



**BJES**

**BEDER UNIVERSITY  
JOURNAL OF EDUCATIONAL  
SCIENCES**

*December 2014*  
*Volume 7, **Number 1***  
*ISSN 2306-0557 (**print**)*  
*ISSN 2310-5402 (**Online**)*



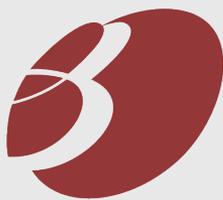
**“HËNA E PLOTË” BEDËR UNIVERSITY**  
*Faculty of Philology and Educational Sciences*

**BJES**

**BEDER  
JOURNAL OF EDUCATIONAL  
SCIENCES**

*Volume 7, Number 1*

December 2014  
[www.bjes.beder.edu.al](http://www.bjes.beder.edu.al)



# SHKOLLA E LARTË HËNA E PLOTË BEDËR

Faculty of Philology and Education at "Hëna e Plotë" Beder University offers Scientific Journal 'Beder Journal of BJES publishes three issues per year. BJES is blind peer reviewed by the members of editorial board. Official

The main aim of the BJES is to serve the interests of contemporary and specialized academic works about different theories and practices in the education area seeking to promote the analysis of educational issues with social, cultural, technological, political and economical perspectives. BJES welcomes a wide range of original articles, research papers, proposed models, reviews of current literature, book reviews etc.

The authors are responsible for the originality and the facts contained in the articles and for the opinions expressed therein, which are not necessarily those of BJES and do not commit the editing process.

## EDITORIAL TEAM:

### 1-EDITOR-IN-CHIEF

*Dr. Ahmet Ecirli, Hëna e Plotë "Bedër" University, Albania*

### 2-ASSISTANT EDITOR

*M.A Matilda Likaj Shaqiri, Hëna e Plotë "Bedër" University, Albania*

### 3-DEPUTY EDITORS

*M.A Arti Omeri, Hëna e Plotë "Bedër" University, Albania*

*Ms.C Ana Uka, Hëna e Plotë "Bedër" University, Albania*

## INTERNATIONAL ADVISORY BOARD

*Acad. Catalin Zamfir, Director ICCV, Romanian Academy*

*Prof. Dr. Hans Kochler, President of the International Progress Organization (I.P.O), Austria*

*Prof. Dr. Vincent N. Parillo, William Paterson, USA*

*Prof. Dr. Mark Web, Texas Tech University, USA*

*Prof. Dr. Waleck Delpore, Main University, USA*

*Prof. Dr. Artan Haxhi, Luigj Gurakuqi University, Albania*

*Prof. Dr. Liman Varoshi, Aleksander Xhuvani University, Albania*

*Prof. Dr. Dhori Kule, Tirana University, Albania*

*Prof. Dr. Remzi Altin, Epoka University, Albania*

*Prof. Dr. Murat Özler, Istanbul Technic University, Turkey*

*Prof. Dr. Hüseyin Ekiz, Süleyman Şah University, Turkey*

*Prof. Dr. Recep Ileri, Bursa Orhangazi University, Turkey*

*Prof. Dr. Süleyman Seydi, Suleyman Demirel University, Turkey*

*Prof. Dr. Yasin Aktay, Selçuk University, Turkey*

*Prof. Dr. Misu-Jan Manolescu, Agora University, Romania*

*Prof. Dr. Köksal Alver, Selçuk University, Turkey*

*Prof. Dr. Gindra Kasnauskienė, Vilnius University, Lithuania*

*Assoc. Prof. Dr. Mehmet Ali Aydemir, Selçuk University, Turkey*

*Assist. Prof. Dr. Jędrzej Paszkiewicz, Adam Mickiewicz University, Poznań, Poland*

*Dr. Wycliffe Amukowa, Mount Kenya University, Kenya*

*Dr. Oana Petrescu, Universidad de Deusto, Spain*

## CONTACT

*Matilda Likaj Shaqiri, Assistant Editor, Hëna e Plotë "Bedër" University*

*Tel: +35542419200*

*Email: bjes@beder.edu.al*

## EDITORIAL BOARD

*Dr. Ferdinand Gjana, Hëna e Plotë "Bedër" University, Albania*

*Prof. Dr. Ayhan Tekineş, Hëna e Plotë "Bedër" University, Albania*

*Prof. Dr. Ilie Badescu, University of Bucharest, Romania*

*Prof. Dr. Elena Zamfir, University of West, Romania*

*Prof. Dr. Emilian Dobrescu, Romanian Academy, Romania*

*Prof. Dr. Mithat Mema, Aleksander Moisiu University, Albania*

*Prof. Dr. Artan Haxhi, Luigj Gurakuqi University, Albania*

*Prof. Dr. Liman Varoshi, Aleksander Xhuvani University, Albania*

*Prof. Dr. Dhori Kule, Tirana University, Albania*

*Prof. Dr. Remzi Altin, Epoka University, Albania*

*Prof. Dr. Murat Özler, Istanbul Technic University, Turkey*

*Prof. Dr. Hüseyin Ekiz, Süleyman Şah University, Turkey*

*Prof. Dr. Süleyman Seydi, Suleyman Demirel University, Turkey*

*Prof. Dr. Recep Ileri, Bursa Orhangazi University, Turkey*

*Assoc. Prof. Dr. Kseonela Sotirofski, Aleksander Moisiu University, Albania*

*Assoc. Prof. Dr. Ertan Özensel, Selçuk University, Turkey*

*Assoc. Prof. Dr. Mahmut Hakkı Akın, Selçuk University, Turkey*

*Assoc. Prof. Dr. Merita Xhumari, Tirana University, Albania*

*Assoc. Prof. Dr. Elida Tabaku, Tirana University, Albania*

*Dr. Paul Boswell, Hëna e Plotë "Bedër" University, Albania*

*Dr. Trudy Anderson, Hëna e Plotë "Bedër" University, Albania*

*Dr. Adem Balaban, Hëna e Plotë "Bedër" University, Albania*

*Dr. Olcay Özkaya Duman, Mustafa Kemal University, Turkey*

*Dr. Betül Onay Doğan, Istanbul University, Turkey*

*Dr. Lulian Stanescu, Research Institute for Quality of Life, Romanian Academy, Romania*

*Dr. Rregjina Gokaj, Tirana University, Albania*

*Dr. Elvana Shtepani, Tirana University, Albania*

*Dr. Tidita Abdurrahmani Hëna e Plotë "Bedër" University, Albania*

*M.A Ana Uka, Hëna e Plotë "Bedër" University, Albania*

*M.A Arti Omeri, Hëna e Plotë "Bedër" University, Albania*

*M.A Mehmet Aslan, Hëna e Plotë "Bedër" University, Albania*

*M.A Edith Dobre, Romanian Academy, Romania*

*M.A Gülay Yurt, Hëna e Plotë "Bedër" University, Albania*

*M.Sc. Abdurrahman Çelebi, Hëna e Plotë "Bedër" University, Albania*

## JOURNAL DETAILS

*Publishing: Faculty of Philology and Education, Hëna e Plotë "Bedër" University*

*ISSN 2306-0557 (Print)*

*ISSN 2310-5402 (Online)*

*Publication Frequency: 3 Issues Per Year*

# TABLE OF CONTENTS

<b>Ervin Balla,</b> The division of the students according to their knowledge of English.....	7
<b>Enriketa Sögütlü,</b> How Can Language Learning Contribute To Peace.....	19
<b>Suela Ndoja,</b> An Educational Change Script Analyses: Social Integration For Youth With Intellectual Disabilities.....	32
<b>Valentina Haxhiymeri (Xhafa),</b> Effective Teaching Strategies that Induce Students to Adopt a Deep Approach to Learning in Higher Education.....	47
<b>Matilda Likaj Shaqiri,</b> Education as an Important Factor on Migrants Integration: Albanian Migration Case.....	74
<b>Griselda Abazaj (Danglli),</b> Fiction and Truth in “Speak, Memory” .....	86
<b>Ferit Hysa,</b> Social Justice Leadership in Albanian School.....	93



**PhD Cand. Ervin Balla**  
University of Tirana, Albania  
Email: [Ervin\\_balla@yahoo.com](mailto:Ervin_balla@yahoo.com)

## **The division of the students according to their knowledge of English**

### **Abstract**

*In this article I have tried to state the importance of the division of the students in the class according to their level of the knowledge of the language. This division according to their levels may help their focusing in the target and improvement of their level of English. This can also help their motivation if all the group is more or less at the same level they will not feel neglected, but opened to new knowledge, because everything is new as a group and not only to some individuals.*

**Key words:** Level of students, beginners, intermediate, advanced

## 1-Introduction

We know that the process of learning English is not an easy process, and has to go through some stages. One of these stages is the division of students in groups according to their level of knowledge of English (Harmer J. 1998). We know that the adult students are sometimes fragile, and they sometimes are not influenced by the curiosity, and the teacher is not of a special importance. The teacher should not forget that the adults are seen with respect by their friends, and may get offended if the teacher is not careful with critics, but on the other side they can be very intelligent if they are stimulated and very dedicated if they are involved in the process. In this age if we succeed to reach the level of the challenge in the proper way is vital. More than anything they should be involved in this assignment and seek to accomplish it.

The grown up beginners are in some way the easiest students to be taught. First they can come to class with a high level of outer motivation. Secondly very frequently they succeed. Their purposes in the class (learning of a part of language or ending a chapter) are easy to be obtained and relatively easy to be achieved.

It is still difficult to start learning a foreign language, and a non-realistic challenge combined with a negative behaviour of the teacher, can have a negative impact to the motivation of the students.

Even the students of the average level can be motivated from the outside. They can have positive feelings for the way how they are treated in the class in the way that they are studying. The success can be motivating, and the perception that they are gaining more “Advanced English” should be a main goal. The beginners as we said percept the success easily, since everything is new to them, but the average students have more extended knowledge and may not percept any

knowledge yet (Westwood P. 1995). In an alternative way they may be influenced by the complexity of the language.

Our job as English teachers is to show to the students that there is still a lot to be learned (not to demoralise them) and then we should place realistic aims to be achieved. Once again a key factor is the accomplishment of the challenge in the proper way.

The advanced students are very frequently highly motivated. If they would not be motivated, they would not have continued to study the language, when they think that they have gone so far. Like the average students they find it difficult to percept the progress. Most of the time they do not learn anything new, but simply they learn to use better what they already know.

However there is not an accurate study for the level of the English language to the students that start for the first time the university. From a poll made with the students in the first year of University “Aleksander Mosiu” of Durres was seen that:

1. 253 students were elementary level
2. 123 students were pre-elementary level
3. 65 were in the intermediate level
4. 33 were upper intermediate
5. 12 were in the advanced level

So as we can see the number of the students in the elementary level was much higher than the number of students of any other level

## **2-The beginner and false beginner level of students**

The first level of beginner students is that stage when the student has no knowledge for the language. This level is not only for children. Many people discover the need to study English language later in their life. The students belonging to this level cannot speak or write in accurate way even in the present tense (Broughton 2003). When the students know some words in English language (very limited) and they cannot join these words to form sentences are called false beginners. When there is no distinction between classrooms, the level of beginners is absorbed within 20 or 25 classes in elementary courses

This is a difficult level to work with because we have a very limited amount of words that we can use to describe things, and students risk abandoning their studies, but at the same time is very profitable because every new word scores a progress for the class. The grammar in this level is very simple and involves the key things such as: personal pronouns, nouns in plural and singular, the verb to be, in positive and negative, the alphabet and numbers, some names of professions, names of countries etc.

For the majority of the students that belong to this level the English language is a novelty and the learning of many words and new expressions gives a feeling of exploring a new territory not used before. They start to feel a great pleasure and generally are very attentive to listen and participate during the classes. (Richard J. and Rodgers Th. 2001) With the help of this level of students is important to determine the goals and the results of learning in this level of learning the language, where the grown students will know exactly what will learn in this course and they will be more aware for the assigned tasks.

By being adults they decide realistic goals, the accomplishment of

which creates spaces. If they don't know exactly what they get from this course, they have settled very high expectation and not fulfilling them may lead to disappointment and take to the abandoning of the course.

Results of the learning in this level are as follows:

1. Students learn to use the main verbs in simple present in English
2. Students enrich their vocabulary with different words
3. Students learn the basic vocabulary to form simple sentences

## **2-Elementary level**

From my experience in the profession of the teacher and from different conversations with my colleagues I have noted that the majority of the students belong to this level. It is the most usual level because the majority of them after the opening of Albania with the Europe have been in contact with this language, and since the English is an international language in a way or another they have the basic knowledge for every day words or situations. This is the level in which the students see their improvement of their knowledge in English language.

Elementary level is the level where the students learn to use other words besides the verb to be in all its forms (Broughton G. 2003). This is mainly because you have to use the auxiliary word "do", that is a little bit strange for them since it is not normal for the Albanian language. In this level they learn to talk about daily issues and situations. They also refer to simple past tense, and future forms.

The grammar of this level involves: main verbs of the English language in the present in all its forms, simple adverbs of frequency, some verbs in simple past and their division in regular and irregular verbs, simple adjectives, simple expressions for the weather, the comparative degree of adjective, some expressions for physical appearance, (Heargraves A. 1992). Even in this level it is good to make an explanatory work with students and their expectation and the possible improvement in this language. The results of learning of students in this level are as follows

1. Students can form and use simple dialogues in daily situations
2. Students learn to use other tenses besides simple present, such as past tense
3. Students learn to enrich the vocabulary with many new words

### **3-Pre-intermediate level**

In this level are identified mostly the students that come from the high school. In this level the students learn to discuss their experiences and plans in the future (Broughton G. 2003)

They learn about the vocabulary that has to do with travelling, what they want to do when they finish the school, summer vacation, their activities in their free time and explain their preferences. It is a level in which they learn many new words and they start to enrich the vocabulary (Corder N. 2008). The sentences formed are accurate grammatically, and everything is considered as a success. They are very focused on the explanation of the teacher.

They are focussed mostly in the reading of the texts and the gained information. The grammar of this level involves: the modal verbs, the possessive pronouns, forms of future tense, going to, will past tense of irregular verbs, various adverbs, and vocabulary that has to do with the description of various parts of human body, vocabulary that has to do with different views, superlatives of adjectives etc. As I stressed above this is the level where they enrich mostly their vocabulary. The students that belong to this level want to learn fast and pass into the next level quickly, for more their gained vocabulary of this level and other former levels allows the passing and using of daily situations that are easily identifiable as parts of upcoming level (Howatt, A. P. R., 1984). In this level the students are;

1. The students in this level use without any difficulty the verbs in different tenses
2. The students in this level learn about the modal verbs and their use
3. The students in this level form regular sentences with very few mistakes

#### **4-Intermediate level**

In this level the students in general start to lose their enthusiasm for learning the English language (Coleman A. 2012). The students in general in this level know how to make sentences to refer to the past, present and future, and generally have a good vocabulary for the everyday situations. However in this level the language that we teach add fluency and becomes more sophisticated than the general communication.

In this stage becomes more difficult for the students to measure their progress so in general the teacher should work much more with the

students especially for the selection of the topics to preserve and to keep up the interest of the students for learning the language. The topics should be chosen carefully and they should be topics appropriate to their age, (Broughton G. 1980).

From many students, for different topics I have heard “teacher we liked very much this topics because it had actual things about young and our age” and the contrary were the boring and out of date topics. They lose interest and they say “teacher may we drop this topic, because we don’t like it”. So I think that the selection of the topics plays a key and decisive role that the students of this level may keep up their interest to continue further.

A peculiarity of the students of this level is that all the students that want to further depth their knowledge in the learning the English language (but I am sure that of any other language) are motivated to pass other levels of language, if they pass important exams such as TOEFL or ISAT that make possible the testing of English language for other purposes such as study abroad or finding a better place of work. In these cases students are very interested and they keep up studying with the same intensity as before (Harmer J. 1998). The grammar of this level includes: the first conditional with if, when, as soon as, the second conditional, the gerund and infinitive, past perfect continuous, comparing and contrasting, description of different stages of life, childhood etc (Farrell Th. and Jacobs G. 2010). The results of the students in this level are far greater than other former levels that we have discussed. They are:

1. At this level the students have a considerable vocabulary
2. At this level we should work very hard, so the students do not lose interest for the English (the idea that they know everything)
3. At this level they start to become fluent in speaking

---

#### 4-The upper intermediate level

The students belonging to this level in our universities are somehow rarer than other levels. This is mainly because to be in this level in the majority of the cases they should have worked very much with the English language and in this context the students should have had more contacts with native speaking of English language, and their vocabulary could be used very effectively from them. At this level the students speak with a reasonable fluency, using a multitude of tenses and different expressions to express their ideas (Gauntlett J. O.1957). At this point they have defeated their emotions to talk and express their ideas in English language during the classes.

They understand without much difficulty what you tell them in English, and they know how to express their thoughts, without thinking too much to find the corresponding words in English language. Very frequently they could use an appropriate language in different situations demonstrating that they could use the formal and non-formal language (Diller K. C. 1971). Very frequently in this level it is possible that the students have better knowledge in spoken than written. (Broughton G. 2003). At this point their vocabulary is reach to express actions that they perform themselves, they can make periphrases of the texts ask questions and give answers, making the task of the teacher much more challenging. They always ask for more, and the topics of the lessons should be much more diverse. They can make independent research in the internet and they can bring various information in the class about different topics. The students in this level can make beautiful essays including a reach vocabulary (Harmer J. 1998).

Their grammar involves: expressions in third conditional involving if I have known, they can use sentences and situations in direct speech and indirect speech, modal verbs in the past tenses, medical words

such as bruises, sprains etc. Words that have to do with the crime, arrest, fraud etc. They can express their feelings with words such as hurt, fascinated, relieved etc. They can use words that have to do with technology and science. (Lynch T. 1996) The students in this level ask for more materials and topics closer to their professions. They seek more words that have to do with their profession, so they can be more prepared when they finish their school cycle and have profound professional knowledge in English language. The results of the knowledge of the students in this level are as follows:

1. The students are much more fluent in speaking and understanding of the thoughts;
2. The students start to gather much more professional vocabulary even from other professional fields and plan to recognise English from licensed institutions;
3. Their grammatical knowledge are much more profound than their previous levels.

### **5-Advanced level**

The students at this level are fewer in number than the students in other levels that we have mentioned so far. The students in this level are able to communicate freely native speakers of English language without having any difficulty (this is mainly because they have been in touch with native speakers of English or they have lived or moved or have studied into the places where the language of communication is English such as England, USA, Canada, Australia etc). One of the things that proves that is the question tags, prefixes and suffixes that are highly used in this point, and the compound nouns that may take an important place in their vocabulary (Hutchinson T. 1987). Even the ellipse and the replacement of the words are used too. However even for this level exist some difficulties such as the phrasal verbs and id-

---

ioms that are normal for the native speakers of English. (Thorne K. 2003). The work with advanced students is complicated because at this point the students that master a good part of the vocabulary of English language have not the same interest of the students of the above mentioned levels. The students at this point want to finalise their studies in exams for the recognition of the English language. Normally students of this level undergo exams such as the recognition of the English language with exams such as TOEFL, IELTS etc.

## **6-Conclusions**

As we saw from my work, the division of the students into groups according to their level of recognition of English language is really important for the improvement and advancing of students at the same level and passing to the next level. The sooner we recognise the level of the students and make the division into groups according to their level the sooner we will feel the results of our work for the consolidation of groups and beyond.

**References:**

eargraves A. (1992) *“Teacher development and educational change”* Routledge USA

Corder N., (2008) *“ Learning to teach adults”* Routledge

Harmer J., (1998) *“How to teach English”* Pearson Longman

Hutchinson T., (1987), *“English for specific purposes”*, Cambridge University Press

Lynch T., (1996)” *Communication in the language classroom”*, Oxford

Farrell Th. and Jacobs G. (2010) *“Essentials for Successful English Language Teaching”* Continuum

Diller, K. C., (1971). *“Generative Grammar, Structural Linguistics, and Language Teaching.”*: Newbury House Publishers

Coleman, A., (2012) *“The Teaching of Modern Foreign Languages in the United States”*. Literary Licensing, LLC

Howatt, A. P. R., ( 198 4) *“A History of English Language Teaching”*. Oxford University Press

Gauntlett J. O., (1957) *“Teaching English as a Foreign Language”*. London: Macmillan

Palmer, H. E., (1968), *“The Scientific Study and Teaching of Languages”*. London: Oxford University Press,

Thorne. K., (2003) *“Blended Learning: How to Integrate Online and Traditional Learning”* Great Britain Clays

Richard J and Rodgers Th., (2001) *“Approaches and methods in language teaching”* Cambridge University Press

Broughton G.(2003) *“Teaching English as a foreign language”* New York Routledge

Westwood P. (1995) *“Reading and learning difficulties”* British library

**M.A Enriketa Söğütü**

“Hëna e Plotë” Bedër University

Department of English Language and Literature Lecturer

[esogutlu@beder.edu.al](mailto:esogutlu@beder.edu.al)

## How Can Language Learning Contribute To Peace

### Abstract

*In terms of distance, globalization has managed to transform our world into an enormous village in less than a 40-year period. Continuous technological and social developments as well have undoubtedly made their contribution to informing people about the unknown and the unfamiliar. Various significant attempts have been constantly made aiming at crossing borders and cultures in order to maintain peace among countries in different regions. Numerous organizations and associations have also made serious efforts to join this challenge. However, there is one thing which, despite not having been overlooked promises a lot and has yet a lot more to contribute to the cause of peace, and that is language. If peace as a concept means knowing, understanding and tolerating others, and the medium which enables the transmission of knowledge and culture is language, then we should accept that it is essential to comprehend the strong relationship between peace and language.*

*The aim of this article is to present a brief overview of concepts like global education and peace education with a focus on the relationship between these terms and language teaching. Another important issue this article addresses is how peace and global issues can be incorporated in various aspects of language teaching with the aim of raising students' awareness and commitment to matters of international importance and interest. Since educators and especially language teachers very often become their students' most affective role-models, this article also touches upon the significant role of language teachers' attitudes and viewpoints in teaching and promoting peace in the classroom and outside it.*

**Key words:** *language learning, peace education, global education, contribution, language teachers*

## 1-Introduction

The process of globalization has managed to shorten distances and to shrink the world into a global village in terms of trade, economy and technology. Constant developments and advance in these fields have increasingly contributed to informing people and spreading knowledge about remote places which they might have never heard of, therefore familiarizing them with previously unknown cultures and languages as well. Although as a process globalization has been an issue of controversy, the contribution it has made and continues to make to maintaining and making peace is unquestionable. For some the greatest value of globalization is its potential for creating a world of peace. (Marquardt, 2005) The means by which this is achieved vary and depend on different countries' policies and what their governments or international organizations put the emphasis on. However, the only means whose role in making and maintaining peace is vital and cannot be neglected is language. Despite not having been overlooked it promises and has a lot more to contribute to this issue.

If peace as a concept means knowing, understanding and tolerating the others and the medium which enables the transmission of knowledge and culture is language, then we should accept that it is essential to comprehend the strong relationship between peace and language. The main aspect of this relationship is the use of language to communicate something. The way we choose to convey our message will determine the nature of the context, a peaceful or a conflictive one. If, as Friedrich does, we do not equate peace with the absence of war, but rather see it as the building of solid social structures that allows individuals to have their rights respected, language is the means that enables this construction (Friedrich, 2009).

---

## 2-Global Education

Along with globalization terms like global education and peace education emerged. When global education was still in its infancy in 1985 Alger and Harf defined it as “education that enables people to make decisions while taking into account the ways in which they are affected by a diversity of economic, social, political, military and natural phenomena that link together peoples of the world.” (Chadwick F. Alger, James E. Harf, 1985) Since this implies that all professions be prepared to get involved in all these systems, they suggested that global education requires the removal of the national border as a barrier in education at all levels and in all subjects. Among the five basic themes in worldwide relations and institutions they mention values. While nations, religions and various ethnic groups make efforts to assert and reassert their values, increasing attempts are being made to create common standards for life on the planet. Here I make my case for the important contribution of language to facilitating the utilization of these standards.

Ramler suggests that in global education we must move beyond factual and inquiry learning in order to teach students to look at issues from different perspectives, and what is more important, we should lead them to understand and respect other cultures. (Ramler, 1991) Because competence in other languages is vital to understanding other cultures one of the most important tools which makes this possible is learning the language of those cultures.

According to global educators the four core content areas of global education are the fields of peace education, human rights education, development education and environmental education. (Cates K. A., 1992) According to Cates a global education approach to language teaching should enable students to effectively use the foreign language and to equip them with the knowledge, skills and dedication to solve global problems (Cates K. A., 1992).

### 3-Peace Education

Peace education is the process of teaching people about the threats of violence and strategies for peace (Harris I. , 2010). It refers to both formal school-based and informal community education programs that teach about the dangers of violence and alternatives to violence (Harris I. M., 2003). Attempts to teach and promote peace among people and nations date back to early ages. They have varied from religious preaching of prophets to community-based peace teachings. Horrors of civil and world wars have always called for and resulted in the formation of peace movements and in the establishment of international peace organizations, which have always played a significant role in making or maintaining peace among certain countries. Another approach has been teaching and promoting peace in peaceful times aiming at preventing war. It is significant here to mention two concepts initially used in 1964 by Galtung. He argues that we should distinguish between negative peace, which “is the absence of violence, absence of war”, and the positive peace, which “is the integration of human society” (Galtung, An Editorial, 1964). Our main focus in this article is positive peace. In his arguments for positive peace Reardon classifies the following three approaches as part of education for positive peace: *environmental education*, *development education* and *human rights education*. (Reardon, 1988) Pamela Baxter defines peace education as “an attempt to change people’s behaviors” and in this kind of teaching besides other factors the language we choose is the most important (Pamela Baxter, Vick Ikobwa, 2005).

The strong connection between peace, language, communication, culture and power is unquestionable and we can all make our contributions to a world where respect for diversity and an understanding of cultural and linguistic differences are accessible to all. (Friedrich, 2009)

With language I do not mean mother tongue only; an important tool which facilitates understanding cultural differences is the language of the respective culture. In addition to supporting mother tongue as a means of improving education quality, the UNESCO Position Paper on “Education in a Multilingual World” also advocates “bilingual and/or multilingual education as a means of promoting gender and social equality and a key element of linguistically diverse societies.” (UNESCO, 2003). In the following section I shall mention some major undertakings of UNESCO with regard to promoting foreign language learning as an aid to peace education.

#### **4-Teaching Peace through Language Instruction**

The undisputable role of language teachers in teaching peace in and outside the classroom has been affirmed by most researchers and academics. In their study on language teaching and world peace academics from Turkey conclude that:

Language teachers have an important part in educating for peace and should emphasize peace elements in the target language to allow students to discover the importance of establishing a peaceful world and to respect differences for a worthy world (I. H. Mirici, Z. Ozturk, C. B. Arslan, 2009).

Although the authors of the following paragraph use their article to give arguments about how careless use of language makes language and its user part of violence in order to express their feminist views, I totally agree with their opinion about the role language plays in our thinking.

“...while at work on needed scholarship, we need to begin to change our talk and we need to teach differently. Insuring that our students recognize the patterns of language is an essential first step. They (and we) can learn to notice how language provides the path for thinking. ... That’s what lan-

guages do for us; they provide paths and make it hard to see what's off the trail. (Anita Taylor, M. J. Hardman, 2004)

The way we use language and knowing the other side and their sensibilities are other factors that affect communication researchers say: The language, which is both used in starting and preventing conflict, has a very important place. Using a constructive language in both communications of two parties from the same culture and different cultures both prevents the conflict and simplifies the resolutions of the conflicts that have come out. This can be possible by getting to know the other side and taking their sensibilities into account. Not knowing the other side or not being aware of their sensibilities is the conflict that the person can cause unintentionally. Teaching these sensibilities is the most important mission of foreign language teachers. (Sahin, 2011)

The importance of including issues of global education in the EFL curriculum is argued for by (Cates K. , 1990) as follows: If our language students are truly to become socially responsible world citizens, then global issues and the four goals of global education (knowledge, skills, attitude, and action) must appear explicitly in the language-teaching curriculum.

Since the role teachers play in dealing with peace issues in the classroom and in promoting peace education a good preparation of teachers becomes vital. According to Quezada and Romo this can be achieved in higher education or preparation programs:

Institutions of higher education and teacher preparation programs can be the impetus in preparing teachers with the knowledge and skills needed to promote peace education in their classrooms in order to build peaceful classrooms with students who value peace education and justice for all students. (Reyes Quezada, Jaime J. Romo, 2004)

Achieving desired levels of learning greatly depends on an essential element: teachers. "They are the most important factor in determining the quality of learning because they also impart values, model

behavior and play an important role in socialization.” (Smith, 2010)

## 5-What Exactly Can Efl Teachers Do

**5.1-Appropriate materials:** A lot of textbook authors have made great efforts to not just include global issues in their textbooks but to specifically deal with them. *The World Around Us* (Hoppenrath&Royal 1997) helps to develop the learners’ language skills and to encourage them to discuss and talk about social issues. *Folk Life Around the World* (Liebermann 1994) and *Worlds Together* (Amato&Hansen 1995) aim to develop different language skills and encourage learners to think critically while promoting awareness of other cultures and countries. Others deal directly with world problems, for example *Global Issues* (Randle, Gerard-Sharp, Yugi 1997).

Although most EFL teachers have to follow a particular strict curriculum and syllabus, which in most cases may be determined by education authorities, they still can choose among lots of authentic reading passages from newspapers, magazines or other sources. These can vary according to the world or social topics the teacher wants his/her students to be more aware of. The way the topic is introduced and then dealt with depends largely on the teacher and his/her creativity. Making the learners familiar with the specific vocabulary through the pre-reading activities is a very important step. Not only does it help the student to understand the passage better, but it also enables him/her to discuss about the topic using the relevant vocabulary. As a follow-up activity students may be given short paragraphs with examples from different people’s lives or with information about what has been done or is being done around the world about the topic, and then they can be asked to share their information with the class. Various activities can be selected and adapted to the learners’ age group.

Since it is much easier to instill virtues and universal values in a child than an adult, especially when illustrated with examples, one of the ways through which it can be achieved is encouraging young learners to read stories about these topics, or making them read in class as part of a lesson. Integration of peace education in reading comprehension lessons in primary schools is something that we should reconsider if we want children to grow up with positive thoughts about the world. (Yusuf, 2011) In her article Yusuf also gives examples of stories she used in her classes concluding that “reading comprehension lessons should be the starting point of shaping the personality, character and ethics of children at this level of education”. (Yusuf, 2011) In view of this, the same can be aimed and achieved through assorted listening activities as well. If we are to make our students listen to a song in class why not choose Michael Jackson’s *The Earth Song*. No other lesson would teach the importance of taking care of the environment better than his lyrics.

**5.2-Grammar lessons:** One might think that since grammar is the least fun to learn it should also be the last to utilize if you want to teach a global issue. Although not always aiming at teaching kindness or generosity, most EFL teachers will remember using “if I had one million pound” clause in order to teach the second conditional and most of them will remember most students saying they would use it for charity or to help the poor. A good way of practicing the past tense would be sharing the learners’ experience of participating in an environmental issues awareness-raising campaign. Comparative structures can be practiced by comparing polluted areas to clean ones, or as Cates suggests “by comparing human rights in different countries”. (Cates K. , 1990) Future tenses can be used to make predictions about how our actions will affect the whole life on our planet.

**5.3-Projects/Oral presentations:** Despite various arguments about the inappropriateness of oral presentations usage in EFL environments, when well-organized and planned they can benefit the learner and can also be an enjoyable activity for them. (Gonzalez, 1998) Preparation of oral presentations or projects can be set as a task for all the learners of a group/class at the beginning of the term, and dependent on their age, the learners may work individually, in pairs or groups. Selection of topics to be covered is done in advance by the teacher and the students are allowed to choose among them. Teachers should be careful to choose topics that appeal to the learners, which would make them work more willingly thus benefiting more. Another aspect to be considered is choosing issues of which the community and the learners need to be more conscious. Asking students to find information about the topic and about how it is dealt with in other cities or countries, will serve the familiarization of the students with relevant vocabulary and will be the first step towards awareness-raising about the issue.

**5.4-Debates:** Despite their contribution to enhancing EFL learners' L2 communicative competence, debates play a significant role in effective promotion of critical thinking in a classroom. In their study about the role debates play in enhancing reading comprehension skills and critical thinking Iranian researchers conclude that the impact on both aspects is significant and that "practicing critical thinking changes the learners from passive receivers of the new materials in to critical thinkers." (M. Rashtchi, F. Sadraeimanesh, 2011) If debate topics consist of environmental and social issues that concern the community we shall have citizens who will think critically about raising awareness and taking action.

**5.5-Pair/Group work:** The first lesson that pair/group work teaches the learners consists in instructing the students that it is much easier

to succeed when you are not alone. Whether as a class activity or as part of a project or debate preparation, having to collaborate with others will lead the learners to get to know, understand and tolerate each other, which will eventually result in a more peaceful learning environment. Group work is particularly effective with multicultural classes, where language learning and practicing in groups plays a crucial role in crossing culture barriers which might lead to misunderstandings. If we manage to teach our students how to live harmoniously with other cultures, languages and nationalities, then we will have already taught them enough about peace.

## **6-Conclusion**

The role foreign language and its instruction play in making and maintaining peace has never been underestimated. However, if we take into consideration the fact that it is through the language of a country that we learn and familiarize with its culture, then the contribution of language instruction to tolerance and eventually to peace should be reconsidered. Whatever nationality a child belongs to he will speak the language he hears and if we intend to teach the language of peace we should first teach its components. A combination of language learning activities incorporating environmental, social justice and human rights issues is essential to teaching how to live in harmony with diverse cultures and nature as well.

Including such topics in the instruction of the four basic skills reading, listening, speaking and writing, enhances and promotes the learners' knowledge of these issues and raises their awareness as well thus making learners feel able to cope with complex issues of modern age. A more contributive idea would be the integration of peace education in foreign language curricula and designation of whole peace education EFL textbooks or courses.

---

Today's teachers are educating tomorrow's leaders, therefore, preparation of effective teachers who will be able to promote peace in the classroom and outside, it is another significant aspect. If we want to see future generations who appreciate humanistic values, respect diversity and applaud peace we need to see these features in current teachers.

**References:**

Anita Taylor, M. J. Hardman. (2004). War, Language and Gender, What New Can Be Said? Framing the Issues. *Women and Language* 27(2), 3-19.

Cates, K. (1990). Teaching for a better world: global issues in language education. *The Language Teacher* 14(5), 41-50.

Cates, K. A. (1992). Global Education, Peace Education and Language Teaching. *TESL* 25(1), 1-9.

Chadwick F. Alger, James E. Harf. (1985). *Global education: Why? For whom? About what?* Washington D.C.

Friedrich, P. (2009). Peace Studies and Peace Linguistics Now:What has language got to do with it. *Peace Forum*, 23-27.

Galtung, J. (1964). An Editorial. *Journal of Peace Research* 1(1), 1-4.

Galtung, J. (1974). Handbook on Peace Education. In C. Wulf, *Handbook on Peace Education* (pp. 153-172). Frankfurt: International Peace Research Association.

Galtung, J. (2008). *Form and Content of Peace Education*.

Gonzalez, D. (1998). A whole language project:Using story grammars in the EFL high school classroom. *English Teaching Forum* 36(1), 14-15.

Harris, I. (2010). History of Peace Education. *Handbook on Peace Education*, 11-20.

Harris, I. M. (2003). *Peace Education Evaluation* . Chicago: American Educational Research Association.

I. H. Mirici, Z. Ozturk, C. B. Arslan. (2009). Language Teaching and World Peace: A Sample from Turkey. *Past President* 12.

M. Rashtchi, F. Sadraeimanesh. (2011). Is Debate a Useful Strategy in Enhancing the Reading comprehension and Critical Thinking of Iranian EFL Learners? *Theory and Practise in Language Studies* 1(4), 361-369.

Marquardt, M. J. (2005). Globalization: The pathway to prosperity, freedom and peace. *Human Resource Development International* 8(1), 127-129.

Pamela Baxter, Vick Ikobwa. (2005). Peace Education: why and how. *Forced Migration Review* 22, no. 2005, 28-29.

Ramler, S. (1991). Global Education for the 21st Century. *Educational Leadership* 48(7), 44-46.

Reardon, B. A. (1988). *Comprehensive Peace Education*. New York: Teachers College Press.

Reyes Quezada, Jaime J. Romo. (2004). Multiculturalism, Peace Education and Social Justice in Teacher Education. *Multicultural Education* 11, no.3, 2-11.

Sahin, Y. (2011). The Importance of Foreign Language Learning Contributing to Peace. *US-China Education Review*. 8(5), 580-588.

Smith, A. (2010). *The influence of education on conflict and peace building, Background paper prepared for the Education for All Global Monitoring Report 2011 The Hidden Crisis: Armed conflict and education*,. Paris: UNESCO.

UNECOSO. (2003). *Education Position Paper. Education in a Multicultural World*. Unesco.

Yusuf, H. O. (2011). The Integration of Peace Education in Reading Comprehension Lessons in Primary Schools. *Journal of Language Teaching and Research* 2(4), 823-831.

**Suela Ndoja**

Italian-Albanian Association 'Progetto Speranza'

Email: [sundoprospe@gmail.com](mailto:sundoprospe@gmail.com) Shkoder, ALBANIA

## **An Educational Change Script Analyses: Social Integration For Youth With Intellectual Disabilities**

### **Abstract:**

**Background:** *The goal of social integration is shared across disciplines and espoused as a universal value in today's society. Proponents of traditional rehabilitation propose delivery of intensive services in segregated environments specially designed to meet individual disability needs. Conversely, proponents of full-inclusion models maintain that services be provided in the mainstream of school and society.*

**Aim** of this article is to provide an Educational Change Script Analyses to discuss the Social Integration for Youth with Intellectual Disabilities.

**Method:** *it provides the description of the type of analyses, case example and then the analyses of the issue.*

**Conclusion:** *regardless of different interventions, none of us can eliminate the impact of having a disability. However, researches and experiences indicate as well that various program models, implemented both in special education, general education and social activism can have moderately positive academic and social impacts for youth with disabilities.*

**Suggestions:** *There are some valid suggestions to be taken into account from educators, therapists and psychologists for Social Integration of Youth with Intellectual Disabilities in order to prepare and accompany them toward autonomy to become citizens with full rights to enter in Civil Society.*

**Keywords:** *Regional Social Integration, Youth with Intellectual Disabilities, Educational Change Script Analyses.*

---

## 1-Introduction

Building a socially inclusive society is an important objective of many governments. One of the major guiding principles in achieving European integration is people-centred development for establishing the future Albanian Community in cooperation with other Regions.

This principle implies the values of justice, sustainability, participation and inclusiveness which will be achieved through, among others, gender equality, youth empowerment, protection and promotion of children's rights, protection for the vulnerable groups, and participation of the citizenry in their own development. (Ginnerup S, 2009 & FSHDPAK, 2010b). In this context, knowing which aspects of social integration matter most for development is as important as identifying the target groups with higher risks of exclusion. As such, from the above principles, it's necessary to analyse the issue of vulnerable groups as would be for instance the Youth with Intellectual Disabilities (YID). What can be done regarding participation of the citizenry in their own development?

Moving further toward this step would be a major contribution to the implementation of the people-centred principle in order to improve the lives of YID as Albanian citizens and as well as one criteria to enter in European Union. Therefore **the aim** of this paperwork is to provide an Educational Change Script Analyses to discuss the Social Integration for Youth with Intellectual Disabilities. First, let us focus on two operational keys words:

**1-Social Integration** - Is defined as a dynamic and principled process in which societies engage in order to further human development. Social integration represents the attempt not to make people adjust to society, but rather to ensure that society is accepting of all people. The main ingredients of social integration are: inclusion,

participation and justice/social justice, which allow meaningful and effective engagement for a common future. According to Wikipedia, the free encyclopedia, (2013), Van Langenhove, relates this concept as the reduction of social exclusion and the development of an inclusive civil society (Regional integration. In short, it is the joining of individual states within a region into a larger whole. Regional integration initiatives, according to Van Langenhove, should fulfil at least eight important functions and one of this as abovementioned).

**2-Youth with Intellectual Disabilities** - The age in which a person is considered a “youth,” and thus eligible for special treatment under the law and throughout society varies around the world. According to the United Nations General Assembly, the youth comprises those persons falling between the ages of 15 and 24 years inclusive while according to World Bank the term “youth” in general refers to those who are between the ages of 15 to 25.” – however in the African Union Commission and African States have agreed to consider as Youth any person within the age range of 15-35 years and it is this definition that the EAC Partner States adopt in the Framework (Youth generally refers to a time of life that is neither childhood nor adulthood, but rather, somewhere in-between).

Here the paperwork focuses on Youth with Intellectual disability which is defined by the American Association on Mental Retardation (AAMR), as a disability that originates before the age of 18 years, and is characterized by significant limitations both in intellectual functioning and adaptive behavior, as expressed in conceptual, social and practical adaptive skills (Nartey P. (2007) (This definition reflects the World Health Organisation (WHO) and United Nations recommendation and endorsement of the International Classification of Functioning, Disability and Health (ICF) as a framework for conceptualising disability).

---

## 2-Background

Unquestionably, defining youth with intellectual disabilities is one of the major challenges, both practically and politically, when making the connection between YID and RSI from an Albanian background. Consensus on a definition, however, would enhance evaluation and research. A common working definition would also facilitate communication and education and provide people with disabilities, their representative organizations, related groups, and development practitioners with a framework for profiling, measuring, replicating, and advancing disability policies into sound programming and sustainable development. Arriving at such a definition, according to the study *Disabled People and Development*, it is no easy task (Social inclusions can only be achieved by changing the attitudes of society toward people with disabilities and their families, and by establishing responsive and effective programs by, with, and for people with disabilities). (Edmonds J. L, 2005). Indeed it is. People with disability are commonly identified as a group with a higher risk of social exclusion. (Yu.P.,2009 ). In this sense, the goal of social integration is shared across disciplines and espoused as a universal value in today's society.

Proponents of traditional rehabilitation propose delivery of intensive services in segregated environments specially designed to meet individual disability needs. Conversely, proponents of full-inclusion models maintain that services be provided in the mainstream of school and society (Mainstreaming is the integration of children with disabilities with their peers in general education based on individual assessment). (Hocutt A.M,1996). Processes of social integration are intended to overcome the obstacles to social integration and to re-balance the asymmetry of social exclusion.

In the recent past, social welfare reforms in the Western Balkans have

tended to be a series of short-term, crisis-oriented solutions rarely forming a coherent strategy for the whole policy field. This lack of coherence shows that a new institutional framework is needed to create an enabling environment that coordinates the supply of services and entitlements at local and regional levels, adjusting them to local needs and involving socially excluded people (and the public at large) in the design, monitoring and evaluation of the system and its outcomes. In this way, the barriers to participation and access of resources and opportunities can be removed, and attitudes can be changed (In order to promote economic, social and civic development it is needed to meet the requirements of the EU Social Acquis). ( Claassens M & Zelic I, 2011)

The Disability Action Plan makes clear that additional measures need to be taken to ensure young people with disabilities can equally access the provided services, enjoy fully their rights and can develop themselves as full members of their societies.( Chupina K, et al. 2012 ). In this context, National Strategy for Persons with Disabilities is a plan to bring change. (Ministry of Labor, Social Affairs, and Equal opportunities, 2006). The strategy bridges the gap between people with disabilities and the process of creating comprehensive and inclusive policies, updating the basic rights of persons with disabilities. For the purpose of the study, can be mentioned here the Principle of Inclusion, Participation and Equal Opportunities which states that persons with disabilities are part of the society they live in and therefore do not have to integrate, because possess the same rights as other people. Moreover they have benefits that allow them to participate fully in all areas of social life, including medical rehabilitation, participation in community life and in work. Living without barriers is an important condition for participation.

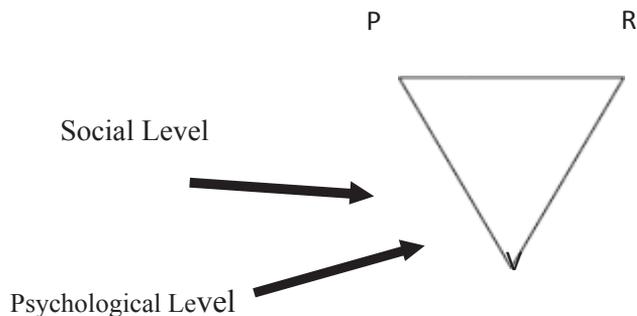
### 3-Method

#### 3.1-The description of the type of analyses: Educational Change Script Analyses

##### The Script Scene

The Educational Change Script Analyses of the issue it is based on work of Eric Berne-Analyzing Transaction (The key to this methodology is a transaction – the fundamental unit of social intercourse. Berne also defined a stroke – the fundamental unit of social action) (Harris, A..Th (1973). This Script Scene is recreated over, during and over later in life and is usually involved in the problem that brings the person. There it can be explored. In the smallest inside script triangle; are labelled those inside and outside three corners with the P, R, and V letters. In the diagram on the outside of the triangle is the three observable **Social Level roles** described as the larger PRV. The three unseen, ulterior and personal **Psychological Level roles** are inserted on the inside of the triangle with the smaller PRV. This makes six possible roles in each YID's triangle as illustrated in Figure below.

Fig 1: The Social and Psychological Level of Script Scene



To go through these carefully in Figure above, let's look at the next paragraph at all six roles in the YID - the three on the inner Psychological Level and the three on the outer Social Level. Adding these up we get (3 + 3 = 6) roles.

### 1. The YID inner level triangle - Psychological Level.

(#1 above) The YID in the inner **Victim** (*fear from the social world*) corner: In response to the first classic question, "*How did you feel at the time when you are excluded ?*" The one, re-experiencing the script scene, replies "*I feel upset, stigmatized and misunderstood.*"

(#2 above) The YID in the inner **Rescuer** (*joy*) corner: The second question is then asked, "*What did you decide about life?*" The younger, needing a self-protective life position (self-Rescue) to avoid disappointment (by not expecting too much), decides "*No one can help me.*"

(#3 above) The YID in the inner **Persecutor** (*rage*) corner. Inwardly the younger incorporate the other's representative of Civil Society neglect and made a self-persecutory "*Don't Want*" decision - an injunction that imposes diminished hopes for the future.

### 2. The YID outer Level triangle - Social Level.

One could wonder then, "*Why does the YID decide to follow the other's representative of Civil Society scripting rather than ignore it?*". Here are three possible outer Social Level motivations in a script for the YID to accept the other's representative of Civil Society injunctions:

(#4 above). **The YID as a Victim to the other's representative of Civil Society.** The YID is overwhelmed and undefended and submits to the other's representative of Civil Society attributions of identity, to

all the desires, and to all beliefs. This passivity may be built upon a foundation of earlier pre-verbal imprinting outside of awareness.

(#5 above). **The YID as a Rescuer to the other's representative of Civil Society.** The YID may be (a) compliant with the other's representative of Civil Society and will please them as the "good younger" or (b) supported by the other's representative of Civil Society covering up their dysfunctional representation; or (c) to be the winner of the other's representative of Civil Society' belief systems, (d) to adopt the sacrificial role of "the identified person with disabilities" by being a helpful "lightning rod" so representatives of Civil Society can turn their rage away from their own problems onto the "real" family or socially problem: the person with a disability.

(#6 above) **The YID as Persecutor to the other's representative of Civil Society.** The YID can choose to "get even" with the other's representative of Civil Society by taking their bad scripting to the negative limits in life. This will defeat their counterscripting dreams of being successful representative of Civil Society. The representatives are now seen as failures and burdened. A "Don't Want" decision can produce exclusion, institutionalization or a homeless person. Another "get even" choice in youth takes on the role of the designated "scapegoat" exposing the social or family's secret dysfunction, creating dire consequences and escalating financial burdens.

### **3.2-Educational Change Script Analyses. The Life Path of the Victim**

The YID **attempt** a choice to keep either the positive or the negative energies active within themselves. The positive attempts are to convert these negative energies (*You are not Ok, Don't enter here- We, the social world are Ok*) to their positive aspects (*I am Ok- the social*

*world is Ok*) making them feel not as a victim of this social reality but to live as citizen with full right to enter into Civil Society. If not, he may feel himself as An Existential Victim trying to find one of the **Script Positions** (*the Believer - “Am I worthy?” The Feeler - “Am I loveable?” The Doer - “Am I alive?” The Thinker - “Am I prepared?” The Funster - Am I acceptable?” The Dreamer - “Am I wanted?”*). Then manifesting himself in **Script Promotion**, then in **Script “Cure” and** at the end in the **Script Solution** by being educated as a respected person in the Civil Society. This way can bring change into their Script Scene of Life Path.

## Case example

### Homes family for orphan people with disabilities

“Project Hope” was founded in the city of Shkoder in October 1994 by a retired Italian social worker, Dr. Silvana Vignali, who set in as a volunteer in Albania after a 33 year experience in the Italian Social Work services. The project focuses on assisting the most vulnerable categories of disabled persons i.e. the orphans, the extremely poor, and those who do not received an adequate treatment in the Orphan-ages or Psychiatric Institutions. Its ‘beneficiaries’ are welcomed in the Homes-Family where they are treated on basis of a wholly new approach; not as mere patients of pathology, but as people with all their social, psychological and spiritual needs to be considered and fulfilled. The project seeks to offer them love, family warmth and support, hope, formation and help them integrate in Society so that they can cherish all human rights. Its main aim is to help orphans with disabilities and younger needing assistance to get the help and care that they deserve, and that this care is of the highest standard. It was founded as a result of the necessity for such an ONG in Albania.

During the 20 years of its activity, Project Hope has endeavoured to put in motion all the social and institutional mechanisms (national and regional) with the purpose and to bring a new approach in the Albanian culture on how “different” people are perceived based on respect for diversity. The family and the Institutions of Education must treat the disabled persons not as pathologic cases to be quarantined, but as human beings, absolutely equal in their rights, and in their needs and aspirations which demand special commitment to be discovered, interpreted, encouraged and fulfilled. They also feel the hunger, thirst, cold, sleep, the need to feel safe, to be loved, to belong to a group and to be appreciated in order to feel realized. Thus, Silvana Vignali took the first step through Project Hope to offer to the disabled persons not only a physical space of shelter and clothing and food, but to consider also their social needs by assisting them to be involved as much as possible in society and make the best use of their civil rights. A shelter, food, clothing and medical care is not enough as long as they are kept isolated and considered as “no good” in a “labour market” society. Their social needs must also be acknowledged and encouraged in order to help them step out of the “*isolation*” imposed by their disabled physical or mental condition.

## Results

- The 6 homes-family work with the concept that the people with disabilities should feel like they are at home, in their families. It tries to get away from the institutional climate of life, where is cold and there are minimal standards. The home-family tries to give them warm and neat surroundings, preparing traditional meals and organizing lots of socio-cultural activities so that their beneficiaries feel as good as possible.

- Project Hope has hosted a total of 60 disabled people of various categories: children; youth; orphans or abandoned, between the ages 6-40 years old.
- Project Hope has tried a lot of ways as collaborating with Regional Office of Labor to employ the youth with disabilities, etc
- It has institutional cooperation with institutions and organisations from the EU as Italy and Spain.

#### **4-Discussion**

The analyses of the issue: Social Integration for Youth with Intellectual Disabilities? “How do we create hope filled, humanized environments and relationships in which people can grow?”

As a Clinical Psychologist with considerable experience in the Disability Sector and Mental Health, I am very aware of the need to provide social and psychological interventions for youth with intellectual disability issues. I have become increasingly aware of the difficulty people with intellectual disability face when accessing to school or entering into society to help deal with their difficult and disappointing issues. The above youth are faced with social development challenges; lack of continuing opportunities for education and skills development, lack of access to affordable health, unemployment and underemployment, lack of adequate skills for employment, lack of access to finance and entrepreneurial opportunities. But as well there can be evidenced good experiences in relation to inclusion of youth with disabilities that are identified due to the goodwill of people who engage the youth in different socio- educational activities, and in collaboration with Public and Non Public Sector, too. This, not only to give fundamental unit of social intercourse.

The YID being an Existential Victim wants a position in life because

one has experienced social development challenges. How can they overcome these challenges? The hypothesis is- *the regional social integration can improve the YID social and psychological level by being in turn educated with the Script Change of their Path Life which is compounded by four under scripts.*

**1. Script “Position”** – by being included and not simply by persuasion, can make them compelling home environment requiring a change in the theirs world view, then by looking for a position in that environment the person needs to decide on a protective script position, then needing help to plan their future in social level, how will the script be carried out.

**2. Script “Promotion”**- by being inside the script scene just how someone finds keeps or entices the players, they may begin to fit into their social script level. Picking the suitable script with “other” they may team up with, or by provoking the outer space they have until they eventually play the needed complimentary role;

**3. Script “Cure”**- by taking their own rights to take permission to break the traditional segregation circle, in turn by searching to be protected from persecutors that may meet through integration path that in turn may cause to them a very difficult and severe psychological level.

**4. Script “Solution”** by trying to influence in the present social situation, “I am, we are” under distress, these inner feelings emerge as used to set up a rescuer to collect from outer level (representatives of Civil Society), which is to prove or solve the early positions..

The detailed and comprehensive Script Formula(SF) now links together all stages of scripting in order to bring change: the beginning, middle, continuum and end as a growth –caring resource.

## 5-Conclusion

Disability is always a sensitive issue to deal with as it touches upon aspects of social and psychological levels such as vulnerability, stigma, mixed feelings and discomfort, controversies and power relations. For some people, it is a reminder of the “imperfection” of human beings and life. For a part of practitioners, professionals and younger with disabilities themselves, dealing with disability issues is an integral – and challenging –part of their path life.

Youth with disabilities face the same issues and concerns as their peers without disabilities, but societal prejudices, barriers, and lack of awareness exacerbate their concerns. To date, as some other societies, our society has not fully integrated youth with disabilities, leading to segregation and the condemnation of a whole segment of the population or by demonstrating negative attitudes or fear of working with people with disabilities.

Clearly, more work is required to find a growth –caring resource. Thus, regardless of different interventions, none of us can eliminate the impact of having a disability. However, researches and experiences as Homes Family of Project Hope in Shkoder of Albania indicate as well that various program models, implemented both in special education, general education, social activism and social care can have moderately positive academic and social impacts for youth with disabilities. Providing opportunities for full and equal social, civic, and economic participation is beneficial not only to youth with intellectual disabilities, but also their societies and countries creating in this manner *transnational* thought understanding better the Ecclesiastes sentence: “*There is no new thing under the sun*”. (Rourke.T.,J. 2001)

---

## 6-Suggestions

In order to promote economic, social and civic development, which is needed to meet the requirements of the EU *Social Acquis*, the following recommendations need to be taken into consideration from educators, therapists and psychologists:

- Social Integration for Youth with Intellectual Disabilities can continue helping to prepare and accompany them toward autonomy in order to become citizens with full rights to enter in Civil Society.
- However, its implementation and realization requires a focused effort by all stakeholders, and especially Governments and policy makers, to ensure that a significant proportion of their population does not remain an isolated and invisible segment but one that can realize its full potential, have equal access to all opportunities, and exercise the same rights as the rest of the citizens.
- The Educational Change Script Analyses is useful for educators, therapists and psychologists as it is compounded by four important under scripts to focus on YID life path as a working model to bring change by educating them in linking the past to the present, a plan and an approach for a complete significant experience beginning at any point and working in either direction. It is also a simplified teaching model for illustrating that there is depth in human scripting scene in the organizational and educational fields.

## References

Claassens M., & Zelic I.,(2011). *Promoting community-based initiatives for social inclusion in the Western Balkans* .© SOLIDAR

Chupina,K., Mucha P., & Ettema M. (2012). *Inclusion of Young People with Disabilities in Youth Activities of the Council of Europe*. DDCP/EYCB/CMDisability/2012/027. European Youth Centre Budapest.8

East African Communities,(2012). *EAC Strategic Plan on Gender, Youth, Children, Persons with Disabilities, Social Protection and Community Development (2012-2016)*. 29

Edmonds, L.,J.(2005).*Disabled People and Development*. Asian Development Bank. No. 12. 2

FSHDPAK (2010b), *Konventa për të drejtat e personave me aftësi të kufizuara*, FSHDPAK, Tiranë

Ginnerup S.(2009) *Achieving full participation through Universal Design*. Council of Europe Publishing, retrieved on September 2013,

Harris,T.,H.(1973). *I'm Ok-You're Ok. The transactional Analyses*. Avon Books, Harper & Row Publishers. Inc. N.Y.July 1973, 89-115

Hocutt, A.,M.(1996). *Effectiveness of Special Education: Is Placement the Critical Factor? The Future of Children. Special Education for students with disabilities*. Vol. 6 • No. 1.

Ministry of Labor, Social Affairs, and equal opportunities (2006). *National Strategy on People with Disabilities*. Tirana,Albania 4,6

Nartey P. (2007) Ethical issues in counseling and psychotherapy with people with intellectual disability. *Counselling, Psychotherapy, and Health*, 3

Rourke. J.,T. (2001). *International Politics on the World Stage*. United States of America. Eighth edition. McGraw-Hill/Dushkin – a division of the McGraw-Hill Companies,. 158

Wikipedia, the free encyclopedia; *Regional Social integration*, September 2013, Retrieved on 2 September 2013 at [http://en.wikipedia.org/wiki/Regional\\_integration](http://en.wikipedia.org/wiki/Regional_integration)

Yu.P,( 2009 ).Disability, participation and youth wellbeing: a fixed effects approach. Australian Government Department of Families, Housing, Community Services and Indigenous Affairs, 2

**Ph.D. Valentina Haxhiymeri (Xhafa)**

University "Aleksander Xhuvani" Elbasan/ Albania E-mail:

valixhafa@yahoo.com

## **Effective Teaching Strategies that Induce Students to Adopt a Deep Approach to Learning in Higher Education**

### **Abstract**

*The concept of approach to learning has been studied extensively because it is strongly related to students' level of understanding and learning outcomes. In general, three different approaches have been described: deep, surface and strategic/achieving. In this paper is discussed the concept of approach to learning and proper teaching strategies in higher education context that induce students to adopt a deep approach to learning. The aim of this paper is to argue that the approaches to learning cannot only be seen as mere student-dependent characteristics, but as one can be dependent on a number of factors as personal (e.g., student gender, age, prior experiences) and contextual (e.g., teaching/ learning activities/methods, perceived workload, assessment procedures, institutional values), (Biggs, 1987; Zeegers, 2001). In the light of this discussion, some of theories of university teachers' approaches to teaching are described and some of effective teaching strategies are suggested in address to higher education teachers.*

*Considering approaches to learning and teaching as issues of real concern for higher education institutions today, this paper seek to bring a modest contribute not only to quality of debate which surround this area, but also to get hold of opportunity for some reflection on current practice of higher education.*

**Keywords:** *Approach to learning, factors influencing student's approach to learning, theories of teachers' approaches to teaching, good teaching in university, teaching strategies in higher education.*

## 1-Introduction

In recent years, higher education in Albania, as many other countries in the world, has rapidly changed from an “*elite*” *academic system* to a “*mass*” *education one*. The work market has shifted towards higher-skill jobs, making higher education a routine aspiration for the young people. European Union already has a quantitative goal that 40 % of its young people should achieve higher education qualifications by 2020 (Gibbs, G & Habeshaw, T., 2013). This means not only the increasingly participation rates, but also student populations that become educationally more diversified. Certainly, the brightest and most committed students are going to university, as they have done in the past, but so do proportionately more students of rather different academic bent ( Biggs, J. & Tang, C., 2011). Inevitably, big enrolment increases imply taking applicants who are academically under-prepared by the standards of past “elite” university education. Most of them have a limited view of what higher education is like before they begin it. They may be unaware of the demands of a university education in terms of workload, independent learning and access to resources (Lowe and Cook, 2003). As a result, many students admitted with relatively low school results, hardly complete their degrees. Many of those who do graduate probably don't learn as much as they could (Norton, A., Sonnemann, J., & Cherastidtham, I., 2013). While there are teachers which believe that these students should not be at university at all (Biggs, J.,1999).

A greater variety of types of students poses additional challenges for universities and their staff. At the same time it calls up maintaining standards and quality of teaching and enhancing all students` learning process. Further, it is often seen that resource limitations in higher education sector have limited large-class teaching to “*passive*” methods such as mass lecturing (Biggs, J., 1999). The lecture is considered as making *an efficient use of the lecturer`s time*, since it allow teaching to take place in classes with a *very high student/staff ratio*. In this situation lecturing to large groups of students seemingly is utility solution for many higher education institutions (Haxhiymeri, V., 2014). Even, this component of pedagogic system in higher education is likely to become an increasingly compelling incentive in

an era of declining resources (Sloman, J., Mitchell, C., & Davies, P., 2002). But, the question is raised as long as academics are holding traditional transmission theories of teaching which are seen by research that reinforce students' surface learning instead of the higher cognitive level processes. Typically, the lecturer may present information throughout the semester. At the end of the semester a test is given, the main function of which is to distinguish the good students from the poor learners. This might seem reasonable at the first sight. In fact, the primary job of university teachers/lecturers is not to discriminate educationally between students as good or poor one, but to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes (Biggs, J., 2003). It is expected that teachers teach content according to students' needs of their classes and to help them succeed.

The need for good teaching in universities has never been greater than now (Norton, A., et al., 2013). However, the strategic approach to teaching has to be predicated on an understanding of how students learn.

There are many factors involved both in effective student learning, and in success or failure. But, in this paper, the main focus is on students' approaches to learning and teachers' approaches to teaching which influence positively on learning outcomes.

An approach to learning is a concept about students' motivation on learning and the use of appropriate strategies by students (Zhang, L. & Stenberg, R.J., 2000). It describes the nature of the relationship between the student, context, and task (Biggs, J. B., Kember, D., & Leung, D. Y. P., 2001). Basically, two approaches to learning have been firstly identified by Marton & Saljo (1976): the "surface" approach and the "deep" approach. Typically there is one other, which is referred to either as a "strategic" (Ramsden, 1981) or as an "achieving" approach (Biggs, 1987). Beside three main approaches, another less consistently defined factor has been found, originally called "non-academic orientation", but better described as *study pathologies* (Entwistle, 1991).

It is generally believed that the use of a deep learning approach is associated with higher quality of learning outcomes and a surface approach with lower quality of learning outcomes (Gijbels, D., Dochy, F., Van den Bossche, P., & Segers, M., 2005). Therefore, it is considered important that students be encouraged to adopt a deep approach. According to Felder and Brent (2005), the goal of instruction should be to induce the students to adopt a deep approach to the subjects that are important for their professional or personal development (Eksi, H., 2008).

Practically, the students can take different approaches to learning. These approaches are not stable traits in individuals, although some students will tend towards taking a deep approach while others will tend towards taking a surface approach (Biggs, J., 1999). People often believe that an approach to learning is fixed characteristic of a student and there are “*deep*” students and “*surface*” students. But student learning research has showed that students’ approaches to learning *can vary according to students’ perceptions* of their learning environment. A student who takes a deep approach to one subject, or even part of a subject, he or she may take a surface approach in relation to something else. Thus good teaching can influence students to take a deep approach, while a poor teaching in the widest sense can pressure students to take a surface approach. Biggs (1999; 2003; 2007) has defined *good teaching as the encouragement of a deep approach* to learning.

It is good news that students’ approaches to learning might to be affected from quality of teachers’ approaches to teaching. Rather, research literature suggests that *teachers can promote deep approaches to learning* through the creation of learning environments that students perceive as safe, supportive, and offering helpful relationships. Teachers can also present opportunities for exploration, inquiry, and experimentation by providing problems to be solved (Dart, B., Burnett, P., Purdie, N., Boulton-Lewis, G., Campbell, J. & Smith, D., 2000).

## 2-Methodology

*The aim* of this paper is to argue that the approaches to learning cannot only be seen as mere student-dependent characteristics, but as one can be dependent on a number of factors as personal (e.g., student gender, age, prior experiences) and contextual also (e.g., teaching/ learning activities/methods, perceived workload, assessment procedures, institutional values) (Biggs, 1987); Zeegers, 2001). In the light of this discussion, some of effective teaching strategies are suggested in address to higher education teachers/lecturers.

The study *methodology* includes a comprehensive review of recent research literature about the concept of approach to learning, the factors which are seen that influence students` approaches to learning, and contexts for effective teaching and learning outcomes in higher education.

This paper *considers* the following points:

1. *Approaches to learning*
2. *Factors influencing student`s approach to learning in the teaching context*
3. *Theories of teachers` approaches to teaching in higher education*
4. *Effective teaching strategies that induce students to adopt a deep approach to learning*

Considering approaches to learning and teaching as *issues of real concern for higher education* institutions today, this paper seek to bring a *modest contribute* not only to quality of debate which surround this area, but also to get hold of opportunity for some reflection on current practice.

The research findings reviewed in this paper can be very *useful for improving university teaching and learning*.

Moreover, a comprehensive review of recent research literature *can help teachers gain awareness*. The distinction between deep ap-

proaches and surface approaches to learning is particularly useful for lecturers who want to understand their students' learning and create learning environments which encourage students to achieve desired learning outcomes.

### **3-Effective Teaching Strategies That Indices Student to Adopt A Deep Approach To Learning In Higher Education**

#### **3.1 Approaches to learning**

Over the past decades, a large amount of research has been conducted on students' learning in higher education. It is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn (Fry, H., Ketteridge, S., Marshall, S., 2009).

Learning is about how we perceive and understand the world, about making meaning (Marton & Booth, 1997). But, 'learning' is not a single thing. It may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations. It is about change (Fry, H., at al., 2009).

There are two main theories of learning within the student learning paradigm: phenomenography and constructivism. The theory of phenomenography seeks to understand learning by examining the variation in learners' qualitative experiences of learning. Phenomenographic theory (FERENCE Marton coined the term "phenomenography" in 1981 based on earlier Swedish research studies (Alsop & Tompsett, 2006). uses the empirical methods of study of the different ways in which people think of the world. In other words, its aim is to discover the qualitatively different ways in which people experience, conceptualize, realize and understand various aspects of phenomena in the world around them (Martin et al., 1992). An underlying

principle of this theory is that *people`s understandings affect their behaviors*, thus a person`s *conception of learning would affect his or her approach to learning*. Phenomenographic research has classified different conceptions of learning in a hierarchical system, as following: 1) Increasing knowledge, 2) Memorizing and reproducing, 3) Acquiring facts and skills that can be applied, 4) Understanding, 5) Interpreting reality in a new way. Three of first conceptions emphasize the external aspects of learning or something that is done to learner. Conceptions 4 and 5 emphasize the internal aspects of learning, so the *learning involves changing the way that learner relates to the world*.

Phenomenography`s influence is largely as a research approach in higher education, where it has successfully demonstrated that the variations in learners` approaches to learning can be linked to certain types of learning outcomes (Thayer, M., 2007).

Meantime, theory of constructivism has a long history in cognitive psychology, Jean Piaget being a crucial figure, and today it takes on several forms: individual, social, cognitive or postmodern (Steffe & Gale, 1995). According to constructivist theory the process of “*making meaning*” is essential to learning. This theory argues that learning involves the construction of knowledge and learners must actively seek to make meaning from their experiences (Ditcher K. A., 2001). In this case meaning is not imposed or transmitted by direct instruction, but is created by the student`s learning activities, well summarized in the term “*approach to learning*”.

*Thus, learning is a way of interacting with the world*. As students learn, their conceptions of phenomena change, and they see the world differently. The acquisition of information in itself does not bring about such a change, but the way students structure that information and think with it, does a change. Thus, *education is about conceptual change*, not just the acquisition of information (Biggs, J., 1999).

The constructivist learning theory has acted as a source for the development of *student-centred approaches to teaching* which is described by as “ways of thinking about teaching and learning that

emphasise student responsibility and activity in learning rather than content or what the teachers are doing” (Cannon & Newble, 2000). Research has shown that students’ conceptions of learning are important factors in determining learning outcomes, but they are not the only factor (Ramsden, P., 1992). Another factor is *the approach that students take to learning* of a particular task.

There are two interpretations of “approaches to learning”. The first interpretation refers to the process adopted prior to the outcome of learning, as originally is proposed by Marton and Saljo (1976) which based on their studies of tertiary students have identified the surface and deep approaches. The other interpretation refers to pre-dispositions to adopt particular processes, which meant *how students usually go about learning* (Biggs, J., 1987). The research literature describes the *deep*, *surface* and *achieving* approaches to learning, as following.

Students who use a *deep approach* are personally involved in the task and look at the significance of what they are being taught and attempt to make sense of it, connecting information and thinking into the topic. In addition they aim to understand relationships between the immediate task and other tasks or contexts and attempt to process information in a holistic way. Such students develop their own interpretation of the content by integrating it with their existing knowledge. They are likely to read extensively around a given topic, to discuss the topic and ultimately to achieve higher grades on assessment tasks. To the extent that such a student is an independent learner who is in control of his/her own learning. Deep learning develops critical analysis and encourages long term retention of concepts. Research has showed that deep learning is valued and fostered by educators.

On the other hand, a *surface approach* to learning arises when the student see learning as a means to achieve an end. This may be simply to do enough work to pass some assessment hurdle. Surface learning is focused on “what do I need to do to pass?”. There is an emphasis upon memorizing individual details or pieces of information in a way to signify enough comprehension to complete the assignment. Students who adopt this approach are motivated by an

extrinsic objective and they will commit unrelated facts to their short term memory but are unlikely to be able to establish meaning or relationships between or within given tasks. Learning may be more superficial and not promote understanding. This approach is likely to be fostered by teachers who hold simple theories. The student is dependent on the teacher for knowledge and is unlikely to achieve highly on assessment tasks.

The students who use *achieving approach* to learning are motivated extrinsically and create a highly organized, productive, study skills approach to their learning. These students work to achieve grades which fit in with their egos or career aspirations. They have studied the game carefully and adjust their learning according to the rules as they perceive them. Strategic learning can involve a combination of both deep and surface learning strategies depending on the tasks at hand. There are times in a student's life when it may serve them to be a strategic learner, for example, when they have large chunks of information to learn or when they are time-poor. Strategic/achieving learning when closely allied with deep approaches to learning can deliver both success and good understanding of a subject (Atherton, J., 2009).

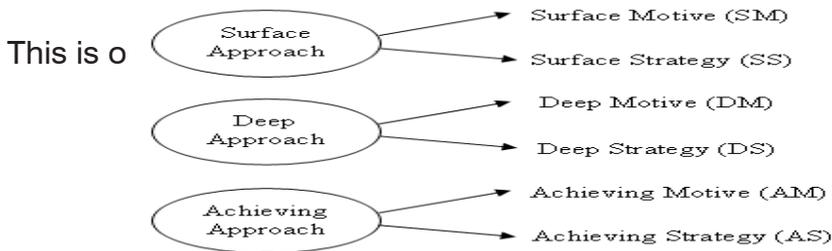
Meanwhile, the *rote learning* or *memorization* which is often associated with surface learning approach can be part of either a deep approach or a surface approach or an achieving approach, depending on the intention.

Although it is often considered a negative strategy, rote learning or memorization, in many disciplines is key one to applying understanding of or using a concept. As such intelligent use of rote learning or memorization can be a stepping stone to deep learning.

To the students adopting a deep approach, different *forms of memorization are a means* to an important end to create understanding. They are aware of the need to remember significant facts, principles, claims, arguments etc. and the process of making knowledge one's own rests in part on being able to remember important information. It also implies being able to make sense and make meaning from that

information. On the other hand, students adopting surface approach treats academic texts, lectures, lecture notes and so on, as a mass of data that has to be memorized for recall and reproduction. However, they are not working for understanding the materials.

In its original conception, Biggs (1987) identified student approaches to learning as *composite of motivational states and strategy deployment* that is relatively consistent over situations. So, an approach to learning has two components - *how* students approach a task (*strategy*) depends on *why* they want to approach it in the first place (*motive*). Each approach to learning has a corresponding motive and strategy.



**Fig.1.** Biggs' conception of a 6-factor structure in students' approaches to learning.

Students approach their learning in different ways, operating in response to a series of motivations, internal and external to themselves. In the *Table 1* is presented a summary of motives and strategies corresponding each approach to learning that students are taking.

**Table 1.** Motives and strategies corresponding each approach to learning

<b>Deep approach</b>	<b>Surface approach</b>	<b>Achieving approach</b>
<ul style="list-style-type: none"> <li>• When students are taking a deep approach they:</li> <li>• develop understanding and make sense of what they're learning;</li> <li>• create meaning and make ideas their own;</li> </ul>	<ul style="list-style-type: none"> <li>• When students are taking a surface approach they:</li> <li>• aim to reproduce information to meet external (assessment) demands;</li> <li>• may aim to meet requirements minimally, and appear to be focused on passing the assessment instead of (rather than as well as) learning;</li> </ul>	<ul style="list-style-type: none"> <li>• When students adopt an achieving approach they:</li> <li>• enhance their ego and self-esteem through competition;</li> <li>• obtain high grades and other rewards;</li> </ul>
<ul style="list-style-type: none"> <li>• In their learning strategies they:</li> <li>• focus on the meaning of what they're learning;</li> <li>• try to develop their own understanding;</li> <li>• relate ideas together and make connections with previous experiences;</li> <li>• ask themselves questions about what they're learning, discuss their ideas with others and enjoy comparing different perspectives;</li> <li>• are likely to explore the subject beyond the immediate requirements;</li> <li>• are likely to have positive emotions about learning;</li> </ul>	<ul style="list-style-type: none"> <li>• In their learning strategies they:</li> <li>• focus on pieces of information in an atomistic way, rather than making connections between them and seeing the structure of what is being learned;</li> <li>• limit their study to the bare essentials;</li> <li>• may rote learn information for the purpose of reproducing it;</li> <li>• are likely to have negative emotions about learning;</li> </ul>	<ul style="list-style-type: none"> <li>• In their learning strategies they:</li> <li>• identify the assessment criteria and estimate the learning effort required to achieve a particular grade;</li> <li>• follow up all suggested readings and/or exercises;</li> <li>• schedule their time and organise their working space,</li> <li>• behave as a model student;</li> <li>• operate strategically in their selection of peers;</li> </ul>

While individual differences between students in approaches to learning and studying may remain relatively stable over time and course, the balance between deep and surface for the whole class can be altered by, for example, the assessment procedure (Thomas, 1986). Students may use deep or surface strategies, or a *combination of both throughout their studies*. Hall et al (2002) has suggested that *students' approaches to learning differ across different subjects within the same course*, demonstrating lower deep and higher surface approaches in accounting compared to normal level (Entwistle, N. J., 1991).

The question "*what influences the approaches to learning that a student adopts?*" has been in the center of research over the last ten years.

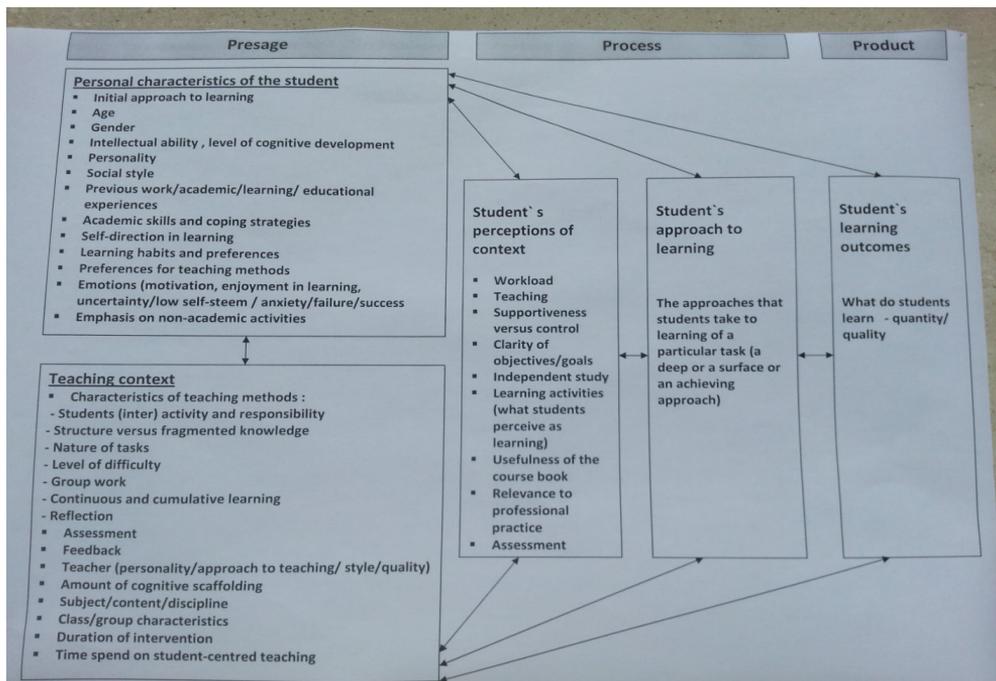
### **3.2-Factors influencing the students' approaches to learning in the teaching context**

There are evidences described in research literature which indicate that the approaches to learning can be dependent on a number of factors as *personal* and *contextual* also (Biggs, J. 1987; Zeegers, P., 2001). But, some researchers have explored the relationship between approaches to learning and other variables in the teaching and learning context. The aim was to find out the situational factors *which can encourage or discourage students' deep approaches to learning in the teaching context*.

Biggs (1993) proposed a framework for understanding student learning through the consideration of the relationship between what teachers and students do and think and the nature of student learning outcomes (Dart et al., 2000). These results in a model are commonly referred to as the *3P model*. This model relates the main components in a classroom learning in terms of the three P's: Presage (students' characteristics and teaching context), Process (task processing), and Product (nature of outcome). It helps to apprehend the approaches to learning and their position in the context of the learning environ-

ment.

The content of the 3P Model of Student Learning presented in Figure 2 below is adapted considering some of explicit data which are found in recent researches in this field, such as the *students` perceptions related to teaching context* (Source: Biggs, 1993; Biggs, Kember, & Leung, 2001); Marlies Baeten; Eva Kyndt; Katrien Struyven; Filip Dochy , 2010 and Lew Tek-Yew, 2011). These findings would be helpful to perceive *how the students develop or choose the respective*



In the 3P model, all factors (presage, process, product factors) are interlinked reciprocally. Thus, student factors, teaching context, on-task approaches to learning, and the learning outcomes mutually interact, forming a dynamic system (Biggs et al., 2001). The *presage factors* include both student characteristics and the aspects of the teaching context. The student presage factors are relatively stable learning-related characteristics that include the conceptions of learning, prior knowledge, motivation, work habits, locus of control, perceived self-efficacy, learning style, and social and cultural factors. The teaching presage factors include the conceptions of learning and

teaching, teaching style and methods, curriculum organization, task difficulty, assessment procedures, time available, resource materials, the classroom climate, and etc. the *process factors* are the result of the interaction between student and teaching presage factors and refer to the way students perceive teaching context and how handle the learning task by adopting a deep, surface, or achieving approach to learning. The *product factors* are the outcomes of learning and are determined mainly by the approaches to student learning.

An approach to learning adopted by students is determined by lots of variables such the characteristics of students, learning context, and learning outcomes (Eksi, H., 2008).

It is important to say that besides fairly general influences on approach, other ways in which the *learning context influences approach are more indirect, as the effects are mediated by the characteristics of the individual student*. For example, students who are consistently relying on a surface approach actively prefer, and rate more highly, lecturers who provide pre-digested information ready for “learning”, while students with a deep approach prefer lecturers who challenge and stimulate (Entwistle and Tain, 1990). Thus, it is *students` perceptions of the learning environment/teaching context that influence how a student would approach to learning, not necessarily the context itself* (Entwistle, N. J., 1987).

The students’ perceptions of the course, the teaching approach and the assessment instruments, the cognitive development and prior experiences of the student and the institutional framework and academic environment in which the teaching takes place (Bowden (1988) cited in Sheppard and Gilbert (1991)), will all be reflected in learning outcomes. The tasks students are asked to carry out, such as background reading, text reading, oral or written class presentations and assignment work are part of the context in which the student is learning and student perceptions of these tasks and the assessment instruments will have a significant impact on the quality of their learning (Johnston, C., 1993).

However, it indicates how the *whole teaching - learning system* affects the quality of student learning and how it supports students to develop deep approach to learning. Changing one component - like study skills - can have little effect, if teaching and assessment remains unchanged. Thus, current research is investigating in what *specific ways aspects of the learning environment affect approaches to learning* and the quality of the learning outcomes achieved by students. According to Entwistle (1991) there is a series of studies indicate how *the origin of the study strategies adopted* by students in higher education can be located in *the continual teaching practices* in the schools. Course and assessment design and teaching methods all play an important role in fostering deep, surface and achieving / strategic learning.

As is made clear in Figure 2, factors influencing the students' approaches to learning are situated in the teaching context and students' perceptions of that teaching context, but also in characteristics of the students themselves.

Biggs (1989) asserts that teachers can influence the outcomes or 'Products' of learning in three ways: additively, interactively, and contextually. It is the interactive (participatory) mode of teaching that can minimise surface level learning. What the student brings to the process of learning (the presage factors) is difficult to change whereas the factors within the teaching context such as content, method and structure are easier to modify.

### **3.3-Theories of teachers' approach to teaching in higher education**

All teachers bring to the classroom or lecture theatre an inbuilt informal theory of teaching. This theory, which may be either consciously stated or implicit in what the teachers do, has implications for the way in which students learn (Johnston, C., 1993).

Research literature has adduced *four basic theories* underlying the approaches to teaching in university (Fox, D., 1983; Johnston, C., 1993). The first is *the transfer theory*, which views the subject mat-

ter as a commodity that can transfer into an empty vessel waiting to receive it, in this case the “*empty vessel*” presupposes the student’s mind. This theory justifies the university teachers and reasons that it is the students’ fault if they do not learn. Where teaching materials are well prepared, effectively organised, and imparted, teachers are considered to have done all they can.

A second theory relates to the ‘*shaping*’ of the students mind into some predetermined form. Here there is a simple relationship between teaching and learning. If a topic has been taught it must therefore have been learnt. This theory explains that the teacher is not only in control of the commodity to be transferred but also determines the shape of the finished product.

The third type of theory is ‘*developed*’ theory. The teacher’s role according to this theory is to act as a knowledgeable and experienced guide and fellow explorer in the journey of education. Here a range of perspectives are explored, there is no ‘right’ body of knowledge to be learnt and the expectation is that the teacher will learn along with the students.

The final type identified by Fox, D. (1983) is *the growing theory* which accentuates the sense that students make a significant contribution to their own learning in terms of its pace, direction, objectives and process. The growing theory takes into account the past experiences, learning and knowledge of the student. It is flexible in its outcomes both in terms of the overall direction and the extent or level of that outcome. In travelling and growing theories the teacher’s roles seem that have changed from being an infallible expert, responsible for a final product, to being a guide who is responsive to the context in which the learning is occurring.

According to Prosser and Trigwell (1998) these different theories of teaching in higher education seem to follow *growth of teacher competence*. It is likely that university teachers hold them at different points in their teaching career. Referring to Biggs (1999) these teachers’ approach to teaching are based on a hierarchical or developmental system of levels of teacher’s competences. There are different levels of

---

teachers` approaches to teaching from the lowest level to the higher.

*Level 1. Focus: What the student is?*

At this level, *the teachers focus on student differences*. They are struck with the fact that there are the good students and the poor students. Their responsibility as teachers is to know the content well and to expound it clearly. Thereafter, it`s up to the student to attend lectures, to listen carefully, to take notes, to read the recommended readings, and to make sure it`s taken on board and unloaded on cue. The purpose of teaching at this level is to transmit information, usually by lecturing. Basically, this conception holds teaching constant, so that variability in student learning is accounted for by individual differences between students, which makes this *a blame-the-student- theory of teaching*. When students don`t learn, it is due to a deficit: ability, attitude, study skills, motivation, and so on. It is not considered that the teaching might have been the problem.

*Level 2. Focus: What the teacher does?*

The focus of teaching at this level is more clearly on what the teacher does. It is still conceived as a transmission process, but of concepts and understandings, not just of information. The teacher who operates at Level 2 works at obtaining an armoury of teaching skills. Traditional approaches to staff development often worked on what the teacher does, as do “how to” courses, and the books that provide prescriptive tips on getting it across more effectively:

- *Establish clear procedural rules at outset, such as signal for silence;*
- *Ensure clarity: project the voice, clear visual aids;*
- *Eye-contact students while talking;*
- *Don`t interrupt a large lecture with handouts: chaos is likely;*

The teacher is concerned with management, not with facilitating learning. Good management is important for setting the stage for

good learning to take place – not as an end in itself. Level 2 is also a *deficit model*, the “*blame*” this time *on the teacher*. It is a view of teaching often held by administrators because it provides a convenient rationale for making personal decisions. *Teaching is seen as a bag of competencies* – the more competencies you have, the better a teacher you are.

*Level 3. Focus: What the student does?*

The focus of teaching at Level 3 is on whether student activities leading to appropriate learning are being supported. Expert teaching certainly includes mastery of a variety of teaching techniques, but unless learning takes place, they have not achieved their purpose. The Level 3 teacher focuses on what the student does, on what learning is or is not going on.

Ramsden (2003) has argued that there is a chain of connections between learning and teaching in higher education. Each component of good teaching helps to bring about the kind of learning that leads to changes in understanding. A skilled lecturer must deploy complex theories of teaching suitable for different context relevant to the teaching and learning of that subject. Conceptions of Ramsden (2003) for university teachers` theoretical approaches to teaching are summarized in *Table 2* which is presented below:

**Table 2.** Towards a model of university teaching (Source: Adapted from Ramsden, 2003)

	Theory 1	Theory 2	Theory 3
<b>Focus</b>	Teacher & content	Teaching techniques that will result in learning	Relations between students and subject matter
<b>Strategy</b>	Transmit information	Manage teaching process; transmit concepts	Engage; challenge; imagine oneself as the student
<b>Actions</b>	Mainly presentation	Active learning as organising activity	Systematically adapt to suit student understanding
<b>Reflections</b>	Unreflective; taken for granted	Apply skills to improve teaching	Teaching as a research-like scholarly process

Thus, teaching in higher education trends to be a *challenging experience* for all university teachers, in particular for the new teachers. To ensure the teaching quality they need to know *what pedagogical approaches to use during their teaching*, e.g. during a lecture in large group, where to pitch the lecture, how to keep all students interested and which ways to employ to get students engaged, in order to create a teaching context which would encourage students to adopt the deep approaches to learning.

Indeed, the *adopting quality approach to teaching* into the daily routine of teaching/lecturing to large university classes is not an easy thing to do and not all professors can be expected to embrace it. Research has detected some of *potential obstacles or barriers* which interfere with this process. However, each type of risk can be successfully over-come if *academics as university teacher* develop a *better understanding* of teaching and learning issues in higher education as well as to advance their *pedagogic competences* (Haxhiymeri, Xh.V., 2014).

In the absence of educational development, teachers in higher education tend to base their teaching on their own experience as students. In this way, old teaching methods that focus on the teacher` rather than on the students` needs and on the subject matter rather than on the transformation of student knowledge perpetuate from generation to generation (European Science Foundation (ESF) (November, 2012). Generally, many countries in world, including Albania also, have perceived earlier the need for professional training of teachers at preschool, primary/elementary, secondary and high school level, whilst it seems to be a too common assumption that such professional training is not necessary for teacher at university. According to European Science Foundation (ESF, 2012), teaching in higher education is still viewed as an activity that anyone can do. In many countries, academics are prepared for their role as research, but not for their teaching duties.

However, recent changes in higher education sector and increasingly request for the quality education make the *development of academics` teaching skills a priority*.

### 3.4-Teaching strategies that induce students to adopt a deep approach to learning

As it said above, the student learning research has showed that *students' approaches can vary according to students' perceptions of their learning environment*. Foreknowing the approaches that students are taking and the reasons why they are taking these approaches it can be a helpful way of informing changes to teaching and subjects in higher education. There are some common reasons why students might be taking a surface approach to learning (Biggs 1999; Prosser & Trigwell 1999; Ramsden 1992), such as:

- Assessment rewards students for taking a surface approach – e.g. exams can be passed through the rote learning of facts or lists of information;
- Students don't receive adequate feedback on their progress;
- The subject is taught in a way which doesn't make clear its overall structure or the connections between topics, so it's harder for students to make these connections;
- The subject doesn't take students' prior knowledge into account, so students are not able to engage meaningfully;
- The subject contains too much content for the time available - lots of topics are covered but there is little time to engage with new material more deeply;
- Teaching is teacher-focused and emphasises transmission of information;
- Teaching encourages cynicism, anxiety or other negative feelings about the subject;
- Students don't see any intrinsic value in learning the subject and teaching doesn't help them to see the value;

- 
- Students have been successful by using surface approaches in the past;
  - Students have multiple other commitments and are trying to do the minimum necessary to pass the subject.

But, the teachers can influence these factors to varying degrees providing *effective teaching strategies*. The research in field has attested that there is a direct link between design subjects and courses, learning objectives and choice of teaching methods, particularly the assessment, and the way how students approach learning in a subject. In this framework it is suggested that:

- The teaching which involves students in *active and independent learning* is more likely to encourage a deep approach to learning in the subject.
- Higher order objectives are more likely to encourage students to take a deep approach to learning in the subject. Assessment tasks should mirror and reward these objectives, not merely reward recall.
- When students' workload is perceived by them to be heavy, they will often attempt to cope by adopting a surface approach to learning. However, in this regard new questions may arise. For instance, how many possibilities for independent studying should be provided or which amount of workload is appropriate in order to increase deep learning (Felder, R., 2005).
- Students will be more likely to adopt a deep approach to learning in the subject if there is some element of choice available to them. Where this is impossible, or where a service subject is being taught, care should be taken to explain to students as thoroughly as possible why this is the case and what the relevance is of the material or of the subject (Lublin, J., 2003).

There may well be personal limits to what students can do that are

beyond any teacher`s control, but there are learning-related aspects that are controllable. Capitalising on them is what good teaching is about. Good teaching is getting *most students to use the higher cognitive level processes* that the more academic students use spontaneously. *Good teaching narrows the gap* (Lublin, J., 2003)

Lastly, there is a summary of *effective teaching strategies* that university teachers need to apply in their classes. They can induce students *to adopt deep approach to learning*, by:

- designing assessment which rewards students for understanding, making connections, etc.;
- encouraging active engagement with learning tasks, e.g. students are engaged in inquiry or creative production, explore complex issues, problems or case studies of practice;
- bringing out the structure of the subject explicitly and encouraging students to make connections with (or challenge) what they already know;
- giving students opportunities to discuss, debate and compare their understandings with each other and with the teaching staff;
- giving students opportunities to gain qualitative feedback, especially but not only on their assessed work, rather than just giving marks or grades;
- giving students reasonable opportunities to make reasonable choices about what and how they will learn;
- aligning learning objectives, teaching and learning approaches and assessment to assist students to achieve the learning goals;
- helping students to perceive clear goals and standards for learning;

- designing the subject in a way which matches students' prior knowledge and learning skills and helps students to develop further;
- using student-focused teaching approaches which emphasize changes in student understanding, and help students to become aware of critical differences between their prior understandings about the subject matter and new understandings or ideas which the subject is seeking to develop;
- teaching in ways which encourage students' intrinsic interest - showing their own enthusiasm;

#### 4- Conclusion

*The need for good teaching* in universities has never been greater than now (Norton, A., et al., 2013). However, the strategic approaches to teaching need to be predicated on an understanding of how students learn.

*The purpose* of this paper was focused to review what the higher education research literature tells us about nature of student learning, and the relationship between personal and contextual factors which influence on learning outcomes. In addition, it was useful to know what current literature discuss about certain aspects of teaching and learning that lie within this sphere of influence, over which teachers can to have control and so, they can make due changes in context of learning environments in order to encourage students to adopt a deep approach to learning.

The research has identified three approaches to learning: *a deep, a surface and an achieving or strategic approach*. It is widely accepted that a deep approach will contribute positively to learning outcomes (Zeegers, P., 2001). Therefore, it is considered important that students

be encouraged to adopt a deep approach.

An approach to learning adopted by student is determined by *lots of factors*, such as the personal characteristics of students, learning environment and learning outcomes. But research in field has showed that students' approaches to learning can vary according to *students' perceptions of teaching context as well*.

There is a direct link between design subjects and courses, learning objectives and choice of teaching methods, particularly the assessment, and the way how students approach learning in a subject. Thus, *good teaching can influence students* to take a deep approach, while a poor teaching in the widest sense can pressure students to take a surface approach.

According to Biggs (1999) good teaching is getting *most students to use the higher cognitive level processes* that the more academic students use spontaneously. *Good teaching narrows the gap*.

Considering approaches to *learning and teaching as issues of real concern* for higher education institutions today, this paper seek to bring a *modest contribute* not only to quality of debate which surround this area, but also to get hold of opportunity for *some reflection* on current practice of higher education.

## References:

Atherton, J. (2009) Learning and teaching: Deep and surface Learnin, Available from <http://www.learningandteaching.info/learning/deepsurf.htm>

Baeten, M., Kyndt, E., Struyven, K., & Dochy, F. (2010) "Using student-centred learning environments to stimulate deep approaches to learning: Factors encouraging or discouraging their effectiveness" DOI: 10.1016/j.edurev.

Biggs, J. (1987) *Students approaches to learning and studying*. Hawthorn: Australian

Biggs, J. (2003) "Teaching for quality learning at university" Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)

Biggs, J. B., Kember, D., & Leung, D. Y. P. (2001) "The revised two factor study process questionnaire: R-SPQ 2F". *British Journal of Educational Psychology*, 71, 133-149.

Biggs, J. (1999) "What the student does: teaching for enhanced learning" *Higher Education Research & Development*, Vol. 18.No.1

Biggs, J. & Catherine, T. (2011) "Teaching for Quality Learning at University" (Society for Research Into Higher Education), fourth edition, NY, USA

Cannon, R. & Newble, D., (2000) "A handbook for teachers in universities and colleges. A guide to improving teaching methods" 4th ed. Kogan Page, London.

Dart, B., Burnett, P., Purdie, N., Boulton-Lewis, G., Campbell, J. & Smith, D. (2000) "Students' Conceptions of Learning, the Classroom Environment, and Approaches to Learning" *Journal of Educational Research*, 93(4), 262-270.

Ditcher, A. K. (2001) "Effective teaching and Learning in Higher Education, with particular reference to the undergraduate education of professional engineers" *Int. J. Engng. Ed.* Vol.17. No. 1, PP 24 – 29, 2001, Printed in Great Britain.

Eksi, H. (2008) "A Conceptual Analysis on the Approaches to Learning" *Educational Sciences: Theory & Practice* 8 (3) September 2008 • 707-720, Educational Consultancy, Ltd (EDAM), Uskudar-Istanbul, 34692 Turkey. Web site: <http://www.edam.com.tr/estp.asp> , Full text available on ERIC Number: EJ837764 ISBN: N/A; ISSN: ISSN-

Entwistle N.J. (1991) "Approach to learning and perceptions of the learning environment – Introduction to the special issue" Higher Education 22: 201-204, Kluwer Academic Publishers.

European Science Foundation (ESF) (November, 2012)

Fry, H., Ketteridge, S., & Marshall, S. (2009) Teaching and Learning in Higher Education: Enhancing Academic Practice, Edition: 3<sup>th</sup>, published in the UK by Routledge, 270 Madison Ave, New York, NY 10016

Fox, D., (1983) Personal theories of teaching. Studies in Higher Education , Vol.8, No2., pp. 151- 164.

Gijbels, D., Dochy, F., Van den Bossche, P., & Segers, M. (2005) "Effects of problem based learning: A meta-analysis from the angle of assessment". Review of Educational Research, 75 (1), 27-61.

Gibbs, G. & Habeshaw, T. (2013) Preparing to teach – An introduction to effective teaching in higher education; Report to the European Commission on improving the quality of teaching in Europe`s higher education institutions

Haxhiymeri (Xhafa), V. (2014) "Teaching through lectures and achieve active learning in higher education", presented in ICSS 2014, "International Conference on Social Sciences" Bucharest, published in Journal of Educational and Social Research", MCSER-Mediterranean Center of Social and Educational Research in Rome, <http://icss.euser.org/index.php/publish>

Johnston, C. (1993) "Fostering deeper learning" Teaching and Learning Unit, Faculty of Economics and Commerce, University of Melbourne

Lowe, H. & Cook, A. (2003) *Mind the gap: are students prepared for higher education?* Journal of Further and Higher Education, 27 (1).

---

pp. 53-76

Lublin, J. (2003) "Deep, surface and strategic approaches to learning" Centre for Teaching and Learning, Good Practice in Teaching and Learning, 2003

Norton, A., Sonnemann, J. & Cherastidham, I. (2013) "Taking university teaching seriously", Grattan Institute, ISBN: 978-1-925015-42-3, <http://www.grattan.edu.au/>

Ramsden, P. (2003), Learning to Teach in Higher Education, Chapter 7: Theories of teaching in higher education, PG Cert in Academic Practice

Sloman, J., Mitchell C., & Peter Davies (2002) The Handbook for Economics Lecturers. Edited by Dr Peter Davies, University of Staffordshire, England.

Tek-Yew, L. (2011) "Exploring the relationship between the Lecturer`s Approaches to teaching and Students` Approaches to learning" Enhancing Learning: Teaching and Learning Conference, Malaysia.

Thayer, M. (2007) "Theory of Phenomenography", Ed Tech 504-4173.

Zeegers, P. (2001). Approaches to learning in science: A longitudinal study. British Journal of Educational Psychology, 71 (1), 115-132.

Zhang, L. & Stenberg, R.J. (2000) "Are learning approaches and thinking styles related? A study in two Chinese populations" The Journal of Psychology, 134 (5) 469-89.

**Ph.D Candidate Matilda Likaj Shaqiri**

Department of Education Sciences

Faculty of Educational &amp; Philology

'Hëna e Plotë' Bedër University

Tirana/ALBANIA e-mail: matildalikaj@gmail.com

**Education as an Important Factor on Migrants Integration: Albanian Migration Case****Abstract**

*Migration involves a series of events that can be highly influence the identity of migrants during the process of integration. This process may involve uprooting, being separated from traditional values, being placed in new social and cultural different situations of hosted countries. So for many migrants, social integration process is not quite easy. Resistance to their participation in society results from language problems and culturally defined behavior that often reinforce stereotypes and prejudices. This situation brought out many challenges in the social identity, integration problems of migrants life in hosted countries but even during the education process or learning of language.*

*This paper will focused on the analyzing of Albanian migration after post-communist society. Also will be debate on the education and language learning as an important element on the integration of migrants.*

**Keywords:** *Education; Learning Language; Integration of migrants; Albanian migration*

## 1-Introduction

The collapse of communism in the Balkans brought about significant political, economic and socio-cultural changes. Albania was one of the countries influenced by these changes, which became internationally pluralist country after establishing of the democratic political system. During 1990-s the end of the communist regime and the raise of democratization process helped Albanian society to become 'open border' toward other countries of the world, especially toward Western countries. This situation formed the contact of Albanian state with other states in the world. The closed borders between Eastern and Western European countries were suddenly opened and many people from these regions, faced with the freedom of moving and borderless movement, dismantling of the production system and welfare state in their countries of origin, started seeking better life chances and work opportunities in the Western and Southern Europe. One of these countries was also Albania. This phenomenon was quite new and had complex consequences of the Albanian society. Massive exodus occurred over this period, mainly to the neighbouring countries such as Greece and Italy. This was a stereotype exodus incomparable with any of the other former communist countries. 'The most visible exoduses were in July, 1990, when several thousand Albanians took refuge in foreign embassies in Tirana, and from March to August, 1991, when boats almost submerged by dense crowds of shabbily dressed Albanians, crossed the Adriatic to Italy. Over the same period of time, thousands of Albanians walked across the mountains from southern Albania into northern Greece' (De Waal; 2005). Because, the massive flows of migrants, in the host society have been appear many different social, cultural and even political problem. But on the other side, it is very important to stress that Albanian migrant, not all the time have been accepted to be the members of the society. For this reason, the integration of migrants has been difficult sometimes. This article discusses the integration process of Albanian migrants, by taking into conference the language learning process and education. Also this article focuses on the analysing of Albanian migration during the post-communist period.

## 2-Migration Phenomenon of Post-Communist Albanian Society

Migration is a very complex phenomenon in the perspective of socio-cultural and economic life. Human migration is the movement of people from one country to another for the purpose of taking up permanent or semi-permanent residence, usually across a political boundary. Migration patterns were further assumed to be influenced by factors such as distance and population densities. According to Hein people are expected to move from low income to high income areas, and from densely to sparsely populated areas, that is, the general notion that migration movements tend towards a certain spatial-economic equilibrium, has remained alive in the work of many demographers, geographers, and economists ever since and, as we will see, is also the underlying assumption of push-pull theories (De Hein; 2006).

Nowadays Albania is a country on the move, with massive levels of both internal and international migration. During the communist era (1944-90), migration had come to be a virtual dream, as it was officially prohibited, and emigrants and family members left behind had been ostracized or severely punished. The fall of communist regime during 1990-s and democratization process brought out opportunities of free movement of people and goods and political, economic and cultural forming relations of Albania with different countries of the world. 'The fell of communist regime eventually fell, the end of the controls on internal and external migration and the collapse of the centrally planned economy unleashed a demographic shift at an unprecedented pace, as individuals and entire households started migrating to the cities or leaving the country altogether (Azzarri & Carleto, 2009).

From 1990 till nowadays Albanian society is considered as 'open border' toward the different countries, especially to European ones. Free movement or migration phenomena were quite new for Albanian society in early 1990-s. According to Ikonomy, Albania, after 21 years

(according to the study of the World Bank shows that the number of migrants abroad Albania is around 860,485 persons, or about 27.5% of the population are still facing with some migration problems, but there are form policies for bringing social control over the migration and its situations (Ikonomi; 2009).

**Table 1. Main Countries of destination for Albanian Emigrants (IOM; 2007)**

Country	Number	Year	Source
Greece	434.810	2003	European Commision Annual Report on Statistics on migration, Asylum and Return
Italy	348.813	2006	ISTAT Italian Statistical Office
USA	113.661	2000	US Census
UK	50.000	2005	Ministry of Labour, Social Affairs and Employment and Equal Opportunities, Albania
Canada	14.935	2001	Canadian Census
Germany	11.630	2002	Federal Statistical Office

The flow of Albanian migration took the form of a huge flood toward different states of the world, but especially toward European Countries. The main policy focus of European Countries is on managing inward migration, governments may also restrict internal movements and outward migration. But the European countries applied the different migration policies for Albania. Because the Albanian migration situation during 1990-s was quite different from other migration phenomena of the world. Although the flood of Albanian migration was illegal, it was accepted by these countries. Of course these acceptances have been done for the benefit of these countries and even the Albania.

International Migration, have been formed by the Albanian and post-communist countries during 1990's. So according to the data (see Table 1) the flow of Albanian migrants was directed mostly towards Greece (434.8410 migrants), Italy (348.813migrants), the

USA (113.661 migrants), the UK (50.000 migrants), Canada (14.935 migrants), and Germany (11.630 migrants). So till 2010, as the last reports show, the total number of Albanian migrants that – live all over the world is 1705500.

Albanian migration seems to be a lake of opportunities and challenges not just for migrants themselves, but also for the Albanian society as a whole. Selecting the destination for migrating is related to push and pull factors such as ease of finding work, geographical proximity, ease of entry into the host country, relatives who live in places where they migrate, recognizing the opportunities for education and improvement of professional skills, opportunity to work in their profession and better salaries compared to other countries (Ikonomi; 2009). Another important element that challenges the migration phenomena is also the migrants' integration.

### **3-Impacts of language learning on Social Integration of Albanian migrants**

The concept 'integration' is used by social researches in migration field for referring the degree of involvement of migrants in hosted society as the other social actors. The term 'integration' is to emphasize respect for and incorporation of differences and the need for mutual adaptation. According to Fix, 'integration' reflects an appreciation of diversity instead of the homogeneity that 'assimilation' has come to connote' (Fix, 2001).

Also integration is a process by which immigrants become accepted into society, both as individuals and as groups. The particular requirements for acceptance by a receiving society vary greatly from country to country; and the responsibility for integration rests not with one particular group, but rather with many actors: immigrants themselves, the host government, institutions, and communities (IOM; 2011). Here is very

important to claim that integration is not same concept with assimilation. Here the emphasis of assimilation is done on sameness. In fact, the word suggests that, to become full members of the host community, immigrants and their descendants must adopt its cultural standards. This also implies that immigrants must abandon their own culture (language, traditions, etc.), to adapt to the host community. Take linguistic assimilation. The assumption here is that immigrants should stop using their own language in order to become more proficient in the language of the host country or region. Integration, unlike assimilation, integration emphasizes respect for difference. It suggests a process of adjusting to, and joining, the host community without losing one's own culture or identity. Taking language again, it does not make dropping one's own language a condition of learning the new one: on the contrary, keeping up one's own language is respected, and even desirable, especially with family and friends. Most immigration countries today speak of integrating immigrants rather than assimilating them (Kaya; 2002).

Gray claimed that integration is adopted with the goals of the migration policies that involve the management of migration and migrant settlement. There is an implication that integration is about participation or involvement which takes place to a certain degree (Gray, 2006) 'Since it is the root metaphor in terms of which successful migrant insertion into 'host' societies is imagined 'integration' will, here be understood to refer not only to the kind of social positioning/incorporation which an individual migrant might achieve but also and more fundamentally, to specific ways of understanding the social cohesion of the host society' (Zammit, 2007).

For this reason it is very important to claim that migrants have to participate in the society social, cultural and political activities same as other people. Also they have to have the responsibilities of being the receive society's members. These will match the social mobility of member of receive society and migrants. But, here integration does

not mean that emigrants must sever ties to their countries of birth nor abandon their cultures, language, traditions, values, religion and identities. Sometimes has been facing the social and economic realities formidable barriers to integration of many migrant. Especially this happens with migrants that do not speak and understand the host society's language. Durkheim claimed that this is the process of integration. Process of integration of migrant is related with social solidarity and social cohesion of hosted societies. Integration is a dynamic process that 'giving' and 'takings' take place over time. In responding to migrants' needs, host societies are unlikely to be able to provide the ideal level of support, constrained by different factors such as economical resources, community need, integration policies, education policies, willing to be integrated on the hosted societies etc. So the migrants have to deal with set of existing traditions, customs, values and norms ect. And learning different language, cultural values, traditions and norms, and must accept the different race and ethnicity. For the members of hosted countries they need to accept diversity of migrants for helping social solidarity and cohesion of society. Because the migrant have to be a part of integration process in the society and it will help social solidarity of hosted society. So the process of migrants' integration depends on the shift in the host societies' attitudes towards them. So migration integration process is not simple and most of the time is accompanied with different social anomies and identity problems. Migrant integration process is complex and fundamentally tied with debates about the migrants' role in the sender and hosted societies.

So integration is a process that needs time. But not all times is successful for both migrants and hosted societies. Because integration is a two way process where migrants and hosted societies social actors have responsibility for wellbeing and social cohesion of society.

According to Migrant Integration Framework Identities are six strategic pathways though which migrants and receive societies collaborate to facilitate migration integration. These pathways can be listed as language and education, economic mobility, equal treatments

and opportunity, cultural and social interaction, civic participation and citizenship etc. (Department for Communities and Local Government;2012) All these elements are part of migration policies to adopt migrants with the public order and social life.

As the focus of this article is on the language learning and social integration of migrants, let analyze it in more details. Language has a particularly significant role to play in the process of individual and societal integration of migrants. It constitutes both the medium of everyday communication and a resource, in particular in the context of education and the labour market. Furthermore, languages and accents can act as symbols of belonging or foreignness and give rise to differentiation and discrimination. Inequalities in terms of access to education, income, central institutions, societal recognition and social contact are significantly, although not exclusively, determined by linguistic competence in the relevant national language. Like cultural diversity in general, linguistic diversity can lead to innovative stimulation and inter-cultural exchange, on the one hand, but can also give rise to problems of understanding and coordination, on the other, for example in the context of work situations or social contacts. 'Thus, linguistic pluralism always triggers the need for a general communication medium which can usually be fulfilled through the teaching and acquisition of the relevant national language. This may also give rise to processes of linguistic adjustment which may, however, be hindered or entirely blocked by certain circumstances' (Esser; 2006).

But unfortunately in place where Albanian migrants have been settled more (Greece and Italy) do not have such kind of tolerance. Albanian people have the propensity on the learning of foreign language. Also the relationship between Albania and Greece or Albania and Italy (before and after the communist period) formed a conscience on learning and speaking well these languages. Language acquisition and language retention are understood here as the outcome of the interaction of immigrants' activities or learning, on the one hand, and

certain social conditions, on the other. The learning of the new language depends on four basic factors: motivation (e.g. the prospect of increased income), access (e.g. opportunities for contact or availability of courses), skills (e.g. general intelligence or particular ability to learn languages) and the costs associated with learning (e.g. time involved, pressure to assimilate). To analyze the Albanian migration and integration policies in these states for last two decades differ a lot from each other.

Greece applied a model of integration that in social sciences is called as Robert Park Model of Integration. This model is based on the assimilation and homogenization process. 'The migrant integration policies in Greece were focused on the changing in norms, culture, language and identity (especially religion identity). Greece applied as France nationhood policies for cultural assimilation too. These policies were good just for receiving countries stabilization but not for Albanian migrants. These formed the risk and the complexity of social identities to migrant. Also the stigmatization processes of identity make second generation to feel as the member of any society' (Likaj Shaqiri; 2013).Discriminations, misunderstanding, social conflict est. were caused because of formation of these 'difference' between migrants and Greek citizenships. These factors affect the learning language in best manner, but also may cause the mentality of negative attitudes toward language and even the society at whole. The links between migration, language and integration begins with a presentation of some basic conceptual and theoretical information on the classification of the linguistic dimension within the problem of the integration of Albanian migrants in Greece. But every human being that lives in the society has a feeling of desire to be accepted and be a member of it. For this reason, the factor that might change the situation is education. Based on and beyond this, language is also an important component of the mechanisms, through which the system integration of (differentiated) societies proceeds. As part of resource endowment and human capital, it provides integrating inter-

dependencies on the different markets and as a symbol that defines situations and activates cultural ideas or values it also provides collective identifications. As a medium, it becomes significant to the extent that it reduces transactional costs and helps to increase the productivity of economic processes which benefits individuals directly and societal prosperity indirectly. In this respect, the investment in a (common) language is also a problem concerning the provision of a collective good which is of benefit to all, including those who do not learn the language.

But analyzing the Albanian migrants' integration situation in Italy and compare it with Albanian migrants integration in Greece it is quite different. We can say that Albanian migrants in Italy are more oriented to be integrating than Albanian migrants in Greece. This has been caused because the migration policies. The applied model of migration policies in Italy, according to social science have been identified as Cultural Pluralist Model. This model is based on the application of more tolerance of culture of origin countries of migrants, integration of migrant in receive countries and also ignore the idea of separation. 'A series of manifest theoretical and institutional reasons can be found for the link between language and education (with language as part of the explanans of educational success), school tuition is firstly instruction through linguistic communication and, even in times of increased transnational migration, is almost always carried out in the relevant national, local or institutional language. In this respect, language acts as a resource that clearly influences the efficiency of learning, that helps or hinders in the learning of the relevant material' (Esser; 2006). So policies encouraged the maintained of difference of language (for Albanian migrants has been noted that the foreign language has never been an element for not being integrated, because Albanian migrants learn the language of host countries very fast), in culture and religion. These policies made possible Albanian migrants to be more integrated on the Italy.

#### 4-Conclusion

Massive exodus occurred over the post-communist period of Albania, mainly to the neighbouring countries such as Greece and Italy. This was a stereotype exodus incomparable with any of the other former communist countries. This situation has been reflected as the challenges of Albanian society and also has been formed the complexity of social structure even in the host society. An opportunity for the migrant to be fast adopted is the fast learning of language of host societies. This was a very good opportunity to incentive the integration process. Unfortunately this phenomenon, have not been taken into consideration. In Greece Albanian migrants faced many problems during the integration process but also being accepted as a 'new comers' or 'guests' of the society. But, Italian policies encouraged the maintained of difference of language (for Albanian migrants has been noted that the foreign language has never been an element for not being integrated, because Albanian migrants learn the language of host countries very fast), in culture and religion. These policies made possible Albanian migrants to be more integrated on the Italy. The productivities associated with the relevant human capital may vary in accordance with the language skills as a necessary resource for numerous activities. Albanian migrants are often faced with the problem that the usability of previously acquired human capital, such as education and occupational experience, changes with the shift in the linguistic context. This factor has not been caused by the lack of possibilities to learn the language, but by the politics that each state forms for the integration of migrants.

As conclusion, language can have symbolic effects on labor markets, increase the employees, increase the dialogue, the economy but also make possible the exchanges of social capital between the society members and emigrants reduce the social distance, discrimination etc.

## References:

- Azzarri, C. & Carleto, C. (2009), *Modeling Migration Dynamics in Albania*, Policy Research Working Paper 4945, The World Bank: Development Research Group, Poverty and Inequality Team
- De Hein, H. (2006), *Migration Development: A Theoretical Perspective*, \_\_\_\_\_
- De Waal, C. (2005), *Albania Today, A Portrait of Post Communist Turbulence*; London: The centre for Albanian Studies
- Department for Communities and Local Government, (2012), *Creating the Conditions for Integration, Communities and Local Government*; Policy Team, The National Archives, London.
- Fix, M.; Zimmerman, W. & Passel, J. (2001), *The Integration of Immigrant Families in the United States*. Washington, D.C.: Urban Institute.
- Gray, B., (2006). Migrant Integration Policy: A Nationalist Fantasy of Management and Control?, *Translocations: The Irish Migration, Race and Social Transformation Review*, Autumn 2006, Volume 1, Issue 1.
- Hartmut, E. (2006), *Migration, Language And Integration* , AKI Research Review 4, Programme on Intercultural Conflicts and Societal Integration (AKI) Social Science Research Center Berlin
- Ikonomi, L. (2009), *E drejta Migratore, Manual Trajnues*. Edited from World Bank, Migration and Remittances Factbook
- IOM, (2011), *Handbook on migration terminology (Russian-English)*; Mosca
- IOM. (2007); *The republic of Albania, Migration Profile*; Slovenia: Ministry of the Interior of the Republic of Slovenia; \_\_\_\_\_
- Kaya, B. (2002), *The Changing Face Of Europe-Population Flows In The 20th Century*, Council of Europe Publishing
- Likaj Shaqiri, M. (2013), *Migration as a complex phenomena of Identity ad social integration: A sociological view on Albanian Migration case*, *Acedemic Journal of Interdisciplinary Studies*, MCSER Publishing Rome-Italy, Vol.2, No.9,
- Zammit, D. E. (2007), "Migration in the Mediterranean: Equalising Strategies and Social Hierarchies in Migrant Integration", *Journal of Mediterranean Studies*; Volume 17. No. 2, pp. 150-175.

**Dr. Griselda Abazaj (Danglli)**

“Aleksander Moisiu” University, Durrës

griselda\_abazaj@yahoo.com

## **Fiction and Truth in “Speak, Memory”**

### **Abstract**

*This paper focuses on the merging of imagination and truth in Vladimir Nabokov’s “Speak, Memory”. As an aristocrat of imagination, Nabokov finds genuine art in the ordinary. For this writer, imagination is a form of memory and he uses a constructive perspective of memory. At first sight, his autobiography seems to follow a chronological flow of events but in fact every now and then we find references from previous and following events, which make possible the moves backwards and forward in time. Nabokov gives no explanation but he invites us to travel in vain, letting us notice how the chapters share with each other similar structures in both form and content. “Speak, Memory” deals with the life of a great man but at the same time the aim of this autobiography is universal in the sense that it endeavors to discover the fate and construction of human consciousness. No other writer might have felt so much nostalgia for his childhood; no other one has recollected his memories with such precision, finding art even in the most useless details that for a superficial eye might have been meaningless. “Speak, Memory” might be considered a met autobiography because it reflects about the way of writing an autobiography. Nabokov recreates facts imbuing them with an artistic veil. “Speak. Memory” as an autobiography challenges its own genre as it is the best cohabitation of poetical perspective and the truth.*

**Key words:** autobiography, art, fiction, truth, imagination, memory

---

## 1-Introduction

Believing that memory is a kind of imagination, Nabokov could not avoid doing art even in his autobiography “Speak, Memory” (1951). Nabokov detested the videotape theory of memory which Freud stuck to. Nabokov supported a constructive sense of memory. Whenever we bring to mind an event of the past we use our imagination to tell it to the others and every time we retell it, it is never the same.

Nabokov wrote both a fictionalized autobiography or memoir and autobiographical fiction as well. Even though in both cases the writer includes parts of his own life, there is a difference between them. In both cases, the author includes pieces about his or her life but in the first one we have an autobiography that is imbued with fictionalized parts where memory cannot retell anymore. In the autobiographical fiction the main axis is fiction but we can also find facts of the author’s life. Even though Nabokov forcefully neglected the idea that we can find pieces of his own life in his fiction, there is evidence that even though he tries a lot, he cannot escape his own experience in making fiction. “Life imitates art more than art imitates life” (Wilde, 1889, p. 48) proclaimed Oscar Wilde.

## 2-Fiction and Truth in “Speak, Memory”

Before dealing with fiction in Nabokov’s autobiography we should make clear that autobiography as a genre is traditionally considered as nonfiction. (Adam, 1994, p. 459) This view comes from the general idea that while writing the autobiography, the writer tells the truth about his own life and he doesn’t make up or mould things. In this way, it is believed that autobiography is not an invention of its author, but a documentary report of his life and person. Hsieh is right when he says that “Speak, Memory” is actually an atypical autobiography for two reasons. First, the “protagonist” of the autobiography is Memory rather than the writer Nabokov. The second is that even if

the book invokes memory to speak out, memory seemingly contains less truth-value when compared to its artistic effect since “Speak, Memory” is an autobiography that challenges its literary genre at the same time.

Nevertheless, Nabokov is not the first writer who mingled facts with fiction, not the first one who crossed the borders of a certain genre. “The poetry of memory, or more exactly, the poetry of the phenomenon of remembering, is at the core of many major twentieth-century texts, such as Marcel Proust’s masterpiece *Remembrance of Things Past...*” (Alexandrov, 1995).

The autobiography starts with Nabokov’s birth in 1899, but later we understand that its real beginning is in 1903, the year when “Nabokov’s consciousness fully awakened and his prodigious memory clicked into place”. (Yardley, 2004) It starts from his aristocratic childhood as the son of the most well-known families in Russia and the migration from Russia to America due to the Russian Revolution. “Though it does tell a story, in structure it is episodic rather than linear.” (Yardley, 2004)

Memory serves as a tool to revive the past and to fade the present: “Everything is as it should be, nothing will ever change, nobody will ever die.” One can easily understand a strong desire to escape from the strong chains that nature and time has imposed on us. Even though the events in this autobiography seem to follow a chronological order, Nabokov deliberately interrupts this order by making occasional transitions from one chapter to the other. He mingles the present with the past, fiction with truth by stressing out:

“I confess I do not believe in time. I like to fold my magic carpet, after use, in such a way as to superimpose one part of the pattern upon another. Let visitors trip. And the highest enjoyment of timelessness — in a landscape selected at random — is when I stand among rare butterflies and their food plants. This is ecstasy, and behind the ec-

---

stasy is something else, which is hard to explain. It is like a momentary vacuum into which rushes all that I love. A sense of oneness with sun and stone. A thrill of gratitude to whom it may concern—to the contrapuntal genius of human fate or to tender ghosts humoring a lucky mortal.” (Nabokov, 1969)

The writer aims to achieve timelessness by crossing from one time sequence to the other. He pretends that time does not exist, nothing changes and everything, even time, is a product of imagination. “... he feels, the disregarding of time as causality and sequence, prefigures something beyond the prison of human time, some state of consciousness where nothing is lost, where there is endless leisure to perceive the harmonies of time, as in Cincinnatus C.’s *there*, where time takes shape according to one’s pleasure, like a figured rug whose folds can be gathered in such a way that two designs will meet - and the rug is once again smoothed out, and you live on, or else superimpose the next image on the last, endlessly, endlessly.” (Boyd, 1991)

Nabokov maintained a hostile attitude towards his biographers not only for the sake of being difficult to be understood by the others but also to show us that his attitude was a mirror of all his literary activity, perceiving the writer’s life as purposefully fictitious just like any other artistic creation of Nabokov. He wrote “Speak, Memory” in such a way that we understand that his life was a kind of game, everything was planned by an unknown force. This special device is practiced throughout Nabokov’s literary works. For example, in “The Gift”, Fyodor stresses that his life is a game of fate several times. Even in “Pnin”, we understand that there is an invisible hand which suddenly saves Pnin from the hands of the narrator. All this is made deliberately in order to let us understand Nabokov’s famous belief that fiction is bare fiction and no other force apart from the author himself can control the narration. Under the same reasoning, we proceed even in the autobiography “Speak, Memory”. “He treats his life here just as he has treated the lives of such characters as Luzhin, Martin, and Fyodor.

He has to: if he believes in the artfulness of life, in a designer behind the apparently undersigned, he ought to be able to detect elaborate design in his own life. Amazingly he does just that.” (Boyd, 1991. p. 164)

Nabokov plays with the reader by mentioning in the eighth chapter of the autobiography “...let me indicate the where and the when of the matter. My brother and I were born in St. Petersburg, the capital of Imperial Russia, he in the middle of March 1900, and I eleven months earlier.” (Nabokov, 1969, p. 120) In an ordinary autobiography this fact would have been stated at the beginning. It seems like Nabokov is having a conversation with the reader by trying to wake him up time after time from the monotony of the retelling of a life. However, nothing is ordinary in Nabokov’s retelling of his life, the reader is often fooled by the use of mathematical data. One of these has to do with his birthday. In different articles, books and even in “Speak, Memory” we come across three birthdays of Nabokov: April 10, April 22, and April 23. Is there an error? Which is the right one? In fact, the three of them are right because as Nabokov states in “Speak, Memory”, he was born in 1899 on April 10, but at that time in Russia the Julian calendar was used, not the Georgian calendar which was used more in the West. As a consequence, April 10, 1899 in Russia was the same with April 22, 1899 in the West. Nabokov explains in his autobiography that April 10, 1899 was his birthday according to the “Old Style” and April 22 his birthday according to the “New Style.” Only later did Russia adopt the Gregorian calendar.

When it comes to the third date, Nabokov maintained that he liked April 23 in order to have the same birthday as the supposed Shakespeare’s date of birth. Of course, Nabokov liked to celebrate one date later because he disliked Lenin who was born on the same date as Nabokov. “While the difference between the two calendars was twelve days in 1899, in 1900, the gap expanded one additional day, to 13 days. April, 10, 1899 converts to April 22, 1899, but by the following year April 10 becomes April 23. So Nabokov was born on

---

April 22 but celebrated his birthday on April 23, which was, according to the Gregorian calendar, the day he turned one.” (Pitzer, 2013)

### **3-Conclusions**

Filled with riddles, puns, games in order to reveal the truth, “Speak, Memory” is not a simple autobiography but the consciousness of a great man and writer who, even though it seems as if he is mocking the reader, in fact he appears deeply humane. The poetic prose that penetrates the whole book, on whatever page it is randomly opened, it is proved that Nabokov knew how to find beauty even where a careful eye could not discern it.

**References:**

Alexandrov, V. E. (1995). *The Garland Companion to Vladimir Nabokov, Speak Memory*. New York and London: Garland Publishing, INC.

Nabokov, V. (1969). *Speak Memory: An Autobiography Revisited*. Penguin Books.

Boyd, B. (1991). *Vladimir Nabokov: The American Years*. New Jersey: Princeton University Press.

Pitzer A. (2013). *The Secret History of Vladimir Nabokov*. New York and London: Pegasus Books.

Timothy D. A. (1994). *Introduction: Life Writing and Light Writing; Autobiography and Photography*, *Modern Fiction Studies*, Vol. 40, 459-491.

Wilde, O. (1889). *The Decay of Lying, The Nineteenth Century*. New York: Brentano.

Yardley, J. (2004). *Washington Post, Nabokov's Brightly Colored Wings of Memory*, Wednesday, May 26. p. C01.

**Ferit Hysa**

Department of Education

UET

Tirana, Albania

[ferithysa@gmail.com](mailto:ferithysa@gmail.com)

## **Social Justice Leadership in Albanian School**

### **Abstract**

*This study aims to explore the problems of social justice leadership and the way of solving in the Albanian context. The research question that is raised is: how do the leadership capacities influence to have and to apply a social justice leadership and how it is in different context.*

*The methodology of study is based in the observations in the schools and through the structural and semi structural interviews to school leaders.*

*The final conclusion is that the social justice leadership is determined to the leadership capacity related close to the local and special context.*

**Key words:** *social justice leadership, school, capacity, context.*

## 1- Introduction

The education is very important and it is going growing from year to year. The special principal decided in the law is “It is for all and in equal way”. This is a sentence but to implement and to realize it is related to different things. The education is important for the society and is important to the students. The students are equal all and the service ought to be the same for all, but the reality is too far and the level of social justice leadership is very low. In this study it will explore the difficulties in realizing in the highest level.

The objectives of the study are:

Identify the level of social justice leadership in schools.

Identify the barriers to reach the high level of social justice leadership.

Identify the capacity and relation to the social justice leadership in schools.

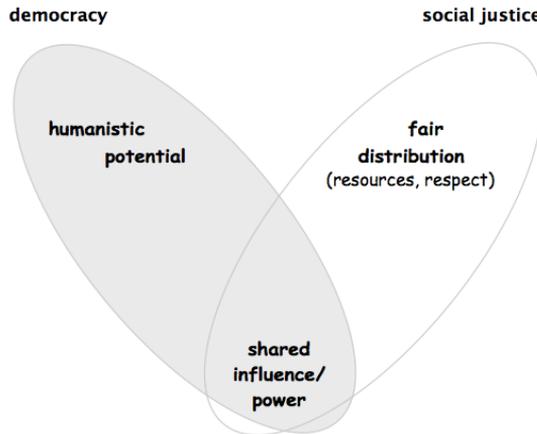
Identify the target group in which the influence of social justice leadership is low.

The public school must treat and learn the student in equal way to eliminate the unequal teaching to students. But how it is become possible?

### 1.1 -About democracy and social justice

According to Woods, 2005, this picture gives us a meaning about democracy and social justice.

Figure 1: Respective centers of gravity of democracy and social justice (woods, 2005)



The concept of democracy is important in the development of society. Democracy and democratic leadership are about who we are as social human beings, continually engaging in creative social action, influenced by and influencing others. (Woods, 2005)

Also, it is very important the concept of social justice that is the fair distribution of resources and respect. Social justice is about *fair distribution* – how resources, respect and opportunities can be justly distributed and social patterns of exploitation, domination and denigration eradicated. Cribb and Gewirtz's (2003) drawing together of three models of social justice (distributive, cultural and associational) is useful.

Distributive justice is the absence of unjustified socio-economic inequalities, including exploitation, economic marginalization (such as confinement to poorly paid or undesirable jobs) and deprivation (Fraser 1997:13). I also include, as a component of distributive injustice, wide disparities in access to resources such as information and advice which enable people to locate and negotiate service provision

Cultural justice is concerned with the absence of cultural domination, non-recognition and disrespect (Fraser 1997: 14). If the emphasis of cultural justice is respect for difference, the emphasis of democracy is on the unity as human beings. Hence, the principles of democracy include organic belonging, with a stress on the belonging, but need to be re-enforced by the respect which defines cultural justice.

Associational justice is the absence of 'patterns of association amongst individuals and amongst social groups which prevent some people from participating fully in decisions which affect the conditions within which they live and act' (Power and Gewirtz 2001: 41).

### **1.2-Social Justice Leadership in Education**

In the preface to Michael Fullan's *The Moral Imperative of School Leadership* (Fullan, 2003, p. xiii) the author argues that "The 1990s was a dismal decade for the principalship". Reflecting a situation to be found in very many countries, Fullan argues that principals were the victims of unrealistic expectations and a policy environment that simultaneously increased prescription and diminished coherence (stated by Stevenson). (JEA Vol. 45 No. 6, 2007 pp. 769-781. ).

According to previous lines, and in order to achieve greater justice in education, different educational activities should be implemented within the school's framework (Murillo, 2011):

1. Stop the inequalities that marginalize and exclude the poorest and most vulnerable segments of the population.
2. Reversing the cultural and socioeconomic determinism that will allow for better quality training, equality, assuming the heterogeneity of students and their specific differences as human beings, in a democratic atmosphere.

Therefore, education plays a key role in the process of rethinking, and reformulating new formulas in order to achieve a fair society.

## 2- The Methods

This study is made in cooperation with the BELMAS social justice leadership group in which it is given the methodology, aims, interviews and the research questions.

Here it is the part focus in Albanian country.

The research questions are:

- 1) How do social justice leaders *make sense* of 'social justice'?
- 2) What do social justice leaders *do*?
- 3) What factors *help and hinder* the work of social justice leaders?
- 4) How did social justice leaders *learn* to become social justice leaders?

The data are taken in ten schools and it was made the interviews to those school leader.

## 3-Discussing about the findings.

In the school, there are a number of students that their results are not good and their attendance is problematic. This number is similarly 5-8% today in school and 15 % tomorrow in the life cost (population).

These kinds of pupils are some categories such as:

*The Gypsies, the Black pupils.* Their intelligence is the same as other pupils bus some factors made them to have poor results and to be problematic in schools.

- Their self-estimation is negative.

- The teacher has the same opinion too.
- In general way, they have economic difficulties.
- There is no moral advocacy to protect and to lead these pupils in school.

These pupils would have good results in school if we give them an extra helping to mentor studying of the children in home and in school too.

*Social problem pupils.* The second category is the social problem pupil. This is difficult to reach the good results because the pupil needs a minimum economic level to create the possibility to live and to study too. The situation in these families is very complex. In these families happened many problems such are illness, living, culturing, and trying to support the children to attend school and to gain the results.

In this category we may involve and the divorce children family and with social problems too.

The leadership is unequal to the pupils without the minimum of economic level of living.

These pupils there are everywhere and need support to attend school and to have good results.

Schools	Pupils	Problematic pupils			Total	%
		Gypsy (Rom) Egyptian pupils	Social problem	Social problem & divorced parents pupils		
1	763	13	14	7	34	
2	684	15	23	8	46	
3	541	11	14	5	30	
4	88	3	7	2	12	
5	113	7	11	1	19	
6	94	6	13	0	19	
7	126	14	17	0	31	
8	71	4	12	0	16	
9	140	7	17	0	24	
10	162	17	21	4	42	
Total	2782	97	149	27	273	9.8%
%	100%	3.5%	5.3%	0.9%		9.8%

Table.1 This data are taken at ten schools in Elbasan Cycle 2014.

In these categories of pupils is difficult to have social justice leadership. The leadership is influence on them. The leadership is through the communication. Here it is put the frozen wall to communicate to one another.

What these categories need to have good results.

the minimum economic support for their life

the support for school materials

the support to mentor the children for school

The number of pupils that need these supporting is high about 10 % of total pupils.

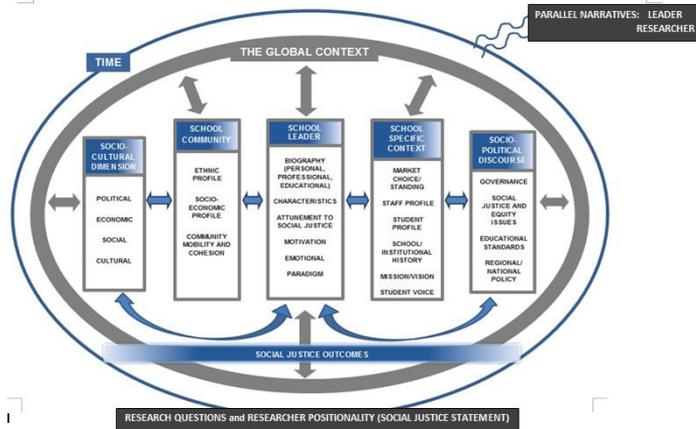
The cost would be more less to create the rehabilitate centers in which the personnel to be qualified, responsible and the career of pupils to be surely.

The interviews of principals about the social justice leadership give these results:

In general way, it is too difficult to attend regularly the school by the gypsies pupils. The parents interest and pupils results are very low. The cooperation between us is always problematic. It depends in the culture, tradition, economic level and social pressure. If we give care to and support the pupils, they can reach high results and attend regularly the class. This request a strong trying and a good cooperation from all parts as parents, local social authorities, teachers, mentors, teachers, principals, NGOs, psychologist, pupils governing, etc. in ten gypsies pupils one reached to finish with good outcomes the normal school.

In the same way it is the situation to the pupils whose parents have economic difficulties. Here It is positive the desire of pupils and parents too but the low economic level send them gradually in bed result because the pupils parents have not possible to accomplishment the needs to pupils, to manage the school preparing, lack of school interest and so have bad results. In this families, there are different problematic situations that make difficult preparing of pupils for good results. Pupils need school equipments, foods, clothes, and mentor to reach goals. And these kind of pupils fail in education about 80 %. As it is state above the leadership is influence to reach the goals and social justice leadership in education is the influence to reach to pupils the good results, to have equity but these facts are obstacles to have good results for all pupils.

This is the global context of social justice leadership, by H. Stevenson.



### 4-Conclusion

The Social Justice Leadership must be for all. It is an important pre condition that to have the equality to all. It is necessary to the pupils families with social problems, economic level to have an extra care to create the possibilities to have a social justice leadership in education.

**References:**

Stevenson, H. Journal of Educational Administration Vol.45 No.6, 2007 pp.769-781

Bell, L. and Stevenson, H. (2006), Education Policy: Process, Themes and Impact, Routledge, London.

Fullan, M. (2003), The Moral Imperative of School Leadership, Sage Publications, London.

Sergiovanni, T.J. (1992), Moral Leadership, Jossey-Bass, San Francisco, CA.

Murillo, J. (2011): *Escuelas desde y para la justicia social*. Revista Iberoamericana de Evaluación Educativa. Volumen 4, numero 1.

**Referenca:**

Bardon, J. I & Bennett, V. C. (1974). *School Psychology*, Englewood Cliffs, New York: PrenticeHall.

Fagan, T. & Wise, P. (2000). *School Psychology: Past, Present and Future*. Bethesda, MD: National Association of School Psychologist.

Ministria e Arsimit dhe e Shkences(2013).Dispozitat Normative të Arsimit Parauniversitar, nenet 45, 46, 47, 48,93, 94, 95, 96, 97, 98, 99,100,101.

Gray, S. W. (1963). *The psychologist in the schools*. New York: Holt, Rinehart & Winston.

Gutkin,T., B., & Curtis, (1998). *School Based Consultation Theory and Practice* (3rd.ed), John Wiley & sons,Inc.

Hartshorne, T.S., dhe Johnson, M.C. (1985). *The Actual and Preferred Roles of the School Psychologist according to Secondary School Administration*, *Journal of School Psychology*, vol. 23.

Inspektorati Shtetëror i Arsimit(2013). *Inspektimi dhe Vetëvlerësimi i Shërbimit Psikologjik në shkollë*, Tiranë.

Lentz, F. E., dhe Shapiro, E. S. (1985). *Behavioral School Psychology: A Conceptual Model for the Delivery of Psychological Services.*"In T. Kratochwill (Eds.), *Advances In School Psychology* (vol. 5, f. 191-221). Hillsdale, New York: Erlbaum

Ligj Nr. 69/2012, "Për Sistemin Arsimor Parauniversitar në Republikën e Shqipërisë".

Ministria e Arsimit, (2004). *Udhëzim Bazë i Minisrisë së Arsimit për Futjen e Shërbimit Psiko-pedagogjik në Shkollë*", Tiranë, [www.mash.gov.al](http://www.mash.gov.al)

Qendra Alternative(2012)Shërbimi psikologjik ne shkolla. <http://www.qendraalternative.al>

Rapti, E. (2004). *Psikologjia Shkollore*, Tiranë.

Rapti, E., (2004). *Roli i Shërbimit Psikosocial në Shkollë*, Tiranë.

Rapti,Sinani. E (2013). *Perceptimi i adoleshentit mbi shërbimin psikologjik në shkollën shqiptare.*, *Revista Pedagogjike*, IZHA.

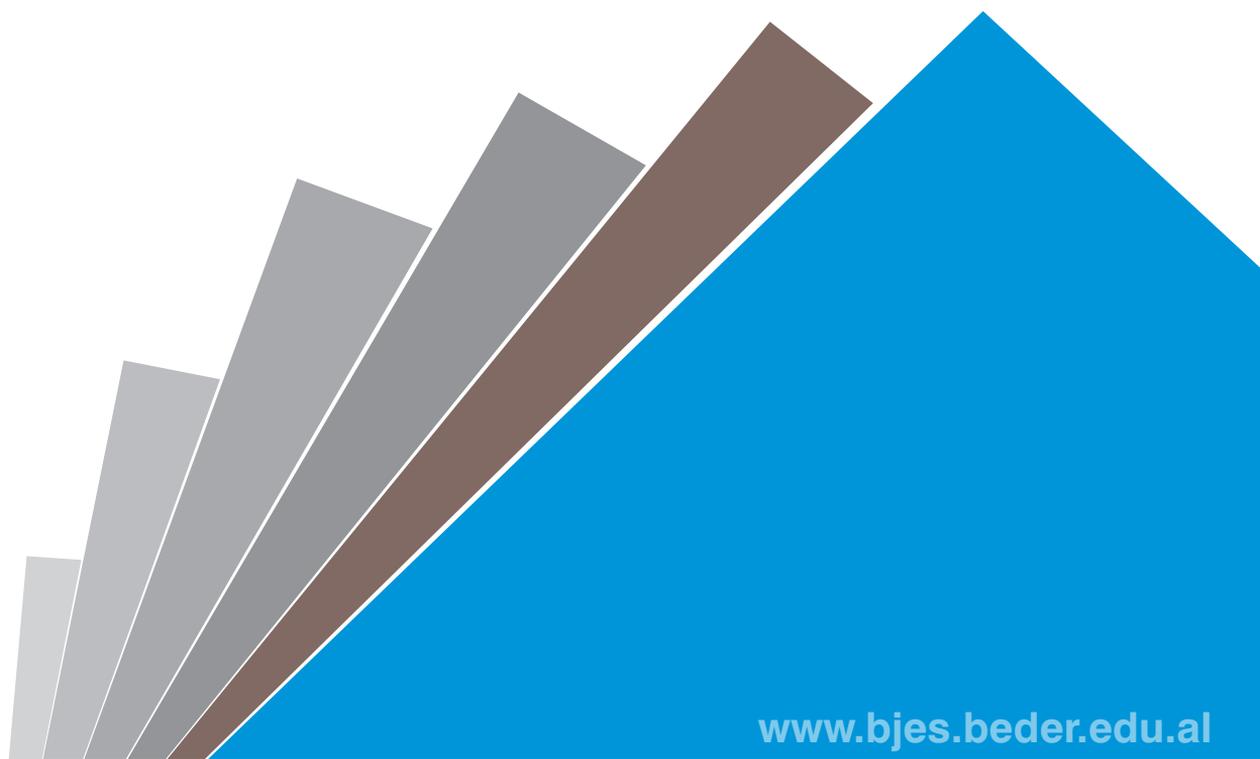
Tamo, A., Kamani, P., Nano, V., Tahsini, I., & Agolli, I.,(2006) *Raport i Vlerësimit të Shërbimit Psikologjik Shkollor*, Tiranë.

Varoshi, Emanuela(2013)*Implementimi i Shërbimit Psikologjik Shkollor*, Risia që Kontribuon në Përqasjen e Sistemit Arsimor Shqiptar me atë Bashkëkohor. Universiteti i Tiranës, Fakulteti i Shkencave Sociale, Program i doktorates.

White, M. A., & Harris M. R. (1961). *The School Psychologist*. New York: Harper & Brothers.







[www.bjes.beder.edu.al](http://www.bjes.beder.edu.al)

**Address:**

"Jordan Misja" St. Tirana - Albania

**Contact: Tel: +355 4 24 19 200, + 355 4 24 19 222;**

**Fax: +355 4 24 19 333 web: [www.bjes.beder.edu.al](http://www.bjes.beder.edu.al), e-mail: [bjes@beder.edu.al](mailto:bjes@beder.edu.al)**