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The changes in English curricula in Primary schools in Albania: Case study in "9 Years School Berxull"

ABSTRACT

The purpose of this paper is to shed light on the curriculum, its implementation, teaching methods and the changes that need to be made to improve it. Few studies have been conducted on this topic. Different external and internal factors influence the implementation of the curriculum by teachers. Fatigue, lack of time, feeling overwhelmed, completing school administrative procedures are some of the factors, but also the perceptions, beliefs of teachers are some of the factors that influence the whole process. For the realization of this study, the case study "Bërxull" school, 3 questionnaires and a focus group with teachers were used. From the results of this study, it was noted that improving the conditions and equipping them with the necessary resources is a very important link in the acquisition of language skills by students, affecting their performance**.**

Keywords: *English curriculum, external factors, internal factors, improvement, language skills, administrative procedures*

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[1] "Professional Master" in Teacher, English

Introduction

Since the last part of the seventies, educators and investigators in like manner guidance have perceived the hazardous idea of executing a proposed instructive module. The technique for instructive modules execution has been depicted as a "discovery" (O'Sullivan, 2002), in which difficulties to utilization can emerge. The complexities of and incongruent connection between instructive modules plan and its training are markers of the use issues (Elmore and Sykes, 1992). As per Bekalo and Welford (2000), a mistake much of the time exists between what was proposed and what is requested. Contemplates of the impacts of instructive modules utilization on educational outcomes will in general grasp three unmistakable methodologies (Snyder et al., 1992). In the first place, the dedication point of view decides:

> "The level of execution of an advancement as far as how much genuine use of the improvement thinks about to expecting or masterminded use and to decide factors which energize and limit such usage."

Curricula in the pre-university system

The pre-university education curriculum undertakes to develop and educate the student personality, intelligence and its overall development as a unique individual. It has sketched within its growth and educating students, seen in all dimensions of their lives, such as spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

> "Education is seen as a key factor in the sustainable development of human resources, economic well-being, the establishment of peace and security, the development of values. Universal and

improving the quality of life at the individual, family, social and global level."

Curriculum presents the integrity of the student's life as an individual aiming to meet his or her needs by developing day after day. Relying on the needs of students makes it possible for the curriculum to enrich their lives and create in them confidence and fulfillment of their formation, giving ease in later learning, but also in their lives as adults.

In this regard, the curriculum reflects the educational, cultural, social and economic aspirations, as well as the problems of Albanian society. It undertakes to present the changes and developments of knowledge in our society, by meeting the individual needs of students in line with these changes.

"Curriculum, in a broad sense, is the most important factor in the education process. It determines what should know and what students should be able to do, what values should be cultivated in them, how should enable coexistence and tolerance, how they can actively contribute to well-being social and personal. As such, the curriculum is the foundation on which the education process is built, as well as the essence of any process of complete or partial reform of education."

The curriculum is based on historical, social, linguistic realities, political, religious, geographical and cultural aspects of a country. It provides quality and equal "education for every member of society, regardless of ethnicity, sex, social status and differences others". To realize this view of

education for students, the curriculum outlines a structured and detailed content, which is relevant and all-inclusive. It provides an active involvement of students in learning processes, which is stimulating and creative.

Based on the Pre-University Education Strategy 2014-2020, the vision of the curriculum and of education for Pre-university education can be summarized in general goals such as:

- To enable the student to live fully as a child / adolescent and to realize his / her development as a single individual. To enable every student to develop as a social being through living and cooperating with him others and contribute to a better society. To prepare the student for later education and lifelong learning.

- To be an education system that focuses on students with their needs and interests, different radically from the traditional system, which forces the student to adapt to it mechanically.

- Be an education system where students and teachers work together.

- To be a system where knowledge of learning areas and competencies built by subjects to produce solutions to complex life problems and income for the individual and for society.

- Be a system that values the strength of cultural, linguistic and technological diversity contemporary information and communication to prepare students to cope with self-confidence with the challenges of the global environment.

- Be a system where all actors and beneficiaries are trained to learn throughout life. The curriculum expresses and supports the importance of the overall development of the student.

Basic principles of curriculum development

The Ministry of Education, Sports and Youth (MESY), in this regard, is spoken to by the applicable area of the FL educational program, where policymakers from government associations define public unknown dialect arrangements dependent on the requirements of the nation, just as the necessities of public monetary turn of events. The subsequent level comprises of three gatherings taking on three individual assignments at the public level. In this area, we can single out educational program policymakers, which are educational plan designers, drafters/merchants of course books and test compilers/evaluators. These two levels are the principle fashioners of the educational plan Foreign Language (FL) at the public level. The third level is RED, which is liable for the advancement of educating/picking up as indicated by educational plan. Affects educational program execution by directing infrequent trainings or meetings for FL instructors, coordinating exercises in unknown dialects for/between secondary schools in the area. In this crystal, the educational plan area empowers the transmission of educational program data to all gyms in the locale, just as coordinates language exercises. Likewise, measures are taken for situation and usage of specific standards of educational plan execution, as per the necessities in the locale. (MESY, 2009)

Each school has a foreign language team, which includes all the foreign language teachers of that school and is represented by a teacher elected as team leader. The foreign language team deals with the development of MESY (Sector of Foreign Languages) Compilers of curriculum compilers / distributors of textbooks, compilers / test evaluators Regional Education Directorate (Head of Curriculum Sector in RED) FL team at school

teachers and students in the classroom foreign language activities at school, as well as discussing the problems faced by schools in the prism of foreign language. The team identifies the needs and problem solving that school students may encounter at FL. The last level concerns the implementers of the homeroom educational plan, the fundamental entertainers of which are: instructors and understudies, the individuals who present the educational program and the individuals who get it, consequently empowering its execution. Overall, the construction educational plan organization in Albania is progressive, with essential levels have more weight regarding educational plan. (MESY, 2009)

Factors of motivation, interpersonal acceptance and self-confidence can improve or limit the speed of levels of second language learning. The teacher plays an important role in this part. Usually, students are influenced by the feelings and attitude of the teacher and if pleasure and enthusiasm are conveyed during the lesson, then students will be stimulated and show their willingness to be attentive and to give correct answers. This procedure may require extra time each day, to create a sense of familiarity and community within the group. Students come from different families with many variations in their abilities for it interact and collaborate with others. It is the teacher's job to direct them to the classroom just like any other family, different from what they have at home. Teachers are not aware of this, but again they provide positive incentives to interact as well as stimulate students to be aware that each of them has value, it is valuable. Students are helped by teaching them to support each other. As a result, even shy students or those less socially accepted due to discipline feel in the spotlight due to the importance that dedicated. Success and satisfaction are key factors in conveying

motivation. According to studies of to date, a provocative environment is far more valuable than penalties for misconduct.

Thus, the lesson is not constructed in the way the teacher to say what he has to say, what he has planned, but the quality of the students, the level in it must be taken into account, which they need to learn. The didactic saying further enriches this concept:

"Less knowledge and more strategy."

The main purpose of textbook authors in the past was to provide as much knowledge and concepts as possible to have the opportunity. This obsession left very little room for the inclusion of the practical use of knowledge and concepts. For example, students had to read the text and retell it, without giving their personal opinion or ideas related to it. They were not involved in critical thinking and did not deal with its practical side. But now students not only have the opportunity to receive information but also to give their opinion and support or oppose that information they receive.

Alternative teaching methods for teaching English

In the middle period of the history of methods, a variety of methods were named as descendants of later teaching methods that were the method of learning the language through the situation and methods audio-lingual.

These alternatives were grouped under headings such as The Silent Way, suggestions, Language Learning through Community and the Complete Physical Response Method. In the 1980s, these methods were enriched with more views cross-active language learning, which became known as the Communicative Method of language learning. These methods also include the Natural Method and the Community Learning Method. Special attention is also paid to the role of the teacher, as a commander of the classroom activity (ex, methods Audio-linguistic, Natural Access, Suggestions, Total Physical Response), while others see the teacher in background as a facilitator and colleague of students in the classroom (ex, Teaching Language in a communicative way, Collaborative language learning).

Involvement with strategy, will, mental fortitude and persistence is required. On learning Foreign Languages are worked of numerous models, thoughts, hypotheses, and practices. Every one of them endeavors to lead you to "the most source quick": to make the language defenseless and authority. (Keith, 2010) According to the Audio-Linguistic strategy, language learning ought to be founded on the rule of redundancy, to make relational abilities in understudies. Educators attempt to engrave words in the personalities of understudies without rest, as though whose brain was a recorder that must be worn profound with reiteration. Notwithstanding, neuropsychologists reveal to us that, in actuality. However, as expected, rehashing, the words will lose it their importance. Pimsleur found that "learning is quickened when there is an arrangement of collaboration and yield" in which understudies get data and are then approached to ingest and utilize it. Subsequently, the strategy for Pimsleur, which is generally

utilized these days, as a trade for that Audio-lingual retaining is a vital part of learning an unknown dialect.

A strong variant of alternative methods is based on the assertion that "language is acquired through communication" (Howatt, 1984). In other words, students will not go through a learning experience in which they must take the structural rules of the language and then learn to use this system structural in communication. This variant suggests that teachers provide students with multiple opportunities to get to know each other with the way language is, used in existing communication. As Howatt points out the strong variant of the communicative method involves "using English to learn it". Other authors in this field have defined and characterized alternative methods in different ways. (Brown, 2001; Larsen-Freeman, 1986; Littlewood, 1981; Richards, 2006; Sauvignon, 1991). According to Larsen Freeman (1986), the main feature of these methods is that almost everything that is done is done on purpose to communicate".

Traditional and alternative teaching methods compared

Traditional curriculum focuses in concentration on language as a continuum of grammatical models. Selects language tools based on difficulties of linguistic criteria. The language used tends to be longer formal and typical of books. The goal is to have students who produce formally correct sentences. Emphasis is placed on reading and writing. The teacher tends to be at the center. Attention is in the form of expression and not content.

New curriculum focuses its attention is in communication. Selects language tools based on articles that the student should know. The original, everyday language is emphasized. The goal is to have students who communicate usefully to him completed the task. Speaking is given at least as long as reading and writing. The student tends to be at the center. This learning process resembles the natural process of language learning, focusing on the content / meaning of the expression and not in its shape.

Considering the differences above, we can express that if we want to learn according to the traditional curriculum, "knowing that" (clearly structured knowledge, essential skills, scientific facts, reading, vocabulary and grammar rules), is a clear tasks for all students, we are learning with the traditional method. To achieve the full learning process, it is necessary to use all this knowledge to achieve "Know how", according to the new curriculum (apply this knowledge or serve our needs), we are using contemporary methods.

Grammar-translation (traditional method): 1. foreign language phraseology is explained quickly. Translation is the easiest way to explain meanings of words or sentences from one language to another. A lot of time is spent if the lexical meanings of the words are explained with definitions and illustrations in the foreign language. Moreover, students acquire more habits in understanding synonyms in mother tongue and in foreign language. 2. The teacher's work is facilitated. Since there is also a mother tongue in the textbooks, the teacher can do questions on comprehension of the text also taught in the mother tongue. The student will not have much difficulty for answer questions in the native language. So the teacher can easily assess the student if he has it learned what he

was given as a task. Communication between teacher and student does not cause language problems. Even teachers who are not fluent in English can learn English with this method. It is probably why this method has been practiced so widely and has survived so long. 3. In the classroom the teacher is emphasized with his knowledge, and as a result, we have a teacher-centered classroom. This results in students' disregard for their skills.

Factors influencing the curriculum implementation

This segment centers on the four components referenced in the writing that identify with outer variables, which influence the execution of the educational program. They are: 1. testing, 2. messages school, 3. educator preparing, 4. source devices. Notwithstanding the fundamental jobs that these components play in educational plan usage, we recognize that there are other similarly significant elements in the writing. For instance, the social fittingness of advancement is a certain factor (Hu, 2002; McKay, 2003; Tomlinson, 1990). Tests or tests significantly affect educating and learning in the homeroom (Andrews, 2004). Albania is known as a country that joins incredible significance to tests, from essential to advanced education. Inspecting the effect of testing in the Albanian setting will explain what, how and why they influence tests in instructing. The effect of the test is portrayed in unknown dialect learning as "washback" (Alderson and Wall, 1993), which implies that tests affect instructing and learning, in the schooling framework, just as partners in the instructive process.

The Association of English Language Teachers in Albania (ELTA) is the solitary relationship of its sort in the country. It was established in 2002. In the principal days of its development have been 100 instructors. This expansion has come because of the difficult work those educators individuals from the affiliation have done to build the nature of instructing and learning in our schools. The ELTA came as an important need to expand collaboration with entertainers taking an interest in expert advancement of instructors, came as a need of expanding quality, coordination and polished skill of English language educators as per the prerequisites of the time in the nation, just as per the guidelines European unknown dialect educating. Trainings and workshops coordinated now and again by this affiliation have essentially the presentation of most strategies contemporary and productive in English language instructing.

Demographic information

Demographic information in the survey study consists of the following characteristics of teachers: gender, age, educational qualifications, number of years in education and average number of students in the class. Table 1 presents a summary of data regarding survey participants. Below Graphic 1 and 2 show the percentages of age and number of years in education regarding the participants. In this school, 67% are female teachers and 33% are male teachers. Also 67% have 10-14 years in education; meanwhile 33% have 1-4 years in education.

Variable	Frequency	
Gender	Male	1
	Female	2
Age	30-39	3
Professional qualifications	Master degree	3
Number of years in education	1-4	1
	10-14	2
Average number of students in the class	21-29	3

Table.1 Demographic information

Conclusions

All in all during this study there were two samples with whom was developed 3 questionnaires, there was also done a focus group with teachers. The questionnaires measured external factors, internal factors and implementation of English curriculum through class activities. Meanwhile focus group was done to explore and have a better understanding of the curriculum implementation and teaching methods used during classes, because teachers would elaborate furthermore, express their feelings, attitudes, perceptions and opinions about English curriculum, and give suggestions how to improve it, because they are an important party in this process.

As results, Pearson's correlation shows that tests and teaching conditions/facilities have a strong positive relationship (.999) with

students' performance in tests. This means, better teaching conditions and facilities would improve students' performance in test. Also a strong, negative relationship was found between teacher evaluation and communicative language teaching (-1.00), which shows that teachers' perceptions, understanding syllabus and teaching experience affects overall teachers' evaluation. Pearson's correlation shows that there is a relationship between internal factors and curriculum activities. Except for syllabus, there are no important correlations with curriculum activities. Understanding and knowing syllabus has a strong, perfect, negative relationship with curriculum activities (-1.00). Without knowing and understanding, the syllabus then teachers cannot successfully implement curriculum activities.

Although, the regression analysis was conducted, it showed that none of the internal and external factors subscales could predict implementation of curriculum activities. These might be because of small amount of data collected by participants, which means that more participants should have taken part in this study. Based on the interviews with teachers, textbooks, level of students, technological tools affect teachers' curriculum activities. Problems arising while teaching these skills are: lack of time, lots of paperwork, applying a fixed curriculum to all students, and feeling overworked which affect them from having a better performance.

It is necessary for teachers to take part in trainings, seminars, conferences, courses, workshops so they can share experiences and learn more in advance to fully embrace the curriculum. This will help them to find new strategies and teaching methods to implement curriculum activities. RED and other institutions when designing English curriculum, should have a multidisciplinary team in which teachers must also participate.

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Alfred NELA[2]

Suicides of Patients with SARS-CoV-2 in Hospital: Case Albania

Abstract

The measures undertaken due to the COVID-19 pandemic affected the worsening of the mental health for a section of the population. Fear of infection, social isolation, uncertainty and economic difficulties influenced the appearance of symptoms of depression, anxietyand suicidal acts. Some studies conducted in countries affected by the pandemic indicated a worsening of the patients' mental state, post-traumatic stress symptoms, fear of a possible infection, insomnia, an increase in narcotic substances abuse, and a number of persons had seriously considered the suicide. In Albania, since August 2020, five patients infected with SARS-CoV-2 committed suicide by jumping off the hospital's windows or floors. In four cases, the patients suffered an immediate death, whereas one case died a day later.Currently, the human resources dedicated to mental health in hospitals are few in numbers, compared to the countries of the region. Under the circumstances of hospitalization for COVID-19 patients, the psychological support has been reduced due to the limited number of psychologists and the lack of a strategy for psychosocial support by the responsible institutions. An increase in mental health human resourcesin COVID-19 hospitals is suggested as well among other key recommendations.

Keywords: *Suicides inhospitals, COVID-19 patients, depression, anxiety, psychological support.*

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1. Introduction

Affected by the rapid outbreak of the COVID-19 pandemic, the Albanian Government compiled a plan of measures and legal acts, to protect the population from the outbreak of the new Corona virus and to prevent its further spread. In the inception phase, the measures were in the form of recommendations and advices, to be toughened later. Some of the undertaken measures were the closing down of the public and non-public activities, such as sport, cultural and education activities. Physical distancing, quarantine and forced isolation had an impact in the mental health of a population's section. Among infected persons, there were suicidal acts.

In finalizing this study, scientific research, strategic documents, and articles published in the local media were utilized. After an analytical synthesis, key studies of well-known authors of health sciences were filtered. The reviewed literature in this study addresses a variety of viewpoints, reflects their discussions and recent debates taking place as regards the psychological impact of the COVID-19 pandemic, and offers a perspective based upon the Albanian context.

2. Pandemics in Albania

Despite the lack of data, Albania was affected by a number of pandemics that include the Spanish flu, the Asian flu, the Hong Kong flu, etc.The Spanish flu that occurred during 1918 and 1919 caused the death of some 20-50 million people, with a death rate of 2% of the infected persons, affecting mainly children, youth and pregnant women. During 1957 and

1958, the Asian flu, originating in the Southern China, was responsible for the loss of 1-4 million lives, with a death rate of 0.1 – 0.2%, and affected children mainly. The first pandemic for which our contry possesses data was the AH1N1 pandemic, which started in Mexico and caused a mild flu pandemic with some 18,000 deaths, with a death rate of less than 0.025%, affecting mainly children, youth, pregnant women and those with chronic illnesses. Fortunately, Albania was not affected by the outbreak of the Severe Acute Respiratory Syndrome (SARS) between 2001 and 2002 and neither by the Middle East Respiratory Syndrome (MERS) that ensued in 2012 – in both cases with a high death rate, estimated about 10% and 30%, respectively, which mainly affected the middle and senior aged adults.[3]

3. Effects of the COVID-19 pandemic in suicidal behaviours

Edwin Shneidman (1897) determines suicide as an intentional death, self-inflicted, in which a person makesintentional, direct and conscious attempts to end the life. Suicidal attemts are acts of suicide that do not result in death. Most of them occurr impulsively, thus, are not wellplanned.[4]

During the SARS outbreak in 2003 in Hong Kong, the suicidal rate was at the historical peak of 18.6%per 100,000 inhabitants. The most

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considerable increase was found among adults of 65 years old and above.[5] In their study (Yip et al., 2010), they found an increase in stress and a rise in the number of suicides among elderly. They also suggested that suicide rates were a result of loneliness and lack of social involvement.[6]

A study conducted in the United States between 24 and 30 June 2020 indicated that 40.9% of the surveyed people reported a worsening of their mental state; 30.9% had depression symptoms, 26.3% had post-traumatic stress symptoms, 13.3% reported an increase in narcotic substance abuse, and 10.7% reported that they had seriously considered suicide during the recent months.[7] In the United States, local media reported an increase in guns sales, while the COVID-19 progresses. Fire guns are the most usual method of suicide in U.S.[8] In India, a research found 69 cases of suicide during the COVID-19 quarantineperiod belonging to the ages of 19-65, as 63 cases were adults. According to findings, the main causes were fear of infection, financial crisis, loneliness, and pressure to stay in quarantine

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(Armstrong et al., 2019; Bangladesh, Mamun and Griffiths, 2020; Mamun et al., 2020a, 2020b; Pakistan, Mamun & Ullah, 2020).[9]

The first case of a suicided patientin Italy, infected by the novel coronavirus, was reported on 13 March 2020; a 65-year-old man jumped off the third floor of the hospital in Maugeri di Montescano.[10]On 25 March 2020, a 73-year-old man, who had just recovered from COVID-19, jumped off the seventh floor of the hospital in Cremona.[11]On 14 October 2020, a 78-year-old man jumped off and died in "San Pio" Hospital in Benevento.[12]

The measures necessary to slow down the spread of the virus, including self-isolation of employees and consumers, shuting of businesses and banning of sport events were harmful to the economy. Millions of people throughout the world lost their jobs. Historically, economic recessions were accompanied by mental health disorders and suicides.[13] In the U.S., suicides increased during the Great Depression. Mortality due to suicides reached its peak during the unemployment periods that characterized the

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1921, 1932 dhe 1938 recesionary years.[14] Varnik reported an increase in deaths from suicides in Estonia in the early 1930s.[15] Based upon analized reports, almost all European countries experienced an increase in suicides during the 2008-2010 financial crisis, as highlighted by Reeves et al (2014).[16]

Economic recession, unemployment, poverty and social inequalities were major factors that affected suicidal behaviours, a study conducted in Banghladesh during the COVID-19 pandemic reports (Mamundhe Griffiths, 2020a).[17]

In a research, the daily data of suicides in England and Wales correlated with the index of uncertainty of daily economic politics during the 2001-2015 period. The authors found that an increase in the economic uncertaintycould lead in the rise of suicide risks.[18] In an online survey conducted during March 2020 with 1,031 participants in Albania, the

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obtained results reflected that 43% of the respondents thought very seriously about the social, financial or work-related consequences, in case they would be infected with SARS-CoV-2 in the near future. [19]Mental health experts highlight the fact that continuous exposure to information related with the SARS-CoV-2 crisis in the media and social networks may increase fear and risk of suicide.[20]

4. Suicides in Albania affected by the COVID-19 pandemic

After 2000, Albania, supported by the World Health Organization (WHO) started a reforming process, which found support by the changes in the legal framework of mental health, the formulation of a Policy Document, and later in the Action Plan, a series of regulatory documents.[21] According to WHO in 2017, Albania has an approximate number of persons who suffer with mental disorders per 100,000 inhabitants similar to the countries of the region.[22]

Albania has a total number of 131,048 cases of person with depressive disorders, and 104,925 cases of anxiety disorders among a population of

[19] Nela, A. Nela, A., Puci, A., Nika, A., & Froku, B. (2020, December 30). Practicing social distancing during the COVID-19 pandemic, Perceptions and Attitudes

[20] Gunnell, D., Applepy, L., Arensman, E., Hawton, K., John, A., Kapur, N., Khan, M., O'Connor, R.C., Pirkis, J and COVID-19 Suicide Prevention Research Collaboration. (2020). Suicide risk and prevention during the COVID-19 pandemic, *The Lancet Psychiatry*, Vol 7. https://doi.org/10.1016/S2215-0366(20)30171-1

[21] USAID, Ombdsman. (2018). *Thematic Report: Transparency in the mental health system*

[22] WHO. (2017). *Mental Health ATLAS 2017 Member State Profile*

some 3 million, based upon WHO data of2017.[23]According to the Albanian Institute of Statistics (Instat) data, after natural deaths and accidents, suicide is the main cause of mortality.[24] Compared to the countries of the region, Albania has the lowest number of suicides per 100,000 inhabitants.[25]

Table 1: Number of suicides per 100,000 inhabitants

Country	Suicides in %
Albania	6.3
Northern Macedonia	7.9
Bosnia and Herzegovina	8.8
Montenegro	10.3
Serbia	15.6

Source: WHO; 2017

In a study conducted in the end of March 2020, as soon as the confining measures and quarantine were introduced in Albania, the data obtained from an online survey with 1,031 persons indicated that 38% of the

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[23] MedCOI. (2020). *Country Policy and information note Albania: Mental healthcare, Version 1.0*

[24] Instat. (2020). *Public health indicators*, pp 6

[25] WHO. (2017). *Mental Health ATLAS 2017 Member State Profile*

respondents agreed that staying home for more than a month would negatively affect their psychological wellbeing.[26]

During August 2020, in a span of 20 days, two persons with COVID-19 ended their lives by jumping off the hospital rooms, where they were being treated. The first victim was a 29-year-old male who was receiving medical care in the hospital, but, while still under treatment, under unclear circumstance, undertook the act of jumping off the hospital window, the media reported. Another 65-year-old male patient who was being treated in the hospital only for 24 hours jumped off the third floor of the hospital and commited suicide.

On 1 November 2020, another 52-year-old patient jumped off the window of the "Shefqet Ndroqi" Universitary Hospital where he was being treated, resulting in death.[27] According to available data, the patient did not show any signs of psychological disorders during both the admition and the stay under therapies in the hospital, the hospital authorities reported. Another case happened in the Infectous Deseases Hospital on 10 November 2020, where a 69-year-old patient jumped off the third floor and suffered serious wounds. The media reported that the patient lost his life one day later.[28] The most recent case was that of a 60-year-old patient being treated at the "Shefqet Ndroqi" Universitary Hospital, who, in the early hours of 30 November 2020, just some hours after being admitted to

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[26] Nela, A., Puci, A., Nika, A., & Froku, B. (2020). Practicing social distancing during the COVID-19 pandemic: Perceptions and attitudes

[27] Euronews Albania. (2020, December 12). Third COVID-19 patient in three months commits Suicide in hospital. *Euronews Albania*

[28] Halili, E. (2020, November 28). 4th Patient Tries Suicide from Covid. *Albaniandailynews*

the hospital, jumped off the first floor and suffered sudden death, according to media and hospital's press statements.[29]

5. Mental health support

Mental health support provided by psychiatrists and psychologists has been organised in Malta for public health staff and also for medical staff working on the frontline. Where requested, in-house psychologists are providing outreach in various front-line workplaces, giving short interactive sessions on basic self-care skills and resilience. Mindfulness sessions have also been offered to hospital workers together with targeted video clips on how to increase resilience. Measures to ensure continuity of parental care of children at home due to school closures include the facilitation of complementary shift work, support of telework by the parent/ guardian staying at home to look after children, or financial support in terms of paid leave where this is not possible. In addition, a free childcare centre was opened by the government to care for children of health care professionals and members of the disciplined corps. Poland has implemented a number of initiatives to support health workers during the COVID-19 crisis. In terms of psychological support for medical staff and other employees working during the pandemic, the Supreme Medical Chamber created a database of mental health specialists who are willing to offer their services to doctors, nurses, paramedics and other medical free of charge, either online or by phone.[30]

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[29] Exit.al. (2020, December 18). Covid-19 patient commits suicide in Albania. *Exit.al*

[30] Williams. A, G,.Scarpetti, G,.Bezzina, A,. Vincenti, K,. Grech, K,. Kowalska-Bobko, I,. Sowada, Ch,. Furman, M,. Gałązka-Sobotka, M,. & Maier. B, C. (2020, December 28). How are Countries Supporting their Health Workers during COVID-19? *Eurohealth*2020; 26(2).

6. Providing psychological support during COVID-19 pandemic in Albania

Albania, compared to the countries of the region, has the lowest number of mental health human resources per 100,000 inhabitants.[31]

Table: Mental health human resources

Country	Psychologist	Psychiatrist	Social Worker
Albania	0.56	0.87	0.78
Northern Macedonia	2.40	14.43	1.44
Bosnia and Herzegovina	1.53	8.03	0.59
Montenegro	2.57	8.28	0.80
Serbia	4.55	8.64	0.36

Source: Albanian Ministry of Health and Social Protection; 2018, WHO; 2017

During the onset of the COVID-19 pandemic, public and non-public institutions established the provision of online psychological counselling. The Albanian Psychologists Order was engaged in providing free online psychological assistance service through its psychologists throughout the country. In addition to that, some NGOs started offering free online service. The Albanian Ministry of Education, Youth and Sports established the psychosocial service in the schools, as school psychologists provided psychosocial support to students and pedagogic

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[31] WHO. (2017). *Mental Health ATLAS 2017 Member State Profile*

staff. During a later stage, the Albanian Ministry of Health and Social Protection, offered free psychological support through telephone. Public communications from mental health experts remain limited in broadcasting information about mental health, and, also, articles published in official local websites remain small in number.

7. Discussion

Despite achieved results, mental health services remain limited and centralized, by not providing access to people and care for the majority of the country's population. The changes that have occurred in the network of mental health services require the widening of the scope of professionals involved in them, not only in numbers, but also with new professions. In Albania, the Action Plan for the Development of Mental Health Services for 2013-2022, highligjtedan increase in specialed services in hospitals and community.[32] This goal has not been metyet, and representsgaps in mental health human resources.

As a preventive measure after the first suicide act, the hospital's management decided to install metal fences on all hospital's windows. The Albanian Nurses Association reacted in the social media as regards both suicide acts, highlighting the psychological stress of both hospitalized patients and medical staff.[33]

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[32] Ministry of Health and Social Protection. (2013). *Action Plan for the Development of Mental Health Services in Albania 2013-2022*

[33] Kadriu, E. (2020, December 30). COVID-19, suicides in hospitals and the need for psychological counseling. *Citizens-channel.*

The head of the pneumonology service at the "Shefqet Ndroqi"Universitary Hospital, where COVID-19 patients are treated and four citizens found death by suicide, said to the public mediathat doctors, in addition to their medical service, provide also psychological support.[34] The mother of the suicided 29-year-old man stated in a public television that the medical staff had neglected the psychological support for her son.[35] A medical doctor who had attended to the 60-year-old patient who committed suicide on 30 November 2020 reported live on TV media that the patient was being treated for depression before being admitted to the hospital.[36] Relatives claimed that their late family member had complained on the phone, a few hours before commiting the suicide act, that he was not receiving proper medical care at the hospital.[37]

Another important aspect reported in the media by COVID-19 patients is the stigma. Some patients infected by SARS-CoV-2 have shared that the community they live in has shown prejudice towards them. According to them, they were forced to call the medical emergency number during midnight, because they fear of being noticed by neighbours, social

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[34] Euronews Albania. (2020).Inside the "COVID NO: 2 Hospital". *Euronews Albania.*

[35] Top Channel Albania. (2020, November 27). Negligence by the medical staff, Lira Koça raises the finger of accusation, the Boy was very healthy. *Top Channel Albania.*

[36] ABC News Albania. (2020, December 3). Suicide from hospital, doctor: 60-year-old was being treated for mental mealth problems. *ABC News Albania.*

[37] Opinion. (2020, January 4). Suicide of 60-year-old at "COVID No:2 Hospital", Sister, he old me here they only want money. *Opinion. al.*

circleor colleagues. Also, after recovering, their friends stay distant, labeling them as sources of infection.[38]

8. Conclussions

Albania went through a difficult situation that had human, social and economic consequences due to a major earthquake in late November 2019. This situation was followed by theoutbreak and spread of the COVID-19 pandemic.

The psychological effects of the pandemic are already affected also by the inherited consequences of the earthquake. Studies conducted in different countries affected by epidemics and pandemics, show a presence of distress and psychological disorders, such asdepression, post-traumatic stress, anxiety and suicides. The responsible institutions and public health experts are still not aware of the importance of psychological support for COVID-19 patients under treatment in the hospitals. Non-introduction of psychosocial services to hospitalized patients affects in worsening theirmental health dhe in suicidal behaviors.

Based on the above, the authors recommend:
1. Increasing the number of mental health specialists in the hospitals treating COVID-19 patients;
2. The Ministry of Health and Social Protection should enforce the co-operation between medical and psychosocial staffs in the hospitals;
3. Providing psychosocial services at the primary health service institutions;

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[38] Top Channel Albania. (2020, November 8). Covid-19 and prejudice, they call 127 at night because they want the neighbors not to now. *Top Channel Albania.*

4. Establishing local task-forces of family doctors and mental health professionalsat the primary health centers to jointly treat individuals that present psychological distress resulting from actual or fear of SARS-CoV-2 infection;

5. Opening centres for providing psychosocial services in disadvantaged areas;

6. The government should further increase the health budget for 2021 to support the medical staff and adding priority to the psychosocial services.

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Sonila CAMI[39]

Role of Pre-university Curriculum
and Respective Legislation
over some Important Phases of Child Development

Abstract

The analysis of specific aspects of children education from the psychological, medical, sociological and pedagogical perspectives is a well known and tangible practice.

Sometimes, the role of legislation is not included in the discussions of above-mentioned factors dealing with the principles of raising and educating the children. The law has an absolute impact in the implementation of the principles and the implementation of the structures that apply the principles. The development of the appropriate habits of children in order for them to restrict as much as possible their usage of technological devices and internet is a matter that should overpass the frames of the educational treatment alone. It should be handled also within the framework of the legislation on the schooling stages of pre-university education, more precisely in its curriculum.

Taking into consideration the enormous risk of the dependence from the technological devices, as well as the relation between such increasing danger and the efforts to prevent and halt this risk, there arises the need to search and find new ways that help in detoxicating from the dependence on technological devices, which are so widely used by children. The implementation of a serious curriculum since early childhood will ensure that the discussion on the harms of excessive use of technological devices will be done also through the obligatory education. The discussion will be performed in the presence of children and with their participation, in the hope that the energy and concentration of children will be focused on more useful areas for them.

Key words: *Scholastic curriculum and legislation on pre-university education, child, dependence from usage of technology, school*

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1. Hyrje.

Edukimi i fëmijës, përgjithësisht shihet si sfidë prindërore, sfidë e edukatorëve të të gjitha niveleve, sfidë e shoqërisë. Dhe, veçanërisht në botën e sotme të internetit dhe teknologjisë, të gjithëpërfshirjes dhe njëkohësisht të izolimit shoqëror, edukimi i fëmijëve është një sfidë. Si e tillë, përballja me të, kërkon mjete të sofistikuara, siç është në vetvete e sofistikuar rritja e fëmijës si proçes, dhe siç janë të sofistikuara edhe rreziqet me të cilat përballet fëmija.

Në mënyrë të natyrshme, prindërit dhe mësuesit, janë përpjekur në vite të ballafaqohen me ndryshimin, edhe pse ndryshimi vjen në ritme shumë më të shpejta se sa qasja e brezave ndaj tij.

Në mënyrë të institucionalizuar, brenda mureve të shkollës, kërkohet të edukojmë një brez të ri të formuar më së miri.

A trajtohen lëndët e formimit të përgjithshëm edukativ, me të njëjtën rëndësi, a vendosen në të njëjtin pozicion të rëndësishëm në kurrikulat e arsimit parauniversitar, me lëndët e tjera të shikuara tradicionalisht si bazë e programeve mësimore parauniversitare?

A duhet të jenë vetëm këshilla standarte për prindërit dhe edukatorët, informimi dhe përpjekja për të mbrojtur dhe parandaluar nga rreziku i përdorimit të mjeteve të teknologjisë dhe internetit?

Ligji dhe aktet në funksion të tij, i detyrueshëm siç është në karakterin e tij, është i aftë të sigurojë hapësirën e duhur për të parandaluar fenomene sociale me dëme afatshkurtra dhe afatgjata, pikërisht duke synuar në zemër të çështjes, në edukimin, në mësimdhënien dhe mësimnxënien, me anë të impaktit të drejtpërdrejtë të nxënies drejt përftimit të shprehive.

Në atë organizëm, që në vija të përgjithshme e quajmë shkollë, duhet të mund të parashikojmë strukturimin e kurrikulave, si një kornizë dijeje gjithëpërfshirëse me synim parandalimin, mënjanimin dhe braktisjen e çdo praktike të dëmshme në përditshmërinë e fëmijës sot, sa i takon

fenomenit të përdorimit të tepruar të mjeteve të teknologjisë dhe internetit.

2. "Toxic childhood"[40] - Fëmijëri e helmuar.

Sindroma e fëmijës së toksikuar, është një terminologji e përdorur në librin "Toxic childhood" të Sue Palmer. Tematika e librit, trajton gjerësisht fenomenin e përdorimit të mjeteve të teknologjisë dhe internetit, ndikimin në jetën e fëmijës. Nën kërkimin e mirëfilltë mbi fëmijën toksik në shumë aspekte të varësive që mund të ndërtojnë fëmijët sot, libri i jashtëzakonshëm në llojin e tij, jep një panoramë të gjerë mbi çështjet që trajton, si këshilla e sugjerime mbi detoksimin e fëmijës. Një nga pikat më shpresëdhënëse për kërkuesen dhe autoren Palmer, kanë qenë pikërisht prindërit dhe edukatorët që ka takuar, si rezultat i këtij libri.[41]

2.1. Disa statistika aspak frymëzuese

"Tronditje" është fjala më e duhur tek e cila më shkon mendja, për të përshkruar reagimin tim kur lexova rezultatet e fundit të Kaiser Foundation survey mbi përdorimin e teknologjisë nga të rinjtë 8 deri 18 vjec. Studimi i vitit 2009 ishte vijimësia e një studimi të njëjtë, të zhvilluar në vitin 2005. Në studimin e mëparshëm, kërkuesit zbuluan që mesatarisht, të rinjtë shpenzonin më shumë se 5 orë e gjysëm në ditë, duke u marrë me teknologji pa pasur lidhje me shkollën. Në atë kohë, ata e morën të mirëqenë faktin se në sajë të programeve të ngjeshura që të rinjtë kanë ditët e sotme, një rritje në përdorimin e teknologjisë, do të ishte e pamundur. Por sa gabim e menduan ata! Studimi i dytë, nxorri në dukje se në 2009 e njëjta grup-moshe shpenzonte më shumë se 7 orë e

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[40] Palmer Sue, (2007) Toxic Childhood. How the modern world is damaging our children and what we can do about it?

[41] Palmer Sue, (2006) Toxic Childhood. How the modern world is damaging our children and what we can do about it? Preface.

gjysëm në ditë në teknologji pa pasur lidhje me shkollën. Kjo është një rritje prej më shumë se 1/3 në vetëm 4 vjet!**42**

Duke folur për aftësi për jetën, sipas një studimi nga AVG, shoqëria për sigurinë në internet, zbuloi se fëmijët përvetësojnë më shumë aftësi teknike se jetësore. Për shembull, ndërsa 58% e grupit 2 deri 5 vjeç, mund të luajnë një lojë në kompjuter, vetëm 43% mund të ngasin një biçikletë. Në të njëjtin grup-moshë, 10 % mund të përdorë një aplikacion smartphone, ndërsa vetëm 9% mund të lidhin këpucët e tyre. Dhe një statistikë e frikshme: më shumë fëmijë mund të hapin një web browser sesa mund të notojnë.43

Statistika të kësaj natyre me fakte "shokuese", duket se kërkojnë larmi strategjish. Arritja e një zgjidhjeje, dikton bashkëpunimin e shumë sistemeve ndërvepruese. Më sipër është vetëm një ilustrim statistikor në kushte 'normale', të përdorimit të teknologjisë. Ende, në kushtet, në të cilat shkolla ishte ende një vendtakim fizik dhe jo seanca e radhës së 'takimit' me internetin. Megjithatë përpjekjet duhet të vazhdojnë. Përditësimi dhe vlerësimi i mundësive konkrete nuk mund të ndëpriten, shkolla është dhe duhet të mbetet fronti i reflektimit dhe përshfaqjes së asaj që duhet të jetë dhe mund të jetë edukimi dhe arsimi në interesin më të lartë të fëmijës.

Sot dhe nesër, del një nevojë e shtuar e përdorimit dhe vetëkufizimit të njëkohshëm, të mjeteve të teknologjisë, si dhe sfida e gjetjes së mundësive që kjo 'e vërtetë' të arrijë dhe përthithet nga fëmijët.

3. Fragmente nga të drejtat e fëmijëve në përgjithësi dhe baza ligjore ekzistuese mbi arsimin parauniversitar.

Asambleja e Përgjithshme e Kombeve të Bashkuara, shpalli më 20 nëntor, 1959 "Deklaratën për të Drejtat e Fëmijës". Në hyrjen e

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42 Jim Taylor, PhD. Children's Immersion in Technology is "Shocking" Do you know how much technology your children are using? https://www.psychologytoday.com/blog/the-power-prime/201209/children-s-immersion-in-technology-is-shocking

43 Jim Taylor, PhD. Children's Immersion in Technology is "Shocking" Do you know how much technology your children are using? https://www.psychologytoday.com/blog/the-power-prime/201209/children-s-immersion-in-technology-is-shocking

deklaratës në fjalë thuhet: Njerëzimi, u ka borxh fëmijëve gjërat më të mira që ai mund t'iu ofrojë.[44] Një sfidë e rëndësishme, në jetën e fëmijëve sot, per t'u përballur si edhe për të administruar pasojat individuale apo në bashkësi, duket se është aktiviteti dhe lidhja e fëmijëve me botën e teknologjisë. Risitë, ndryshimet, dobitë e teknologjisë, përdorimit të internetit e të tjerë, nuk janë subjekt i këtij artikulli, por është subjekt i kësaj teme, hulumtimi mbi gjetjen e ndërtimin e çdo mënyre efikase për parandalimin dhe restaurimin e dëmeve të përdorimit të tepruar të mjeteve të teknologjisë dhe internetit, siç parashikon edhe Deklarata më sipër *si një borxh,* që u kemi fëmijëve të gjeneratës së teknologjisë.

Konventa mbi të Drejtat e Fëmijës, (e pranuar nga Asambleja e Përgjithshme e OKB më 11 dhjetor 1989)[45] në nenin 28 të saj bën fjalë për edukimin dhe arsimimin:

Çdo fëmijë ka të drejtë për arsimim, dhe është detyrë e shtetit të bëjë të detyrueshëm ndjekjen pa pagesë të arsimit fillor, të zhvillojë forma të ndryshme të arsimit të mesëm, si dhe t'u sigurojë fëmijëve, në varësi të aftësive të tyre përkatëse vazhdimin e shkollave të larta.

Neni 29 përcakton sipas Konventës qëllimet e arsimimit:

Arsimimi ndihmon shpalosjen e personalitetit, talenteve, si dhe të aftësive shpirtërore dhe fizike të fëmijës. Arsimimi e përgatit fëmijën për rrugën e jetës me vetëdije për përgjegjësi si qytetar në një shoqëri të lirë dhe nxit respektin e fëmijës ndaj prindërve të tij, identitetit të tij

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http://www.dadalos.org/alb/menschenrechte/Grundkurs_MR3/Kinderrechte/kinderre.htm

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http://www.dadalos.org/alb/menschenrechte/Grundkurs_MR3/Kinderrechte/dokumente/dokument2.htm

kulturor, por edhe për tolerancë dhe mirëkuptim për botëkuptimet e të tjerëve.[46]

3.1. Disa përkufizime mbi arsimin parauniversitar në Shqipëri.

Neni 2, pika 1 e ligjit Nr. 69/2012, (i ndryshuar me ligjin nr. 56/2015 dhe ligjin nr. 48/2018, "Për sistemin arsimor parauniveristar ne Republikën e Shqipërisë"[47], përcakton si më poshtë:

"Arsimi parauniversitar" përfshin nivelet arsimore me kodet 0, 1, 2 dhe 3, sipas "Klasifikimit Ndërkombëtar Standard të Arsimit", të miratuar nga Konferenca e Përgjithshme e UNESCO-s, në sesionin e 29-të të saj, në nëntor 1997, përkatësisht:

a) "Niveli me kodin 0", arsimi parashkollor;

b) "Niveli me kodin 1", arsimi fillor;

c) "Niveli me kodin 2", arsimi i mesëm i ulët;

ç) "Niveli me kodin 3", arsimi i mesëm i lartë.

Përgjatë arsimimit në sistemin parauniversitar, synohet në vija të përgjithshme që fëmija të zhvillohet në aspektin etik, intelektual, fizik, social dhe estetik, të jetë i aftë të mendojë në mënyrë të pavarur, kritike e krijuese, t'u përshtatet ndryshimeve, të ketë vetëbesim e shpirt

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[46] Konventa per të drejtat e fëmijës. Miratuar dhe hapur për nënshkrim, për ratifikim dhe për aderim nga Asambleja e Përgjithshme me Rezolutën e saj 44/25 të datës 20 nëntor 1989. Hyri në fuqi 2 shtator 1990, në përputhje me nenin 49. http://www.unmikonline.org/regulations/unmikgazette/03albanian/Ahri/AConRightsChild.pdf

[47] Ky ligj është përafruar plotësisht me: Kartën e të Drejtave Themelore të Bashkimit Europian (2000/C 364/01), datë 18 dhjetor 2000, Numri CELEX 32000X1218(01) Fletorja Zyrtare e Bashkimit Europian, Seria C, Nr 364, datë 18.12.2000, faqe 1-22.

bashkëpunimi, të jetë i gatshëm të ofrojë ndihmesën e tij për mirëqenien, përparimin, lirinë e demokracinë.

Konkretisht, mbi qëllimin e arsimit parauniversitar bën fjalë neni 3 i Ligjit për Arsimin Parauniversitar, me ndryshimet (më poshtë ligji).

Sistemi arsimor parauniversitar ka për qëllim formimin e çdo individi, në mënyrë që të përballojë sfidat e së ardhmes, të jetë i përgjegjshëm për familjen, shoqërinë e kombin dhe në mënyrë të veçantë: krijimin e kushteve dhe mundësive që nxënësit të ndërtojnë dhe të zhvillojnë njohuri, shkathtësi, qëndrime dhe vlera; të zhvillohen në mënyrë të pavarur e të gjithanshme;

Në arsimin parauniversitar nxënësit kultivojnë identitetin vetjak, kombëtar dhe përkatësinë kulturore; përvetësojnë vlera të përgjithshme kulturore dhe qytetare; zhvillohen në aspektet intelektuale, etike, fizike, sociale dhe estetike; zhvillojnë përgjegjësi ndaj vetes, ndaj të tjerëve, ndaj shoqërisë dhe ndaj mjedisit; aftësohen për jetë dhe për punë, në kontekste të ndryshme shoqërore e kulturore; aftësohen për të nxënë gjatë gjithë jetës; zhvillojnë shpirtin e sipërmarrjes; përdorin teknologjitë e reja

Ndërsa neni 22, pika 1 e këtij ligji bën fjalë për arsimin bazë:

Arsimi bazë synon zhvillimin shoqëror, intelektual e fizik, të çdo nxënësi, zotërimin e rregullave të sjelljes dhe kultivimin e vlerave, përkujdesjen për shëndetin, si dhe përgatitjen e mjaftueshme për vazhdimin e arsimit të mesëm të lartë ose për tregun e punës. Siç edhe shihet nga kuptimet që sjell ligji, detoksimi i fëmijës nga përdorimi i tepruar i mjeteve të teknologjisë, përkon me kërkesat dhe qëllimet bazë mbi përkujdesjen për shëndetin, që vetë ligji synon të përmbushë.

3.2. Në brendësi të angazhimeve të arsimit parauniversitar, si faktor ndihmues në formimin e fëmijës.

Gjithmonë në dritën e legjislacionit përkatës, konkretisht atij të lartcituar, mbi arsimin parauniversitar në Republikën e Shqipërisë, në

nenin 2, përcaktohet si më poshtë: "Fushë e të nxënit" është një lëndë ose bashkësi lëndësh që shqyrtojnë realitetin nga këndvështrime të caktuara.

"Kurrikula" është sistemi i përbërë nga disa elemente, si: korniza kurrikulare, kurrikula bërthamë, programet mësimore, vlerësimi, që të lidhura mes tyre, lejojnë të orientohet dhe të funksionojë sistemi arsimor, nëpërmjet planeve arsimore dhe administrative. Kurrikula siguron arsimim cilësor dhe të barabartë për çdo pjesëtar të shoqërisë, pavarësisht nga përkatësia etnike, seksi, pozita shoqërore.

"Kornizë kurrikulare" është dokumenti themelor i kurrikulës, ku përshkruhen synimet e përgjithshme të saj, kompetencat themelore, rezultatet e pritshme për nxënësit, për sa i përket dijeve, aftësive dhe qëndrimeve në fund të arsimit bazë dhe atij të mesëm të lartë, synimet e fushave të të nxënit dhe parimet e përgjithshme të procesit të mësimdhënies e nxënies e të vlerësimit të nxënësve.

"Kompetenca themelore" është kompetenca, për të cilat kanë nevojë të gjithë individët për plotësim dhe zhvillim vetjak, për qytetari aktive, për përfshirje shoqërore dhe për punësim.

Këto janë disa nga përcaktimet e ligjit. Kjo, për të treguar se koncepte të tilla "mbrohen" dhe garantohen me ligj. Po më tej?

A mund të modifikohet, të përsoset çdo vit e në vijim, kjo fushë e të nxënit? Konkretisht, cilat janë lëndët që i duhen një fëmije që nga fazat më të hershme të zhvillimit të tij në kuadrin e arsimit parauniversitar, në mënyrë që dija, të nxënurit, ndërgjegjësimi, formësimi të kanalizohet në interesin më të mirë të fëmijës, duke u përditësuar me çdo risi që bën vend në jetën e fëmijës, për t'i përthithur të rejat, dhe për t'i bërë ballë pasojave negative të çdo risie?Lëndët në programet mësimore, përgjithësisht janë konceptuar si deduksion i eksperiencave shumëvjeçare në fushën e nxënies. Tradita, historiku na sjell gjithmonë lëndë si "matematika", "gjuha e huaj" e të tjerë. Në vijim të ndryshimeve, tradita duhet të pasurohet në mënyrë të qartë, me lëndë të detyrueshme që paralajmërojnë, orientojnë, konfigurojnë rreziqet nga

teprimi me mjetet e teknologjisë dhe mundësitë e shpenzimit të kohës tej kufijve "teknologjikë".

Në fazat të ndryshme të zhvillimit, fëmija përvetëson koncepte, mëson mbi atë që duhet të dijë, pikërisht nga ajo çfarë i ofrohet.

Në mënyrë të qartë, legjislatori në zbatim të të gjithë kornizës ligjore përkatëse, duhet të orientojë përmbajtjen e teksteve, lëndët, kurrikulën në përgjithësi, drejt pasurimit të dijes dhe vetëdijes së fëmijës për atë që është e dobishme, shumë e dobishme, apo e dëmshme për të, në interesin më të mirë për nxënësin.

Siç parashikon edhe Ligji në nenin 6, pika 1: Në veprimtaritë e institucioneve të sistemit arsimor parauniversitar, *interesi i nxënësit është parësor*.

4. Kurrikulat

Ligji ne kreun VII "Kurrikula", përcakton në nenin 44 parimet e përgjithshme, si më poshtë:

Kurrikula zhvillohet si një e tërë për të gjitha nivelet arsimore, për sa i përket formimit të vlerave, aftësive e koncepteve kryesore, si dhe parimeve të mësimdhënies, të të nxënit dhe të vlerësimit të nxënësve.

Kurrikula është në përputhje me ecurinë e zhvillimit fizik, mendor, shoqëror, etik të nxënësve dhe veçoritë e tyre individuale të të nxënit.

Kurrikula hartohet dhe zbatohet në bazë të kompetencave themelore të nxënësve. Del sërish në pah togfjalëshi *kompetenca themelore e nxënësve*. Edhe përkufizimi për to na vjen drejtpërsëdrejti nga vetë ligji në nenin 13 të tij.

Kompetencat themelore për të gjithë nxënësit janë: kompetenca e komunikimit dhe e të shprehurit; kompetenca e të menduarit; kompetenca e të mësuarit për të nxënë; kompetenca për jetën,

sipërmarrjen dhe mjedisin; kompetenca personale; kompetenca qytetare; kompetenca digjitale.

Padyshim, secila prej tyre mund të përvijëzohet, konkretizohet, shpërndahet në formën e duhur, në formatin e duhur që të mbërrijë tek fëmija në mënyrë të natyrshme, por edhe të pashmangshme njëkohësisht, nëpërmjet arsimit. Thjesht dhe sepse, interesi më i mirë për nxënësin, është të mësuarit mjaftueshëm në shkollë për:

     - Të dëmshmen, të gabuarën, të tepruarën dhe të padobishmen.

Për shkak të impaktit të jashtëzakonshëm, vendit të madh që zë përdorimi i mjeteve të teknologjisë në jetën e fëmijës, përmbajtja në tekstet e arsimit parauniversitar, duhet të orientohet drejt modelit të një lënde të re, e cila të vlerësohet me intensitet e përkushtim të njëjtë me atë që iu kushtohet lëndëve si matematika.

Lidhur me këtë, të gjithë aktorët (edukatorë të shtëpisë apo të shkollës), duhet të japin kontribut në përftimin e teksteve shkollore efikase.

4.1. Kurrikulat dhe përmbajtja e tyre, mjeti i lënë mënjanë sa i takon ndërgjegjësimit të vetë fëmijëve.

     Paradigma e re kurrikulare bazohet në konceptet e mëposhtme:

Filozofia arsimore është një sistem opinionesh për përparësitë aktuale dhe sfidat e së ardhmes, ajo i referohet gjithashtu një tërësie kërkesash për sigurimin e cilësisë së re arsimore. Ky këndvështrim na lejon të përcaktojmë misionin e së ardhmes. Kurrikula përcakton se çfarë nxënësit duhet të dinë dhe të jenë të aftë të bëjnë, si angazhohen ndaj përmbajtjes, si është të mësuarit e tyre, si matet ai (vlerësimi) dhe si është organizuar sistemi arsimor (konteksti). Të gjitha këto hapësira i

adresohen procesit të zhvillimit të kurrikulës së një vendi, rajoni apo shkolle. [48]

Por çfarë mund të arrihet nëpërmjet kurrikulave?

- Çdo synim afatshkurtër dhe afatgjatë, çdo orientim që studimet shkencore e çmojnë si të vlefshëm.

Me bindjen se përvetësimet e marra përgjatë zhvillimit të niveleve të arsimit parauniversitar, lënë gjurmë dhe ndikojnë në jetën e fëmijës, hartimi i teksteve shkollore duhet të pasqyrojë dhe të përfshijë nevojat e sfidat që paraqiten. Angazhimet dhe sugjerimet, duhet të jenë gjithëpërfshirëse dhe të vijnë nga çdo palë e interesuar.

Në Itali, është ngritur tashmë i ashtuquajturi "Observatori mbi cilësinë e librit shkollor", një ent ky i shoqërisë civile që përfshin një sërë shoqatash. Në fund të çdo viti publikohet një listë e teksteve shkollorë të vjetër e të rinj, duke ofruar të dhëna mbi karakteristikat e tyre, veçantitë didaktike, mbi efikasitetin, mbi aftësinë e nxitjes së mendimit të lirë. Në këtë rrugëtim, i rëndësishëm është edhe roli i shoqatave të prindërve me qëllim përputhjen e tyre me kërkesat dhe objektivat e familjarëve.[49]

4.2. Kurrikulat dhe miratimi i implementimit të teksteve të detajuara dhe të zgjeruara mbi keqpërdorimin e mjeteve të teknologjisë dhe internetit.

Legjislacioni me anë të kurrikulave mund të përpiqet t'u flasë fëmijëve dhe jo vetëm të rriturve. Si mundet legjislacioni "t'u flasë fëmijëve"?

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[48] Noti, Kozeta (2013) Kurikula dhe aplikimi në tekstet shkollore sipas modeleve bashkëkohore, fq 3. Universiteti i Tiranës, Fakulteti i Shkencave sociale, Departamenti i Pedagogjisë dhe i psikologjisë.
[49] Noti, Kozeta (2013) Kurikula dhe aplikimi në tekstet shkollore sipas modeleve bashkëkohore, fq 31. Universiteti i Tiranës, Fakulteti i Shkencave sociale, Departamenti i Pedagogjisë dhe i psikologjisë.

Paradigma e re kurrikulare nuk ka parashikuar zëvendësimin e kurrikulës ekzistuese me një kurrikul të re, por ta ridimensionojë, ta modifikojë, ta rimodelojë. E rëndësishme ka qenë që ky ridimensionim të jetë në përputhje me vizionin arsimor që nuk ka qenë një përcaktim rastësor, por i bazuar në vizionin e zhvillimit të vendit. Qëllimi i paradigmës së re është që të ndikojë që të gjithë nxënësit të funksionojnë në mënyrë optimale në shoqërinë e së tashmes dhe të së ardhmes. Ajo mban parasysh dinamikën e realitetit në nivel kombëtar dhe ndërkombëtar dhe të njerëzve në veprim.[50] Edukimi për prindërit është një refren tashmë, atyre iu thuhet e shkruhet përditë ''të mbajnë larg fëmijët nga interneti…etj''. Një rutinë, e vlefshme patjetër, por i tillë duhet të jetë edhe ndikimi i drejtpërdrejtë tek fëmijët. Edukimi i tyre përmes arsimit në të përvetësuarit e reflekseve në shmangien e teprive në përdorimin e teknologjisë, duhet të jetë një synim. Krahas lëndës së kompjuterit, duhet të vijë një lëndë e mirëpërdorimit të tij, e kufizimit të këtij përdorimi. Sërish, implementimi në praktikë, i teksteve të detajuara dhe të zgjeruara mbi keqpërdorimin e mjeteve të teknologjisë dhe internetit, mundëson që fëmija të ndërgjegjësohet në mënyrë institucionale dhe periodike mbi këtë keqpërdorim, gjithmonë për mirëqenien e tij personale.

5. Përfundim

Parë në dritën e sa më sipër, kurrikulat mësimore në të gjitha nivelet e arsimit parauniversitar duhet të jenë të hartuara në përputhje me risitë dhe aspektet që më së shumti afektojnë sferën e zhvillimit të fëmijës, dhe gjithmonë në përputhje me interesin më të lartë të tij.

Legjislacioni përkatës duhet të mirëpërcaktojë direktiva, të implementojë lëndë, të orientojë politika mësimore, që detoksimi i fëmijës në veçanti por edhe edukimi dhe qasja e edukimit të fëmijës në përgjithësi, të vijë si rezultat i nxënies së vazhduar prej vetë fëmijës.

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[50] Noti, Kozeta (2013) Kurikula dhe aplikimi në tekstet shkollore sipas modeleve bashkëkohore, fq 2. Universiteti i Tiranës, Fakulteti i Shkencave sociale, Departamenti i Pedagogjisë dhe i psikologjisë.

Formimi dhe mbrujtja e fëmijës, me idenë e ruajtjes së masës së duhur dhe pa e tepruar me praninë e "tre prej katrorëve më të dëmshëm për çilimillëqet: televizori, kompjuteri dhe celulari"[51], nuk duhet të jenë vetëm një moralizëm, ndërgjegjësim mediatik, çështje të trajtimit social e psikologjik, por duhen konceptuar edhe nën "kopertinën" e një lënde shkollore të mirëdetajuar, siç janë edhe lëndë të tjera të traditës mësimore aktuale. Përmbajtja e lëndëve që zhvillohen në shkollë, është e rëndësishme dhe me një ndikim të padiskutueshëm. Mund të dështohet duke dhënë direktiva të veçanta për edukatorët e të gjithë natyrave, por mund të sigurohet sukses i qëndrueshëm, afatgjatë dhe shpresëdhënës duke i folur drejtpërsëdrejti fëmijëve.

Subjektet, që ngarkon me detyra legjislacioni mbi arsimin parauniversitar, i ndërthurur edhe me legjislacionin mbi të drejtat e fëmijës, i kanë hapësirat e nevojshme për të ndërmarrë një angazhim të thelluar në përmbajtjen kurrikulare, duke parashikuar në atë përmbajtje çfarë e shohim si të rëndësishme dhe urgjente për të ndërhyrë në botëkuptimin e fëmijës. Gandi ka thënë: "Nëqoftëse dëshirojmë të krijojmë një paqe të qëndrueshme, duhet të fillojmë nga fëmijët."

Mund të shkojmë edhe më tej, nëqoftëse dëshirojmë një sistem të qëndrueshëm vlerash e një shoqëri të qëndrueshme, duhet të fillojmë nga fëmijë të lirë e të çliruar nga çdo lloj varësie. Shtetet, shpesh herë kanë ndërhyrë për të mbrojtur në të shkuarën, interesat e fëmijëve. *Ndalimi i punës për fëmijët* dhe *futja e konceptit te arsimit të detyrueshëm*, dy raste që i takojnë "shtetit dado"[52], dhe që tashmë janë të normuara e të zakonshme, të dyja erdhën si përgjigje e ndryshimeve të rëndësishme kulturore dhe shoqërore, dhe ishin konsideruar të dyja për kohën e implementimit, si shkelje e madhe e të drejtës prindërore. Ndërhyrja e shtetit që po sugjeroj këtu, nuk është një diktat qeverie dhe as këshillë për rritjen e fëmijëve. Thjesht, shtetet duhet të ndihmojnë për t'i dhënë *çdo* qytetari, mesazhin e mësuar nga shkenca se si zhvillohen fëmijët

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[51] Saqellari, Spiro (2011). Autizmi në këndvështrimin psiko-edukativ, fq. 24.

[52] Shënim: "Nanny state", në anglisht, është termi që përdoret për një qeveri që konsiderohet se ndërhyn më shumë se ç'duhet në zgjedhjet personale.

dhe për çfarë kanë nevojë ata në faza të ndryshme. Si hap i parë, kjo mund të bëhet nëpërmjet sistemit arsimor.[53]

Edhe një herë, shumëçka mbi përftimin e zakoneve të mira mbi masën dhe kujdesin e përdorimit të mjeteve të teknologjisë dhe internetit, kulturën e duhur të fëmijëve rreth tyre, detyrë që sot shihet kryesisht si paketë prindërore për t'u përmbushur, me anë të mësimit në shkollë që në fazat më të hershme, mund të vijnë natyrshëm e përditshmërisht tek fëmijët, në të mirë të së tashmes dhe të ardhmes së tyre.

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Erlis Çela; Alban Tufa[54]

Edukimi mediatik si strategji për imunizimin e audiencave përballë lajmeve të rreme dhe teorive konspirative

Abstract

The increaseing presence of users on the network and their addiction on information and communication from these platforms and their algorithmic logic, increases exposure to the risk of misinformation, conspiracy theories and propaganda. Audiences are facing an enormus flow of information that is affecting the ability to distinguish between facts, fabrications and opinions. The spread of disinformation online is one of the biggest challenges the world faces nowadays. Although fake news and conspiracy theories are not a phenomena that arosed with the spread of the internet and social media, it is clear that shifting the flow of information from traditional media to social media and turning the latter into a new public sphere has raised fears about their negative consequences on society and democracy. The Covid-19 pandemic once again reinforced the need for reliable information and brought to attention the danger of fake news or conspiracy theories. Therefore, taking into consideration this situation, researchers have focused their work on finding ways to prevent these phenomena. In this regard, the proposed solutions can be divided into four categories: (1) algorithmic, (2) corrective, (3) legislative and (4)psychological. Thus, this study's purpose is to investigate and analyze these solutions, based on a theoretical approach of inoculation of the audience through media literacy. Our study relies on qualitative methods, aiming to provide an answer to the main question; Can the audience be immunized from fake news, conspiracies and propaganda?

Keywords: *media literacy, inoculation theory, fake news, conspiracy theories, propaganda*

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Hyrje

Shqetësimi mbi besueshmërinë e informacionit ka shoqëruar vazhdimisht jo vetëm studiuesit dhe profesionistët e medias, por edhe aktorët e ndryshëm të përfshirë në sferën publike. Informacioni është ushqimi kryesor në procesin e formimit të opinionit publik, ndaj dhe interesi që opinioni i marrësve (audiencave) dhe vendimmarrja e tyre të bazohet në informacion të saktë apo të pa manipuluar mbetet gjithmonë i lartë. Ritmi marramendësh në zhvillimet teknologjike që ka nxitur zhvendosjen e komunikimit gjithmonë e më shumë në hapësirën virtuale, krahas përfundimeve pozitive siç është demokratizimi, demonopolizimi dhe diversifikimi i informacionit, ka prodhuar edhe pasoja negative.

Audiencat, të cilat janë gjithmonë e më tepër të varura nga informacioni që qarkullon në rrjetet sociale, përballen me rrezikun e lajmeve të rreme, propagandës, informacionit të fabrikuar dhe teorive konspirative. Konsumatori i përmbajtjes në hapësirën online has vështirësi të shumta për të vlerësuar vërtetësinë dhe besueshmërinë e informacionit ndaj të cilit ekspozohet. Nga ana tjetër, shtimi i ofertës së informacionit dhe ritmi i lartë me të cilën ai qarkullon në hapësirën online, shoqëruar me ndryshimin në zakonet e konsumit të përmbajtjes së audiencës, lënë pak hapësirë për zhvillimin e aftësive verifikuese.

Sot është i njohur fakti se në hapësirën informative online roli i gazetarit profesionist dhe përmbajtja e prodhuar prej tij është dobësuar ndjeshëm nga përmbajtja e prodhuar nga përdoruesi i rrjetit (user generated content). Me fjalë të tjera, audiencat online janë të ekspozuara direkt ndaj rrjedhës së informacionit, pa patur shkallën e duhur të njohurive, aftësitë dhe mjetet e nevojshme për të vlerësuar besueshmërinë e lajmit dhe filtruar informacionet e pavërteta.

Ndonëse fenomene si 'fake news' nuk janë risi e epokës digjitale, në ditët e sotme ka një vëmendje të shtuar mbi këto tema (Winston & Winston, 2021). Këto tema kanë tërhequr vëmendjen e studiuesve nga shumë fusha studimi, të cilët po vatërzohen në gjetjen e zgjedhjeve të mundshme për të adresuar problemin e mprehtë të ndotjes së informacionit dhe ndikimet që ajo ka në shoqëri.

Në një plan të përgjithshëm mund të thuhet se kemi dy qasje kryesore në adresimin e problemit. Një pjesë e kërkuesve dhe profesionstëve janë përqendruar në kritikat ndaj rolit të rrjeteve sociale si Facebook, Twitter së bashku me motorët e kërkimit si Google, ndërkohë shumë të tjerë këmbëngulin në nevojën urgjente për rritjen e nivelit të edukimit mediatik, si një alternativë që mund të ndihmojë audiencat të zhvillojnë aftësinë për të trajtuar më mirë lajmet e rreme (Jones-Jang, Mortensen, & Liu, 2019).

Nga një këndvështrim tjetër, zgjidhjet për problemin mund të ndahen në katër kategori: (1) algoritmike, (2) korrigjuese, (3) legjislative dhe psikologjike (Linden & Roozenbeek, 2021). Në kategorinë e parë, përfshihen përpjekjet e platformave si Google dhe Facebook, të cilat po thellohen në përshtatjen e algoritmave të tyre për të mos favorizuar shpërndarjen e lajmeve të rreme ose jo të besueshme.

Këto ndërhyrje në algoritmat kompjuterike, që qëndrojnë pas platformave, synojnë të parandalojnë ekspozimin e përdoruesve ndaj dezinformimit në të njëjtën shkallë, siç ndodh me lajmet që shpërndahen nga burime të besueshme dhe të verifikuara. Megjithatë mungesa e transparencës për këto ndërhyrje në algoritmat dhe shqetësimi në fuqinë në rritje të korporatave të mëdha në kontrollin e rrjedhës së informacionit, kanë ngritur shumë pikëpyetje në komunitetin e studiuesve.

Një alternativë e dytë në zgjidhjen e problemit janë inciativat në rritje për verifikimin e fakteve. Numri i tyre është rritur ndjeshëm në të gjithë botën, duke na ofruar një qasje korrektuese për lajmet e rreme dhe konspiracionet që qarkullojnë në rrjet. Nga vetë qasja korrektuese, kuptohet që kemi të bëjmë me një veprim i cili kryhet pasi ky informacion është shpërndarë. Kjo do të thotë se korrigjimi me anë të metodave të verifikimit të fakteve nuk ka veprim prapaveprues dhe nuk parandalon ndikimin që ka lajmi i rremë te audiencat. Nga ana tjetër, mbetet shumë e vështirë të verifikohet dhe demaskohet çdo informacion i rremë që qarkullon në rrjet. Studime të tjera kanë dalë në përfundimin se lajmet e rreme përhapen shumë më shpejt se informacioni i vërtetë. Disa prej tyre kanë vërtetuar se një lajm i rremë mund të përhapet deri në gjashtë herë më shpejt sesa një lajm i vërtetë (Vosoughi, Roy, & Aral, 2018).

Në kategorinë e tretë të zgjidhjeve renditen përpjekjet e politikëbërësve për të adresuar problemin përmes nismave ligjore. Në disa vende të Evropës janë miratuar ligje të posaçme për të parandaluar dezinformimin. Si shembull për këto iniciativa mund të përmenden ligjet kundër 'Fake News' të miratuara në Francë dhe Britaninë e Madhe (Smith, 2019). Në këtë pikë, shqetësimi përmblidhet në rrezikun që paraqet ideja e dhënies se fuqisë për të vendosur se çfarë është informacion i vërtetë dhe çfarë është i rrremë, në duart e një organizate, institucioni qeveritar.

Duke marrë parasysh gjithë kundërargumentet e paraqitura për të tri kategoritë e zgjidhjeve për problemin e dezinformimit, interesi mbi një alternativë tjetër për të adresuar problemin rritet natyrshëm. Zgjidhja në këtë rast është e orientuar te fuqia e audiencave për të identifikuar dhe përjashtuar lajmet e rreme, konspiracionet apo format e tjera të

dezinformit. Ky studim synon të hulumtojë dhe analizojë mundësitë për të ndërgjegjësuar audiencat dhe forcuar kapacitetet e tyre për t'u bërë ballë këtyre fenomeneve. Në analizimin e alternativave për adresimin e problemit, studimi bazohet në një qasje teorike që synon "imunizimin" e audiencës përmes edukimit medial. Modeli i propozuar, është bazuar në teorinë e inokulimit, e cila mbështetet në parimin e ndërtimit të rezistencës ndaj mesazheve të padëshiruara. Çështja kryesore në cilën thellohet ky studim është pyetja e shumë diskutuar: A mund të pajiset audienca me mburojë imuniteti përballë lajmit të rremë, konspiracioneve dhe propagandës?

Hipoteza dhe pyetjet kërkimore

Analizimi i literaturës dhe gjetjeve kryesore të kërkimeve të bëra në lidhje me lajmeve e rreme, efektin e tyre të audiencat dhe modelet apo qasjet e sygjeruara për zgjidhjen e këtyre problemeve, na çon në formulimin e e hipotezës së ngritur në këtë studim: "Edukimi mbi median dhe informacionin i audiencave mund të shërbejë si strategji imunizimi përballë lajmeve të rreme, teorive konspirative dhe përmbajtjes propagandistike. "Në funksion në kësaj hipoteze synohet t'u jepet përgjigje pyetjeve kërkimore të ngritura si më poshtë;

- A mund të shërbejë qasja e teorisë së imunizimit për të rritur kapacitetet e audiencës në përballimin me këto fonemene?
- A ndikon rritja e njohurive të audiencës mbi median dhe informacionin në kontrollin e ndikimit që kanë lajmet e rreme, propaganda dhe teoritë konspirative?

Metodologjia

Për realizimin e këtij studimi është aplikuar metoda cilësore në formën e 'focus grupeve' (grupe diskutimi). Në kuadër të të dhënave cilësore në studim është parashtruar një gamë e gjerë literature nga autorët më të njohur të fushës së edukimit mbi median dhe informacionin. Modeli teorik mbështetet kryesisht në teorinë e inokulimit dhe qasjen e edukimit mediatik. Të dhëna cilësore janë siguruar nga dy 'fokus grupe' nga 8 studentë në programin e studimit *shkenca komunikimi*, të cilët studiojnë në vitin e parë dhe vitin e dytë.

Në grupin e parë bëjnë pjesë studentë të vitit të dytë në programin *shkenca komunikimi*. Në këtë 'fokus grup' është analizuar shkalla e njohurive për konceptet e propagandës, teorive konspirative dhe lajmeve të rreme, aftësia për identifikimin dhe klasifikimin e burimeve të informacionit, perceptimi për ndikimin, aftësitë për t'i bërë ballë dezinformimit, si dhe identifikimi i nevojës për zgjerimin e njohurive mbi median.

Ndërkohë në grupin e dytë bëjë pjesë studentë të vitit të parë në në të njëjtin program studimi. Ky grup përbëhet nga studentë, femra dhe meshkuj, të cilët kanë marrë 14 javë leksione në lëndën "Edukimi mbi median dhe informacionin". Ata janë ekspozuar ndaj qasjeve kryesore të edukimit mbi median dhe informacionin dhe kanë marrë njohuri në konceptet kryesore, si ndikimi i medieve, aftësitë që zhvillohen në kuadër të edukimit mediatik, etj.

Në këtë 'fokus grup' është analizuar ndikimi që kanë patur informacionet e marra për edukimin mediatik dhe sesi këto njohuri kanë ndikuar në perceptimin e studentëve ndaj të njëjtave koncepte, për të cilat u testuan studentët e grupit të parë. Studentëve të këtij grupi u janë bërë

të njëjtat pyetje si në rastin e grupit të pare. Qëllimi ishte analiza krahasuese mes dy grupeve të studentëve dhe testimi i modelit teorik për imunizimin e audiencës. Me secilën nga fokus-grupet është zhvilluar nga një seancë diskutimi, ku moderatori është orientuar nga një udhëzues i hartuar paraprakisht, i cili përmbante pyetje të hapura që përfshinin temat e lartpërmendura.

Qasja teorike

Përkufizimi i termit "fake news"

Problemi i ndotjes së informacionit në hapësirën online merr një formë edhe me komplekse kur vëmendja përqendrohet në terminogjinë e përdorur. Studiues, profesionistë dhe kritikë të medias dhe fushave të tjera, kanë qëndrime të ndryshme në lidhje me terminologjinë e duhur që përshkruan më qartë fenomenin. Me gjithë mungesën e konsensusit në lidhje me terminologjinë, termi "fake news" ka gjetur përdorim të gjerë.

Me gjithë popullaritetin që ka fituar ky term kohët e fundit, falë përdorimit të tij në diskursin (ligjërimin) politik, sidomos pas zgjedhjeve presidenciale të vitit 2016 në SHBA, shumë kërkues preferojnë ta shikojnë fenomenin me një lente më të gjerë. Dezinformimi është një dukuri shumë komplekse dhe shpesh termi mbetet i pamjaftueshëm për të shpjeguar gjithë kompleksitetin e tij. Megjithatë për të lehtësuar kuptimin e problematikave që shkaktojnë dezinformimi apo keq informimi, do të përdorim termin në gjuhën shqipe "lajm i rremë".

Përpjekjet për të përkufizuar termin kanë ardhur në rritje paralelisht me popullaritetin që ka fituar ky term në diskursin publik dhe me diskutimet për dëmet e mundshme që ai shkakton mbi informimin e audiencave dhe për rrjedhojë edhe mbi funksionimin e demokracisë (Çela, 2020). Përkufizimet bazohen në dy dimensione kryesore të

fenomenit: "nivelet e faktikitetit dhe mashtrimit. Një tipologji e tillë ofrohet për të sqaruar atë që nënkuptojmë me 'lajme të rreme' dhe për të orientuar studimet e ardhshme në këtë fushë." (Tandoc, Lim, & Ling, 2018)

Në një studim të Edson C. Tandoc Jr, Zheng Wei Lim dhe Richard Ling me titull "Defining 'Fake News'; A typology of scholarly definitions", vërejmë përpjekje për të gjetur një përkufizim të gjithëpranuar në lidhje me termin "lajm i rremë". Autorët kanë analizuar 34 artikuj akademikë që përmbajnë termin "fake news", në periudhën nga viti 2003 deri në vitin 2017. Pas analizës së bërë, autorët dalin në përfundimin se "fake news", mund të kategorizohet në gjashtë tipologji të ndryshme: lajme satirike, lajme humoristike, informacion i fabrikuar, manipulime, reklamë dhe propagandë.

Ndërkohë shumë autorë të tjerë janë të mendimit se një term më gjithëpërfshirës është i nevojshëm për të përshkruar kompleksitetin e fenomenit. Nisur nga kjo qasje gjithëpërfshirëse, termi "informacion problematik" duket se përshtatet më së miri me ekosistemin aktual të informacionit. Shumica e termave të përdorur lidhen me qëllimin apo motivet e "prodhuesit" të informacionit. Dezinformimi përdoret në përgjithësi për t'iu referuar përpjekjeve të qëllimshme (dhe shpesh të orkestruara) për të çorientuar apo manipuluar publikun nëpërmjet shpërndarjes së informacioneve mashtruese. Dezinformimi zakonisht përdoret për t'iu referuar një informacioni të pasaktë që është krijuar dhe përhapur pa ndonjë qëllim manipulues apo keqdashës (Ireton & Posetti, 2018). Ndërkohë autorë të tjerë sugjerojnë përdorimin e termit 'keqinformim' për të përshkruar "informacionin, i cili bazohet në realitet dhe përdorur për të shkaktuar dëm ndaj një personi, organizate ose shteti" (Marwick, 2018). Pavarësisht këndvështrimeve të ndryshme mbi

terminologjinë, duket shumë prej kërkuesve bien dakord përsa i përket efektit që ka "informacioni i infektuar" mbi demokracinë. Ideja kryesore ku palët arrijnë një konsensus është se lajmet e rreme kërcënojnë procesin demokratik duke synuar manipulimin e opinionit dhe për rrjedhojë diktuar vendimarrjen e qytetarëve (Giusti & Piras, 2021).

Pse njerëzit përhapin lajme te rreme në internet?

Përpara se të kuptojmë se cilat janë strategjitë apo mënyrat me efikase që mund të luftojnë ndikimin negativ dhe përhapjen e "lajmeve të rreme", është e nevojshme të kuptojmë arsyet se përse njerëzit ndërveprojnë në nivel kaq të lartë me këtë lloj përmbajtje? Studimet e fundit janë përqëndruar në faktorët psikologjikë që ndikojnë në besimin e njerëzve te teoritë konspirative dhe te informacioni i manipuluar.

Njerëzit mund të tërhiqen nga teoritë e konspiracionit kur krahasuar me shpjegimet jokonspirative, ato premtojnë të kënaqin motive të rëndësishme social-psikologjike që mund të karakterizohen si epistemike (dëshira për të kuptuar, saktësi dhe siguri subjektive), ekzistenciale dëshira për kontroll dhe siguri dhe shoqërore (dëshira për të ruajtur një imazh pozitiv të vetvetes ose grupit), (Douglas, Sutton, & Cichocka, 2017).

Studiuesja amerikane Alice E Marwick në një studim përpiqet t'i japë përgjigje pyetjes se përse njerëzit shpërndajnë lajme të rreme. Nëse e shohim nga këndvështrimi i audiencës apo përdoruresve të rrjeteve sociale, mund të thuhet se ato shpërndajnë informacione të rreme, që mbështesin besimet dhe qëndrimet e tyre para-ekzistuese. Ndërkohë qëllimi i dytë ka të bëjë me nevojën për të prezantuar identitetin e tyre para të tjerëve të ngjashëm (Marwick, 2018).

Përhapja e informacionit të rremë ka një lidhje të ngushtë edhe me zakonet dhe motivet e përdorimit të medias sociale. Ndër motivet kryesore të cilat shihen si arsye se pse përdoruesit përhapin qëllimisht informacion të paverifikuar, janë besimi i krijuar ndaj burimeve të informacionit në internet, nevoja për paraqitjen e vetvetes para të tjerëve, frika apo ankthi nga humbja e vëmendjes së të tjerëve dhe lodhja nga mediet sociale.

Ndërveprimi ynë si përdorues në rrjetet sociale çon në krijimin e perceptimeve mbi besueshmërinë e burimeve të informacionit në hapësirën online. Kërkimet në këtë fushë kanë zbuluar se ekziston një lidhje negative midis besimit në internet dhe verifikimit të lajmeve para ndarjes me përdoruesit e tjerë në internet. Kjo do të thotë se përdoruesit e medieve sociale me besim të lartë në përmbajtjen e shpërndarë në rrjetet sociale janë të prirur t'i ndajnë ato me të tjerët pa i verifikuar paraprakisht (Talwara, Dhirb, Kaurc, Zafare, & Alrasheedyf, 2019).

Modeli i inokulimit

Nuk ka qasje të vetme për të arritur sukses në frenimin e efektit dhe përhapjen e "lajmeve të rreme". Qasje e kombinuar e shumë mënyrave (njerëzore dhe robotike), nga disiplina të ndryshme si psikologjia, sociologjia, komunikimi, shkenca kompjuterike, epidemiologjia, etj (Linden & Roozenbeek, 2021).

Teoria e inokulimit (imunizimit), e përpunuar nga studiuesi amerikan William J. McGuire ofron një model për ndërtimin e rezistencës ndaj përpjekjeve për të bindur njerëzit, duke i ekspozuar ata ndaj argumenteve kundër besimeve dhe qendrimeve të tyre. Teoria synon t'u ofrojë individëve kundërargumente për të hedhur poshtë këto

tentativa për bindjen dhe ndryshimin e opinionit. McGuire përdori analogjinë e imunizimit ndaj sëmundjeve përmes vaksinave. Sipas tij, ashtu si vaksinimi biologjik jep rezistencë ndaj viruseve duke injektuar një version të dobësuar të agjentit viral në trup, duke shkaktuar prodhimin e antitrupave që më vonë të mbrojnë kundër sulmeve më të forta virale, mund të veprohet në krijimin e një imunizimi të sjelljes. Njerëzit mund të ekspozohen ndaj një mesazhi që përmban një "rrezik të dobësuar", duke nxitur reagimin dhe forcuar qëndrimin motivues dhe rezistencën përpara një mesazhi me rrezikshmëri të lartë. (Compton & Pfau, 2009).

Teoricieni i komunikimit Michael Pfau e zgjeroi modelin teorik duke e përshtatur për audiencat që janë të ekspozuara ndaj fushatave dhe mesazheve politike (Pfau, 1988). Studiues të tjerë pas viteve 2000 i kanë përshtatur të dhënat e teorisë së inokulimit për të kuptuar nëse edukimi mbi median dhe informacionin mund të ndihmojë në luftën kundër lajmeve të rreme. Parimi i përgjithshëm i teorisë mbështet idenë se ekspozimi paraprak ndihmon audiencën kundër sulmeve që mund të ndodhin në të ardhmen (Jones-Jang, Mortensen, & Liu, 2019).

Studime të tjera kanë provuar se qëndrimet e publikut mund të "imunizohen" në mënyrë efektive kundër ndikimit të dezinformacionit (Linden, Leiserowitz, Rosenthal, & Maibach, 2017). Megjithatë në lidhje me imunizimin e qëndrimeve të audiencës, ekzistojnë dy modele kryesore, të cilat ndahen varësisht faktit nëse audiencën e shohim në pozicion pasiv apo aktiv. Modeli klasik i inokulimit u ofron individëve informacione të rreme të cilat janë parapërgatitur, duke pritur reagimin e tyre. Kjo formë klasike e ekspozimit paraprak ndaj mesazheve të rreme, bazohet në qasjen klasike të teorive mbi efektin e medias, të cilat e shohin audiencën në pozicion pasiv.

Ndërkohë një formë më e re bazohet në parimin e audiencave aktive, të cilat duke ndërvepruar me përmbajtjen dhe platformën, rritin shkallën e njohurive dhe aftësitë e tyre për të analizuar përmbajtjen. Një grup studiuesish testuan pikërisht imunizimin e audiencave përmes qasjes aktive. Ata ndërtuan një lojë interaktive të bazuar në lajme të rreme gjatë së cilës pjesëmarrësit gjenerojnë në mënyrë aktive "antitrupat" e tyre duke hartuar vetëpërmbajtje manipuluese në një ambient të simuluar të medieve sociale. Pjesëmarrësit në lojë gjatë 15 minutave inkurajohen të vihen në rolin e manjatit të lajmeve të rreme. Lojtarët ekspozohen ndaj dozave të dobësuara të gjashtë teknikave të manipulimit të përdorura në prodhimin e lajmeve të rreme: falsifikim, polarizim, emocione, diskreditim, trolling dhe teori konspirative. Gjatë lojës lojtarët paralajmërohen për kërcënimin e lajmeve të rreme duke sfiduar besimet e tyre (Compton, Linden, Cook, & Basol, 2021). Studiuesit i testuan pjesëmarrësit para dhe pas lojës duke përdorur disa tituj lajmesh të vërteta dhe të rreme. Rezultatet zbuluan se përvoja aktive inokulon në mënyrë të konsiderueshme kundër dezinformimit dhe se loja rrit gjithashtu besimin, një faktor kyç për t'i rezistuar bindjes dhe propagandës (Roozenbeek & Linden, 2019).

Edukimi mbi median dhe informacionin

Edukimi mbi median është një koncept i gjerë që përfshin edukimin e audiencave jo vetëm për mënyrën si funksionon media. Koncepti është zgjeruar shumë duke përfshirë edukimin mbi median, lajmin, informacionin dhe edukimin digjital. Ekzistojnë një numër i konsiderueshëm përpjekjesh për të përkufizuar edukimin mediatik apo edukimin në fushat e tjera të lartpërmendura. James Potter ka preferuar

një përkufizim më gjithëpërfshirës duke përmbledhur disa qasje të ndryshme që vijnë nga studiuesit dhe kërkuesit e fushës. Sipas tij "edukimi mbi median është një grup perspektivash që ne i përdorim në mënyrë aktive për t'u ekspozuar para medieve masive për të përpunuar dhe interpretuar kuptimin e mesazheve që hasim", (Potter, 2019).

Në studim kemi përdorur termin 'edukim mediatik' si gjithëpërfshirës që përfaqëson idenë e rritjes së shkallës së njohurive të audiencës mbi përmbajtjen. Do të ishte shumë e vështirë për të matur në mënyrë të diferencuar efektin që ka secila nga kategoritë e edukimit në parandalimin e fenomenit të lajmeve të rreme. Megjithatë është për t'u theksuar fakti se kërkues të ndryshëm kanë arritur të izolojnë efektin e formave të ndryshme të edukimit. Duket se dallimi mes edukimit mediatik dhe edukimit mbi informacionin ndihmon në kuptimin më të thelluar të efektit që ka secila në identifikimin e dezinformimit. Studimet e vatërzuara në këtë pikë vënë në dukje se edukimi mbi informacionin (information literacy) përqendrohet në aftësitë e njerëzve për të lundruar dhe gjetur informacion në internet, i cili është i verifikuar dhe i besueshëm. Edukimi mediatik nxjerr në pah aftësinë e njerëzve në vlerësimin kritik të përmbajtjes mediatike, ndërsa edukimi mbi informacionin merret më tepër në identifikimin, vendndodhjen, vlerësimin dhe përdorimin e informacionit. Një tjetër element dallues mes dy koncepteve lidhet me faktin se edukimi mediatik është zhvilluar si një nevojë për të kuptuar më mirë mediet tradicionale, ndërsa edukimi mbi informacionin (information literacy) shihet si një qasje më afër ekosistemit digjital të informacionit. Duke e parë si të dobishëm këtë dallim mes dy koncepteve, kërkimet e bëra në këtë fushë kanë vërtetuar se identifikimi i saktë i lajmeve të rreme është i lidhur ngushtë me

edukimin mbi informacionin dhe me llojet e tjera të edukimit (Jones-Jang, Mortensen, & Liu, 2019).

Një nga qasjet kryesore të edukimit mediatik, është ai i bazuar mbi aftësitë. Parimi kryesor në këtë qasje është pajisja e audiencës me aftësi të nevojshme për të analizuar përmbjatjen ndaj të cilës ekspozohet. Të mësuarit për të krijuar përmbajtje, ndihmon një person që të analizojë përmbajtjen e prodhuar profesionalisht nga të tjerët; 'Aftësia për analizuar dhe vlerësuar hap dyert për përdorime të reja të Internetit, duke zgjeruar aksesin', (Livingstone, 2004). Edukimi mediatik i nxit njerëzit që të jenë kritikë në mendime dhe të rrisin kreativitetin. Premisa kryesore e kësaj qasjeje është që përdoruesit me nivel të lartë të edukimit mediatik janë më të aftë të identifikojnë dhe refuzojnë lajmet e rreme në internet.

Edukimi meditik përqendrohet në aftësinë kritike të audiencës për të përpunuar lajme të rreme (Waisbord, 2018). Kjo qasje paraqet që edukimi medial duhet të praktikohet për të pajisur më mirë qytetarët me aftësinë njohëse (cognitive ability) për të dalluar fakte nga lajmet e rreme. Ai mund të rrisë aftësininë e mendimit kritik duke rritur njohuritë për median dhe efektet e saj.

Në kontekstin e dezinformacionit, duke ofruar njohuri dhe aftësi për t'i rezistuar ose interpretuar në mënyrë kritike lajmet e rreme, edukimi mbi median u mundëson individëve që do të "imunizohen" kundër ndikimeve të tyre. Duke ofruar njohuri dhe aftësi për t'i rezistuar kësaj kategorie informacionesh dhe për ti interpretuar në mënyrë kritike ato, edukimi medial u mundëson individëve të "imunizohen" kundër çdo ndikimi të dëmshëm, që mund vijë prej tyre.

Postimet e "lajmeve të rreme" shpërndahen përmes rrjeteve sociale si viruse që bartin "infeksionin" dhe përhapin sëmundjen. Mundësia e një përdoruesi për të kontaktuar me "infeksionin" (infeksioni

viral) mund të varet nga ndjeshmëria e individit ndaj infeksionit. Ajo që i ka bërë individët më të ndjeshëm ndaj "viruseve" është kapaciteti gjithnjë e më i diskutueshëm për të vlerësuar siç duhet kërcënimin në përballimin e kërcënimit që buron nga "lajmet e rreme" (Mayorga, et al., 2020).

Analiza

Aplikimi i modelit teorik

Analiza e të dhënave të dy 'fokus-grupeve' që u organizuan për qëllimet e këtij studimi përqendrohet në evidentimin e ndikimit të njohurive mbi edukimin mediatik në aftësinë e idividiëve për kuptuar, identifikuar dhe vlerësuar efektin e fenomeneve si propaganda, teoritë konspirative dhe lajmet e rreme. Ajo ka natyrë krahasimore pasi janë marrë në shqyrtim dy grupe të ndryshme studentësh. Studentë që kanë marrë njohuri mbi edukimin mediatik, përmes ciklit të leksioneve dhe grupi i dytë i studentëve, të cilët nuk kanë marrë këto njohuri. Pyetjet e shtruara gjatë diskutimit me secilin nga grupet ishin ndërtuar sipas një udhëzuesi të hartuar paraprakisht.

Nga analiza e gjetjeve u vu re se studentët pjesëmarrës në ciklin e leksioneve mbi edukimin mediatik kishin njohuri shumë më qarta mbi konceptet e lartpërmendura; arrinin të dallonin diferencën mes koncepteve dhe të tregonin aftësi të mira në përkufizimin e termave të tillë si "fake news", "teori konspirative", propagandë, etj. Studentët e këij grupi kishin ide të qarta mbi efektin që ka edukimi mediatik në mënyrën sesi ata e ndërtojnë raportin me mediet. Këtë mund ta vërtetojmë nga përcaktimi i mëposhtëm i bërë nga një prej studentëve pjesëmarrës:

"Kam kultivuar aftësinë për të dalluar dhe vlerësuar vërtetësinë e lajmit. Rishikova raportin që kisha me rrjetet sociale. Nuk ndjek më media që kanë tendencën të publikojnë fake news dhe informacione të gabuara."

Nga ana tjetër vihet re perceptimi mbi një marrëdhënie të drejtë mes edukimit mediatik dhe aftësisë së audiencës për të dalluar burimet e besueshme të informacionit, diferencimin mes fakteve dhe opinioneve apo qëndrimeve të ekspertëve:

"Nëse niveli i edukimit mediatik rritet, qytetarët do të jenë të aftë të kërkojnë më tepër për burimet e informacionit, faktet, qëndrimet e ekspertëve, etj. Pra nuk do ta marrin për të mirëqenë gjithçka, që transmetohet në media."

Qëndrimet e studentëve të këtij grupi na çojnë në përfundimin se ata përmes njohurive të fituara në lidhje me mënyrën si funksion media, arrijnë të përceptojnë efektet parandaluese ndaj lajmeve të rreme dhe konspiracioneve.

Ndërkohë që në grupin e dytë të studentëve u vunë re mangësi të dukshme në kuptimin e termave. Ata nuk ishin në në gjendje të demonstronin aftësi në përkufizimin e termave "fake news", dezinformim, propagandë, teori konsiprative. Krahas vështirësisë në kuptimin dhe përkufizimin termave, studentët e grupit të dytë nuk arritën të lidhin rritjen e shkallës së njohurive për median dhe informacionin me aftësinë për të gjykuar mbi vërtetësinë e lajmit.

Shumica e pjesëmarrësve në 'fokus-grupin' e dytë, kishin njohuri të paqarta mbi përkufizimin e lajmeve të rreme, teorive konspirative dhe

propagandës. Kishin vështirësi në dallimin e tipologjive të dezinformacionit. Kishin vështirësi të identifikonin burimin fillestar dhe motivet që çojnë në përhapjen e këtyre informacioneve në rrjet:

"Teoritë konspirative dhe lajmet e rreme janë gënjeshtra që i shpërndajnë gazetarët dhe media."

Një tjetër dallim mes dy grupeve ishte dhe qasja për sa i përket zgjidhjes së problemit të lajmeve të rreme. Ndërkohë që në grupin e parë shumica e studentëve, shprehnin qëndrimin se edukimi mediatik mund të shërbejë si një strategji për parandalimin e problemeve të ndotjes së hapësirës informative, pjesëmarrësit e grupit të dytë e shikojnë zgjidhjen e problemit përmes ndërhyrjeve legjislative:

 "Lajmet e rreme duhet të zgjidhen me ligj. Qeveria ka detyrë të mbrojë qytetarët nga fake news".

Një tjetër gjetje interesante nga analiza e përmbajtjes se diskutimit të dy fokus grupeve është edhe qëndrimi i studentëve përsa i përket efektit që kanë strategjitë e edukimit mediatik në mbrojtjen e qytetarëve nga këto fenomene. Shumica e të pyeturve në grupin e parë shprehen se "Edukimi mediatik duhet të fillojë që në arsimin e mesëm. Lëndë të veçanta të kurrikulës duhet t'i kushtojnë rëndësi tematikave që lidhen me edukimin mediatik". Ata perceptojnë një presion pozitiv të audiencave të edukuara mediatikisht në cilësinë e përmbajtjes së mediave dhe përmbysjen e raportit të influencës në favor të audiencave. "Nëse audienca edukohet mediatikisht, do të jetë ajo që përcakton agjendën e medias duke ushtruar kontroll mbi të. Në këtë mënyrë, audienca influencon median."

Ndërsa te studentët që nuk kanë marrë leksione të edukimit mediatik vihet re një mungesë besimi për efektin e këtij lloj edukim. Ata shprehin qëndrim pozitiv në lidhje me ndikimin e edukimit mediatik vetëm te kategoria e fëmijëve:

"Njerëzit mund të edukohen për median por kjo nuk mund të zgjidhë problemin e atyre që janë mësuar me lajme të tilla, mund të ketë efekt vetëm të fëmijët."

Nga ky qëndrim mund të vihet re një qasje mosbesuese për efektin që ka edukimi mediatik për të ndryshuar qëndrimet e paraformuara të audiencës në raport me imformacionin.

Përfundime dhe rekomandime

Pavarësisht shtimit të vëmendjes së studiuesve për të provuar efikasitetin e qasjes së edukimit mediatik si strategji në parandalimin e lajmeve të rreme dhe konspiracioneve në hapësirë dixhitale, mbetet ende shumë punë për tu bërë. Ka ende një numër të kosiderueshëm studuesish që e shohin me skepticizëm këtë zgjidhje. Gjithsesi, nevoja për të patur një audiencë më të edukuar mbi median dhe informacionin mbetet ende aktuale. Nisur nga ky fakt çdo tentativë në këtë drejtim, megjithëse mund të mos ofrojë një zgjidhje të plotë dhe të menjëhershme, mbetet një kontribut për të cilin bien dakord shumica e studiuesve dhe profesionistëve të fushës së medias dhe komunikimit.

Studimet e shumta që janë përqëndruar në këtë fushë kanë provuar se qasjet edukative kanë efekt në rritjen e aftësive të audiencës për t'i bërë ballë problemit të dezinformacionit. Në këtë pikë duhet theksuar se strategjitë e edukimit të audiencave duhet të jenë të përshtatura me

natyrën digjitale të përhapjes dhe konsumit të informacionit nga audiencat, sepse qasjet e përqendruara në rritjen e shkallës së njohurive të qytetarëve mbi median tradicionale nuk ndihmojnë në adresimin e problematikave.

Analiza e 'fokus grupeve' (grupe diskutimi) tregoi ndikimin e njohurive të edukimit mediatik në rritjen e shkallës së njohurisë dhe aftësinë për të identifikuar dhe vlerësuar informacionet e manipuluara. Të rinjtë e pajisuar me këto njohuri ishin në gjendje të kuptojnë efektin që kanë lajmet e rreme dhe konspiracionet mbi qytetarët. Analiza e qëndrimeve të tyre na çon në përfundimin se njohuritë në kuadër të edukimit mediatik, i ndihmojnë individët të vlerësojnë në mënyrë kritike përmbajtjen që konsumojnë në media si dhe të analizojnë e klasifikojnë burimet e sakta të informacionit. Krahasimi mes dy grupeve të marra në analizë jep mundësi të evidentojmë se audiencat kanë nevojë për më shumë informacion mbi efektet e medias. Ata mund t'i bëjnë ballë më lehtë problemit të dezinformacionit duke zhvilluar aftësitë njohëse, analizuese dhe kritike mbi përmbajtjen e medias.

Si përfundim mund të themi se edukimi mbi median rrit aftësitë njohëse të studentëve mbi tiplologjitë e informacionit, kurse rritja e njohurive mbi funksionimin e medieve ndihmon në kuptimin më mirë të efekteve që ato kanë mbi audiencën. Edukimi mbi median rrit aftësitë analitike dhe kritike të audiencës dhe i bën ato më të mbrojtura përballë dezinformacionit dhe konspiracioneve, ndihmon identifikimin dhe klasifikimin e informacioneve të rreme, të propagandës dhe teorive konspirative.

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Distance learning in the UP: Students' experiences while working in groups online[56]

Abstract and introduction

For many people, group work online can be seen as significantly more challenging as group work conducted in classrooms. This paper examines the perceptions and experiences of the students of English Language and Literature at the University of Prishtina. The study was conducted with University of Prishtina, Department of English Language and Literature students of year's one, two, three and four (BA level). For the purpose of this study a questionnaire was used. The results showed that students seem to prefer collaboration in real-life classrooms over online learning teamwork despite the various benefits that online method offered. Overall, students simply preferred working in real-life classrooms rather than online even though group-work done online had both advantages and disadvantages.

Working in groups online may often be considered a challenge by many students. However, online group work is rising in popularity and usability given the new circumstances created by the COVID-19 pandemic, as well as the development of technology, thus making

online group work not only possible, but preferable. In light of the aforementioned facts, the pandemic and the technological tools, this study was designed to understand how students of English Language and Literature experienced working in groups online. It is significant that the vast majority of the students responded positively in managing their teamwork online. They used a variety of online platforms to facilitate their teamwork; they had no misunderstandings even though communication was done almost entirely online (while texting); in addition, their work could continue easily even if some team members were temporarily unavailable (offline). The drawbacks, on the other hand included prolonging the completion of given tasks, encountering technical issues and remaining motivated was difficult. In a nutshell through this research we were interested in attaining answers to these questions:

What are the students' views on working in groups online?

1. What do students perceive as the benefits and drawbacks of working in groups online?

Acknowledgement

1. Literature review

This section reviews some of the conclusions drawn by scholars in the field of online education. The necessities to transition from traditional face-to-face learning to online learning are numerous at this time. Since the focus of this paper is group-work in an online environment, the following definition will be used: an online team is a "group of people with complementary competencies executing simultaneous, collaborative work processes through electronic media without regard to geographic location" (Chinowsky & Rojas, 2003, p. 98). This definition entails that the skills of people in groups online are complementary and the mode of conducting the tasks are similar to face-to-face classes, however, the medium changes and the physical location is not a requirement anymore. Experience in group work online is linked to deeper learning and development of teamwork skills (Brindley, Walti, & Blaschke, 2009).

Constructivist theory of learning suggests that students build knowledge by adding new information into the information that they

already have (Bada, 2015). Thus, collaboration is related to constructivism since knowledge can be built from teacher working with students or students working together and this collaboration is further fostered in online platforms since they give students the chance to edit each other's work (Tiantong & Sisken, 2013).

The utilization of group work online, as Koh & Hill (2009) claim, is increasing. However, the collaboration of students in an entirely online setting is a complex phenomenon (Hakkinen, 2004). That being the case, the benefits and drawbacks of group work online need to be considered. One of the greatest benefits of distance learning is that the students as well as the teacher are given more freedom and flexibility – physically, of course, as was mentioned before – but temporally as well. This means that the participants of a distance learning project have time flexibility (Malinovski, Vasileva-Stojanovska, Jovevski, Vasileva, & Trajkovik, 2015). On the other hand, some of the drawbacks are that, for example, students are required to manage online and offline work, to handle online and offline distractions, to keep themselves motivated, etc.

(Xu, Du, & Fan, 2015). Another drawback is that due to the lack of real life contact, the instructors need to put extra effort in providing opportunities for socio-emotional interaction to increase the sense of real community (Rovai, 2007). Another drawback according to Robinson & Kilgore (2017), is that due to the physical limitations in an online environment, instructors have difficulties making sure that there is an equal distribution of work and meaningful learning. One of the most significant challenges identified by Smith, et al. (2011) is the lack of ability to resolve logistical and organizational obstacles related to

group work online due to limited media of communication and the absence of immediacy that face-to-face interaction offers.

As Ekblaw (2016) states, due to the technological developments in recent years, group projects can be carried out with success, although the methods may vary from traditional face-to-face work. The success of group work online depends largely on the written communication (Oliveira, Tinoca, & Pereira, 2011). Relying so much on written communication can lead to misunderstandings, or, a positive outcome could be students' improvement of communication skills in writing. The most challenging part in online learning collaboration might be the lack of social presence. In an online environment students feel isolated (Mulder, 2018). Therefore students' interaction is something that is needed especially in online classes. Course instructors can, however, design online discussions according to the scheme provided by Rovai (2007, p.

86) to facilitate discussions online. There are, furthermore, interesting findings by Paulus (2005), which show that the task type assigned to students influences the style of work they do (either collaborative or cooperative).

2.   Methodology

The study sought to explore University of Prishtina student's experiences and perceptions regarding group work done online. The research methodology issues in this section include research participants, instruments, piloting, data collection, and data analysis.

3.1 Participants

The respondents to our questionnaire were all students of the University of Prishtina, Faculty of Philology, Department of English Language and Literature. The University of Prishtina (hereafter UP), due to the pandemic Covid-19, has turned to online lecturing as an alternative to traditional face-to-face lecturing.

3.2. Instruments

Because of the protective measurements taken by the Government of Kosovo against the Coronavirus pandemic, all universities were put into lock-down, and there time restrictions regarding when and for how long people were allowed to go out of homes, therefore this research has employed a quantitative methodology using an online questionnaire since it was convenient for the situation. Furthermore, according to Daniel (2016) it is a method which saves time and energy for the people who describe the results of the collected data. A questionnaire has

been designed with the help and feedback of the course professors and other student colleagues, and it has been shared in online chat-groups used by students via social media.

3.3 Piloting stage

This section outlines the piloting procedure, from how the participants were found, to the questions we asked them and the answers we received during the piloting stage. Finally, the changes will be mentioned.

The snowballing method was used to find participants. We sent the URL to people we knew from the target group, and then asked those people to share it with a limited number of colleagues of the same group (we had 20 respondents in total). The participants were aware that this was the piloting stage prior to completing the questionnaire. We were interested in knowing if the questions and instructions made sense to them, and they said that they understood the questions. Another question that we asked was if it was clear to them that the questionnaire was about conducting group-work online. Some of the remarks that we received are: three of the students made regard the options in Likert scale. They thought it would be necessary to add a "neutral" option; the question about anxiety was confusing to one respondent.

Since the issue of "neutral" as an option was discussed in class, the group decided not to include the "neutral" option, however, we were considering adding "somewhat disagree" and "somewhat agree" to the options.

In sum the changes that we made concern the wording of two questions: in the statement "I have encountered problems with technical issues" we removed the word "problems"; we changed the options to the statement "I understood my peers' opinions when we were texting" from the Likert scale (agree to disagree) to a frequency scale (always to never).

3.4 Data collection

The ways in which the respondents were selected have been various. The snowballing method has been used to contact respondents from groups which the researchers were not part of (years 1, 2 and 3) whereas, for the students of the fourth year the convenient method of selecting respondents was used. The snowballing method refers to the data-collecting method of expanding the number of participants in the survey with the help of people that we know that were already part of the sample (Olden, 2012).

The first question was mandatory for all, that is, the respondents could only proceed with the rest of the questionnaire if they had previously worked in groups online and they were so instructed from the start. Regarding the level of the respondents, there was a relative equality of representation of students from all four years of studies at the English Language and Literature Department.

3.5 Data analysis

The questionnaire that was used in this survey contained mostly Likert-scale type of questions. This type of questions enables the researchers to collect data relatively quickly, they can give reliable estimates for many individuals, the data these questionnaires provide can be compared, combined, and contrasted with qualitative data and research (Nemoto & Beglar, 2014).

The procedures for analyzing data are these: Exploratory analysis (during which the researchers try to see the relationships within the data), statistical analysis (during which the researchers investigate the statistical significance), making sense of the results (during which the researchers interpret the results logically), and determining the implications (Albers, 2017). What we did in the present study is only three of these procedures, which is exploratory analysis, making sense of the results and determining the implications. The statistical step was skipped due to lack of formal training in statistic

1. Results

A questionnaire was filled by 100 students of the Department of English Language and Literature whose aim was to assess students' experience toward group work done online.

The questionnaire consisted of 26 questions. Moreover, the questionnaire contained only close-ended questions put into a Likert scale. The answers of the students are given below:

Question 1: Have you worked in groups online in your studies? (If yes, proceed with the rest of the questionnaire)

100% - Yes; 0% - No

Question 2: What year of studies are you in?

13% - Year 1; 17% - Year 2; 20% - Year 4; 49% - Year 4.
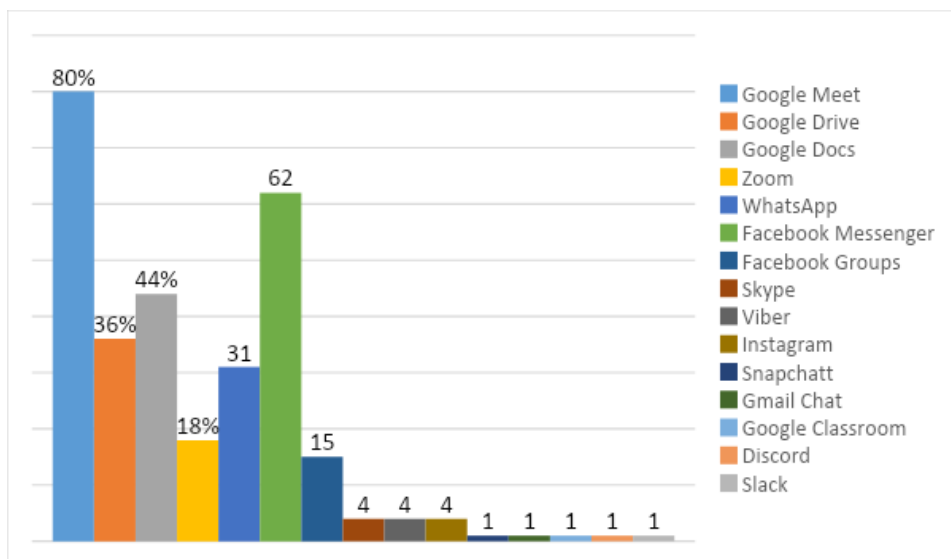
Question 3: What online platforms (e.g. websites, software, communication means) did you find useful for your group work online? You can select more than one platform if it applies to you.

80% - Google Meet; 62% - Facebook Messenger; 44% - Google Docs; 36% - Google Drive; 31% - Facebook Groups; 18% - Zoom; others are shown in the chart.

Question 4: While working on the group's task, I understood my peers' opinions when we were texting.

42% - Always; 56% - Sometimes; 1% - Rarely;

Question 5: My team's work was coordinated by one elected team leader while working in teams.

52% - Sometimes; 20% - Always; 17% - Rarely; 10% - Never.

Question 6: I preferred working in groups online rather than in real-life classrooms. 41% - Disagree; 27% - Agree; 17% - Strongly disagree; 14% - Strongly agree.

Question 7: Working in groups online delayed the completion of tasks.

41% - Agree; 40% - Disagree; 11% - Strongly agree; 6% - Strongly disagree.

Question 8: Working in groups online reduced my expenses (e.g. travelling to the meeting point, printing out materials, etc).

64% - Strongly agree; 27% - Agree; 4% - Disagree; 3% - Strongly agree.

Question 9: I felt anxious sharing my opinions in groups online.

46% - Disagree; 25% - Strongly disagree; 21% - Agree; 5% - Strongly agree

Question 10: I was willing to take on more responsibilities for a task online than in real-life classroom.

43% - Agree; 26% - Disagree; 20% strongly agree; 9% - Strongly disagree

Question 11: I felt like my opinion was being understood by my group members when discussing online.

70% - Agree; 16% - Strongly agree; 11% - Disagree; 1% - Strongly disagree

Question 12: It was difficult to remain motivated while working in groups online. 40% - Agree; 35% - Disagree; 13% - Strongly agree; 10% - Strongly disagree

Question 13: Most of the online platform(s) I was using fulfilled the needs to work in groups online.

50% - Agree; 34% - Strongly agree; 13% - Disagree; 1% - Strongly disagree

Question 14: I have encountered technical issues (e.g. lack of internet connection, faulty software, etc.).

47% - Agree; 29% - Strongly agree; 20% - Disagree; 2% - Strongly disagree

Question 15: Managing time while working online in teams was easier than in real-life classrooms.

39% - Agree; 21% - Strongly agree; 7% - Strongly disagree; 2% - Disagre

Question 16: Working online in teams made me lose my focus on my tasks. 46% - Disagree; 29% - Agree; 13% -Strongly disagree; 10% - Strongly agree

Question 17: Working online in teams helped me gain experience in using software to complete a task.

46% - Strongly agree; 46% - Agree; 4% - Disagree; 0% - Strongly disagree.

Question 18: Cooperating with my teammates online was easier than in real life classrooms. 44% - Disagree; 34% - Agree; 11% - Strongly agree; 9% - Strongly disagree

Question 19: My team's communication while doing online group-work was constant. 60% - Agree; 25% - Strongly agree; 9% - Disagree; 3% - Strongly disagree

Question 20: It was more convenient to agree on online team meetings than in real life. 39% - Agree; 26% Disagree; 22% - Strongly agree; 8% - Strongly disagree

Question 21: There were more opportunities to discuss the group's tasks with a professor online rather than in real life.

44% - Disagree; 29% - Agree; 16% - Strongly agree; 8% - Strongly disagree

Question 22: It was easier to stick to a schedule for group meetings online than in real life. 49% - Agree; 28% - Strongly agree; 16% - Disagree; 4% - Strongly disagree

Question 23: Online communication with my team led me to misunderstandings regarding tasks. 43% - Disagree; 33% - Agree; 15% - Strongly disagree; 6% - Strongly agree

Question 24: All the team members contributed the same while working online. 37% - Agree; 33% - Disagree; 15% - Strongly agree; 12% - Strongly disagree

Question 25: Having online access to the material and our task at the same time with my teammates made collaboration easier.

45% - Agree; 41% - Strongly agree; 10% - Disagree; 1% - Strongly disagree

Question 26: Group work could go on even if some of the members were temporarily unavailable (not online).

53% - Agree; 36% - Strongly agree; 8% - Disagree; 0% - Strongly disagree

Question 27: My teammates and I wasted time chatting about issues not related to our tasks. 43% - Disagree; 27% - Agree; 15% - Strongly agree; 12% - Strongly disagree

Question 28: Working in groups online gave me time to reflect on my ideas and then give my opinion rather than react instantly.

50% - Agree; 36% - Strongly agree; 10% - Disagree; 2% - Strongly disagree.

1.Discussion of the findings

The results of this study will be interpreted with reference to the research questions stated in the introductory section. The findings of other researchers that are relevant to this study will be taken into consideration when discussing the present findings.

As can be seen in the questionnaire that was used in this study, the questions were classified in those that explore cooperation while conducting a task in groups online and the benefits and drawbacks (as perceived by students) of conducting a task in groups online.

RQ1: The responses of this study show that 41% of students do not prefer working in groups online. On the other hand, a lower percentage of students (27%) prefer working in groups online rather than in real-

life classrooms. This is similar to LaJoy Renee Spears study where when students were asked for collaborative work 67% strongly agreed for face-to-face courses and 41.3% for online courses (Spears, 2012).

The online platforms that the UP has used are Google Classroom, for creating class groups, and Google Meets, for enabling video-communication (lectures and tutorials). The variety of technology and the distance of the team members are one of the main obstacles involved in the use of online tools for group work (Ekblaw, 2016). However, as our study results show, students used different online platforms to communicate and the platforms used fulfilled their needs for collaboration even though 47% of students encountered technical issues. The wide usage of Google Meet coupled with the positive answers (62% selected either "Strongly agree" or "Agree") to the statement "Most of the platforms I was using fulfilled the needs to work in groups online" indicates that the students did find Google Meet a useful platform, even outside the mandatory lectures. Other online platforms that were in the options powered by Google were also popular, such as Google Drive (36 respondents), Google Docs (44 respondents), Google Classroom, Gmail Chat, etc. It is significant that the social media applications, such as Facebook (Messenger and Facebook Groups – 54 responses combined), Instagram (group chats and video calls – 3 responses combined), and Snapchat were also some of the responses that the respondents selected. This indicates that the students made use of the applications they were most familiar with. This can also be an indicator of the versatility of the students given the circumstances – e.g. one would not consider Instagram and

Snapchat to be suitable for conducting group work online, yet there are students who managed to do just that.

Something else that was found from the responses is that students did not have many misunderstandings. The vast majority of them said that they understand their peers' opinions while texting "Always" (42.4%) or "Sometimes" (56.6%). Therefore, the concern that was raised by Oliveira, Tinoca, & Pereira (2011) that was mentioned in the introduction, seems to have been overcome by the students that responded to our questionnaire. Another aspect that our study was aiming to explore is how suitable is online learning for the students as well as their readiness for online learning. Similar to the results of the study conducted by Kuama & Intharaksa (2016) it seems that the majority of students are capable and ready to participate in online learning as evidence by the results which showcase that communication and teamwork was done without many misunderstandings.

Regarding team-work coordination, it seemed a bit concerning that the teams did not have a leader for a considerable number of respondents. The students who responded "Rarely" or "Never" to the statement "My team's work was coordinated by one elected team leader while working in teams" is 27.3% combined. On the other hand, the percentage of those who were always led by a leader was 20.2%. The issue of not having team leaders' needs to be addressed in the future group projects online. Even though cooperation and collaboration require equal effort by all group-members, having a leader paves the way to successfully finishing tasks. Compare this

question to the one about the difficulty of staying motivated while doing group-work online (to which 53 responded either "Strongly agree" or "Agree").

RQ.2: The findings of this study show that working in groups online has more benefits than drawbacks.

Some of the greatest benefits while doing group-work online, according to our respondents, are that the students reduce their travel expenses (91 students responded either "Strongly agree" or "Agree"), they do not feel as anxious as they would in real life classrooms (71%), and they take mor

Responsibilities for a task online rather than in the classroom (43%), and scheduling meetings with the team members is more convenient in the online method (39%).

Moreover, learning in an online environment is seen as a great way to facilitate learner's cooperation compared to real life classrooms especially through text since all the team members can see the content at the same time (Rimor et.al, 2010). This was supported by the results of this study which have confirmed that the majority of students (41%) strongly agree and (45%) agree that having access to the material online simultaneously with the teammates made collaboration easier. In addition, it is noted that all members could contribute the same because of the text existing to all members at time.

Collaboration means working together to complete a task. If one group member dominates the group work by doubting the work and not accepting thoughts and ideas from other members of the group, it

weakens communication and builds distrust (Falls, Bahhouth, Chuang, & Bahhouth, 2014). However, 37% of students from this study declared that all members contributed the same while working online, and this means that they had a good communication and task division. Furthermore, 53% of students said that group work could go on even when one of the members was temporarily offline, indicating that learners maintained a constructive collaboration. In addition to this, participants of an online group work need to be able to accept each other's opinions and thoughts, they have to learn adapting to new methods of work even though it might be difficult. Otherwise misunderstandings and problems in collaboration will arise (Rimor et.al, 2010). From the results of our study we see that 46% of the students were not anxious expressing their opinions and this shows trust existing within the group members, hence this is in line with Ku, Tseng, & Akarasriworn (2013) who claim that collaborative work helps in building trust among learners.

According to Rimor et al. (2010) alongside its many advantages, it appears that online collaborative learning also raises difficulties in the interaction among participants. This is also supported by our study's results which show that 44% of respondents disagree that cooperation was easier in online method rather than in the face to face classroom.

This is further discussed in a study conducted by Faja (2013) which aimed to explore students' perceptions on group work in an online learning environment studies showed that for a successful teamwork there needs to be a sense of connectivity and or a sense of community among the team members, which is more difficult to

achieve when there is no face-to-face interaction. This point is also raised by Erdem Aydin & Gumus (2016).

Another drawback that has been pointed out by Ann Nash (2015) states that students do not take online learning as seriously as they should stating that online learning is an "easy way out" and refer to face-to-face classrooms as "real learning" which suggests that online learning in some cases is not viewed as a valid and viable substitute for face-to-face learning and if a method of learning is not taken seriously, chances are, the results and quality of learning will also decrease. Since the majority of our respondents agreed that they prefer working in real-life classrooms, the final results showcased that this perception might present in UP as well.

1. Conclusion and recommendations

In conclusion, the answers that were recorded in the questionnaire clearly show that the students prefer working in real-life classrooms more. Even though there are a wide variety of online platforms that can be used to facilitate group-work, as well as other benefits, such as disregard for geographical presence, easier flexibility in terms of scheduling, more access to materials at the same time as the other team members, etc.

Recommendations: Since the University of Prishtina implemented online learning for the first time in its history, more in-depth qualitative research is needed. Furthermore, the professors are the

ones who have been in charge of the lectures online, so their perspective must not be overlooked.

1.   Limitations

The following points can be seen as limitations to the present study:

a)   We believe that the subject that we have chosen would have been better investigated through qualitative interviews. That way, deeper insights could have been elicited from the respondents.

b)   The online distribution of the questionnaire made it impossible for us to see who is really filling out the questionnaire. Anybody with the link could have completed it. We were careful enough to share the link with groups and people we knew (the snowballing technique that was mentioned earlier), however that is no guarantee that other people did not fill out the questionnaire.

c)   The survey was done with English Department students only. We believe more accurate data would be collected by conducting a more comprehensive survey is other faculties and departments, as the conclusions that we reach here might be applicable to English Department students only.

d)   The study disregarded the experiences of the professors at the University of Prishtina. A more comprehensive study should account for their experiences as well

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Annex: The questionnaire

The questionnaire can be accessed through this link: https://forms.gle/uGVfWLHCVLnjNZB96. Below is the form of the questionnaire:

Distance learning in the UP: Students' experiences while working in groups online

The aim of this questionnaire is to explore students' experiences and perceptions regarding group work done online.

The answers to this questionnaire will be used for a students' project in English for Academic Purposes 2, part of the English Language and Literature studies at the University of Prishtina. Answers will be completely anonymous and used for educational purposes only.

Please answer the following questions as truthfully as you can.

Your participation is voluntary and your contribution is highly appreciated! This survey will take no more than 10 minutes to complete.

Thank you!

1.Have you worked in groups online in your studies? (If yes, proceed with the rest of the questionnaire)

- o yes

- o no

2.   What year of studies are you in? o   Year 1

- o Year 2

- o Year 3

- o Year 4

3. What online platforms (e.g. websites, software, communication means) did you find useful for your group work online? You can select more than one platform if it applies to you

▪Google Meet

▪Google Drive

▪Google Docs

▪Zoom

▪WhatsApp

▪Facebook Messenger

▪Facebook Groups

▪Skype

▪Other:

2.While working on the group's tasks online, I understood my peers' opinions when we were texting.

o   Always

o   Sometimes o   Rarely

o   Never

3.My team's work was coordinated by one elected team leader while working in teams. o   Always

o   Sometimes o   Rarely

o   Never

o   Other:

4.　　Below is a set of statements regarding your experiences and feelings about working in groups online. Please answer how strongly you agree or disagree with these statements.

	Stronglyagree	Agree	Disagree	Stronglydisagre
I preferred working in groups online rather than in real-life classrooms.				
Working in groups online delayed the completion of the				
Working in groups online reduced my expenses (e.g. travelling to the meeting point, printing out material, etc.).				
I felt anxious sharing my opinions in groups online.				
I was willing to take more responsibilities for a task online than in real-life classroom.				
I felt like my opinion was being understood by my group members when discussing online.				
Most of the online platform(s) I was using fulfilled the needs to work in groups online.				
I have encountered technical issues (e.g. lack of internet connection, faulty software, etc.)				

	Strongly agree	Agree	Disagree	Strongly disagree
Managing time while working online in teams was easier than in real-life classroom.				
Working online in teams made me lose my focus on my tasks.				
Working online in teams helped me gain experience in using new software to complete a task.				
Working in groups online gave me time to reflect on my ideas and then give my opinion rather than react instantly.				

5   Below is a set of statements regarding your experiences and feelings about collaborating in groups online. Please answer how strongly you agree or disagree with these statements.

	Stronglyagree	Agree	Disagree	Stronglydisagree
Cooperating with my teammates online was easier than in real life				
Classrooms.				
My team's communication while doing online group-work was constant.				
It was more convenient to agree on an online team meeting than in real life.				

There were more opportunities to discuss the group's task with a professor online rather than in real life.				
Online communication with my team led me to misunderstandings regarding the tasks.				
All team members contributed the same while working online.				
Having online access to the material and our task at the same time with my teammates made collaboration easier.				
Group work could go on even if some of the members were temporarily unavailable (not				
My teammates and I wasted time chatting about issues not related to our tasks.				

Tidita ABDURRAHMANI[1]

Cultural translation losses occurring while rendering 21st century postmodern historical fiction texts of american literature into Albanian

Abstrakt

Translation is recognized as an act of culture-specific communication. Several theorists, support untranslatability when we face texts with terms, which are so culture-bound and culture-specific as to defy translation. In contrast to the premises of the linguistic turn in translation studies, the culturally oriented approaches try to incorporate the socio-cultural parameters, which would uncover how meaning travels from one culture to another.

The paper deals with a postmodernist understanding of cultural translation and the losses that occur while rendering historical fiction texts from one language into another, special focus being brought to the American literature and the rendering of pieces of literature belonging to this genre into the Albanian language. With the postmodern challenge of traditional textual theories, it is recognized that translation is not something that merely happens after literature as an extension of it. In fact, it is embedded within the literary text as a theme or as a narrative strategy, which has multiple implications both for literature and translation studies. The paper handles the way translation has become and continues to be the object of speculation for many postmodern writers, including Jorge Luis Borges, Italo Calvino and Nicole Brossard.

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The paper is a briefing on a wider research namely one focusing on identifying the cross-cultural translation challenges that Albanian translators often encounter while rendering into Albanian 21ˢᵗ century American historical fiction books written by women. The research has been carried out by examining translations of 7 well-known texts of the period, among which three books of former German American immigrants who address the post nazi memory and will be accompanied with an observation of the parallels between the values and the historicity of the texts addressing the post Nazi/post-Communist regime. Upon analysis the Albanian translation of each text, it becomes clear that cultural difficulties arising are the result of the areas of challenge between American source Germanic and Albanian society. The evaluation of the selected translations is further grounded on feminist literary discourses and theories of cultural translation that were explored in order to situate the thesis in the theoretical framework of translation studies.

Keywords: *cultural translation losses, postmodernism, historical fiction, untraslatability*

I. THE CHALLENGE OF TRANSLATION

Translation and especially cultural translation losses while rendering one text from source language into the target language has been at the focus of the research of many scholars and especially of scholars dealing with translation of postmodernist literature. Translation is recognized as an act of culture-specific communication. The translator is the 'first reader' of the other culture and thus learning to translate means 'learning to read', i.e. to produce meanings, which are acceptable for the cultural community the reader, belongs to. Thus, the interaction between two or more cultures in the process of translation results in a creation of a 'hybrid' text, which appears in the target culture by adopting some of the features of the text in the source culture. A hybrid text is also considered as an act of compromising and mediating the meaning in between two texts.

Translating literary texts, however, is not an easy task, several problems arise from the fact that some words or phrases denoting objects, facts, phenomena, etc… are so deeply rooted in their source culture (SC) and so specific to the culture that produced them that they have no equivalent in the target culture (TC). While discussing the problems of correspondence in translation, thereby attempting to confer equal importance to both linguistic and cultural differences between the SL and the TL Nida addressed definitions of formal and dynamic equivalence and cultural implications for translation thereby concluding that "differences between cultures may cause more severe complications for the translator than do differences in language structure" (Nida 1964: 130). According to him, a "gloss translation" mostly typifies formal equivalence where form and content are reproduced as faithfully as

possible and the TL reader is able to "understand as much as he can of the customs, manner of thought, and means of expression" of the SL context. Contrasting with this idea, dynamic equivalence "tries to relate the receptor to modes of behavior relevant within the context of his own culture" without insisting that he "understand the cultural patterns of the source-language context".

I.I. Culturally Oriented Approaches to Translation

Several theorists especially the ones endorsing the culturally oriented approaches support untranslatability when we face texts with terms which are as culture-bound and culture-specific as to defy translation. The individual statements of the representative figures such as Even-Zohar, Gideon Toury, André Lefevere and Susan Bassnett carried some of the essentialist suppositions of the traditional translation theory but moved further the cultural translation theory enabling for a cultural turn to the translation studies.

The first concept in cultural translation studies and in terms of cultural was presented by the work on Polysystems and translation norms by Even-Zohar (1978) and in 1980 by Toury (Toury 1980:34). They dismiss the linguistic kinds of theories of translation and go beyond language and focus on the interaction between translation and culture, on the way culture impacts and constraints translation and on the larger issues of context, history and convention. Therefore, the move from translation as a text to translation as culture and politics is what they call it a Cultural Turn in translation studies and became the ground for a metaphor adopted by Bassnett and Lefevere in 1990 (Basnett, 1990:35). Since 1990, the turn has extended to incorporate a whole range of

approaches from cultural studies and is a true indicator of the interdisciplinary nature of contemporary translation studies. In general, the purpose of translation is to reproduce various kinds of texts in another language and thus making them available to wider readers. Culler (1976) believes that languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own (Culler 1976:p.21-2).

Vlakhov and Florin seem to have been the first ones to coin the term realia to refer to cultural elements, and the term has now been generalized and is frequently used to refer to objects, customs, habits, and other cultural and material aspects that have an impact in shaping a certain language (Cerdá Massó 248).Since then, many classifications and taxonomies for such cultural aspects have been offered. Several other authors such as as Baker (21), Mayoral (76), Nord (523-527), Santoyo ("Traducción" 143), and Marco Borillo (El fil 295-208) offer similar classifications, emphasizing local colour, mannerisms, cultural and temporal distance between two linguistic communities, etc. and recognising, more or less explicitly, the focus on dominant cultures, the inevitability of loss, or even the impossibility of translating these terms:

It is known that a perfect translation of culturally bound texts is impossible. The translation focusing on the purpose of the SL text writing is, however, always possible. This can be proven with the translation of so many literary works into other languages.

Fernández Guerra (Guerra 2003:139) describes four major types of realia, which can turn translation into a very difficult process/ a.

Geographic and ethnographic terms: b. Words or expressions referring to folklore, traditions and mythology c.Names of everyday objects, actions and events d.Social and historical terms denoting territorial administrative units or divisions; departments, professions, titles, ranks, greetings and treatments; institutions, patriotic and religious organisations;

It is true that translating realia or cultural terms, causes many translation difficulties, but this does not mean that they cannot be translated, all languages are capable of saying the same things; but all of them say it in a different way. Thus the translator can have recourse to several devices for solving the problem of bridging the gap across cultures, providing that s/he is culturally aware of those differences. Techniques and strategies for handling such challenges include Borrowing: Adaptation Explanation Generalization: Literal translation: Reduction.

There are numerous cultural approaches to translation, given the numerous definitions of both "culture" and "translation." We might say that both culture and translation revolve around difference. We notice culture as difference, and we require translation when difference significantly affects communication. The approaches may then be divided according to how difference between self and other should be managed in translation. In the first case, "translating from cultures," differences should be explained. In the second, "translating for cultures," differences should either be reduced (domestication) or highlighted (foreignization). The final approach, "translating between cultures," gauges the likely tolerance for difference and attempts to mediate or reconcile differences, creating an interspace.

I.III The Role of the Translator

During the analysis of the source text translators should be able to identify which of these procedures and strategies of translating culture-specific concepts seem to be more effective than the others and can be useful for a particular passage.

There are different theories debating the role and status of the translator as compared to those of the author of the original text. Venuti seems to share Norman Shapiro's view of the translator's transparency "I see translation as the attempt to produce a text so transparent that it does not seem to be translated. A good translation is like a pane of glass. You only notice that it's there when there are little imperfections—scratches, bubbles. Ideally, there should not be any. It should never call attention to itself". [Shapiro qtd. in Venuti 1995: 1] Later Venuti [Venuti 1995:17-18] adopts the Derridean perspective of "meaning [as] an effect of relations and differences among signifiers along a potentially endless chain (polysemous, intertextual, subject to infinite linkages, […] always differential and deferred, never present as an original unity [Derrida 1982:67]" to decentre the roles of both translator and writer by suggesting that: "Both foreign text and translation are derivative: both consist of diverse linguistic and cultural materials that neither the foreign writer nor the translator originates, and that destabilize the work of signification, inevitably exceeding and possibly conflicting with their intentions. Umberto Eco [Eco 2008: 17] seems to share the same idea: "A translator must take into account rules that are not strictly linguistic but, broadly speaking, cultural so the cultural ingredient determines the quality of a good translation

II. TRANSLATION AND THE POSTMODERN APPROACH

With the postmodern challenge of traditional textual theories, it is recognized that translation is not something that merely happens after literature as an extension of it. In fact, it is embedded within the literary text as a theme or as a narrative strategy, which has multiple implications both for literature and translation studies. Translation has become and continues to be the object of speculation for many postmodern writers, including Jorge Luis Borges, Italo Calvino and Nicole Brossard.

Borges' short story "Pierre Menard, Author of Quixote", Italo Calvino's if on a Winter Night is a Traveler and Nicole Brossard's Mauve Desert presents complex situations, which investigate the properties of writing and reading with cunning references to the authorial power of translators. While Borges' translator Menard(Borges 1999:45) questions values taken for granted such as originality and emphasizes in a new way the significance of intertextuality, Calvino's(Calvino 1999:89) translator Ermes Marana embodies the notorious qualities traditionally attributed to translators as the incorrigible traitor who challenges the authorial power of the original author. And, Nicole Brossard's translator Maude Laures(Brossard 2006:45) explores the landscape of possible meanings opened by each reading of a text. The writings of these scholars all seem to agree that writing and translation are allied literary activities and that writers and translators make similar emotional investments towards their texts.

There is a postmodern tendency to question the representational assumptions of traditional textual theories and on discussing the fictionality of fictions and of realities.

The ideas of Walter Benjamin (qtd.in Venuti 2006:69) and Derrida(1973:46) on translation paved the way for translation scholars to be less interested in a unified source text and more in a long chain of multiple meanings and the plurality of languages. Mechanisms and conditions of translation could become paradigmatic of any language exchange therefore, it is not a coincidence that the importance of translator's authorial role and translation's transformation power have begun to attract attention in the wake of anti-essentialist trends of postmodern thought. As the analyses of Rosemary Arrojo, Adriana Pagano and of Edwin Gentzler (Gentzler 2008:89) on the fictionalized translators showed, fiction writers such as Borges, Kostolányi, Cortázar, Marquez and Llosa were already aware of translator's interfering power. It is translation theory's turn to deconstruct some of its own hypotheses and keep up with fiction.

III. CULTURAL CONTACT WITH THE LITERATURE OF THE AMERICAS AND TRANSLATION STUDIES IN ALBANIA

In the broadest sense of the word, the beginnings of the contacts between Albanian and American cultures may be traced back to the second half of the 19th century, when Clement C. Moore, the author of the popular poem "The Night Before Christmas," published his book" George Castriot, Surnamed Scanderbeg, King of Albania" (1850), and Henry Wadsworth Longfellow wrote his poem "Scanderbeg" in the third part of" Tales of a Wayside Inn" (1873).But we can speak of real contacts between the two cultures only in the 20th century, after the Albanian immigrants had established their permanent communities, first in Boston and other neighboring towns of Massachusetts, then in other states of the

USA, and especially after Albania shed of the heavy Ottoman yoke which lasted for nearly five centuries and regained her independence in 1912. During the 1930s, up to the outbreak of WW11, some Albanian periodicals started to publish a few translations from American literature - short stories by Mark Twain, O. Henry, Edgar Allan Poe and Sinclair Lewis. There were also translated a few books, such as Harriett Beecher Stowe's Uncle Tom's Cabin, etc., apart from the translation of E.A. Poe's "The Raven" and "Annabel Lee,'· Longfellow's "Scanderbeg" (as a booklet) and one or two of Melville's stories, by the most notable, though controversial, figure of the Albanian-Americans Fan S. Noli.

After WWII, the communist government in Albania established the Russian school system on all levels, adopted Russian curricula and programs, supplied schools and recommended for use only textbooks translated and adapted from Russian, and adopted and applied the Russian principles of censorship. The study of world culture was strictly supervised and controlled by the ruling PLA (through its special body of censors - the Sector for the Press and Propaganda at the Central Committee)! And the translation and study of foreign literature (including American literature, of course), were heavily tainted by Marxist (often pseudo Marxist)-Leninist (more precisely Stalinist) ideology and by aesthetic dogmas of Socialist Realism

In his newspaper study rather than real research on the mediated Americas in October 2015 Ardian Vehbiu states that even during the dictatorship, and the years of totalitarianism. Many people feeling curious about foreign literature translated into Albanian and published in Tirana during the years of totalitarianism, are likely to ask about how American authors such as O'Henry and Jack London, Steinbeck and

Theodore Dreiser, Arthur Miller and Upton Sinclair, William Saroyan and Ernest Hemingway arrived into the Albanian literature as translated texts? Not that there was anything anti-communist and subversive camouflaged in the prose of these writers, but because Albania is cultural relations with the US were completely severed at the time; and therefore, it is not easy to understand the criteria by which the titles were chosen to be translated. For example, it is questionable the fact how it happened that relatively outdated and historically framed authors, such as Mayne Read and James Fenimore Cooper, end up among the most read and popular among readers in Albania, thanks to titles like Osceola, The Last of the Mohicans? The selection of authors and titles came ready, from the propaganda workshops of Moscow; in the sense that Albania was served an American literature selected according to the tastes of the Soviet Union representatives. A note in The Paris Review confirms the Soviet success - difficult to explain at first glance - of the James Fenimore Cooper series of novels, known as the Leatherstocking Tales, which includes The Last of the Mohicans; noting that, in 1989, the Soviet Union issued a series of five postage stamps dedicated to this series. For many of these works the source English text was twice mediated, one translated from English into Russian, and secondly translated from Russian into Albanian, which made the linguistic and cultural losses even more immense and sometimes difficult to be traced.

On the other hand, some works have been translated directly from English, including Martin Eden by Jack London, translated into Albanian by Shaban Demiraj; and Hemingway's The Old Man and the Sea.The fate of these works without great literary pretensions in the original, which gain a second life by improving the register, as they are

translated into another culture, helps to understand the nature of censorship and filters that regulated the relations of totalitarian Albania with the world, and not just in the field of translation.

In principle, American literature was brought to Albania as part of the regime's anti-American propaganda, but the criteria for its selection were more in line with Moscow's anti-American propaganda; which remained in force even after the breakdown of diplomatic relations with the Soviets, in the early 1960s.

Historians of Tirana's totalitarian censorship, meanwhile, may have an interest in picking up those American and British authors who were hugely popular in the Soviet Union, but who nevertheless were not seen as appropriate for the Albanian reader - starting with Arthur Conan-Doyle and Sherlock Holmes -it. Translations of American literature and English-language culture in general, although mediated by Russian and Soviet censorship filters, played another important role: as titles that had successfully passed ideological scrutiny, their originals could be imported and were read freely by students of English language and literature, in the years 1960-1970, at the University of Tirana. Some of some books that made their way to the UT library or the Faculty of History and Philology were nothing but Soviet reprints for their university needs, which cost much cheaper than their respective Western publications.

If an Albanian author ever attempted to deal with "grey" (let alone "dark") aspects of socialist reality, he would be labe11ed right away as a liberal who has given in under the pressure of bourgeois and revisionist ideology. His work would meet with derogative, unprincipled harsh

criticism and would be discarded and banned. In addition, the author himself would be harassed in many ways.

While Socialist Realistic criticism expected and even demanded from an Albanian contemporary author to beautify socialist reality, it expected from an author of capitalist society to be critical of this reality, denounce as many aspects of it as possible - and the more critical he was, the greater and the more progressive would he be considered. Authors and literary works of a11 times were selected on the basis of progressiveness. If Priority was given to realist authors for instance, the American authors that were selected for study and translation and were chiefly appreciated as If great realists" were those who dealt with big social issues and were critical of different aspects of American reality, such as Walt Whitman, Mark Twain, Upton Sinclair, Jack London, Theodore Dreiser, Erskine Caldwell, Sinclair Lewis, Ernest Hemingway, Carl Sandburg, Langston Hughes, O. Henry, Richard Wright and one or two other authors.

Whereas many 20th century American authors were not only ignored, but even tabooed and forbidden in Albania once they were stigmatized and labelled as "decadent," "reactionary," "anti-realistic" and "modernistic." Such was the verdict upon T.S. Eliot, Ezra Pound, Eugene O'Neill, Truman Capote, William Faulkner, John Updike, Gore Vidal, Tennessee Williams, Edward Albee, Bernard Malamud, Norman Mailer, and Ralph Ellison. Their works could have never had a chance to be translated and studied in our country if democracy had not come and had not done away with the dogmas of Socialist Realism, which were smothering Albanian culture. University textbooks only mentioned their names, some of them, in brief surveys of trends they represented.

After WWI, a good amount of American culture had to flow through Western Europe first before it reached East European countries, including Albania, where it was received as Western culture in general. They grasped every opportunity, especially during certain liberal "intermezzos," to introduce new elements of American culture, new authors and new literary works. They published articles and essays and broadcast radio-programs on American literature. They often became vulnerable to harassment and persecution as soon as a liberal "intermezzo" was over. Thus, for instance, during one of these liberal "intermezzos," in the early 1970s, they introduced to the Albanian readers and students of literature the works of William Faulkner, F. Scott Fitzgerald, John Steinbeck, John Dos Passos, Eugene O'Neill, Edward Albee, along with the works of other decadents and modernists of European literature. But soon afterwards, in 1973, this ideological thaw was followed by a deep frost, the liberal intermezzo" was swept over by one of the most hardline conventions of the PLA the notorious Fourth Plenum of May 1973. This Party Plenum was a serious setback in the history of Albanian culture. In an all-embracing campaign, the communist hardliners lashed out against every liberal manifestation in culture, education, arts, literature, music, philosophy, sociology, fashion, etc. Many writers who were labelled as decadent" or "regressive" were totally excluded from the university programs: Oscar Wilde - for cultivating aestheticism, lIart for art's sake," James Joyce, Virginia WooIf: William Faulkner - for their anti-realistic "stream-of-consciousness" technique; Eugene O'Neill - for experimenting with expressionism and Freudianism; D. H. Lawrence - for his naturalism" and sensualism," Edward Albee - for applying Beckett's technique of the

Theater of the 'Absurd,'" and so on. Even the works of Theodore Dreiser, Clifford Odets, John Steinbeck, and Arthur Miller, though regarded as "realistic (and formerly even as "progressive11), were banned for circulation and omitted from the curriculum.

Political pluralism and the triumph of democracy opened the gates of cultural pluralism in Albania. The process of Free Market brought about the founding of many new publishing houses and various new magazines and newspapers. Modem philosophical and aesthetic trends now flow freely into Albanian culture, art and literature. At last, the Albanians are publishing and reading freely religious books erotic periodicals, the works of Joyce, Proust, Kafka, Camus, Sartre, Freud, etc. and other "taboos" of the "communist era." In addition, it became feasible, finally, for the Albanians to have free access to American culture as well as to the cultural, religious and social life of the Albanian American immigration. A lot is to be undertaken and accomplished by the scholars of American Studies in the field of literature. First, they have to reassess those American authors who have already been introduced to the Albanian readers and students, such as Mark Twain, Jack London, Ernest Hemingway, etc., but have been misrepresented and unilaterally and superficially treated.Second, they should undertake studies on authors who had been banned by communist censorship, such as Melville, Frost, Dickinson, Faulkner, Oates, Mailer, Thomas Wolfe, Updike, etc. This process of introducing new authors and undertaking new literary studies is a long and never ending one .

III.I. Cultural Translation in Albania Studies

Cultural translation is almost a totally barren field of studies. Few studies have been carried out , and even those studies are limited on the personal interest of several translation studies scholars rather than being a systemic approach to the corpus of English texts translated from English into Albanian language and vice versa.

Some translation scholars in their dissertation thesis have targeted the linguistic and cultural losses occurring while transferring a text from Albanian Language (SL) into English Language (TL) and the focus of these scholars having been writers such as Ismail Kadare, a well-known Albanian writer living in France and competing several times for Nobel Prize with his nonconformist literature. A scholar such as Morena Bracaj has been dealing with cultural inequivalences in the translation of Pallati i endrrave Ismail kadare(Cultural Inequivalences from Albanian into English in the Translation of "Pallati I Ëndrrave")(M.Bracaj Dissertation Thesis), while Dr. Ilda Poshi another scholar who has engaged in dealing with the linguistic and cultural losses in the rendering in English another book of Ismail Kadare The Dead Army General in her PHD Thesis Ilda Poshi – "Linguistic and cultural losses in the English translation of the novel "Dead Army General" of Ismail Kadare"" (Poshi Dissertation Thesis). Dr Ilda Kanani who also has ventured herself into the profession of a cultural translator has been addressing the cultural losses taking place while rendering Dan Browns masterpiece The Code into the Albanian language Cracking Dan Brown's Cultural Elements into Albanian. (Kanani, published in IJSELL 2015:45)

IV. THE RESEARCH PROJECT ON CULTURAL TRANSLATION LOSSES

The overall objective of the proposal was to assess cultural losses to be encountered in the translation of contemporary American historical fiction texts into Albanian. To reach this overall objective the project focused on four different level specific objectives

1. "*American Studies In Albania In The Past And The Future* and the way in which they have influenced on the production of translated American literature texts as a mediated America
2. Review of Studies on cultural translation losses in rendering American literature into Albanian translated texts or Albanian Literature texts into English
3. Case study of cultural translation losses and the way the mediated reality of America is conveyed through 7 primary sources and their target text the translated equivalent in Albanian
4. Case study of cultural translation losses and the way the mediated reality of Nazi Germany is conveyed through three primary sources and their target text the translated equivalent in Albanian

The multidisciplinary nature of the project was strong involving a combination of well-developed translation studies corpora, literature studies corpora, cultural studies and historiography

IV.I. Methodology and approach

The purpose of undertaking this research was to identify the cross-cultural translation challenges that Albanian translators often encounter while rendering into Albanian 21st century American historical fiction books written by women. This has been done by examining translations of 7 well-known texts of the period, among which three books of former

German American immigrants who address the post nazi memory and was accompanied with an observation of the parallels between the values and the historicity of the texts addressing the post nazi/post-communist regime.

The project used a case study approach directed to address the research questions outlined above. The methods and techniques used are all well established and widely used so they are just briefly described with reference to relevant papers for more details. This research is primarily based on the case study-method pivoting around the cultural elements, and the way how they are rendered into Albanian by the different translators. The research addresses the cultural elements the historical novels and the way they are rendered into Albanian by explaining the translation methods, procedures alongside with the reasons behind the choices made by proper translator. The analysis was made in phrase level. There are some examples taken from our linguistic corpora of the novels for research purposes together with their translation into Albanian. The examples will be analyzed from a cultural translation point of view by explaining the choice made by the translator in each case.

In addition, the research made use of qualitative method by using ideas and opinions of the proper translator collected through different structured interviews organized with them for this purpose. The originality of the project lies in the use of these techniques in approaching cultural translation losses happening during the translation of American literary canon historical fiction text into Albanian considering the position that a translator does adopt while trying to render into a target language a postmodern piece of literature.

The originality and the innovative nature of the project lies in the fact that almost no studies have been carried out in Albania to track the cultural losses happening while rendering an American piece of literature into Albanian. Most of the studies have focused on the literary and cultural losses taking place while rendering an Albanian text/piece of literature into English. The latter would for sure contribute to improving and raising awareness for translators dealing with Albanian to English translations, but would little contribute to the work of translators dealing with English to Albanian translation of literature. While the translation profession is frequently considered as a profit bringing enterprise by publishing houses and licensed translators, few of them think of tracking the linguistic and cultural losses happening in the transfer from one language into another.

This project has three features which distinguish it from previous research and which promise to add new knowledge to the field. The use of a cross-cultural perspective facilitates an inter-disciplinary approach to the characteristics of different translation systems , secondly the case study approach focusing on American Literature and German Immigrants producing American Literature enables to have a wider view of the cultural losses happening in the double transfer, thirdly carrying out such a study in a barren research landscape of cultural translation corpora of research and under the mentoring of a centre of excellence for translation studies will mutually contribute to the scholarly research in the two countries.

IV.II. Findings of the project

Upon analysis the Albanian translation of each text, it becomes clear that cultural difficulties arising are the result of the areas of challenge between American source culture Germanic culture and Albanian culture. The evaluation of the selected translations was further grounded on feminist literary discourses and theories of cultural translation that were explored in order to situate the thesis in the theoretical framework of translation studies.

Laurence Venuti's translation theory of domestication and foreignization proved to be the paradigm most relevant to analysis of the case studies. However, neither domestication nor foreignization was advocated in this study. Instead, an eclectic approach that combined both strategies was valued in translating historical fiction texts into Albanian. The combination of the two strategies preserved the source text's cultural context including the historical, religious, cultural, political, and gender-related elements and it respected the sensibility of the target Albanian reader.

The cross-cultural translation challenges as demonstrated in the novels and their translations were then categorized and addressed, aiming to generate a unified list of challenges that are applicable to other historical fiction novels rendered into Albanian translations. The study resulted in acknowledging that Albanian translation is lagging behind other countries in quality and quantity. Spreading awareness of this fact and unifying the efforts of translators, publishers, organizations and governments involved in translation processes or practices is considered necessary to overcome the cultural, religious, gender-related and political challenges facing literary-cultural translators of English texts in Albania. For this purpose, a list of recommendations were articulated to

be sent to concerned translators, translation projects and organizations devoted to translation in the Albanian world.

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