vërteton edhe fakti që në krijimtarinë e tyre pikturale në afresk apo ikona ndeshim edhe ngjarje, personazhe të njohur nga jeta, si: shenjtorë e prelatë provincialë, ktitorë (dhurues), mirëbërës, arkondë, (veçanërisht tek piktori David Selenica, si: *Joan Klimaksi*, *Shën Nikodhim Vithkuqari*, *Farëhedhësi*, *Joan Kukuzeli*, *Karl Topia*, *Shën Gjon Vladimiri,* etj.)

Ikona e dyfishtë *Sinodi I Ekumenik* dhe *Beteja në Urën Milvian* (me dimensione 183 cm x 73 cm x 4 cm), konceptohet e realizohet nëpërmjet një modeli të rrallë autentik, pra i paraqitjes së dy skenave komplementare në të njëjtën ikonë, që së bashku pasqyrojnë promovimin e pranimin e gjerë të një feje të re, krishtërimit, nëpërmjet faktesh historike të njohura botërisht e që i lidh bashkë prezenca e Perandorit romak Kostandini I me origjinë nga Iliria.

Por, si? Kronologjikisht, pjesa e poshtme e ikonës, merr shkas nga beteja e njohur mbi Urën Milvian të Lumit Tibër, në luftën civile midis ushtrive të perandorëve pretetendentë romakë Kostandini I (272 – 337) dhe Maxentius

(278 – 312) më 28-29 tetor të vitit 312. Ura shërbente si porta e hyrëse veriore gjatë rrugës për në Romë. Fati i kësaj beteje tashmë njihet historikisht si një fitore madhore e Kostandinit ndaj Maxentiusit. Ai u bë Perandori suprem i Perandorisë Romake dhe e sundoi atë gjatë viteve 312 - 337. Në këtë fitore është futur edhe konteksti spiritual nga historia eklisiastike dhe mrekullibërëse e besimit të krishterë. Sipas kronikanëve të asaj kohe Eusebius i Caesareas dhe Lactantius, beteja shënon fillimin e konvertimit të Kostandinit në Krishtërim. Kronikanët dëshmojnë që Kostandini dhe ushtarët e tij ndeshën në qiell një vizion të dërguar nga Zoti i Krishterë. Ishte vizioni i kryqit dhe fjalët:

 "Me këtë shenjë ju do t'i mposhtni."

Kjo u interpretua si një premtim për fitore, në qoftë se kryqi dhe simbolet e dy shkronjave të para të emrit Krisht në gjuhën greke, pra "XP" do të vendoseshin në mburojat e ushtarëve, veprim i cili u plotësua një ditë para betejës. Merr kësisoj kuptimin doktrinor se Kostandini dhe ushtarët e tij hynë në Romë si "të krishterë", duke krijuar terrenin e favorshëm për ligjitimimin e një feje të re, që për më se tre shekuj ishte përndjekur deri në Katakombet e Romës. Edhe pse një pjesë njerëzish laikë nuk mund ta perceptojnë këtë koincidencë, duhet theksuar se krishtërimi është një besim hyjnor, një besim i mrekullive, i Trinisë së Shenjtë, i mistereve universale edhe tokësore, por edhe me prirje për t'u kuptuar e asimiluar nga besimtarët me ngjarje, fenomene e personazhe konkrete, psh. Papa Gjon Pali (si shenjtor), Shën (Nënë) Tereza, të cilët janë shenjtorët më të rinj e që të gjithë i kanë njohur.

Ura Milvian

Fragmenti i poshtëm i ikonës me dy skena, pra, *Beteja në Urën Milvan* ka një mbishkrim ΚΩNSTANTINE EN TOYTΩNIKA (Kostandini në këtë pushtim) që shpjegon përmbajtjen e skenës. Duhet ta kundrosh bashkë me pjesën e sipërme, që të kuptosh se kjo pamje është një "fragment" ikone, sepse jo vetëm që është subjekt shumë i rrallë ikonografik, por thuajse të gjithë elementet e shprehjes pamore duket se i takojnë një pikture me përmbajtje laike e jetësore. Piktura ikonografike e *Betejës mbi Urën Milvian* të ikonës sonë ka një gërshetim surprizues të stilit të realizmit rilindas me elementet figurative mrekullibërëse të doktrinës kristiane dhe artit pasbizantin. Skena të fut në amosferën e luftës. Në qendër Kostandini me kurorën mbretërore dhe breroren e shenjtorit hipur në kalë të kuq dhe prapa tij kavaleria e komandantëve militarë. Përpara - formacionet luftarake me hushta e shigjeta të prirë nga flamuj. Ndërkaq Kostandinit i është shfaqur në qiellin blu vegimi i kryqit, që i jep ogurin e fitores mbi Maxentiusin, nëse ai do të përmbushë paradigmën e kryqit në qiell. Marrëdhënia midis betejës dhe shfaqjes së kryqit krijon lidhjen midis realitetit dhe doktrinës së krishterë si një binom spiritual, i pranueshëm për të përligjur përhapjen e fesë së krishterë nëpërmjet një ngjarje me natyrë njerëzore. Mos është stisur konteksti spiritual i kësaj beteje të madhe ushtarake pas përfundimit ngadhnjimtar të saj? Doktrina e krishterë nuk e parashtron këtë version. Asaj i nevojitej të zbulonte brenda ngjarjeve që ndryshuan perandorinë aspektin e botëkuptimit shpirtëror dhe elementet mrekullibërëse që duhej ta bënin hyjnore nën këndvështrimin e besimit të ri të krishterë këtë ngjarje vendimtare. Dhe e ka gjetur me detaje të përligjura si mesazhe

mesianike që i dërgonte Zoti i krishterë nga kubeja e qiellit dhe që ishin të sinkronizuara me realitetin në tokë.

Nga pikëpamja pikturale ky fragment dallohet për frymën e theksuar perëndimore. Një tablo kompozicionale e zgjidhur me mjeshtëri artistike e racionalizëm, ku dominon dinamizmi, guximi, optimizmi, komunikimi, besimi dhe besnikëria tek Kostandini, që nga ana e vet është i befasuar nga imazhi i kryqit, i cili i del para syve dhe që e bën atë të vendosur në betejen e tij edhe pse ushtria e armikut të tij është më e madhe. Një tablo impresionuese për nga saktësia e vizatimit, nga paleta shumë e pasur e ngjyrave pikante, brilante, thuajse të gjalla, e një regjistër grafik e të mprehtë në silhuetë, e në kontrast të fortë me njëra - tjetrën. Ky mozaik i ndezur ngjyrash tregon, gjithashtu, pasurinë e veshjeve dhe rekuizitën e larmishme ushtarake, por edhe natyrën, qiellin, tokën, peizazhin. Por, mbi të gjitha, ajo është një tablo pikturale e fantazuar në teknikën e temperas (me vezë), që pasqyron nivelin e lartë mjeshtëror, teologjik, profesional, artistik të K. dhe A. Zografit.

Menjëherë, pas shpalljes si "Perandori më i Madh", midis të tjerash, politika fetare e Kostandinit e vendos atë si autoritetin e parë që ndaloi persekutimet

ndaj të krishterëve dhe legalizimin e Krishtërimit njëlloj si besimet dhe kultet e tjera në Perandorinë Romake me anën e shpalljes së një dekreti të quajtur *Edikti i Milanos*, në vitin 313.
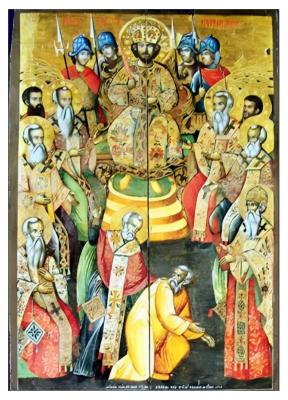
Pa dyshim që tabloja e mësipërme do të mbetej disi partikulare, nëse intuita teologjike e kozmopolite e piktorëve K. dhe A. Zografi nuk do t'i kish bashkëngjitur ikonës skenën e *Këshillit të Parë të Nikeas*, një ngjarje po aq madhore eklisiastike për triumfin e doktrinës së krishterë, që i lidh të dyja pikturat me të njëjtin personazh qëndror, Perandorin Kostandin I. *Këshilli i Parë i Nikeas* në vitin 325, pra 13 vjet më vonë se *Beteja mbi Urën Milvian*, quhet ndryshe edhe *Sinodi i Parë Ekumenik*; ai u thirr dhe u vëzhgua nga Kostandini. Kjo ngjarje mblodhi për herë të parë në historinë e deriatëhershme të krishtërimit: 318 etër të shenjtë të kishës, prelatëve dhe peshkopëve nga e gjithë perandoria në qytetin metropolitan kishtar të Nikeas të Azisë së Vogël. Një ndër arsyet kryesore të këtij takimi ishte demaskimi i herezisë dhe teorisë arianiste të përfaqësuar nga prifti Arius i Aleksandrisë (Egjipt) (shek. IV) dhe pasuesve të tij, sipas të cilëve Krishti nuk është i barabartë me Perëndinë Atë, duke cënuar kështu doktrinën e ekuivalencës së trinitetit të shenjtë, traditën dhe harmoninë e Kishës:

"Me të njëjtin besim, me të njëjtën frymë e me unanimitet, Sinodi hartoi *Simbolin e Besimit* dhe rikonfirmoi doktrinën e *Trinisë së Shenjtë.*" (Wikipedia: *First Council of Nicaea*)

Simboli i Besimit, në fakt, u bë simboli i unitetit rreth Traditës së Shenjtë të Kishës dhe hodhi themelet e konsolidimit të Krishtërimit si një doktrinë shpirtërore zyrtare e Perandorisë, që do të sanksionohej përfundimisht me të ashtuquajturin *Dekret i Selanikut* ("Edict of Thessalonika") në vitin 380.

Pikërisht këtë mesazh mesianik transmeton fragmenti i sipërm i ikonës. Në këtë rast autor (i-ët) ka preferuar të përzgjedhë një tjetër rrymë e stil pikturimi. Për t'i dhënë asaj një kuptim të thellë transhendental dhe për ta futur në një atmosferë më eklisiastike e më sugjestionuese, piktura i afrohet nga pikëpamja

kompozicionale dhe e përmbajtjes skenave standarde të ikonografisë bizantine, por duke ndërkallur tipare të reja tipike të artit të vonë pasbizantin, veçanërisht elementeve të artit barok (shek. XVII-XVIII), që i japin pikturës një pamje të pasur dekorative e shumë impresionuese ndaj shikuesit. Subjekti i saj është thjeshtësisht i kuptueshëm. Në qendër të tablosë është skena e frustimit të Ariusit nga Shën Kolli për shkak të mospranimit të herezisë së tij ndaj doktrinës

së krishterë, si rezultat i së cilës ai dhe pasuesit e tij do të përjashtoheshin nga kisha e do të dënoheshin nga Kostandini me ekzil në Iliri. Kjo skenë zhvillohet në praninë e të gjithë etërve të kishës, në krye të të cilëve dominon Perandori Kostandin, të cilit i është kushtuar një vëmendje e posaçme. Me kurorën dhe skeptrin mbretëror, si dhe breroren shenjtërore, ai qëndron ulur në thronin e vendosur mbi një piedestal plot breza rrethorë dhe i shoqëruar nga katër ushtarë të armatosur romakë, që përfaqësojnë statusin e tij publik. Në krye të ikonës ndodhet mbishkrimi *ΗΑΓΙΑ ΠΡΟΤΝ CΥΝΟΔΟC* (Këshilli i Parë i Shenjtë). Për të vlerësuar rëndësinë e madhe të kësaj ngjarjeje në historinë e krishtërimit, por edhe në rolin vendimtar ndaj tij të Perandorit Kostandin I, pikturës i është kushtuar një kujdes i veçantë artistik brenda kuadrit të zhvillimeve më të denja ikonografike të shek. XVIII.

Hyrja jugore në Nikea

Së pari piktura është e një niveli të lartë aristokratik dhe kjo i kushtohet temës e subjektit, por jo më pak edhe mjeshtërisë dhe eksperiencës së piktorit. Jo çdo artist mund të pikturonte skena të tilla. Ngjyra dhe veshja me ar, si dhe drita që rrezaton ai në pjesën e epërme synojnë të të futin në një situatë transhendente e devotshmërie hyjnore. Përkundër, sfondi i errët prapa figurës së Ariusit të fut në botën e mëkatit e herezisë. Fytyrat e personazheve me kontraste dhe sfumatura të errëta i aviten artit të *Rilindjes Italiane*, ndërsa veshjet luksoze, veçanërisht ato të Kostandinit dhe etërve, ngjyrat e tyre të theksuara, draperitë e larmishme me motive të shumëllojshme gjeometrike e floreale, janë elementë ekzotikë dekorativë të artit barok e etno-folklorik që theksojnë rëndësinë dhe solemnitetin e kësaj ngjarjeje madhore për krishtërimin.

Vezullues në purpur dhe ar, Kostandini bëri një hyrje ceremonale gjatë çeljes së Këshillit, por u ul duke respektuar që peshkopët të ishin para tij. Sipas Eusebius, Kostandini qëndroi në mes të Kuvendit, si lajmëtar hyjnor i Zotit, i veshur me rroba që shkëlqenin me rrezëllim drite dhe reflektonin rrezatimin e ndezur të mantelit të purpurt stolisur me shkëlqimin brilant të arit dhe stolive të çmuara. Perandori ishte i pranishëm si një dëshmitar e mbikëqyrës dhe nuk kishte të drejtë për votë zyrtare. Ai e organizoi Sinodin sipas linjës së Senatit Romak.

Kësisoj në dallim nga skena e *Betejës në Urën Milvan*, në *Këshillin e Parë në Nikea* Perandori Kostandin, në aparencë, nuk është protagonisti kryesor i ngjarjes, por, sidoqoftë, pas kuintash, roli i tij është i një rëndësie substanciale kundrejt besimit kristian. Ishte roli i liderit dhe autoritetit suprem civil të Perandorisë. Si i tillë, përgjegjësia për ruajtjen e rregullit e rendit publik ishte ekskluzivisht e tij, por dhe të kujdesej që edhe Kisha të ishte harmonike e në paqe. Kur u vu në dijeni të debateve ariane në Aleksandri (Egjipt), ai u shqetësua dhe këshilloi Ariusin e ndjekësit e tij si shkakun e fillimit të trazirave. Por meqë situata diverse nuk u qetësua, ai vendosi të thërrasë Sinodin në Nikea, ku ftoi pjesëmarrjen e njerëzve më të shquar të kishave të çdo vendi. Kostandini ndihmoi për realizimin e takimit duke bërë të mundur shpenzimet e udhëtimit të peshkopëve me anë të fondeve publike, siguroi një sallë të madhe komode në pallat, ku të dëgjohej e ndiqej gjithçka me dinjitet. Gjatë fjalës hapëse të Sinodit, ai iu sugjeroi peshkopëve dakordësi e mirëkuptim dhe iu përmendi atyre të ndiqnin mësimet e drejta të Shkrimeve të Shenjta. Perandori iu kushtoi kujdes të veçantë fjalimeve të të dy kampeve dhe u tërhoq të dëgjojë vendimin e peshkopëve. Ata i thanë se teoria e Ariusit ishte një anatemë (mallkim) dhe formuluan një dokument besimi për korrigjimin e kësaj doktrine. Kur Ariusi dhe pasuesit e tij refuzuan të binin dakord, një gjyq peshkopal vendosi përjashtimin e tyre nga Kisha. Duke respektuar vendimin klerikal dhe rrezikun e një trazire të mundshme, Kostandini organizoi edhe një gjyq civil, i cili vendosi dëbimin e tyre në ekzil. Ky ishte fillimi i praktikës së përdorimit të fuqisë laike (sekulare), shembëll, i cili u ndoq nga të gjithë perandorët e mëvonshëm.

Ikona e dyfishtë *Beteja mbi Urën Milvian* dhe *Këshilli i Parë i Nikeas* përbën një shembull të rrallë e autentik të vyer eklisiastik, historik e artistik. Ajo është

një kompozim e sintezë e vyer e rinovimit të artit pasbizantin sidomos drejt ngërthimit të steriotipeve, traditës e kanuneve biblike me ngjarje dhe personazhe historike reale, që së bashku do ta bënin më të besueshme e më qëndrueshme jetën sociale e shpirtërore si dhe universializimin e saj në një pjesë të madhe të Botës. Ajo shërbeu edhe demokratizimin e lirinë e artit dhe të artistëve të talentuar për t'iu shmangur klisheve të konsumuara dhe për të shfaqur edhe preferencat, vlerat e individualitetin e tyre artistik në një realitet të ri kohor, historik, gjeopolitik e shoqëror.

Ikona e mësipërme shpërfaq edhe një fenomen shumë interesant, që lidhet me organizimin e jetës ekonomike e qytetare të Korçës në mes të shek. XVIII. Gjatë këtij shekulli qyteti i Korçës ishte rritur dhe funksiononte ekonomikisht si një qëndër urbane paraindustriale, kryesisht zejtare e tregtare, që plotësonin nevojat e jetës, por edhe që shkëmbenin mallrat apo prodhimet e përpunuara me krahinat përreth.

Mjeshtëritë dhe profesionet ekzistuese ishin organizuar në bashkësi të quajtura "rufete", të cilat ishin disa organizime që mblidhnin rreth tyre zejtarë, profesionistë dhe tregtarë të të njëjtave zeje (rufetet e papuçinjve, tabakëve, gëzofpunuesit, terzinjve, kasapëve, opingarëve, bakejve, lëkurëregjësve, hanxhinjve, samarxhinjve, kujunxhinjve, bakërxhinjve, etj.) dhe kishin si qëllim nëpërmjet kanunoreve apo statuteve të tyre mbrojtjen e të drejtave dhe konkurencën e tyre, por edhe detyrime

kontributesh financiare në favor të bamirësisë, zhvillimit e përmirësimit të jetës urbane, të

sponsorizimeve ndaj institucioneve fetare, publike, sociale, etj. Këtë funksion e konfirmon edhe ikona e mësipërme. Në mesin e ikonës është vendosur përkushtimi ΔEHΣIΣ ΤΩΝ ΘΕΟΥ ΡΟΥΦΕΤΙΟΥ ΤΟΥ ΑΓΙΟΥ ΚΩΝΣΤΑΝΤΙΝΟΥ (*Lutje e shërbëtorit të Zotit të rufetit të Shën Kostandinit*, 1765). Zakonisht rufetet kishin nga një shenjt mbrojtës, të cilin e festonin dhe e lusnin në ditën e celebrimit të tij kishtar, madje atë ditë ata nuk punonin. Ikona e financuar prej tyre ishte e destinuar për ikonostasin e *Katedrales Burimi Jetëdhënës* (Ndërtuar rreth vitit 1725), që do të thotë se ajo prestonte një vepër të vlerë dhe për mjeshtra të denjë. Ajo qëndroi aty për më se 200 vjet, deri më

1967, vit kur kishat metropolitane u prishën. Por ikona, për fat, i rezistoi kohës, ajo është restauruar dhe ekspozuar në *Muzeun e Artit Mesjetar* Korçë dhe përbën padyshim një prej veprave madhore pasbizantine jo vetëm të autorëve të saj K. & A. Zografi, por të mbarë artit pasbizantin shqiptar e më gjerë.

Kisha "Burimi Jetëdhënës", Korçë

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Malvina TEMA

THE EU AND TURKEY IN A TWISTED MARRIAGE: CHALLENGES OF THE EUROPEAN UNION FURTHER ENLARGEMENT

Abstract

This essay is an effort to investigate the principal challenges associated with further enlargement of the European Union. The specific focus of the analysis is the case of Turkey as a real dilemma for the EU. The eastward expansion of the European Union poses multi-dimensional concerns. These concerns relate to -political, - economic, - cultural and – geostrategic delicate questions that are perceived as crucial issues for the Union. However, it should be pointed that this is a game that cannot be played by a single actor such as the EU. It also depends on how Turkey will play the game of integration which however is principally led by the Union. Considering this, the paper is organised in four main sections. The first section introduces - political challenges from the EU enlargement towards Turkey. The second section introduces -economic challenges and it is followed by the two last sections with -geostrategic and -identity issues. All the questions raised above are important points of the EU enlargement debate, but in the case of Turkey, the question of identity is always as important because it is related to a number of diversities that focus on the religious faith of this country. The decision for Turkey's accession to the European Union is a sensitive test for the future of the Union, but the challenges are also real. However, expansion is not impossible if the integration factors do not value the play by the actors as zero. The paper ending with some brief conclusions, where the question of identity is always as important because it is related to a number of diversities that focus on religious belief.

Keywords: *European Union, European Culture, Europe of Cultures, Turkey, political challenges, economic challenges, geostrategic challenges, identity / cultural challenges*

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Introduction

Many times, Turkey - EU negotiations have been overshadowed for different reasons. The EU has been quite reluctant - and still seems so -. In the effort to shed light towards the challenges associated with further enlargement of the European Union headed for Turkey, this paper is organised in four main sections. The first section introduces -political challenges from the EU enlargement, the second section introduces -economic challenges, followed by the two last sections with -geostrategic and -identity issues.

Political Challenges

In political terms, the shape of the Union is very important and the EU finds itself in the crossroads of widening or deepening. It might sound superficial that the decision for a wider Union undermines the possibility of a deeper integration among the old member states but anyways it is clear that further widening will significantly influence it. It means that the federalist dream will be seriously challenged by increasing the diversity of political interests and views within the Union which might be much harder to contain a single framework.

A very important political issue is the decision-making impact of Turkey into the EU-27 and the European Union capacity to act according the new power distribution among the member states. The redistribution and a new balance of power are decisive for the Turkish EU acceptability.

Of course, enlargement itself would change the EU decision - making process but the case of Turkey represents a delicate case because of its particularities that will be further discussed.

Turkish membership is calculated to have a big impact on the power distribution among member states of the EU. This impact can be technically evaluated but also normatively evaluated because partially it is on the basis of this evaluation that Turkey`s European integration depends.

The decision-making in EU is a complex process between institutions but the most relevant dynamic that needs to be taken in consideration is the decision-making procedure in the European Council and the procedure in the Council of Ministers. This shows clearly how Turkey will change actual balances.

The European Council as a body which "provides the Union with the necessary impetus for its development" takes (nearly all of) its decisions by unanimity or consensus. Actually, the Treaty of Lisbon, Article 15(4) of the amended Treaty on European Union (TEU) presents the main rule for decision-making. Article 15(4) (Lisbon Treaty): 4. Except where the Treaties provide otherwise, decisions of the European Council shall be taken by consensus. In terms of its potential decision-making capacity, it is evident that this institution is very affected by enlargement. This is because the larger and more diverse the membership of the European Council becomes the more difficult it is likely to be to find consensus (Stephanou, 96). Individual members of the Council and many other members of EU organs tend to vote in the national interest of their home countries. The representation of Turkey interests according this rationale might sharpen the division. This dynamic derives by the strong nationalistic orientation of Turkey which might have also deeper implications.

Further enlargement of the EU towards Turkey would bring a redistribution of power in the Council of Ministers also. Lisbon Treaty confirmed that the EU is based on democratic principles. New decision-making rules were presented as solutions for solving the problems of legitimacy, democratic representation and transparency bringing answers for the democratic deficit.

Decision-making in the Council of Ministers taking place under Lisbon Treaty voting rules will happen according the double majority (qualified majority) voting system. The bigger the country's population, the more votes it has, but the numbers are weighted in favour of the less populous countries: However, up to now when the Council votes on the basis of a simple qualified majority, the number of votes for each Member State is predetermined by the Treaty itself (from 29 votes each for the four largest Member States to 3 votes for the smallest). The system of simple qualified majority voting will continue until November 2014. From 2014 it will be different: it will then be a double majority so that, in order to be adopted, an act must have the support of at least 55 % of the EU Member States and at least 65 % of the population of the EU (Facts from Lisbon Treaty and from previous Treaties). This does not change the principle behind the argument that Turkey will reallocate power because of the population. Actually, under the Nice treaty voting rules, Qualified Majority Voting in the Council of Ministers determines the distribution of power among

member states and Turkey would be the second-most powerful member state in the EU. Under the Nice rules, the power differences among the member states with populations of more than 50 million would be small (BALDWIN and WIDGRÉN 1). In fact, Turkey's population is more than 80 million. With further enlargement, the balance of power between the countries will significantly change. Because of Turkey integration, the EU will face not only a change of numbers but also a de facto re-distribution of the power which will have a great impact in decision-making. This redistribution of power in the European Union is a very important factor that might decrease the acceptability of Turkey.

Long and difficult negotiations at the 2000 Nice summit were dedicated to the working out of how many votes each country should have to avoid the situation where a group of small countries could work against the big countries and vote them down, even though the small countries together represent fewer people than the big ones. Difficulties were also presented in the case of Lisbon Treaty where the double majority (qualified majority) voting formula was worked out. Taking in consideration the population of Turkey it is obvious that this country will have a strong voice in EU decision-making process because the rules related to the demographic factor. On the other side if Turkey would play "strategic games" it would not be very difficult to create different "wining alliances" moving the actual allocation of EU power. Because of the demographic factor, different schemes related to numbers and "formulas" can be created and thus the results might be completely different from now. This might turn to be a very delicate issue.

Furthermore, the Council of Ministers adopts also the unanimity procedure in order to take its decisions but as various institutional reforms have taken effect, QMV has almost replaced unanimous voting. According to the unanimity system everyone has to be in agreement. It is less effective for developing Community policies because of the veto risk. It makes QMV the most common method of decision-making, used especially in most sensitive issues. It might be deduced that Turkey will have a serious impact in the decision-making process under QMV in the Council of Ministers but anyways it cannot be denied that under unanimity there will be also problems. To understand this dynamic,

we must evaluate and take in consideration that there are interrelated background factors which divide Turkey and EU thus creating a gap from which the decision-making process will suffer. Under the background factors "marque" are included issues that give Turkey a different tune from EU.

Included in the range of political challenges, despite decision-making procedures in the European Council and the Council of Ministers, the Commission might experience difficulties in its work. The increasing number of actors will complicate the process of agenda setting and at the same time an increased number of nationalities in the Commission administration and services will create further efficiency difficulties.

Another legal and political argument which needs to be emphasised is that enlargement increases the administrative heterogeneity in the EU to such an extent that it is likely to challenge the notion of homogeneous implementation and application of rules and regulations (SVERDRUP, 2). This argument is valid for the EU enlargement towards Turkey especially taking in consideration the fragile democracy and doubtful institutional balances in the country.

Economic Challenges

On the economic point of view, one of the most important challenges of the enlargement towards Turkey is to secure a financial framework for this "sensitive" enlargement process. The financial framework should provide means for growth and prosperity for Turkey as a member of EU, but at the same time it should not "drain" the other member states and the European economy. It is a difficult case itself and what might make it more difficult is the economic crisis and its long-term effects in the Union. Economic objections to Turkish membership are based mostly on the relative underdevelopment of Turkey's economy compared to the economies of EU members and Turkey's high rate of population growth.

Economic effects of Turkey accession to the EU should be evaluated taking in consideration its size, per capita income and dependence on agriculture (Flam, 341). These factors show that Turkey might become the largest recipient of transfers from the EU budget.

The economic and social role of agriculture in Turkey is very important. Considering the size of Turkish agriculture and the impact that it will have on the Union budget, it is clear that agriculture will be one of the most important issues in terms of absorption capacity. It is also clear that Turkey would be eligible for significant support under the Common Agricultural Policy including the rural development policy. This would require a deep recalculating of EU founds and changing of actual balances in "- who - takes - what".

Turkey's low level of GDP per capita, the wide regional disparities and economic imbalances that have kept the country locked in a high inflation spiral, would require significant support from the Structural and Cohesion Funds over a long period of time. It is a real challenge for the Union in terms of the cohesion policy because of the need to reallocate a considerable percent of founds:

"On the basis of the current data and eligibility criteria, the entire territory of Turkey would be eligible for assistance under Structural Funds as well as for assistance under the Cohesion Fund." (ANDOURA, 4)

Turkey would lower the EU average GDP level and a big problem for the EU acceptability of Turkey would be the fact that a number of regions of EU-27 actually benefiting from Structural Funds support would lose their eligibility upon Turkey's accession.
Another issue that is perceived as a potential serious problem is the fact that Turkey's already large population is expected to have a bigger growing rate in the coming years. Amongst others, the result would be having too many Turkish workers for too few jobs in the Union because of free labour movement among member states. This would create economic troubles and of course social problems of integrating those workers into EU.

Geostrategic Challenges

There are a number of obstacles for the enlargement of the EU towards Turkey in terms of foreign policy and in a geostrategic perspective. Enlargement towards Turkey would bring the EU borders near instable neighbours. EU borders with the Middle East, the Black Sea and Caucasus will raise a lot of

sensitive issues. This location will shift the Union's boarders to the South East and increase the Union's range of fears and problems related to these regions. Potential obstacles in changing EU borders derive from the fact that it would be very difficult to manage and control such extensive land borders and cost lines meanwhile Turkey is perceived as quite hesitant to align itself to EU positions on issues which considers that interfere with its security interests. The EU doubts and relative lack of interest in Turkey can be explained in part also by the fact that the Union is not willing to take an active and direct global role in areas of conflict, such as the Middle East. If this would be the case, an active global role would require large investments in many directions but actually the costs would be bigger than the benefits. This would put the EU's Common Foreign and Security Policy in a different light which actually is a big challenge. So, the question is: Is the EU ready to be involved in those issues? As a matter of a fact, except in the areas within its immediate neighbourhood, the EU has proved its will to delegate responsibilities to the United States, thereby withdrawing from Unity involvement. These are obstacle elements that reduce Turkey acceptability for the European Union. Another issue closely related with the previous discussion is the question of immigration of third-country nationals to the EU through Turkey. Turkey's eastern borders are porous and quite difficult to protect. Problematic areas would use Turkey as a transit country to the EU. This challenge is further complicated by the fact that public opinion in the EU has in general been lukewarm towards enlargement precisely because they fear massive immigration and a weakening of border controls (APAP, CARRERA and KIRISICI)

Moreover, two specific issues continue to complicate the larger picture: Turkey's disturbed relationship with its European neighbour Greece and domestic security policy given priority over external diplomacy, even if the latter suffers as a result. This can be seen as the intrusion of domestic security issues into the international scene.

The antagonism between Greece and Turkey has a long history, and the identification of each other as the national threat is still fixed on each national perception. The most serious issue between the two countries is their dispute over the island of Cyprus, which dates back to 1974. The triangle of still

unresolved problems between Turkey, Greece and Cyprus would have large implications in almost all EU internal and external policies and also on decision-making mechanisms.   Turkish foreign policy has been formulated within a spectrum of political realism, with more than potential use of military power, threat of war and coercion. Actually, this is the very basic element that distinguishes Turkey from other EU member states. It is a tendency that contributes to set Turkey outside acceptable limits by the EU mode of international behaviour.

Any challenge to the 'indivisible unity of the Turkish state" is still likely to see domestic security policy given priority over external diplomacy. So, the Kurdish threat of armed protests or any kind of rebellion is a reason that might set Turkey out of - a "normal" behaviour.
During July 2003 antiterrorism legislation was amended by the parliament to drop a clause covering "propaganda against the indivisible unity of the state" as a terrorist offence. However, "propaganda encouraging the use of terrorist methods still carries potential sentences up to five years, insults to state and threats to its unity could carry a six months' sentence (LAKE, 94).

What is very sensitive is that armed forces persist in attachment to the Prime Minister Office rather than to the ministry of defence (Lake 96) and many people are used of thinking of Turkey as a semi-military regime. The problem stems from the fact that the EU is not and cannot operate as a conflict resolution mechanism. It would be costly for all the EU mechanisms to get involved to resolve this kind of problems and offer "paternal" support. To Europeans these elements constitute a negative input for the integration equation because all this is perceived as a further challenge to afford not only in terms of the external policy but as issues with deeper implications.

Identity\Cultural Challenges

Another set of arguments that put a range of new challenges in front of the EU, derive from the identity issues. EU enlargement policy cannot be treated only as a form of foreign policy tool but it should be seen more widely.
Both discursively constructs and essential approaches towards identity, lead to the creation of the 'insiders' and the 'outsiders' of Europe through varying

dynamics between them. Any kind of identity is reinforced by the existence of contrasting identities that provide a defining point of reference. Scholars suggest that a European identity is reinforced by the existence of two powerful "others" or "outsiders". - One in the west and one in the east. So, on one side we have the United States that provides a powerful "other" for the European political identity in order to be defined, and on the other side we have an Islamic culture and the identification of Turkey as basically a Middle Eastern Muslim society.

However, you define it, real or perceived political and cultural differences between Turkey and European Union have led to the same result. They undermine Turkey's EU application and strongly perpetuate its image as a European outsider. So, the doubts related to the integration derive from the position that Turkey is outside Europe and trying to get in.

According to a large number of sceptics Turkey does not meet the "nowhere defined standards" of what it means to be European. It is very difficult to agree upon such a delicate issue. Turkish political leaders accuse Europe of trying to form a "Christian club," from which Muslim countries would be excluded.

"The media, especially in France and Germany, writes of a "clash of civilizations" between Turkey and Europe. Pope Benedict XVI once said (Bencivenga, 2005):

"The roots that have formed Europe are those of Christianity . . . Turkey is founded on Islam . . . Thus, the entry of Turkey into the EU would be anti-historical" (DIXON, 638).

European officials put it very bluntly: 'Turkey is . . . too poor . . . too Muslim, too harsh, too culturally different, too everything' (HUNTINGTON 146).

The decision of Turkey's integration puts at stake also competing visions of what the European Union will be in the future and how Turkey might or might not match with those expectations. Would the Turkish accession create risks for the European "civilizational project" if there is one, and further more would this accession reduce Europe to a simple customs union?

Those are dilemmas that strongly raise wider doubts on the enlargement as the "key" of the Union future. In fact, the more Turkey fulfils Copenhagen political

and economical criteria and demonstrates will to be closer to Europe, the more uncertain the ending becomes. In a certain way it is also because the cultural differences between Turkey and the EU are perceived essentially. According to this vision the cultural distinctions among people are highly important and permanently enrooted. This issue might result as the Achilles' heel for the enlargement.

Conclusions

EU enlargement is a sensitive question but the case of Turkey puts it in a real crossroad. Turkey's accession constitutes a set of challenges in four main inter-related dimensions. The set of problems that accompany enlargement towards Turkey are political, economic, geostrategic and identity related.

Politically, the decision-making impact of Turkey into the EU-27 and the European Union capacity to act according the new power distribution among the member states is decisive for the enlargement and the Turkish EU acceptability.

Economic effects of Turkey accession to the EU should be evaluated taking in consideration its size, per capita income and dependence on agriculture (FLAM 341). These factors show that Turkey might become the largest recipient of transfers from the EU budget. So, the implications are not only deriving from a new political power balance but are also accompanied by a budget redistribution which is a strong factor that reduces further Turkey acceptability.

The geostrategic challenges at the same time are very important. They mainly include changing of EU borders towards a grey zone of "non-Europe" and the triangle of delicate relations between Turkey, Greece and Cyprus from which EU internal and external policies might suffer.

Finally, the identity issues are equally important and they are related to a number of diversities focusing on the religion. This gives a strong incentive to the dilemma of "European Culture or Europe of Cultures", that hardly can find an answer.

All the questions raised above are important points of the EU enlargement debate, but in the case of Turkey, the question of identity is always as important because it is related to a number of diversities that focus on the religious faith of this country. The decision for Turkey's accession to the European Union is a sensitive test for the future of the Union, but the challenges are also real. However, expansion is not impossible if the integration factors do not value the play by the actors as zero.

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EXPLORING TRANSLATION AND WRITING INSTRUCTION ACROSS LANGUAGE TEACHING METHODS

Abstract

This paper explores the role of translation and writing instruction within the Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Total Physical Response (TPR) language teaching methods. Through a descriptive analysis, distinct methods, challenges, and instructional strategies associated with translation and writing instruction are examined in each method. The discussion highlights the contrasting philosophies and pedagogical principles of GTM, CLT, and TPR, and their impact on translation and writing instruction in language education. Through a comprehensive review of relevant literature, this paper aims to shed light on the strengths and limitations of incorporating writing and translation activities in GTM, CLT and TPR. Additionally, it discusses alternative strategies and recommendations for optimizing translation and writing instruction within these three teaching methods to better support language learning objectives.

Keywords: *translation, writing, instruction, GTM, CLT, TPR.*

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1. Introduction

Over time, pedagogical methodologies, educational philosophies, and language learning theories have changed, and this has resulted in a major evolution of language teaching methods. The Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Total Physical Response (TPR) are three of the many approaches to language instruction that are used in second language teaching and learning; each has its own goals, techniques, and guiding principles. Translation and writing instruction are two essential components of language learning because they help students become more proficient and increase their cross-cultural understanding and communicative skills.

This paper examines writing instruction and translation within the framework of three well-known language teaching approaches: Total Physical Response, Communicative Language Teaching, and Grammar Translation Method. Inspired by Rogers & Richards (2016), one method from each category of his book was chosen such as: GTM as one of the first applied teaching methods, CLT as part of current communicative approaches and TPR as an alternative of methods and approaches. By means of a descriptive analysis, our objective is to clarify the distinct features, obstacles, and pedagogical approaches linked to translation and writing instruction in each approach, offering valuable perspectives on their individual contributions to language learning and pedagogy.

The Grammar Translation Method, which has its roots in traditional language education, places a strong emphasis on memorization of grammatical rules, vocabulary, and translation tasks (Richards & Rodgers 2016). The main tool for teaching languages is translation, which emphasizes accuracy and faithfulness to the source material. Conversely, Communicative Language Teaching promotes communicative competence and language fluency by placing an emphasis on meaningful contact and real-world communication. Through intentional written expression, writing in CLT is incorporated into real-world communicative contexts (Richards & Rodgers 2016).

James Asher established the Total Physical Response (2023) approach in the 1960s, which emphasizes the use of movement and action-based learning to speed up language learning. Through multimodal techniques that incorporate auditory and visual cues, TPR offers chances for translation and writing instruction in addition to its conventional associations with oral skill and listening comprehension (Asher 1969).

By investigating these three approaches to language instruction, we intend to illustrate and explain the many ways that language educators approach translation and writing instruction. This paper provides educators with some insights and pedagogical considerations for creating successful language learning experiences that foster linguistic competence, communicative proficiency, and cultural awareness by looking at the guiding principles, difficulties, and instructional practices inherent in each method.

2. Grammar-Translation Method

For many years, the Grammar-Translation Method (GTM) has been a popular method of teaching languages, especially in situations where the main objective is to develop reading and writing abilities rather than speaking ability (Richards & Rodgers 2016). The GTM, which has its roots in traditional language teaching methods, places a strong emphasis on the explicit teaching of vocabulary and grammar rules through literary texts, deductive instruction, and translation tasks (Brown 2007). The GTM is still frequently used even though it has been criticized for placing too little emphasis on communication, particularly in contexts where language acquisition is predominantly academic or literary in nature (Howatt 1984). Translation and writing instruction are important elements of language pedagogy and have a significant role within the GTM framework (Fotos, 2005).

A key element of the GTM is translation, which aims to improve students' ability to translate texts from the target language into their mother tongue (Richards & Rodgers 2016). Direct translations of phrases, sections, or literary works from the source language to the target language, and vice versa, are common translation exercises (Brown 2007). Supporters of the GTM insist that translation exercises improve the development of students' linguistic

awareness, analytical abilities, and understanding of the subtle differences between the two languages (Howatt 1984). Furthermore, translation acts as a link between the target language and the language spoken by the students, improving comprehension and supporting vocabulary and grammatical structure learning (Larsen-Freeman 2000). However, researchers warn that if students rely too much on translation, they can become dependent on direct equivalency with their mother tongue, which could hinder their capacity to think and speak fluently in the target language (Richards & Rodgers 2016).

The main goal of writing instruction in the GTM is to help students become proficient writers in the target language by helping them create written materials that are accurate and grammatically correct (Richards & Rodgers 2016). Students practice using grammar rules and vocabulary in context through exercises like composition writing, sentence transformations, and grammar drills. Writing exercises, according to GTM proponents, help students retain vocabulary and strengthen their grasp of grammar structures, which improves their writing and reading comprehension. On the other hand, researchers argue that writing instruction's focus on mechanical practice and rote memorization may hinder students' capacity for original thought and expression as well as real-world communication (Larsen-Freeman 2000).

2.1. Translation and Writing Activities in GTM

Sentence Translation: Learners translate single sentences from the target language into their native tongue and the other way around in this form of exercise. Students can practice vocabulary, grammar, and syntax in context by comprehending and replicating the meaning of isolated sentences (Larsen-Freeman 2000).

Literary Translation: Translating literary works—such as poems, short stories, or passages from novels—from the target language into the original language is known as literary translation, and vice versa. They can translate segments or talk about the cultural background in addition to analyzing the text's themes, characters, and stylistic elements. Creative expression, perception, and appreciation of literature in both languages are fostered by literary translation (Larsen-Freeman 2000).

Error Correction: The process of error correction entails locating and fixing flaws in translated materials, such as misspellings or lexical errors. Students can examine translations individually or in groups while offering suggestions. Error correction aids in the development of learners' translation accuracy and critical thinking (Larsen-Freeman 2000).

Composition Writing: Learners are required to create written texts on a certain topic or theme for composition writing assignments. They may be required to use vocabulary and grammar structures they have acquired in class to write essays, letters, summaries, or descriptions. Through composition writing, learners can communicate their ideas and opinions in writing while also developing their creativity, critical thinking, and language skills (Larsen-Freeman 2000).

Cloze Exercises: In cloze activities, words or phrases are taken out of a text and replaced with blanks that learners must fill in with the proper words. To fill in the blanks with accuracy, they must make use of grammatical understanding and context clues. Cloze assignments assist learners improve their vocabulary, grammar, and reading comprehension since they require them to fill in the missing words accurately by understanding the text's overall meaning (Larsen-Freeman 2000).

Dictation: In dictation exercises, the instructor reads aloud a piece or a few lines to the class, asking them to write down what they are listening to on a paper. Learners' listening, spelling, grammatical structure recognition, and replication skills are all enhanced by dictation assignments. Dictation also helps with sentence-level syntactic and punctuation practice (Larsen-Freeman 2000).

Grammar Drills: Grammar drills usually target particular grammar issues, such as sentence patterns and verb conjugations. Error correction tasks, multiple-choice questions, and gap-fill exercises are some examples of these drills. Grammar drills support the reinforcement of grammatical rules and patterns, which improves written language production accuracy and competency (Larsen-Freeman 2000).

2.2. Challenges and Limitations of Translation and Writing Instruction in GTM

The combination of writing and translation instruction inside the GTM poses several obstacles and restrictions, regardless of their apparent advantages. First of all, precision is frequently given priority over fluency in writing and translation tasks, which causes an emphasis on form over substance (Brown 2007). Because they can find it difficult to speak naturally in everyday settings, this could impede students' development of pragmatic and communicative competence (Larsen-Freeman 2000). Furthermore, the focus on teaching explicit grammar and translating it could lead to passive learning and memorization rather than critical thinking and active involvement (Richards & Rodgers 2016). Moreover, the GTM might not sufficiently prepare learners for communicative activities like speaking and listening, which are crucial for demonstrating language competency in real-world settings.

3. Communicative Language Teaching Method

Real-world communication and meaningful interaction are prioritized in communicative language teaching (CLT) as a means of promoting language acquisition (Richards & Rodgers 2016). Although oral communication abilities are essential to CLT, writing and translation also play a crucial role in developing communicative competence (Savignon 1991).

Writing gives learners the chance to practice language production, reinforce grammar rules, and improve their communicative abilities—all of which are vital for language acquisition. Writing exercises in CLT are frequently created to mimic real-world communication, such as sending emails, writing letters, or taking part in online forums (Nunan 2004)

Furthermore, by promoting intercultural competency and cross-linguistic awareness, translation teaching can enhance communicative techniques. Learners are encouraged to examine language structures, negotiate meaning, and apply their knowledge across languages through translation assignments (Cook 2010). Additionally, translation exercises can operate as a link between the target language and the learners' mother tongue, improving language

proficiency and comprehension. On the other hand, teachers can establish a well-rounded language learning environment that incorporates the linguistic, cognitive, and socio-cultural aspects of language acquisition by introducing writing assignments and translation exercises into communicative language classes (Canale & Swain 1980).

By giving learners the chance to improve their language proficiency, expand their communicative competence, and engage in meaningful language usage, writing and translation are important components of communicative language teaching (Ellis 1997). Teachers can design dynamic, learner-centered language learning experiences that promote language competency and intercultural communicative competence by incorporating writing and translation exercises into communicative language sessions.

3.1. Translation and Writing Activities in CLT

Translation Task Cards: Create a deck of task cards that contain brief words, sentences, or dialogue in the language of instruction. The equivalent translation in the learners' native tongue should also be included on each card. Give the task cards to students in pairs or small groups. After asking them to debate the meaning of the words or sentences in the target language, have them translate it into their own tongue collaboratively. Urge students to use their language skills and context clues to help with translation (Savignon 1991).

Authentic Text Analysis: Give learners a real text to read in the language they are learning, such as a blog post, news story, or social media update. Request that they read the material and point out any strange words or grammatical constructions. After that, assign them to translate the text into their own language in pairs or small groups, paying close attention to expressing the main concepts and important details. After that, lead a class discussion in which learners contrast their translations and talk about any difficulties they ran into when translating (Richards & Rodgers 2016).

Email Exchange: Assign learners to roles or personas in pairs such as pen pals. Request that they correspond by email in the target language, talking about things like their daily schedules, interests, trips, and thoughts on the

news. Encourage learners to focus on sending relevant emails by emphasizing the use of proper language and norms (Savignon 1991).

Collaborative Story Writing: As you divide the class into smaller groups, give each one a narrative prompt or the start of a story in the target language. Give students instructions to finish the tale together, adding sentences or paragraphs in turn to flesh out the characters and storyline. As you assist learners in using cohesive devices and narrative frameworks in their writing, it fosters their imagination (Savignon 1991).

Problem-Solving Scenarios: Give them real-world problems or scenarios to solve, such as organizing a party or coming to a conclusion. Assign them to brainstorm problems, go over potential solutions, and compose group responses in the target language while working in small groups. Encourage learners to approach the issue or circumstance at hand by using persuasive language and negotiating techniques (Larsen-Freeman 2000).

Project-Based Writing: Assign learners to collaborate on writing projects that call for thought, preparation, and originality. For instance, students could use the target language to compose a script for a short film, develop a website, or produce a vacation brochure. Lead learners through the writing process while offering chances for peer review, criticism, and editing (Savignon 1991).

Role-Play Script Writing: Give learners the task of writing scripts for role-play situations based on real-world communicative contexts, like placing an order at a restaurant, making travel arrangements, or handling a customer service issue. Encourage students to use proper conversation, salutations, requests, and answers for the circumstances. After that, learners can use their written scripts as a guide to enact the role-plays in pairs or small groups (Savignon 1991).

3.2. Challenges and Limitations of Translation and Writing Instruction in CLT

Including writing and translation in Communicative Language Teaching (CLT) can give learners important chances to improve their communicative

competence and language proficiency. However, there are a number of restrictions and difficulties with this integration that educators need to deal with. The risk of placing too much emphasis on accuracy at the expense of communicative fluency is one major obstacle. Although CLT places a high priority on meaningful communication, learners may unintentionally return the focus to linguistic precision when completing translation and writing tasks, especially if they become preoccupied with grammatical accuracy. It is crucial to strike a balance between accuracy and fluency in order to guarantee that writing and translation tasks support CLT's communicative objectives (Savignon 1991).

The lack of authenticity that writing and translation projects occasionally display is another difficulty. These exercises may feel unconnected to learners' everyday language requirements if they are not grounded in authentic communicative settings, which could cause the lack of engagement or motivation. To encourage meaningful participation, educators should provide assignments that mirror real-life language use and connect to learners' experiences and areas of interest. Time restraints in the classroom might also make it difficult to conduct writing and translation exercises in CLT effectively. Finding enough time for writing and translation assignments while making sure that other crucial CLT components are covered might be difficult because of the emphasis on interactive and communicative activities.

Additionally, learners' ability to think and express themselves directly in the target language may be hampered by translation activities in CLT, which unintentionally encourage learners' reliance on their mother tongue. This over-reliance on language transfer can harm learners' communication competence and prevent language acquisition. To assist learners in overcoming language transfer tendencies and gaining proficiency in the target language, educators must offer guidance and assistance. Assessing writing and translation assignments in CLT also has its own set of difficulties. The communicative skills of learners and their capacity for flexible and creative language usage may not be sufficiently captured by traditional assessment techniques. Examining different evaluation techniques, including portfolio assessment or

peer evaluation, can yield a more thorough picture of language learners' growth.

Despite these obstacles and constraints, teachers can successfully include writing instruction and translation into CLT to optimize the advantages with careful preparation, imagination, and adaptability. Educators can provide meaningful language learning experiences that enhance communicative competence and proficiency in the target language by addressing potential pitfalls and different instruction to fit the various needs and preferences of learners.

4. Total Physical Response

The method for teaching languages called Total Physical Response (TPR) places a strong emphasis on using movement to help students learn (Asher 1969). While writing and translation can be integrated into TPR to improve learners' language acquisition experiences, the main focus of TPR is comprehension through action-based activities.

Writing is a skill used in TPR to support literacy development and reinforce language understanding (Asher & Kusudo 1978). Writing assignments can help learners connect written symbols with spoken language patterns, which support internalizing vocabulary and grammatical structures even though the method emphasizes oral language skills. Tasks like labeling things, composing simple phrases, or producing illustrated stories based on TPR scenarios are examples of writing exercises in TPR (Brown 2007).

Furthermore, by encouraging cross-language links and broadening learners' verbal repertoires, translation training can support TPR. Through translation exercises, learners can reinforce their knowledge of vocabulary and sentence structures by transferring their comprehension of spoken language input into written form (Larsen-Freeman 2000). Additionally, by pushing learners to examine linguistic patterns and cultural nuances, translation exercises can foster critical thinking abilities and intercultural awareness (Corder 1981).

To preserve the method's emphasis on action-oriented language learning experiences, writing and translation must be carefully integrated into TPR (Asher 2000). Writing tasks should support TPR exercises and be incorporated selectively (Brown & Lee 2015). According to Larsen-Freeman (2000), translation activities should also be carefully chosen to promote active engagement and participation while supporting TPR aims.

4.1 Translation and Writing Activities in TPR

Action Dictation: Give learners a list of basic instructions in the language they are learning, such as "stand up," "sit down," "clap your hands," and so on. As you issue each command, physically model the action for them to follow. Subsequently, repeat the instructions, asking learners to record the matching acts in their mother tongue. Through this exercise, they are encouraged to connect target language commands to their meanings while also strengthening their vocabulary (Larsen-Freeman 2000).

Word Association: Select a list of vocabulary terms in the target language that are associated with a certain theme or subject. Ask learners to infer the meaning of each word from context by displaying images or acting out actions that correspond with it. Next, request that they write down how the translated version of the word in their own tongue. Through this exercise, learners are encouraged to connect terms to their meanings and are reinforced in their vocabulary acquisition (Larsen-Freeman 2000).

Role-Play Writing: Assign learners various personalities or roles, and have them act out role-play scenarios in the language of instruction. Ask them to compose a dialogue or script in their native tongue based on the scenario once they have completed the role-play using TPR. As they concentrate on accurately conveying meaning in their writing, encourage them to employ the vocabulary and structures of the target language that they studied during the role-play (Richards & Rodgers 2016).

TPR Story Sequencing: In the target language, narrate a story or outline a series of events, acting out each action or occurrence with TPR. After that, provide learners with a series of illustrations that depict the main points of the

narrative. Ask them to write a brief caption or description in their native tongue for each picture and arrange the images in the correct order. With this exercise, learners are encouraged to narrate sequential occurrences using language skills and are reaffirmed in their understanding of narratives (Asher 2000).

Translation Relay Race: Teams will be formed, and each team will be given a collection of sentences or phrases in the target language. Put the sentences or phrases' English translations on the board. One person from each team must rush to the board and write down the English translation of each statement or phrase you pronounce in the target language. A point is awarded to the first team to translate the sentence correctly. This exercise improves teamwork, vocabulary, and translation abilities (Asher 2000).

TPR Picture Writing: Introduce learners with a collection of images or photos that are linked to a certain subject or theme in the target language. To aid learners in understanding the meaning of the photographs, use TPR to play out the situations or scenarios that are shown. Next, have students describe the images in their own words in a brief essay or tale. Urge them to appropriately explain the photographs' content while utilizing story structures and descriptive language (Larsen-Freeman 2000).

4.2 Challenges and Limitations

While a significant part of Total Physical Response (TPR) focuses on movement and action-based learning, integrating translation and writing instruction in TPR poses difficulties and obstacles. The possible withdraw between the cognitive processes involved in writing and translating and the physicality of TPR is one of the major challenges. The primary goal of TPR is to support language acquisition through physical gestures and movements (Asher 2000), which might not be entirely consistent with the thought processes needed for writing and translation assignments. It can be difficult for learners to switch between the mental processes of understanding, translation and composition, which can cause confusion.

Furthermore, TPR's reliance on physical movement can restrict the range and complexity of writing and translation tasks that can be successfully carried out. It can be difficult for learners to effortlessly blend the cognitive processes of

analysis, synthesis, and interpretation that translation and writing projects need with TPR's emphasis on physical activities. It could be challenging for educators to create translation and writing exercises that take full use of TPR's kinesthetic learning opportunities while still encouraging meaningful language use and cognitive involvement. Consequently, learners' overall language competency and growth may be hampered by translation and writing teaching in TPR that does not adequately address their language learning goals and objectives.

Evaluating writing and translation assignments in TPR also poses some difficulties. Since traditional assessment techniques frequently place a higher value on written output and linguistic accuracy rather than on communicative fluency and physical enactment, they may not be sufficient to fully capture learners' language proficiency and progress in the setting of TPR. There may be differences between the objectives of instruction and the results of assessments if teachers find it difficult to evaluate learners' proficiency in writing and translation within the TPR framework. For teachers implementing translation and writing instruction in TPR situations, identifying appropriate assessment methodologies that are in line with TPR principles and effectively measure learners' language acquisition progress remains a key problem.

5. Discussion
The Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and Total Physical Response (TPR) all have distinct techniques, difficulties, and teaching strategies that must be considered when examining translation and writing instruction. CLT and TPR place more emphasis on communicative ability and language fluency through meaningful engagement and physical enactment, whereas GTM emphasizes the mechanical memorization of vocabulary and grammar rules through translation exercises. The differing pedagogical tenets and ideologies behind these approaches have a big influence on how translation and writing instruction are used in language education.
The Grammar Translation Method emphasizes correctness, precision, and faithfulness to the source text in translation as a key pedagogical instrument for language learning. Exercises involving direct translation—that is,

translating sentences or passages from the target language into the native language and back again—are frequently used to support vocabulary development, grammatical structure, and comprehension abilities. Although GTM makes clear language norms and conventions easier to understand, communicative competence is frequently overlooked, and learners' oral fluency and communicative skills are not developed.

Conversely, Communicative Language Teaching places more emphasis on language fluency and communicative competence than linguistic accuracy and promotes authentic communication and meaningful interaction in real-life circumstances. In CLT, writing instruction and translation are included in communicative activities like debates, role-plays, and group projects where students use language intentionally and write about their thoughts, feelings, and experiences. CLT promotes meaningful language learning experiences by fostering language production, creativity, and cultural awareness through the placement of writing activities inside authentic communicative settings.

Through multimodal techniques that integrate kinesthetic, aural and visual cues, Total Physical Response-which emphasizes physical movement and action-based learning—offers distinctive options for translation and writing instruction. Translation and writing assignments can be scaffolded and integrated inside TPR activities to reinforce language concepts and encourage cross-modal learning experiences, even though TPR is generally connected with oral skill and listening comprehension. While retaining the method's emphasis on experience learning and language acquisition, educators can support translation and writing teaching in TPR situations by integrating gestural cues, physical prompts, and interactive technology resources.

Teachers can use the concepts and strategies of GTM, CLT, and TPR to create successful language learning programmed that meet the requirements and preferences of a wide range of learners, despite the unique traits and teaching approaches associated with each approach. By using a flexible and eclectic approach to language teaching, teachers can take advantage of each method while addressing its drawbacks, helping learners become more linguistically competent and culturally aware.

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Rahim OMBASHI

MERGER OF RELIGIOUS STATUS WITH NATIONAL STATUS THROUGH TEXTUAL AND HISTORICAL FACTS

Abstract

Through this paper, I present one of the precious elements of the religious and national creative activity of Hafiz Ali Korça, such as his contribution to the writing and publication of Mevlud in the Albanian language and not in the Arabic or Ottoman alphabet. The first Mevlud in the Albanian language is the work of the alamiado author Hasan Zyko Kamberi. After him came other mevluds, but written in the Ottoman alphabet. Hafiz Ali started his literary creativity with the publication in 1900 of the books entitled *Mevludi*, which was written and published with the Istanbul alphabet. Before this edition, it was printed in Istanbul *Mevludi* in Ottoman alphabet, written by Sulejman Çelebiu and translated by Hafiz Ali Ulqinaku. In 1905, another mevlud was published in Istanbul, but this one also in the Ottoman alphabet.

We will teach the analysis and critical argumentation of H. Ali's position as well as extract the pure influence of the foundational work on the writing of the language, culture and Albanian life of the time. With the previous edition, he remained at the missionary status, which is concretely a religious, national, social and doctrinal status. As a solitary creator, by means of poetic fragments he manages to call the interlocutor, which in the case of literary communication is the reader or listener. *Mevludi* was received with interest, so much so that spaces were opened for its improved reprints afterwards. By not

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writing Albanian with the Greek alphabet, as was written and published "Albanian Bee" by his fellow citizen Thimi Mitko, Mevludi took a step forward towards the acceptance of the Monastery alphabet. Hafiz Aliu participated in the Literacy Congress; therefore, he printed the reprints made in 1909-1923-1944 with this alphabet. It will be proven that his creative work with Islamic themes served for writing in the Albanian language, enriching written speech. He published his artistic, religious and educational works with the monastery alphabet. As an educator of the nation, as a missionary of the Islamic religion and a national activist, H. Ali aligns himself with the spiritual leaders of the Albanian nation.

SHKRIRJA E STATUSIT FETAR ME ATË KOMBËTAR PËRMES FAKTEVE TEKSTUALE DHE HISTORIKE

Abstrakt

Përmes këtij punimi, paraqes një nga elementet e çmuara të veprimtarisë krijuese fetare dhe kombëtare të Hafiz Ali Korçës, siç është kontributi i tij në shkrimin dhe botimin e *Mevludit* në gjuhë shqipe dhe jo me alfabet arab ose osman. *Mevludi* i parë në gjuhën shqipe është vepër e autorit alamiado Hasan Zyko Kamberi. Pas tij dolën mevlude të tjera, por të shkruara me alfabet osman. Hafiz Aliu e nisi krijimtarinë letrare me botimin në vitin 1900 të librit titulluar *Mevludi,* që u shkrua dhe u botua me alfabetin e Stambollit. Para këtij botimi, ishte shtypur në Stamboll me alfabet osman *Mevludi*, shkruar nga Sulejman Çelebiu dhe përkthyer nga Hafiz Ali Ulqinaku. Në vitin 1905 u botua në Stamboll një tjetër mevlud, por edhe ky me alfabet osman.

Do t'i mëshojmë analizës dhe argumentimit kritik të pozicionit të H. Aliut si dhe të nxjerim ndikimin e pastër të veprës themeltare në shkrimin e gjuhës, kulturën dhe jetën shqiptare të kohës. Me botimin parak mbeti te statusi i misionarit, që konkretisht është status fetar, kombëtar, shoqëror e doktrinar. Si krijues i vetmuar, me anë të grishjeve poetike arrin të thërrasë bashkëbiseduesin, që në rastin e komunikimit letrar është lexuesi apo dëgjuesi. Mevludi u prit me interes, aq sa u çelën hapësira për ribotimet e përmirësuara të tij më pas. Duke mos e shkruar shqipen me alfabet grek, siç u shkrua dhe u botua Bleta Shqiptare e bashkëqytetarit të vet Thimi Mitko, *Mevludi* hodhi një hap para drejt pranimit të alfabetit të Manastirit. Hafiz Aliu mori pjesë në Kongresin e Alfabetimit, prandaj me këtë alfabet i shtypi ribotimet e kryera të vitit 1909-1923-1944. Do të provohet që vepra krijuese e tij me tematikë islame, shërbeu për shkrimin në gjuhën shqipe, pasurimin e të folurit me shkrim. Me alfabetin e Manastirit ai botoi veprat e tij artistike, fetare, arsimore. Si edukator i kombit, si misionar i fesë islame dhe veprimtar kombëtar H. Aliu rreshtohet me prijësat shpirtërorë të kombit shqiptar.

Key words: *Mevludi*, *statusi i misionarit, statusi i autoritetit, anastatikë, ekdotikë, status shoqër, status doktrinar, funksioni komunikativ, Kongresi i Alfabetimit,*

Hyrje

Mevludi i shkurtër në gjuhën shqipe, hartuar nga autori alamiado Hasan Zyko Kamberi, është krijim i shekullit të 18-të dhe është shkruar me alfabet arab, të përshtatur për gjuhën shqipe. Pas tij u botuan mevlude të tjera në gjuhën shqipe, që ishin përkthime ose punime të mirëfillta, por të shkruara me alfabet osman.

Hafiz Ali Korça e nisi krijimtarinë e tij letrare me botimin e një vepre me tematikë islame në vitin 1900. Libri i titulluar *Mevlud*, i cili i kushtohet ditëlindjes së Mbretit të profetëve, u shkrua dhe u botua me alfabetin e Stambollit. Para këtij botimi, ishte shtypur në Stamboll në vitin 1879, me alfabet osman, *Mevludi* i shkruar nga Sulejman Çelebiu në vitin 1409, tekst i përkthyer nga Hafiz Ali Ulqinaku. Më këtej, në vitin 1905, u botua po në Stamboll *Mevludi* i hartuar nga Muhammed Tahiri në gjuhën shqipe, edhe ky shkruar me alfabet osman. Në rastin e figurës poliedrike të Hafiz Ali Korçës të shkojnë nëpër mend fjalët e Oscar Wilde:

"Çdokush mund të bëjë histori. Vetëm një njeri i madh mund ta shkruajë atë."

Me të drejtë pohojmë se ai, personaliteti i kulturës sonë kombëtare, mundi ta shkruajë historinë e kombit të vet edhe përmes veprave fetare, që aq fort shijoheshin nga masa analfabete e popullsisë duke i dëgjuar apo ndjeheshin dhe kuptoheshin duke u lexuar nga një numër jo fort i madh shqiptarësh. Botimi i tij i parë ishtë një mevlud, pra krijim me tematikë fetare, por kjo nuk e pengonte Hafiz Ali Korçën (H. A. K., Hafiz Aliu) t'i mëshonte funksionit edukativ të krijimit të tij, pa lënë mënjanë funksionin komunikativ dhe atë hedonistik. Ishte i ndërgjegjshëm se me krijimin në vjershë ndihte në edukimin patriotik të masave të gjera dhe njëkohësisht vendoste komunikimin me atë që kishte mundësi ta lexonte mevludin apo me ata që e dëgjonin të kënduar në përvjetorët e ditëlindjeve të profetit të zgjedhur (Mustafa). Ai *njëtoi* (neologjizëm i H. A. K.) Zotin duke mos i bërë ortak. I gëzon zemra vjershëtorit, ngashërehet si mysliman prej caktimit prej Tij *vëntzënës* (TË PARË, neologjizëm i H.A.K.) të gjithësisë.

Statusi militant e ngre H. Aliun në nivel të auktorialitetit dhe i autoritetit, duke marrë rolin e predikuesit fetar dhe kombëtar, si dhe duke u kthyer në veprimtar, prijës dhe autoritet. Ai luan me emocionet e lexuesve të pakët, por të dëgjuesve më të shumtë me anë të këtij krijimi të shkruar në vargje 12-rrokëshe, me rimë të përputhur, formatuar në njëshkolonë.

Përsa i takon funksionit estetik të *Mevludit*, mund të pohohet me siguri se mbeti i integruar brenda doktrinës kombëtare të kohës, pa kaluar në nacionalizëm dhe idealizim të prijësit. Doktrinat janë një fenomen i një epoke të caktuar, madje ato mund të rishfaqen:

"Por në vitin 2022 mund të arsyetohej bindshëm se regjimi i Putinit ishte përnjëmend fashist. Ekzistonte kulti i një udhëheqësi të vetëm, një estetikë e dhunës marciale dhe e vdekjes heroike, kultivimi i ndjenjës së pakënaqësisë historike, indoktrinimi i rinisë, persekutimi i pamëshirshëm i pakicave kundërshtare, ideologjia e dominimit nga ana e një *Volk*-u përmbi të tjerët dhe demonizimi i armikut." (ASh, 2023: 441)

Mevludin e vet të parë e botoi në vitin 1900, vit kur mbylli sytë përgjithmonë Naim Frashëri. Aso kohe sedra kombëtare po ngjizej si ndërgjegje kombëtare, prandaj koha nuk priste më që shqipja e lashtë të vijonte të realizonte komunikimin vetëm si gjuhë e folur:

"Komb i Shqiptarëvet, nga të mos shkruarit' e gjuhës së vet, ka humburë gjer më sot më të shumët'e njerëzet; po në ka humburë aqë në kaqë mijë vjet, ata që kanë mbeturë do t'i humpnjë më fort pakë kohë, se koh'e sotme nukë ngjan me kohërat e vjetëra; sot kombetë piqen'e përzjehenë fort çpejt, edhe ata që janë më të fortë e më të diturë, mundinë kurdoherë ata që janë të dobët'e më të paditurë." (FRASHËRI, 1879: 28).

Kur i shkroi Samiu këto radhë gjithë shqetësim, gjuha shqipe nuk ishte një gjuhë e pashkruar, sepse kishte nisur të dokumentohej qysh tre shekuj më parë, por numri i shqiptarëve që dinin të shkruanin e të lexonin 'numërohej me gishta'. Për këtë shkak H. A. Korça shpejtoi të botonte veprën e vet të parë, jo vetëm se komunikimi fetar ishte mbizotërues asokohe, por edhe se pas kryengritjeve me armë të kohës së Tanzimatit (1840-1850), pas dështimit të

Lidhjes së Prizrenit (1878-1881), pas themelimit të Shoqërisë së Stambollit (1879) dhe botimit në Stamboll të "Alfabetarja e gjuhësë shqip" (1879) koha më nuk priste:

"Dëshira për të studiuar dhe për të shkruar mbi ndikimin dominues të religjionit në krijimin ose modelimin e mentaliteteteve, jo vetëm të atyre individuale dhe sociale,por edhe të atyre etnike, më ka lindur disa vite para se vërtetë t'ia filloja punës për realizimin e këtij studimi. Nxitësi, padyshim vendimtar, për t'u marrë me këtë temë ishte libri "Sëmundja teknokrate" i autorit Alain Peyrefitte." (KRASNIQI, 2013: 7)

Ky ndikim mbizotërues i besimit fetar në krijimin e mendësisë etnike, cekur me dinjitet shkencor nga punimi i mësipërm, ka qenë ylli polar i veprës së Hafiz Ali Korçës (1873-1957). Lëvizja kombëtare ndër shqiptarët kishte më herët ngjyrim të dukshëm fetar, për të kaluar më pas në atë etnik e kombëtar. Sedra dhe patriotizmi, që nuk munguan kurrë te shqiptarët, duhej të drejtoheshin dhe mbështeteshin te kultura, te dokumentimi i saj nëpërmjet gjuhës së shkruar me alfabet përbashkues, sipas proverbit latin *Verba volant, scripta manent*.

Koha historike nuk u vinte dot në ndihmë patriotëve shqiptarë, që kryesisht jetonin dhe punonin jashtë vendit. Në mërgim ishin vendosur lidhje me Shoqërinë Biblike Britanike, por po krijohej bindja se përgjegjësia themelore ishte e vetë shqiptarëve. Hafiz Aliu ishte suni për nga shkolla e besimit islam që praktikonte, por ai kishte lidhje gjaku me familjen Frashëri dhe bashkëpunoi me frashëllinjtë e mëdhenj Naim, Sami dhe Mithat, qysh gjatë periudhës kur studionte në Stamboll:

"Fatkeqësisht, Porta e Lartë nuk u tregua largpamëse dhe shqiptarëve, në ato kushte aspak të volitshme, u mbetej të mbështeteshin në forcat e veta dhe në përkrahjen pothuaj të plotë të sektit bektashian dhe të Lëvizjes Ungjillore Britanike e Amerikane. Pas dështimit të Lidhjes Kombëtare të Prizrenit, për patriotët shqiptarë u bë e qartë se lufta për ekzistencën e kombit duhej të bëhej në fushën e kulturës, më saktësisht në popullarizimin e shkrimit kombëtar me shkronja latine, si dhe në organizimin e arsimit në gjuhën shqipe, si hap i parë, elementar, që do të pengonte tendencat shkombëtarizuese greke, serbe,

bullgare dhe osmane. Në këtë fushë, Shoqëria Biblike Britanike dhe bektashizmi, me përkthimet e tyre fetare dhe me përqafimin e ideve progresiste, ndihmuan shumë Lëvizjen Kombëtare Shqiptare." (KRASNIQI, 2013: 16)

Ndihmesa reale dhënë në shkrimin e gjuhës shqipe

H. Aliu botoi gjithsej 2.094 faqe *Vjershë* dhe 11.562 faqe *Prozë*, do të thotë gjithsej 13.656 faqe. Në një fjalë të mbajtur në vitin 1929 ai dëshmon se i kishte kaluar dhjetë mijë faqet e botuara në libra të ndryshme. Duket diferencën prej rreth katër mijë faqesh do ta ketë shtuar në periudhën nga viti 1929 deri në vitin 1944, sepse pas kësaj kohe për H. Aliun filloi kalvari antiteist. Po t'i shtojmë këtij numri bukur të madh dhe faqet e plotësuara plot kujdes e mjeshtëri të ribotimeve, që jo rrallë përplotësoheshin me ide të reja, del volumi i jashtëzakonshëm i punës intelektuale krijuese, të cilën ai la trashëgim. (KORÇA, 2006: 117)

Seria e *Veprave* të H. Ali Korçës ka 22 tituj gjithsej të shoqëruara me shënime nga Prof. Dr. Ismail Ahmedi. Botimet e këtij personaliteti kombëtar, që fillojnë në vitin 1900 me *Mevludin*, janë:

- *Mevlud* (Lindja e Pejkamberit) fq. 30, *Vjershë* 1900.
- 300 *Fjalë të Imami Aliut*, fq. 30, *Prozë*, 1900.
- *Jusufi me Zilihanë*, fq. 100, *Vjershë*, 1900.
- *Besimet Islame edhe Filozofitë e fevet të ndryshme edhe partitë në Fenë Islame*, fq. 400, *Prozë*, 1900.
- *Histori e Shejtë*, fq. 1.000, (75.000 vargje, *Vjershë*), 1900.
- *Dameneja dhe kalileja prej Sankristes*, fq. 500, *Prozë*, 1900.

Siç shihet gjatë vitit 1900 H. Aliu ka botuar gjashtë libra me rreth 2.060 faqe, çka të shtyn të mendosh se janë vepra të shkruara jo vetëm atë vit apo ato kohë, por më herët. Duket shpresa për botime në gjuhën shqipe po gjente hapësirë në fillim të shekullit të ri, atij të njëzetë. Ndërkohë po lulëzonte publicistika, ku ai gjithashtu ka një veprimtari të spikatur:

"Dy periodat qi përmendëm më sipër perioda 1882-1908 dhe perioda 1908-1913 janë periodat më aktive dhe shumë importante të shtypit kombtar, i cili, i varfër si në personel dhe në mjete, i ka dalë zot misionit të tij shumë të rëndë dhe këtë e ka plotësuar plot nder e lavdi." (ZAVALANI, 1937: CLXVIII)

Bashkë me shtypin publicistik, në periudhën 1882-1913 u shtuan edhe botimet fetare islame me alfabete të ndryshme, por jo me atë arab të përshtatur për shqipen. Nuk është pak të shohësh që bashkë me publicistikën kombëtare, po ecte dhe letërsia fetare islame, që gjithashtu i shërbente interesit të krijimit e përforcimit të sedrës kombëtare, si bazë për krijimin e ndërgjegjes kombëtare. Me alfabet arab të përshtatur për shqipen ishte shkruar një letërsi e tërë, që i shërbeu ruajtjes dhe pasurimit të gjuhës shqipe, aq më tepër që ajo kishte mbetur te themelet e letërsisë sonë.

Rexhep Ismajli te libri *Tekste të vjetra*, Pejë, 2.000, e mbyll vlerësimin për këtë letërsi me një konkluzion të Hasan Kaleshit:

"… letërsia alamiado është letërsia e parë artistike ndër shqiptarë…" (OMBASHI, 2020: 150)

Me alfabet arab të përshtatur për gjuhën shqipe u shkrua *Divani* i Nezimit e deri vepra më e popullorëzuar e Rilindjes Kombëtare, *Erveheja* e Muhamet Çamit, e cila duke qenë në vargje mund të mësohej përmendësh edhe pa ditur shkrim e lexim në shqip:

Sidoqoftë, i gjithë ky bilanc pozitiv tregtar, në gjysmën e parë të shekullit XIX, padyshim rilindi jetën kulturore, duke sjellë në skenë një brez të ri intelektualësh shqiptarë, të edukuar dhe të arsimuar në institucionet më prestigjioze të Perandorisë Osmane. Ata shkruajnë poezi në gjuhën shqipe, por në mungesë të alfabetit kombëtar, përdorin shkronjat arabe. Pra, mungesa e shkronjave shqipe[24] ishte komponente që pengonte ringjalljen shpirtërore dhe kombëtare. Megjithatë, bejtexhinjtë shqiptarë me qendër kulturore në Berat, bëjnë hapat e parë drejt një rruge të gjatë të rizgjimit kombëtar shqiptar. (KRASNIQI, 2013:27)

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[24] Në shekullin XVII dhe XVIII në viset e banuara me shqiptarë dhe boshnjakë lulëzojnë institucionet kulturore islame si mejtepet dhe medreset, në të cilat arsimoheshin banorët lokalë të islamizuar.

Të njëjtat vështirësi që duhej të kaloheshin në botimin e letërsisë fetare ishin dhe për atë artistike, por kurajoja e fortë patriotike ndihmoi që rruga e nisur drejt krijimit të alfabetit kombëtar nuk mund të ndalej:

"Këto masa kaqë t'egra nuk thyen kurajon e pa shembëlltë të Shqiptarve as Brenda, as jashtë Shqipris dhe këta vazhduan të botonin fletoret e rivistat e këto, me shumë mundime e rezike me anën e postave të huaja, i shpërndanin në vendin t'onë."

<div align="right">(ZAVALANI, 1937: CLXVI)</div>

Statusi i militantit fetar dhe kombëtar

Pas këtij viti, H. Aliu vijon me intensitet të botojë vepra artistike, tekste didaktike dhe fetare në gjuhën shqipe, duke e bërë kështu gjuhën e vendit jo vetëm gjuhë fetare por edhe gjuhë të kulturës, që shërbente dhe për vendosjen e themeleve të një kulture shpirtërore dhe morale:

- *Abetare shqip* (1910).
- *303 fjalë të Imam Aliut* (Botuar në Korçë më 1910).
- *Fe Rrëfenjësi, morali* (1914).
- *Gramatika, Syntaksa shqip - arabisht edhe fjalime*, (1916).
- *Jusufi me Zelihanë* (Botuar në Elbasan më 1923).
- *Tefsiri i Kur'anit*, (mbetur dorëshkrim, me një vëllim prej 2.000 faqesh, R. Z.) punuar gjatë viteve 1920-1924.
- *Historia e shenjtë dhe të katër halifetë* (Botuar në Tiranë më 1931, fq. 288).
- *Shtatë Ëndrrat e Shqipërisë*, Poezi, (Botuar në Tiranë më 1944).

Një rëndësi të veçantë për krijimtarinë dhe veprimtarinë e tij kanë gjithashtu edhe tekstet shkollore të përgatitura, por që nuk mundën të shihnin dritën e botimit, si:
- *Filosofi e vjetër;*
- *Filosofi mbi besimet myslimane;*
- *Logjika.*

Deri në vitin 1929, autori prodhimtar, pohon se ka ka shkruar më tepër se dhjetë mijë faqe, madje kërkon nga KMSH që të shtypen ato vepra, të cilat

ende nuk e kishin parë dritën e botimit. Nga fjala e tij mësojmë se në qeverinë e Ismail Qemalit i ishte ngarkuar Ministria e Arsimit:

"Më këshillonin miqtë: 'Hiq dorë, se do të të vrasin', por kurrë nuk u ndalova nga veprat e mia. Kurdoherë dhe në çdo vend nuk pushova së bëri propagandë për idenë kombëtare, por nuk do t'i përmend një e nga një se këto dihen, prandaj nuk do t'ju mërzit zotërinë Tuaj, vetëm do ta lus që për dhjetë mijë e sa faqe që kam shkruar si: *Thelb i Kur'anit* etj. d.m.th. për këto shërbime fetare e kombëtare të shënohem dhe unë në një qoshe për kujtim dhe, po të shihen të nevojshme, të shtypen, se librat, siç thotë një fjalë, janë jetë e dytë e njeriut. Tashti dhe unë kam nevojë për çlodhje." (DEMETJA, 2023: 83)

H. Aliu te libri *Nj'a dy fjalë për shtypjen' e pestë* të *Mevlud* (Lindja e Pejkamberit), fq. 30, Vjershë 1900, që është vendosur si fjalë përshëndetëse te ribotimi i gjashtë (Waterbury, Connecticut, U.S.A., 1950), informon:

"Disa vjet ma parë ky *Mevlud* u shtyp dy herë në Shtypëshkronjët "Korça". … Të tretën herë u shtyp në Shkodër dhe të katërën herë prapë në Korçë."

Bëhet fjalë për botimin e vitit 1900, i pari, dhe ribotimin e atij të vitit 1909, i dyti, të dyja veprat të kryera në shtypshkronjën "Korça". Ribotimi i Shkodrës, ndoshta i treti me 562 vargje, del të jetë kryer para vitit 1920, kur, po në Korçë, kryhet ribotimi i katërt. Ribotimi i pestë, ai i vitit 1944, bëhet në Tiranë.
Tri botimet e *Mevludit*, 1909, 1920 dhe 1944, janë botime ***anastatike***, si në origjinal, gjenden te Vëllimi 7 *Myslimanija*; *Mevludi* 1909-1920-1944; *Treqint-e-tri fjalët e Imami Aliut*" nga *Vepra* me 12 vëllime, pas shkrimit didaktik *Myslimanija*.

Nga botimi në ribotim ka përplotësime te vepra *Mevlud* në numrin e vargjeve dhe të faqeve të broshurës: 1909-1920-1944: (1909: 444 vargje), faqe 43; (1920: 562 vargje), faqe 67; (1944: 580 vargje), faqe 93; duket që ka pasurim me vargje dhe ide, kësisoj duhet të quhen ribotime të përmirësuara.
Te botimi pretencioz Hafiz ALI KORÇA: Vëllimi 7, 14 x 21,5 / fq.146 / 2006, mësojmë se ribotimi i dytë në Korçë, i cili është i vitit 1909 (444 vargje), duket është ai që ka shërbyer si shabllon për botimin e veprës së plotë.

SHTYPJE E KATËRTË, ajo e vitit (1920: 562 vargje), u krye në Librëtorja "KORÇA" Kotti & Xoxe, gjithashtu është një ribotim.

Ribotimi i pestë, i vitit (1944: 580 vargje), është kryer te Shtypshkronja e Shtetit, Tiranë, prandaj rishtypja e gjashtë (1950, dhjetor 22: 580 vargje), del i njëjtë me atë të vitit 1944.

Po qëndrojmë fort te *Teksti*, prej nga le të fillojmë të hyjmë te *Para-teksti*, *Pas-teksti* e *Kon-teksti* i *Mevludit*, duke nxjerrë pjesë e kuptime deri më sot të panjohura të vlerave të saj krijuese, por së bashku me atë të historisë së vetë popullit shqiptar.

Të tërtherurit (*sakrifica*) për gjuhën shqipe

Do të punojmë e mbështetemi mbi botimin e vitit 1944, por duke mos lënë mënjanë botimin e parë të vitit 1900. Asokohe H. Aliu sapo ishte kthyer nga Stambolli në Korçë, ku vlonte një veprimtari e fuqishme atdhetare. Iu bashkua edhe ai, sidomos me penë, sepse kur duhej rrëmbeu pushkën e doli në krye të një çete luftëtarësh. E ndiente më fort sesa e shihte nevojën që kishte koha patriotike. Librat e botuar nuk do t'i sillnin para dhe aq më shumë emër, por i duhej të ecte shpejt e me siguri në udhën e të parëve, shumë prej të cilëve korçarë në mërgim, që kishin vepruar kësisoj:

"Mbë të gjitha anët e jetës [=botës] dihet që gjuh' e vendit (protimite) [=mban kryet e vendit] edhe është më e duëshme (iktizallie) e të huajat janë vetëm për fort pak, që kanë të bëjnë me të jashtmit… […] (G)jat e gjërë munt ta theres e ta rëfenj mundimin' e mkotë që kanë hequr e heqin djemtë shqipëtarë …me të dhënit e të mpuarit gjuhëve huaji.[…]

Gjithë ato e t'atilat, o djelm! tyke vurë përpara syvet mi, më nxehnë e më stërnguan që t'I hynj kësaj ndërduarçmje (epihirisis) e kësaj të insure, pa kujtuar fare mundim a të lodhur, se e dinja e e njihnja që s'e bënj për ndonjë të mburm që të rëfenj ndë sy të njerëzve, po vetëm që të bënj e të rëfenj tëtirën (borxhin) që kesh e kam për Ventlermin tem e për gjuhën time e të babës. … (S)a vjet i madhi Zot të më falnjë i kam për të tërthertur tyke punuar për vëndin tem e tuajnë edhe për këtë gjuhënë tënë." (MITKO, 2020: 36)

Në punë të alfabetit, nuk eci në udhë të bashkëqytetarit të vet Mitko, që e botoi *Bletën Shqiptare* me alfabet grek, sipas ndikimit të Kamardës, por zgjodhi atë të Stambollit. Më pas mbështeti alfabetin e zgjedhur në Kongresin e Manastirit, ku dhe mori pjesë (tani vonë ka dalë ky dokument), çka u reflektua me ribotimet e *Mevludit* pas vitit 1908.

Lehtë mund të gjenden ndikime nga Naim Frashëri dhe bektashizmi shqiptar, që ishte kthyer në "një lëvizje fetare të etnicizuar". (DOJA, 2022: 101) Ky tipar i lëvizjes fetare ndër shqiptarët e Ballkanit, më pas do të kalonte në një stad më të lartë, kur vë në themel të veprimtarisë së vet sloganin FE-ATDHE, brenda të cilit hynë dhe vijojnë të qëndrojnë të gjitha besimet monoteiste, që praktikohen nga shqiptarët.

Është e drejtë e gjithkujt të mendojë dhe të shkruajë për çështje dhe probleme kaq të rëndësishme kombëtare dhe shkencore, por kumti i shkruar duhet ta mbështesë mendimin me fakte e dokumente të sakta, që argumenti të mos jetë emocional apo ideologjik. Studiuesi Doja, i cili ka sjellë disa punime mbi bektashizmin shqiptar, është shprehur te libri i vet, tashmë i përkthyer nga anglishtja:

"Gjithashtu, theksimi i fortë nga ana e Naim Frashërit mbi botëkuptimet panteiste mund të mendohet se e ka shtyrë bektashizmin kundër monoteizmit sunit mbizotërues që i shërbente centralizmit perandorak otoman." (DOJA, 2022: 101)

Sunizmi shqiptar dhe aq më fort mirësia e gjallë H. Ali, në veprimtarinë e tij fetare, kulturore dhe krijuese, ashtu si Naimi, shkriu në një botën filozofike me atë fetare, duke përftuar vepra e realizuar veprimtari në shërbim të gjuhës dhe kombit, duke i rënë ndesh çdo lloj centralizmi, aq më tepër të huaj:

"Nëntëdhjetë vjet më parë Naimi u dëftente Shqiptarëve Perëndimin si shëmbëll qytetërimi, pse si pas mendimit tij vetëm nga ajo anë, dhe jo nga Lindja, vjen drita. Të gjithë e mbajmë mend një vjershën e tij të mallëngjyer: "Për se? / Pse s'vjen o dit' e mirë / Pse vallë nuk vjen?/ Gjer kur në errësirë?/ Mos Zoti të pëlqen?/ As hidhe gardhë / Dhe shpejto pakë,/ O dit' e bardhë,/

Dhe jakë, jakë,/ Se të pres / Nuku vdes./ Jak'o dit'e uruar,/ Që lint nga perëndon,/ At'an' e ka ndrituar,/ E ne pse na haron?/ Dritëz' e jetës,/ Edhe e motit / Dh'e së vërtetës,/ Dhe gaz'i Zotit / Ndritona / E xgjona". Si duket, edhe nëntëdhjetë vjet më parë ishte një gardh që e ndante Shqipërinë nga Perëndimi. Eshtë aktual si poet. Personalitet i pajisur me një spiritualitet dhe religjiozitet të jashtëzakonshëm, sado që u nis nga poetët mistojë persjanë, ndaj të cilëve e prinin natyra e tij e butë dhe besimi bektashjan, asgjëmangut, krijoi të gjithë një botë filozofike dhe fetare, në të cilën koncepti i gjithësisë dhe ai i Perëndisë mundin të këmbehen në poezi të kulluar, duke i siguruar autorit të tyre një vend krejt të posaçëm në leteratyrën europjane." (Fragment nga kumtesa e Namik RESULIT mbajtur në Sesionin Shkencor të Shoqërisë *Vatra*, Detroit, 1969.)

Pas fillimeve idealiste të Rilindjes Kombëtare, zë fill e shfaqet aty nga vitet 80-të të shekullit XIX, realizmi politik në vepra si *Dëshira e vërtetë e shqiptarëve*, 1886, shkruar greqisht nga Naimi, që dëshmom tejkalimin e fazës parakombëtare të Rilindjes sonë. Në këtë fazë ndikimi i huaj vjen e shtohet gjithashtu:

Rrjedhimisht edhe formimi i *Shoqërisë Biblike*, më 1804, në Londër, shihet si kundërveprim idesh ndaj përhapjes së ideve revolucionare të Francës republikane. Në këtë përballje të këtyre dy koncepteve kundërthënëse, nuk kishte se si të mos përfshiheshin edhe popujt e tjerë evropianë, përfshirë këtu edhe shqiptarët. (KRASNIQI, 2013:49)

Fara e mbjellë filloi të rrisë frutat

Me të drejtë ndihet ndikimi i *Qarkut ortodoks të Shqipërisë jugore* (ÇABEJ, 1994: 55), ndonëse autori i cituar E. Çabej, sqaron pak më lart se "Këto qarqe veprojnë krejt pavarësisht njëri nga tjetri, dhe sado pothuaj të një kohe, veprojnë çuditërisht pa njohur fare shoqi-shoqin". Të këtij qarku janë savantët e Akademisë së Voskopojës, të cilët kanë ndikimin e tyre jo vetëm në kulturën e gjuhën shqipe, por edhe mbi kishën ortodokse në Shqipëri. Studiuesit flasin për një patriotizëm të dukshëm shumë para ngjizjes së tij me ideologjinë e Rilindjes, i cili solli një riformatim të raporteve të gjuhës shqipe me gjuhët që përdoreshin në institucionet fetare:

Në pleqësi të Mitropolisë
Korçë më 27ë Prill 1914
Ikonomi Josif.
Së ndershmes Pleqësisë Kishëtare
Zotërinj!

Ne të nënëshkruarit ndenjës të krishterë Orthjodhoksë të këti qyteti vimë me anën e kësaj t'u lutemi që të kini mirësinë të përkujdesi që priftërinjtë tanë të përkujdesen të mësojnë shqip kështu që mesha dhe të tjerat të kënduara të kishës të thuen në gjuhën amtare tënë, që kështu populli të muntnjë të kupëtonjë të shenjtat këndime të fesë tënë orthodhokse. N'është se këta nukë mundin të mësojnë a nukë duan që të mësojnë dhe në ka prej ta që dinë dhe s'duan që të këndojnë u lutemi të mirrni masat e duhura për ta, se ne jemi të zotërit të sjellëmë të tjerë që të jenë njohjtës të gjuhës dhe të vërtetë priftër të fesë tënë orthodhokse.

Veç kësaj u lutemi prapë që priftëria të kujtojnë në meshët emërin e Sh. Së Tij Mbretit tënë Wilhelmit të Irë si kundër kujtonin në kohët të Greqisë Mbretn' e saj.
Duke patur të madhe shpresë se lutja tënë do të merret ndër sy dhe se do të mbaroni dëshirën tënë mbetemi
me shumë nder
Korçë 24/IV/14………………
…………………….. [etj.] (MITKO, 2020: 71)

Më pas, veçmas pas krijimit të *Komisisë Letrare të Shkodrës* (1916-1918), ku ishte anëtar themelues, me veprimtarinë e tij patriotike, arsimore dhe kulturore, H. Aliu vendosi komunikim me *Qarkun katolik të Shqipërisë veriore*. çka ndihet te gjuha e shkruar prej tij në atë periudhë kohore, ku gjenden trajta fonetike ose leksik nga dialekti gegë:

"Se Resulullahu për *na* gjithnjë qante
Shumë kohë s'flinte për *na* s'pinte e s'hante." (KORÇA, 1944: 98)

"M'ardhi Asijeja dhe Merjem e *qrume*
Me një Huri bashkë qiparet e *shkrume*." (KORÇA, 1944: 99)

"Vllezër nga zjarri doni të shpëtoni
Me zemër të *djekme* "essalatu" thoni!" (KORÇA, 1944: 102)

Gjuha e shkrimit te *Mevludi* apo ripunimi i tij para çdo botimi nga H. Aliu është nën ndikimin e *Qarkut ortodoks të Shqipërisë jugore*, apo si e kishte quajtur te *Parthënmja* shqip e *Bleta Shqiptare* Thimi Mitkoja në vitin 1875:
"Këta pra janë ata pak shembuj të gjuhës, që unë vetë i zgjodha, [tregues] të farefisnisë së gjuhës shqipe sidomos me greqishten. Libri im përmban
…………………..
Ç) *Këngë popullore, heroike, erotike, dhe të dasmës, të ndara në dangëllishte-toskërishte, labërishte-çamërishte dhe gegërishte.*" (MITKO, 2020: 439)

Mitkoja i shkrin fare lehtë diferencat gjuhësore mes të folmeve jugore dhe gegërishtes veriore, pra të arealit shqiptaro-ballkanik, e shkruante siç e dëgjonte në Egjipt prej emigrantëve, që i sillnin materiale folklorike për *Bletën* e vet. Më pak ndikim pati në gjuhën e shkruar shqipe treva shqipfolëse arbëreshe:
"Pajtohemi plotësisht me përfundimin e Shaban Demirajt sipas të cilit arbëreshët nuk arritën të kishin një alfabet të përbashkët për shkak të heterogjenitetit kulturor dhe gjuhësor që karakterizonte komunitetet e tyre." (DEMIRAJ, 2017: 6; Matteo Mandala, *Dy fjalë hyrëse*)

Po te kjo fjalë modeste për një botim aq shumë skrupuloz, Matteo Mandala nuk harron të theksojë ndihmesën dhe përpjekjet e intelektualëve të Rilindjes Kombëtare për të zbehur distancën mes toskërishtes dhe gegërishtes, "…, çka i hapi rrugën procesit të formimit të një gjuhe letrare kombëtare."
Është vendi këtu të theksojmë se për të qartësuar rrugën e rritjes së kësaj vepre të H. Aliut nga botimi i parë tek i fundit, kemi pasur të njëjtën prirje ndaj praktikës **ekdotike**, si praktika e konsoliduar me botimet kritike të veprave themelore të letërsisë shqipe prej Shaban Demirajt.
Te botimi i vitit 1944 shkruhet:

Si ajy ta duam iman' e vatanë
Për udhërëfenjës mjaft kemi Kuranë.
Po mbajtmë Kuranë mbajtmë lumtërinë
Me të munt ta mbajmë din' e kombësinë.
Dilni, le t'ju vijë e lehtë ose e rendë[25] - thotë
Zoti, se pa vatan nuk rohet në botë.
…
Zot! Le të na rojë Atdheu' Kombësija
Aqë sa të rrojë edhe gjithësija. (KORÇA, 1944: 117)
…
Bie në sy përgatitja dhe një shije e mirë gjuhësore edhe në të krijuarit e fjalëvet të reja, si: lumtëri, kombësi, atdhe e ndonjë tjetër. Me fjalën e përbërë *at+dhe* = *atdhe*, zëvendësoi neologjizmin e krijuar nga Jani Vreto *mëmëdhe*, përdori neologjizmin *udhërëfenjës*, kurse *lumtëri* (lumturi), *kombësi*, *gjithësi* etj. janë fjalë derivate me prapashtesa, duke shtënë në përdorim prapashtesën produktive *-ri*.

Si rezultat edhe te ribotimi i vitit 1950, kryer në SHBA, ky fragment është i njëjtë. Ndërsa te ribotimi i vitit 1920 fragmenti është i njëjtë, por katër vargje para përfundimit të krijimit nuk gjenden:

…

"Zot! Le të na rojë Atdheu' Kombësija
Aqë sa të rrojë edhe gjithësija.

Kemi të drejtë të gjykojmë se këto dy vargje nuk do të jenë edhe të botimi i Shkodrës, kryer para vitit 1924 dhe sigurisht edhe te botimi i parë, ai i vitit 1900.

Te botimi i vitit 1920, pas vargjeve:

"Po e mira është sa të jemi gjallë
Të dëgjojmë Zonë ta largojmë djallë"

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[25] "Dilni (*në luftë*), le t'ju vijë (*lufta*) e lehtë ose e rendë, luftoni për hir të All-llahut me pasurinë tuaj dhe me veten tuaj; kjo është gjëja më e dobishme për ju, nëse e kuptoni."[25] (*Kur'ani*; 9:41; Përktheu dhe komentoi H. Sherif Ahmeti, Prishtinë 1987),

shtohen vargjet:

"Të kapim vetijat që kish Muhammedi
Se ndryshe s'fitohet vëllezër xhenneti"

Dhe pas tyre fragmenti i mësipërm.

"Si ajy ta duam iman' e vatanë
Për udhërëfenjës mjaft kemi *Kuranë*.
Po mbajtmë *Kuranë* mbajtmë lumtërinë
Me të munt ta mbajmë din' e kombësinë.
Dilni, le t'ju vijë e lehtë ose e rendë[26] - thotë
Zoti, se pa vatan nuk rohet në botë."
…
"Zot! le të na rojë Atdheu' Kombësija
Aqë sa të rrojë edhe gjithësija." (KORÇA, 1944: 117).

Mevludi i vitit 1909, pas vargut: "Të dëgjojmë Zonë ta largojmë djallë", vijon:
"Për sendër (R.O., *sedë*r) të madhe Zot të Pejgamberit"

… dhe mbyllet me vargjet:

"Me zemër të djegur Allah të thëresim
Me Allah në gojë Zot! dhe kur të vdesim!"

Kulti i atdheut (*vatan*) të munguar duke evoluar nga viti 1900 në 1944, e shtyn H. Aliun t'i ftojë bashkatdhetarët të dalin në luftë për hir të Allahut, sepse besimi (imani) duhet dashur si atdheu (vatani).

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[26] "Dilni (*në luftë*), le t'ju vijë (*lufta*) e lehtë ose e rëndë, luftoni për hir të All-llahut me pasurinë tuaj dhe me veten tuaj; kjo është gjëja më e dobishme për ju, nëse e kuptoni."[26] (*Kur'ani*; 9:41; Përktheu dhe komentoi H. Sherif Ahmeti, Prishtinë, 1987)

Ashtu të lidhur pazgjithshmërisht i shihte H. Aliu konceptet patriotike edhe kur përkrahte organizimin nga klubi *Dituria* i mitingut në mbrojtje të abecesë shqipe:

"Më 27 shkurt 1910 u organizua nga klubi *Dituria*, me përkrahjen edhe të atdhetarëve të tjerë si Hafiz Ali Korça etj. Një miting i madh në Korçë në mbrojtje të abecesë shqipe, ku morën pjesë 15.000 vetë nga qyteti dhe rrethi i Korçës, nga Kolonja, Starova, Devolli, Opari dhe nga fshatrat rreth Korçës. … Në dokumentet e kohës mitingu i Korçës cilësohet si një ngjarje historike kombëtare, si një manifestim, i cili shprehu vullnetin e gjithë kombit shqiptar." (DEMIRAJ & PRIFTI, 2008: 140)

Teksti i vitit 1944 nuk qëndron vetëm te kumti fetar, por plotësohet edhe me atë atdhetar. Nga botimi i parë te pasuesit shihet ecuria e formimit kombëtar, gjithnjë e lidhur me atë fetar, pra nga sedër vetjake kalohet te sedra kombëtare duke u prirur drejt ndërgjegjës kombëtare. *Mevludi* ftonte për të marrë përgjegjësitë e kohës historike dhe njëkohësisht nxiste vetiniciativën e individit, veçmas atij që praktikonte islamin:

"Ndryshimi më thelbësor që u bë në vendet protestante, është mënyra e të menduarit dhe e të vepruarit. Tani, mospuna nuk konsiderohej si diçka e shenjtë. Përkundrazi, tash, puna ishte një domosdoshmëri për ta bërë njeriun të lirë dhe të barabartë. Si rezultat i kësaj filozofie të re, që përmbante të gjitha elementet kulturore të sistemit të ri kapitalist si; individualitetin, liberalizmin, përgjegjësinë, disiplinën, vetiniciativën, do të nxiste lulëzimin e industrisë dhe të tregtisë. Në këtë mënyrë vendet nordike u bënë qendra emancipimi dhe shembuj të suksesit për vendet e tjera të krishterimit, atyre katolike ashtu dhe atyre ortodokse të Evropës. Ndërkaq, me përkthimin e *Biblës* në gjuhët popullore, do të nxitet dëshira e njeriut të thjeshtë për t'u arsimuar në mënyrë që vetë ai të jetë në gjendje t'i lexojë shkrimet e shenjta. Ky ishte ai momenti i kthesës drejt një edukimi të organizuar edhe në shkallë kombëtare, fillimisht dukuri kjo vetëm për vendet protestante." (KRASNIQI, 2013:45)

Përfundim

Një lloj protestanizmi u bë kësisoj bektashizmi shqiptar në kuadër të besimeve fetare, që praktikoheshin në vend, duke ndikuar fuqishëm edhe mbi sunizmin, i cili nuk ishte më zyrtar pas krijimit të shtetit të pavarur shqiptar në vitin 1912, që vuri themele laike në historinë e vet shtetformuese dhe pas krijimit të KMSH në vitin 1923.

"Si rrjedhojë e kësaj gjendjeje (R.O, në Evropën Perëndimore) do të vijë deri te një botëkuptim i ri qytetërues: nevoja për emancipim kombëtar e religjioz në gjuhët popullore, që nënkuptonte lirimin e një energjie të madhe krijuese. Rrjedhimisht parimet protestante u bënë parime të botës së qytetëruar, pas të cilave do të shkojnë të gjitha shoqëritë, në fillim ato që i takonin kulturës së krishtere-katolike, për të vazhduar më pastaj nga bota e kulturës së krishterë-ortodokse." (KRASNIQI, 2013: 46)

Myftiu i Përgjithshëm Haxhi Vehbi Dibra më 14 dhjetor 1920 u dërgoi një qarkore të gjitha zyrave të sherive në Shqipëri:

"Prandaj, jemi të urdhëruem mos me përdorë gjuhën turqishte ndër akte zyrtare, sikurse e kemi përdorë gjer më sot. Nga ky shkak, sekretarët, ashtu dhe shkruesat e gjyqeve sheri, janë të detyruem me ditë gjuhën kombëtare mirë, si me shkrim ashtu edhe me këndim. Veç kësaj, ilameve (shpalljeve) sheri, përherë do t'u ngjitet një shkurtim në gjuhën shqipe." (AQSH: 882/1921/ 9/ 1.)

Puna e përkushtuar në shërbim të besimit islam, nuk i binte ndesh arritjeve të dukshme të shoqërisë shqiptare, që po evoluonte shpejt dhe me siguri, veçmas pas viteve 20-të të shekullit të kaluar. Mevludi mbështeti kulturën perëndimore, traditë që është konstatuar nga Giuseppe Gradilone, se Naimi "qe një lexues i kujdeshsëm dhe entuziast i poezisë virgjiliane,". (ISMAJLI, 2020: 65). *Gjuhë standarde dhe histori identitetesh*, Tiranë. Përkundrazi, shtonte sinergjinë e krijuar nga komunikimi ndërkulturor midis komuniteteve fetare në vend, i cili përkrahej edhe nga personalitetet e kohës.

Një nga nxënësit e tij të degës normale në Licé, Rrok Zojzi, tregon për drejtorin e gjimnazit shtetëror të Shkodrës dhe më pas ministër i Arsimit, Mirash Ivanaj:

"Mbasi na ndau diplomat dhe na përshëndeti në ceremoninë e rastit, drejtori tha: *Kjoftë livdue Jezu Krishti*. Dikush muer guximin dhe reagoi e ai me atë taktin e tij foli si me shokun e vet: *Po unë nuk jam shfaqë kurrë kundër fesë*. Mandej tha se kishte nji lutje për ne, se kishte mbetë pa zhvillue kapitulli i optikës në fizikë dhe na kërkoi nji javë për ta zhvillue. E kush ia prishte të madhit Ivanaj?"

Për ministrin e suksesshëm që kreu reformën arsimore në kohën e Mbretërisë Shqiptare, rrëfejnë edhe të tjerë që kanë bashkëpunuar me të nga afër:

"Duke respektuar personalitetin e nxënësve myslimanë, në fillimet e tij në Licé, e ulte mësimin gjatë muajit të Ramazanit nga 6 orë në 4 orë në ditë. Me një lajmërim, ndaloi përdorimin e fesit gjatë mësimit, gjë që cënonte dhe marrëdhënjet normale me të krishterët. Në mendësinë e qytetit u krijua bindja se në shkollën e Ivanajt nxënësit nuk prisheshin nga feja e nga morali. Ishte kjo bindje që bëri prindërit katolikë të çojnë fëmijët pa rezerva, biles edhe duke i lëvizur nga shkollat private."

Ai kishte kryer studimet e larta në Stamboll për shkencat islame, prandaj e ndiente së brendshmi dhe kishte bindjen që edhe krijimtaria letrare fetare i shërbente forcimit të ndërgjegjes kombëtare të qytetarit të shtetit shqiptar të porsa krijuar:

"Feja nuk është "traditë" e aq më tepër "ritual". Përkundrazi, ajo i ka latuar e u ka dhënë kuptim e vlerë shpirtërore artit, arkitekturës, veshjeve, gatimit dhe deri luftës (riti i mikpritjes, shtëpia e Zotit dhe e mikut), shkëmbimi i të vrarëve në pushimbeteja etj.

Me botimin e *Mevludit* autori mbeti te statusi i misionarit, që konkretisht ishte status i përveçëm fetar, kombëtar, shoqëror e doktrinar. I pari që zgjodhi këtë lloj qasjeje vetjake, që nuk i ra ndesh prirjes universale që si model merrte Perëndimin. Gjen zbatim këtu zbulimi i Georg Vilhelm Fridrih Hegelit (1770-1831), i cili qe i pari që i ka dha përgjigje kësaj pyetjeje: "Universalja nuk është mohim i së përveçmes."

 Si krijues i vetmuar, me anë të grishjeve poetike Hafiz Aliu arrin të thërrasë bashkëbiseduesin, që në rastin e komunikimit letrar është lexuesi i pakët apo dëgjuesit e shumtë. Si edukator i kombit të vet guxoi të ofrojë integrimin e dimensioneve kulturore, sociale, fetare dhe të ndjeshmërisë. Ai e nxit kësisoj bashkatdhetarin e vet të reflektojë thellë se cili është dhe si dëshiron ta jetojë jetën e vet, duke i treguar modelin e Atij që nuk mund të bënte gabime, si ato që bëjmë ne të zakonshmit.

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CHALLENGES AND STRATEGIES FOR IMPROVING ESL LEARNERS' WRITING SKILLS

Abstract

It is widely acknowledged that writing is a crucial skill in language production. Still, it is also considered to be quite challenging, particularly for English as a Second Language (ESL) students. These students encounter numerous difficulties in writing, and as a result, this study seeks to investigate the issues ESL learners face in their writing and the factors that impede their writing skills. The aim is to raise awareness among students about these challenges and explore alternative improvement methods. Undoubtedly, students encounter a myriad of problems when it comes to writing. Apart from grammatical issues, there are challenges related to organising information, common translation problems, spelling errors, and improper use of vocabulary. To conduct this study, a survey was administered to twenty-seven students for data collection and analysis. The outcomes of this study aim to provide a comprehensive understanding of the difficulties faced by students and the level of challenge they experience in writing. Finally, this study discusses the limitations of the research and suggests areas for future investigation.

Keywords: *writing, writing skills, difficulties, ESL learners, grammatical errors, spelling errors, vocabulary.*

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1. INTRODUCTION

Writing is truly a gift that not everyone possesses. While some are naturally talented, others strive to convey their thoughts and emotions on paper, and some simply write words. This paper will highlight the challenges students, especially ESL learners, encounter in writing and the knowledge and aesthetic value conveyed through writing. Tirumalesh points out that students face difficulties due to a lack of language proficiency, large class sizes, unqualified teachers, and demotivated learners. These issues can be addressed by providing better resources and enhancing the use of existing materials. Overcoming these challenges in our country may take considerable time, potentially spanning generations, and, in some cases, may seem insurmountable. Achieving language proficiency is hindered by teachers primarily using Albanian instead of English during classes due to insufficient qualifications. Dealing with large class sizes is unavoidable, especially in prestigious and urban schools. In these circumstances, it is crucial to improve the quality of teaching, particularly in writing, using available methods. Technological advancements have made learning and teaching more accessible now than in the past. The key lies in the willingness to improve (Tirumalesh, 1991).

2. LITERATURE REVIEW

"Writing, because it allows us to represent to ourselves, our learning, our ways of making meaning, teaches us the most profound lesson about how we read, write, and use language, about what it means to know" (Zamel, 1992).

Writing is a means of visually presenting language. Mastering a language involves not only the ability to speak and articulate well but also the skill of writing effectively without errors. As such, it is a complex process that encompasses all language structures. According to Linse (2005, p. 535), writing is considered a productive skill as it involves creating information to be transmitted. One of the advantages of writing, compared to speaking, is that it

provides more time to carefully consider the information to be conveyed, making errors in both sentence structure and spelling unacceptable. Even Sulasti acknowledged that students often encounter difficulties in selecting and organising information, as well as finding the right words to express themselves eloquently in writing, issues which are also prevalent in their native language (Sulasti, 2003, p. 20).

2.1. Writing skills and its importance

Writing is often regarded as one of the most challenging skills to acquire, as students generally find it more enjoyable and easier to listen or read rather than to organise their thoughts and put them down on paper. Since writing is a productive skill, it requires a significant amount of time, effort, patience, and dedication to master. However, it can be argued that teaching writing has become easier for educators due to the various strategies and activities extensively utilised in the classroom today. Unlike in the past, when the process of learning to write in a second language was of less significance, modern technological advancements have elevated its importance. Nowadays, people predominantly communicate through written messages, making proficiency in writing essential (Griffiths, 2016). Harmer underscores the importance of teaching writing, noting that the reasons for teaching writing to English as a foreign language students include providing reinforcement, fostering language development, catering to individual learning preferences, and most notably, cultivating writing as a distinct skill. Consequently, writing is a complex process that encompasses all facets of language learning. As discussed earlier in this study, language structures are interrelated and play a role in enhancement (Harmer, 1998, p.169).

Graham and Perin suggest that writing serves two important roles: 1. It supports the use of different strategies to accomplish goals, such as planning or writing a text. 2. It is very valuable as a tool that helps students deepen their learning process (Graham & Perin, 2007). To conclude this part, it would be worth mentioning (Pack, 2003, p. 17) when he says: "Learning to write well is learning to think, learning to become an educated person. Writing is essentially the vehicle by which our ideas and feelings are expressed and articulated in the first place. Writing at once defines and constitutes our identity." This is the importance of writing that everyone should know.

2.2. Elements of writing

Writing serves as a means of communication and a platform for expressing thoughts, emotions, ideas, and everyday experiences. It not only facilitates learning but also provides a gratifying outlet for self-reflection. In addition to cognitive development, it is important to encourage students to articulate their emotional state and share their thoughts on the learning process, an approach also endorsed by Finocchiaro (Finocchiaro, 1985, p. 43). Writing can also serve as a method to bridge the gaps encountered in speaking. When students write not only to fulfil assignments but also for their enjoyment, they learn to construct grammatically correct sentences and choose their words thoughtfully. This, in turn, can enhance their speech fluency and expand their vocabulary (Pratiwi, 2016).

Heaton mentions several essential components that students should possess to excel in writing:

Language use: Students must comprehend and use language accurately to facilitate effective communication with others and articulate their emotions and ideas clearly. Language usage is fundamental to students' language development and successful communication. The use of standard language is of the utmost importance.

Mechanical skills: Students must possess important personal language skills and adhere to standard writing rules. These rules include punctuation, capitalization, and spelling. Despite the seeming simplicity of these rules to some students, others may still make errors. It's important to remember that misuse of punctuation, such as commas, can alter the meaning of a sentence. Mechanical skills encompass rules that should be committed to memory.

Treatment of content: Well-crafted content is essential to ensure high-quality writing. The included information should be accurate and directly pertinent to the topic. This approach encourages students to think creatively and develop independent thoughts. Any irrelevant details should be omitted, as they only inflate the word count and offer no value if unrelated to the topic.

Stylistic skills: Refinement of stylistic abilities is crucial, particularly for students aiming to attain a high level of language proficiency. Enhancing vocabulary by incorporating literary devices such as alliterations, metaphors, and symbols is essential for achieving effective writing and eloquent speech. These techniques not only prevent repetition but also elevate the quality of both written and spoken communication.

Judgment skills: Students should feel empowered to write freely without fear of judgment. They need to realize that making mistakes is a natural part of the learning process. Recognizing and acknowledging their mistakes can create a supportive environment for growth and improvement. Encouraging students to express their thoughts and feelings without judgment is crucial for their development (Heaton, 1977).

Other scholars who have explored the components of writing have also noted:

Grammar: Perhaps the most important element to write about, as mentioned by Widdowson; according to linguistic theory, grammar involves combining linguistic forms to produce a coherent text. Writing is not effective if it contains grammatical mistakes. In writing and any other form of language, adherence to grammar rules is paramount (Widowson, 1996, p.128).

Organization of ideas: For Bowen and Cali, organization encompasses the progression, relatedness, and completeness of ideas. Writing a coherent text requires gathering and organizing thoughts. Logical development of the ideas is necessary for the text to make sense (Bowen & Cali, 2003, p. 2).

2.3. Difficulties students face while writing in English

The challenges of writing in a foreign language are similar to those encountered when writing in one's native language. Both require the organisation and logical development of ideas. Unfortunately, if a student struggles with the writing process, it can present a barrier to learning a second language and have a negative impact on motivation. This is supported by a study conducted by (Hedge 2001, p.180). The research findings indicate that adult ESL learners spend 45% of their time listening, 30% speaking, 16% reading, and only 9% writing. Students' challenges while writing in English can be categorised into three groups: linguistic, psychological, and cognitive (Byrne, 1988, p. 267).

2.3.1. Psychological problems

The answer to developing improvement and self-confidence is motivation, and this applies not only to children but also to adults. This theory is supported by (Davis, 1998, p. 44), who states that to achieve good results with students and to push them to do their best, it is very important to be motivated. Since writing is one of the most difficult skills to be acquired by students, the dose of motivation should be higher, starting from the tasks set to be assigned to students. Students may become frustrated when they are assigned a topic they don't like. The lack of information on the topic can make it challenging for them to write about. Searching for information may leave them feeling fatigued and disinterested. When students lose interest in learning, they may give up trying altogether. Additionally, messy, noisy, and overcrowded classrooms can be very disruptive for students. These conditions can make it difficult for students to concentrate and easily distract them. Lack of focus may lead to mechanical writing without retaining any valuable information.

Lack of self-confidence: Students' characteristics in a classroom are diverse. Some have already built up their confidence, but others are insecure and question everything. This may be because of their parents or even sometimes because of their teacher, who tries to point out students' mistakes to motivate them (Al-Khasawneh, 2010).

Teacher-centred classes: Traditional classes make students depend on their teachers, always waiting for them to dictate what to do, which makes them lose the will to write as long as they can't think independently (Holliday, 1996).

2.3.2. Linguistic problems

Writing can be challenging, even in one's native language, as it is a skill not everyone possesses. To produce well-written and engaging content in a particular language, it is crucial to have a solid understanding of the language. However, linguistic obstacles often arise for students when it comes to writing, such as: Mastering the content and concepts in English. As mentioned before, it takes time to learn things by heart, especially in those cases when they don't make sense and are not logically acceptable and similar to the mother tongue.

Writing in a language with a different cultural concept of their own (Heaton, 1979. Sometimes it can be challenging to adjust from writing in the mother tongue to writing in a second language. The topics assigned are difficult. Without an extensive vocabulary, students are often limited to using simple words and writing only about things or sentences they are confident about.
According to (Afrin 2016), students' most common mistake is subject-verb agreement.

2.3.3. Cognitive problems

Since embarking on this topic, it has been underscored that many factors significantly influence the learning process. The absence of these factors can lead to challenges for students. Some of the pertinent issues include a lack of extensive reading. According to Zamel (1992), reading and writing complement each other, helping students improve vocabulary, visualise correct sentence structure, etc. Previous knowledge of the target language: It plays a role in comprehension and composition (Hinkel, 2004). Prior knowledge will aid students in writing by providing them with accumulated information in advance. Students lack training and practice. Kerswill & Williams state that students need time to adopt a new language and writing skills, in particular, have their own rules and conventions, making it difficult to learn quickly. Even though they may master some structures still their learning process is endless (Kerswill & Williams, 2005).

2.4. Aspects and characteristics of writing

The challenge in different fields, particularly in writing, arises from a lack of understanding of the significance of certain key elements in this process. To address these challenges, educating and acquainting students with important aspects of writing is crucial.

Punctuation: Richards and Schmidt define punctuation as using symbols such as commas, parentheses, semicolons, dashes, and periods to enhance the clarity of sentences. Many students struggle with punctuation accurately, often because they do not give it the attention it deserves, overlooking its significant impact on both the sentence's structure and intended meaning (Richards and Schmidt, 2013, p. 434).

Vocabulary: According to Herbst, a student's vocabulary is the number of words in a foreign language that they know. The smaller the number of words, the more difficult it is for students to write or express the messages, ideas, and thoughts they want to convey. This aspect should be emphasised because it is one of the main obstacles that hinders the writing process, but it is not the only one (Herbst, 1996).

Spelling: Correct writing or orthography, defined by Sàrosdy & Bencze, is the knowledge of the proper form of writing a word. The word is the fundamental unit of creating a text, and when a word is misspelt, it detracts from the readability and diminishes its aesthetic appeal. It's important to note that in English, many similar words are spelt almost identically but have opposite meanings. Mixing these up can significantly alter the intended meaning of a sentence (Sàrosdy & Bencze, 2006, p.70).

Students should be aware of the characteristics of good writing to produce high-quality work and minimize mistakes:

Unity: Unity gives meaning and creates the logical connection of sentences with each other to create a text. If the sentences are not related to each other, this would destroy the meaning of the whole text and lose its comprehensible (James D. Lester, 1994, p. 56).

Support: As for Richard and Schmidt, sentences in a paragraph are used to support the main topic, so the sentences need to be complete and correct to provide the reader with the additional information needed (Richard and Schmidt, 2002, p. 350).

Coherence: According to Harmer, the phrases and sentences in a paragraph should be related to each other. To achieve coherence, every sentence should be linked to the topic, and ideas should be clear and arranged correctly and logically (Harmer, 2004, p. 24). If students can memorise, pay close attention, and make good use of these aspects and characteristics, they will definitely improve their writing skills and also ease the process of learning writing.

3. METHODOLOGY

In this study, twenty-seven students from a secondary school took part. The study employs a mixed methodology, including questionnaires with students. The participants were 12th-grade students from three selected classes in the secondary school. The students completed a questionnaire with both closed-ended and open-ended questions. The questionnaire was designed to gather information about the students' English writing difficulties. It consisted of three parts: the first part gathered general information about the students, the second part included six closed-ended questions, and the third consisted of four open-ended questions.

4. RESULTS

This study encompasses the findings derived from the methodologies employed to gather the necessary data. It will initially showcase the outcomes gleaned from student questionnaires using applicable and essential data.

This study aims to highlight students' writing challenges and identify the most common mistakes they make during this process. To achieve this, a questionnaire was developed and administered to students to gather direct feedback. Twenty-seven (27) students participated in the survey and responded to 10 questions. The first part of the survey included two questions requesting information about the student's gender and grade level. Of the participants, 15 were female (55.5%) and 12 were male (44.4%).

The first question in this section is whether writing is the preferred method for expressing thoughts, opinions, ideas, or feelings. Of the respondents, 26 students (96.30%) answered yes, while only 1 student (3.70%) answered no.

In the second question, students were asked if they often feel they have nothing to write about when the teacher assigns a written task. 18 of them answered "no" (66.6%), while 9 of them answered "yes" (33.3%).

In the third question, students were asked if they find it difficult to find the right words when writing in English. Twenty-two of them answered "no" (81.5%), and only five of them answered "yes" (18.5%).

In the 4th question, students were asked to specify the writing structures in which they make the most mistakes. They were permitted to provide multiple answers. The findings reveal that 20 students (60.61%) identified making

grammar mistakes as their primary challenge, while 7 students (21.21%) mentioned difficulties with vocabulary. Moreover, 4 students (12.12%) reported making spelling errors, and only 2 (6.06%) admitted struggling with punctuation.

The 5th question in this section asked students if they sought assistance from teachers to solve writing problems. Once again, 26 answered yes (96.30%), and only 1 answered no (3.70%).

In the 6th question, students were asked whether they write in English because they enjoy expressing themselves in that language or if they only do so when required for assignments. Twenty students (74.1%) indicated writing for pleasure, while seven students (25.9%) stated writing only when completing teacher-assigned tasks.

The rest of the questionnaire includes four open-ended questions to obtain more detailed information from the students.

The 7th question in this section aims to understand students' writing challenges, without prescribing specific areas. Although the intention was to elicit comprehensive responses, students did not interpret it as such. Nonetheless, their responses focused on elements of writing. Notably, 3 students (15%) identified spelling as a difficulty, though their responses were structurally and grammatically flawed. 4 students (20%) claimed they encountered no challenges when writing in English, but one of these statements was also structurally and grammatically flawed. Furthermore, the majority of students reported struggling with grammar (10 students, 50%), followed by spelling (8 students, 40%), vocabulary (6 students, 30%), and lastly punctuation (2 students, 10%).

In question 8, students were asked about their pre-writing steps in English. Most of the students provided insufficient responses, possibly indicating a lack of understanding of the question's requirements. Some mentioned considering the structure and content before beginning to write, but it's important to note that the importance of structure can vary depending on the type of writing activity. While some emphasised the importance of content, they did not elaborate on their approach. Other common responses included first attempting to

understand the requirements and then formulating a solution. Additionally, one student mentioned taking notes and conducting online research before writing. Three students selected "It depends", two seemed to misunderstand the question, and one simply answered "I don't know".

In the 9th question, students were asked whether they find it more challenging to write independently or when prompted by their teacher and to explain why. The results showed that most students struggle when required to write about a topic that doesn't interest them, finding it difficult to express their thoughts in such situations. A small percentage of students said they face no challenges in either scenario and generally enjoy writing in English. Interestingly, only one student admitted to encountering difficulties in both situations.

In the final part of the survey, students were asked to outline circumstances where they struggled to find the motivation to write in English. Many students cited a lack of interest in the topic and pressure to meet assignment deadlines as factors that led to their lack of motivation. On the other hand, five students consistently felt motivated and enjoyed writing. However, three students indicated feeling demotivated when they felt they were falling behind compared to their peers.

5. DISCUSSION AND CONCLUSION

This section is crucial for developing the topic. It presents findings and compares them with existing literature. The findings indicate that writing is an effective means of self-expression.

Furthermore, the findings reveal that some students struggle with writing when asked to complete written assignments, feeling inadequate in generating content (Coulmas, 2003, p.1); they describe writing as the process of documenting knowledge acquired during the learning process. For students facing challenges in finding the right words or content to write, the issue may not be limited to the act of writing itself but could also indicate gaps in their general knowledge. In summary, students with limited knowledge in a particular area, whether writing or speaking, may struggle to express themselves effectively. Students were also asked if they had difficulty finding the right words to write in English.

Building a strong vocabulary can be challenging for English Language (EFL) learners, especially when English is not their native language. Not all students naturally have a way with words, so, understandably, they find it difficult. However, most students have mentioned that they don't struggle to find the right words. According to Richards and Renandya (2002, p. 255), having a good vocabulary is crucial for effectively learning a foreign language and using it for speaking, listening, reading, and writing. They also point out that a limited vocabulary can discourage students from using the language. Students must acknowledge that learning is an ongoing process, and this realisation marks the beginning of their improvement journey.

The most commonly identified issue in grammar for students was the language category or writing element they found most challenging, followed by vocabulary, spelling, and punctuation. Grammar, being a complex and comprehensive field, poses significant challenges. (Abdulmajeed & Hameed 2017) note that achieving desirable results in grammar requires long and tireless work. As McCarthy (2001) states, vocabulary is fundamental in communication and central to language acquisition. Without a wide variety of words, communication can lose its meaning. Bancha (2013) observes that spelling mistakes often result from a lack of focus, while Betham (2011, p. 34) highlights that punctuation, although less frequently mentioned, can significantly alter a sentence's meaning.

The students discussed their writing challenges, such as a lack of information on a particular topic, difficulty expressing themselves in the target language, and external factors like motivation and environment. Their responses closely resembled those from an earlier question about writing difficulties, with many students highlighting problems with grammar and vocabulary.

The students outlined the steps they took before beginning to write. Most considered content and structure in advance, but their responses were brief. Galko (2001, pp. 54-55) describes important pre-writing steps, such as selecting a topic, practising pre-writing, summarising the main point, and critically reviewing the draft. When asked whether they prefer writing about self-selected or teacher-assigned topics, most students preferred choosing their topics, citing

that it motivates them and makes the learning process more engaging. However, they also noted that strict deadlines and a lack of information on assigned topics can be demoralising. They highlighted the significance of motivation and positive feedback from teachers for success in writing.

Furthermore, the students acknowledged that the challenges they face while writing in their mother tongue also extend to writing in English. They attributed these challenges to the traditional, teacher-focused approach to learning and teaching in Albanian schools, which has led to a lack of emphasis on certain aspects, including writing. Many students enjoy expressing their thoughts, ideas, and feelings in English on paper but struggle when tasked with writing about specific topics, presenting a significant challenge for them.

Recommendations

- To enhance their grasp of various language structures, students should increase their involvement in writing activities.
- Encouraging students to develop and apply critical and independent thinking skills is important for their growth and success.
- Writing and visualisation can be effective tools for overcoming students' challenges.
- They should learn not to consider writing as a challenge but turn it in their favour and use it as a tool for improvement.
- Motivating and encouraging students are key strategies for teachers to help them achieve excellent results.

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SUMMARY BJH 19

Beder Journal of Humanities (BJH) is a peer-reviewed journal published by Faculty of Humanities and Law (FHL). The magazine has continued to be published normally, except for the interruption during the Covid 19 pandemic.

The main objective of journal is to provide international scholars an intellectual platform for the exchange of contemporary research.

The BJH publishes research papers in the fields of Humanities such as Law, Theology, Communications, Journalism, Spirituality, Economy and Religion, Morality, History, International Relations, Political Science, Public Relation, Marketing, Human Rights and Albanology, Education and Literature.

From 2013, ***Beder Journal of Humanities*** (BJH) became a scholarly blind peer-reviewed publication, with an Editorial Board composed of lecturers from the FHL and Higher Education Institutions in Albania, prominent researchers in the Balkans, Europe and beyond.

BJH welcomes a wide range of original articles, research papers, proposed models, reviews of current literature, book reviews etc. Our journal welcomes manuscripts from researchers, academicians, scholars, specialists, advanced graduate students, early career scholars, researchers, and theorists. Consistent with the purpose of BJH manuscripts should focus on knowledge in the service of practice, research, theory or reflection of a wide range levels of education and philology, social and humanity sciences.

BJH published two issues per year, and it is peer reviewed by the editorial board. Official language of academic articles is English, but for special issues, Albanian language is allowed.

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The six-monthly scientific journal BJH publishes its 19th issue, which comes out in the tenth year of periodic publication, because its first issue came out in the spring of 2013.

The fall 2023 issue of the magazine has ten articles, seven in English and three in Albanian. Some of the authors of the articles are pursuing doctorates in foreign universities, while other articles are authored by researchers from Beder University College or other institutions, including those of higher education, from Albania:

- Vjosana LAZRI & Isa ERBAŞ: CHALLENGES AND STRATEGIES FOR IMPROVING ESL LEARNERS' WRITING SKILLS
MSc. Vjosana LAZRI, University College Beder & Prof. Assoc. Dr. Isa ERBAŞ. University College Beder.

- Rahim OMBASHI: MERGER OF RELIGIOUS STATUS WITH NATIONAL STATUS THROUGH TEXTUAL AND HISTORICAL FACTS
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- Haxhire XHIHANI: REPRESENTATION OF PATRIARCHY THROUGH INTERTEXTUALITY AND SATIRE IN CAROL ANN DUFFY'S *WORLD'S WIFE*
MSc. Haxhire XHIHANI, Kings Education, Tirana, Albania.

- Kristaq BALLI: AN OLD POST-BYZANTINE ALBANIAN WORK
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- Neliada MEMUSHAJ & Rudina CINARI: EXPLORING TRANSLATION AND WRITING INSTRUCTION ACROSS LANGUAGE TEACHING METHODS

- Malvina TEMA: THE EU AND TURKEY IN A TWISTED MARRIAGE: CHALLENGES OF THE EUROPEAN UNION FURTHER ENLARGEMENT
Malvina TEMA, Dr. in Political Science and International Relations from EUT, Merit MA from The Hague University of Applied Science, The Netherlands and Portsmouth University UK. Author of a series of important Articles, indexed. Currently works for the Ministry of Infrastructure and Energy, meanwhile previously have worked for four years for The Ministry of Defense (NATO Structures), and for many years for the European University of Tirana, as Researcher and Lecturer; tema.malvina@gmail.com;

- Alban DOBRUNA: THE CONTRIBUTION OF ALBANIAN RELIGIOUS COMMUNITIES TO THE LIBERATION OF KOSOVO DURING THE '90S

Prof. Asocc. Dr. Alban DOBRUNA, Instituti i Historisë "Ali Hadi" Prishtinë, Kosovo;

- Enriketa SOGUTLU: ENHANCING VOCABULARY ACQUISITION IN SECOND LANGUAGE LEARNING: STRATEGIES, TECHNOLOGIES, AND PEDAGOGICAL INNOVATIONS

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- Adelajda SHIMA: FEMINIST CRITICISM OF JANE EYRE AND THE HANDMAID'S TALE

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- Albana SHIJAKU & Elvana SHTËPANI: TO CLICK OR (NOT) TO CLICK? EXPLORING LINGUISTIC STRATEGIES TO GENERATE SENSATIONALISM AND CAPTIVATE READERS WITH IRRESISTIBLE CLICKBAIT

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The Editorial Board of the journal returned for revision four (4) articles, which the reviewers supported by the Beder University College Peer-Review Form, judged that they needed to be rewritten.

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