



BJES

BEDER UNIVERSITY JOURNAL OF EDUCATIONAL SCIENCES

June 2021
Volume 24
ISSN 2306-0557 (print)

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JOURNAL DETAILS

Faculty of Humanities and Law,
“Beder” University College

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

Publication Frequency: 2 Issues Per Year

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BEDËR UNIVERSITY COLLEGE
Faculty of Humanities and Law



BEDER JOURNAL OF EDUCATIONAL SCIENCES

Volume 24

June - 2021
www.bjes.beder.edu.al

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**The Novel of Irony and Black Humor
Comparative Study of Kurt Vonnegut's Novel "Breakfast of
Champions"**

Abstract

Comparative literature is an important field in early literary studies if we make the distinction between comparative literature as a practice and as an academic discipline. Many literary works are closely related to other works in the same field and beyond. They can be related to different fields such as painting, sculpture, music, film, politics, religion, etc. One of the well-known novels of world literature is the novel "Breakfast of Champions" which has many references in different arts, which are the object of research in this study. Kurt Vonnegut is one of the most famous authors of world literature of the twentieth century. The object of study is Vonneg's novel entitled "Breakfast of Champions". The study aims to analyze this work in the comparative level as well as to find the intertextual and intratextual aspects of the work in question focusing on the connections of the text with intermediality. An introduction will be made to the author's literary creativity specifying the main features of his literary art, where the focus will be on the main features of the novel "Breakfast of Champions".

A brief analysis of the main character of the novel will be made and then the works will be analyzed in the intertextual plane, making the connection of the novel with other works of literature, finding references in the history of America and the Vietnam War. Also, will be revealed issues such as the connections of the work with philosophical, religious, painting, film, etc. Vonnegut's novel is one of the author's most important novels, but also one of the most famous novels of the postmodern era in literature. teaching is an inseparable tool in second language teaching and different teaching methods approach it in different ways which influence the importance they give to this category. Both grammar-translation method and communicative teaching method have played an important role in teaching English as a second language; however, they differ from each other and simultaneously, have different impact on student' second language acquisition. This paper aims to give an overview of grammar teaching in grammar-translation method and communicative approach. The main purpose of this paper is to make a comparison of these methods based on the approach they have toward grammar while indicating the advantages and disadvantages when applied in second language teaching. Several studies on this issue have been conducted and the results have shown that chosen targets prefer each of the methods in relation with their specific intention of learning English as second language.

Key words: intertextuality, comparative, literature, postmodern, intermediality.

Introduction

Kurt Vonnegut is a famous American writer born on November 11, 1922 in Indianapolis. His father was an architect while Kurt Vonnegut did not like the craft of architecture. The Great Depression of the 1930s caused severe consequences for his family. In 1943 he enlisted voluntarily in the United States Army. A year later his mother dies who commits suicide, which will have an impact on the psychology of the young Vonnegut. Echoes of this are clearly seen in his writing, in the characters of mothers in his novels. Vonnegut continues with his activities in the army. In 1944, participating in the 106th Division, he was based in Dresden, Germany. This city is the main source in the events of the novel "Slaughterhouse 5". The Americans there will be sheltered in a place that was once a slaughterhouse but now serves as a camp. In February 1945 the city of Dresden is bombed and most of the country is destroyed. Upon returning to America, Vonnegut marries Jane Marie Cox, his high school friend. In October 1945, he enrolled at the University of Chicago where he chose to study anthropology, but did not finish his studies. Starts working as a journalist in a news agency.

Literary activity

Kurt Vonnegut is considered one of the best American writers in prose. His creativity includes novels, stories, dramas, essays, etc. His first novel is *Player Piano* (1952). The events take place in a society of the near future, which is almost fully mechanized, where machines replace factory workers. The second novel, *The Sirens of Titan*, was published in 1959. This novel addresses issues about the purpose of human history in general. The novel is known for its use of black humor, irony, fantasy, etc. Mother

night is the third novel published in 1961. The protagonist Howard Campbell Jr. who moved to Germany at the age of 11, later became a well-known playwright and propagandist of Nazism. He writes about his memories as he awaits his war crimes trial in one of Israel's prisons. The novel is characterized by the use of metafiction. Vonnegut's other novels include Cat's cradle, God Bless You Mr. Rosewater, Slaughterhouse-Five, Breakfast of champions, Jailbird, Bluebeard, Hocus Pocus etc.

Breakfast of Champions

This is the seventh novel in Kurt Vonnegut's novel series, published in 1973. This is a postmodernist novel that takes place in two lines of action: Kilgor Trofta, who is a science fiction writer, an alter ego of the writer, and in on the other hand Dwayne Hoover, a businessman who has great wealth, owns many companies but is not mentally stable. Vonnegut himself is the narrator who narrates on several occasions including the beginning of the novel where with some paratextual signs he informs the reader about his novel. He also introduces the main characters of the novel.

“This is the story of the meeting of two white people, lonely, skin and bones and quite old, on a planet that was dying fast. One was a science fiction writer named Kilgore Trout. At the time he was a nobody and thought his life was over. He was wrong. As a result of the meeting in question, he became one of the most loved and respected people in history. The man he met was a car dealer, a Pontiac dealer, named Dwayne Hoover. Dwayne Hoover was on the verge of madness (Vonnegut, 2015).”

The novel is filled with drawings of figures from different fields

which illustrate the course of events within which the characters operate. There are comic, ironic drawings, state flags, glasses, tombstones, electric chairs, apples, dinosaurs, pyramids, banners and other symbols. This is at the same time the relation of the text with the other disciplines, with the field that in comparative is known as interdisciplinarity. The very presence of the figures leads to the interpretation of various phenomena that make the text have a broader context than the literary one.

Kilgore Trout

This is a character who is no stranger to the reader of Kurt Vonnegut's novels. We find him in his other novels as well: *Slaughterhouse-Five* (*Slaughterhouse 5*), *God Bless you Mr. Rosewater* (1965), *Jailbird* (1979), *Timequake* (1997). The surname "Trout" is inspired by the name of Theodore Sturgeon, a friend of Vonnegut and at the same time a writer of science fiction novels. Also, this adjective implies a very familiar type of fish. This is a fictional character behind which the author himself hides. At the end of the novel "*Breakfast Champions*", Vonnegut enters into dialogue with his character, bringing freedom to his character. Trout's last words "We became young" in front of the author represent the passage of years with reference to the years of the narrator-author, Vonnegut. He is on the eve of his 50th birthday and draws one side of his face and a tear in his eye. This is the life of the author himself reflected in art form. Vonnegut makes the interweaving of the narrative world through the world of the author and the fictional world of the character. In this novel the reader finds fictional characters intertwined with the author in different dimensions, a very special narrative with a structuring of chapters and very unique parts in

style, features which we find in other novels of this author. While Vonnegut is the author-narrator, Kilgore Trout is the fictional narrator of the novel.

Intertextuality

“Starting from the well-known postulate that there is no text without intertext, it can be concluded that the object of comparative studies is broader (in terms of networking) and deeper (in terms of meaning search). Thus, one understands the great interest of scholars in comparative methods, which recognize a rapid development in the second half of the twentieth century to culminate in the next century, conditioned by the socio-political context led by multiculturalist and globalist ideas (Apolloni, 2012).”

“The notion of intertextuality, put forward by Julia Kristeva, emerges in the critical discussion from the late sixties and quickly takes place thus becoming the obligatory passage for any literary analysis. If it appears to be fundamentally modern, it nevertheless covers both early and basic writing practices: no text can be written regardless of what has already been written, and it carries, in a more or less obvious way, the trace and memory of a heritage and tradition (Piegay Gros, 2011).”

“Intertextuality is the movement through which one text rewrites another text, and intertextuality the totality of texts towards what a work signifies, whether referring to absence (for example, if it is an allusion), or presence (the case of citation) (Piegay Gros, 2011).”

Literature - Vonnegut's novel also enters into an intertextual relationship with the “Excelsior” poem by H.W. Longfellow. Vonnegut quotes a verse from this poem. The poem was written in 1841 and depicts a boy walking through a mountain village carrying the “Excelsior” flag.

We also have a passage where the author paraphrases the Katrina 179 passage from Omar Khajami's Rubairas verses. Quotation rightly appears as the emblematic form of intertextuality: it makes visible the inclusion of one text in another text. "Printing codes - set aside citation, use of italics or quotation marks put this heterogeneity into practice (Piegay Gros, 2011)."

The novel also features writer Maxwell Perkins as an intertextual node, who has been helping the author organize Kurt Vonnegut's novels. He is also a well-known publisher of great writers such as Hemingway, Fitzgerald, etc. Not to mention the references to the other American writer Thomas Wolfe, an important author of modern American literature. Vonnegut implies that he was well acquainted with the writings of these authors and of course the influence of them has been inevitable in his writings as well.

History of America - The author goes back to 1492 where even through drawings he gives the symbol with four numbers, numbers which evoke the discovery of the American continent. But the author through ironic language states that:

"The teachers told the children that this was the date when their continent was discovered by human beings. In fact, on this continent in 1492 lived long ago realized millions of people full of imagination. This year was simply the year when some pirates began to deceive, rob and kill them (Vonnegut, 2015)."

The Vietnam War - historically known as the war of resistance against America or the American war where America tried to stop communist influence in Vietnam. Being aware of this situation at that time, the author, using the knowledge about the situation in Vietnam, creates relations in his text as well. As the Vietnam War lasted nearly 20 years,

including 1955-1975, at the time of writing this novel it was still evolving consisting of a reality that was well known to Vonnegut and an almost active situation in American society.

“Vietnam was a country where America was trying to stop people from being communists by dropping some things on their heads by plane (Vonnegut, 2015).”

A few lines later, the author uses ironic arrows against the current state of crisis in American society:

“Apparently, the only job an American can find today is to commit suicide in some way (Vonnegut, 2015).”

Through parables, Vonnegut bites deeply into the broader framework of American society, politics, and institutions operating in the country.

“The notion of changing people's political beliefs by "throwing things at them by plane" belongs to Jonathan Swift or Mark Twain. People who are being bombed rarely consider those who bomb them as friends, nor do they see bombing as part of an educational or persuasive process, but rather as something designed with the sole purpose of achieving their destruction (Bloom, 2009).”

“Intertextuality cannot be related only to the text or literary work. It also has to do with literary periods or eras, with the literatures themselves or the great literary complexes, but it also has to do directly with the genres, with the themes, with the style, always keeping in mind the diachronic and the synchronic aspect (Gashi, 2005).”

Philosophy (The concept of dualism through the Chinese symbol)

From literary practice we know that literature is closely related to texts and philosophical ideas. Philosophical thoughts have always been helpful in their treatment and connection with the literary themes and discourses of different authors in different periods.

Somewhere in one of the first chapters of the novel, Vonnegut illustrates the Chinese symbol Yin-Yang, which has its source in Chinese philosophy and even if we dig deeper we see that its origins are in the beliefs of Taoism, the Chinese philosophical-religious tradition. This figure symbolizes good and evil or white and black. Otherwise, in the novel, the author introduces it as a symbol of harmony by giving it drawn as it does with many other symbols within the text.

Intermediality**(Literature and other arts)****Religion and paintings****Bible**

In the novel “Breakfast of Champions” there are passages that mention phenomena related to the Bible, Christianity, Christian characters. An example of the intertextual relationship between the Bible is the part where the star of Bethlehem is discussed. Somewhere in the novel is the part where the tomb of Calvary is mentioned which was named in honor of a hill in Jerusalem where Christ was killed thousands of years ago. Most references to Christianity and Christ himself can be found in the novel *The Slaughterhouse 5*. In that novel the character Billy Pilgrim bears a striking resemblance to the teachings of Christ.

“Vonnegut has created religions in the past in his books and he will

be able to continue to do so in future novels, but none provoked as did *Slaughterhouse 5*. The book was banned in some libraries and reading lists of some school districts even burn in some communities (Tomedi, 2004).” In the novel “*Breakfast of Champions*” we also have the return to the origin of humanity, the story of the forbidden apple in the garden of Eden. The author draws an apple and through this symbolism gives the apple eaten by Adam and Eve which was forbidden by the creator of the Universe. Adam and Eve are the first sinners after eating the forbidden apple from the oak of wisdom, goodness. The biblical references, however vague in this novel, are not entirely ignored by Vonnegut and are used in certain contexts when he sees fit to use them. In the preface of the novel we also have a reference from the book of Job 23:10.

Painting

The painting of St. Sebastian by the Spanish painter El Greco is from the years 1610-1614 depicting St. Sebastian, a saint and Christian martyr. According to traditional beliefs, he was killed during the persecution of the Roman emperor Diocletian. He was initially believed to have been tied to an oak and then shot with arrows, but was not strangled. The story of St. Sebastian has become a symbol in various arts. Many authors have taken it as a reference by incorporating this element into their artistic creativity. In the novel, the author gives a brief overview of the history of St. Sebastian by drawing reference lines in the history of painting by the painter El Greco. The painting in question is preserved in the Museo del Prado in Madrid. The connection of literature with painting has always been present in the history of literature of different peoples and especially

with authors who are familiar with the ecclesiastical paintings of painters such as Caravaggio, Rembrandt, Michelangelo, El Greco, Raphael, Titian, Piero Della Francesca etc.

Interdisciplinarity in the form of modernist painting

Another interdisciplinary relationship between the novel and painting is also in relation to the character Rabo Karabekian who is a fictional character that the author presents as a painter of abstract expressionism. In the novel "Breakfast of Champions" this character is presented as the artist who painted the famous painting "The Temptation of Saint Anthony." It is no coincidence that the author has taken this painting as a reference to give it as a merit to a fictional character, because this painting contains many names who have been involved in its painting. This painting has many versions that have been worked by different artists over the years, from the XV century to the XX century, where it was painted by Salvador Dali. In this novel Rabo Karabekian is used for the first time and 15 years later, in 1987, the book Bluebeard is published, where the reader is more closely acquainted with this character because the novel talks in more detail about his life and activity. In the novel "Breakfast of Champions" the author draws the painting claiming to make an identical copy of it, but it appears in a quadrangular shape with a flag-like concept and a vertical line on the left.

Intratextuality

The term intertextuality means the interrelationship within the works of the author. Novels *Breakfast of Champions*, *Slaughterhouse 5*, *God bless you, Mr. Rosewater* have a close intratextual relationship to the fact that they have the same characters interacting with each other in different ways and forms, somewhere less and somewhere more. Their roles differ from novel to novel and somewhere they are core figures and somewhere more peripheral. The novels have largely the same structures, a narrative line with irony and constant humor. In each of the novels one of them is the main character. Billy Pilgrim is the protagonist in the novel *Slaughterhouse 5*, Kilgore Trout in the novel *Breakfast of Champions* and Eliot Rosewater in the novel *God bless you, Mr. Rosewater*. The character of Dwayne Hoover in the *Breakfast of Champions* and his aggravated psychology resemble Billy Pilgrim and Eliot Rosewater in the novels where they are the protagonists. Billy Pilgrim and Eliot Rosewater are admirers of Kilgore Trout. "*Slaughterhouse 5*" and "*Breakfast of Champions*" have common points in terms of dealing with the fight against bad phenomena, negative ideas and the fight against phenomena that bring consequences to humanity. Vonnegut's characters are neurotic in certain life situations and phases, sometimes funny and bizarre, and in some cases crouching within their mental state. Billy Pilgrim intends to reconstruct his reality as more or less happens with Rosewater in the novel "*God bless you, Mr. Rosewater.*" Both of these characters have experienced the horrors of war, seeking the meaning of life. These two together with Dwayne Hoover try to create a refuge of their own outside the universe. They seek things outside of human reality, but find answers only within themselves. Vonnegut's characters are characterized by the mirror of the writer himself, they live within a narrative

world where one step away from them is the one who created them, the writer himself. The characters of this author's novels are observers and critics of reality, point out the problems and concerns of society and seek to fight the negative sides through critical and ironic language that sometimes reaches the level of parody. "In a word, postmodern is not so much denial (of the past) or utopia (of the future) as it is, at least, the historical or modern avant-garde. She incorporates her past within her name and parody tries to mark the criticism she makes of this past" (Hutcheon, 2013). Vonnegut in this novel stings society that is racist and he as an American does not see whites as superior to others. The language of the characters expresses the author's idea to criticize the society where he lives and that people should be seen with equal views in any circumstance. This is the ugly situation of American reality which Vonnegut's pen severely criticizes through artistic language. When it reaches this degree they also take on mythical proportions. "And so on" is an expression that Vonnegut constantly uses in his novels, mainly when concluding a fragmentary part. In relation to Vonnegut's other novels, its presence is evident.

In the history of film we have encountered many films which have become cinematic masterpieces based on literary creations, be they short stories or novels. Some of them compete with the literary work by claiming that they reach the level of the literary work while many of them remain under the shadow of literature. The scripts are written to be made into a film and the record is the main carrier for making the film. Obviously if the script does not have a quality level then the film can also fail. The film is mimetic because it presents and does not narrate and that is exactly where its strength lies. The novel "Breakfast of Champions" has also become a film where the screenplay was written by Alan Rudolph who is also the director of the film.

The film was made in 1999 where the role of Kilgore Trout is played by English actor Albert Finney while that of Dwayne Hoover is portrayed by the famous American actor Bruce Willis. The film was not well received by film critics and failed both in terms of movie theaters and in terms of finances, where the huge investment of millions on the film resulted in a ridiculous profit. Vonnegut himself despises the film by criticizing it to the extreme. The films "Slaughterhouse-Five", "Mother Night", the drama "Happy Birthday, Wanda June" have also been made based on Vonnegut's novels.

Conclusion

Kurt Vonnegut proves that he is an author who knows many different cultural, political, social and wider spheres. The book "Brekfast of Champions" is one of the books that best summarizes the hypotheses raised in this comparative study. The study of this novel on a comparative level shows the close connection of postmodern literary works with other arts and various social fields.

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Cultural Translation Losses Occurring While Rendering 21st Century Postmodern Historical Fiction Texts Of American Literature Into Albanian

Abstract

Translation is recognized as an act of culture-specific communication. Several theorists, support untranslatability when we face texts with terms which are so culture-bound and culture-specific as to defy translation. In contrast to the premises of the linguistic turn in translation studies, the culturally oriented approaches try to incorporate the socio-cultural parameters which would uncover how meaning travels from one culture to another. The paper deals with a postmodernist understanding of cultural translation and the losses that occur while rendering historical fiction texts from one language into another, special focus being brought to the American literature and the rendering of pieces of literature belonging to this genre into the Albanian language. With the postmodern challenge of traditional textual theories, it is recognized that translation is not something that merely happens after literature as an extension of it. In fact, it is embedded within the literary text as a theme or as a narrative strategy, which has multiple implications both for literature and translation studies. The paper handles the way translation has become and continues to be the object

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

Keywords: cultural translation losses, postmodernism, historical fiction, untranslatability.

I. The Challenge of Translation

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

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

means of expression" of the SL context. Contrasting with this idea, dynamic equivalence "tries to relate the receptor to modes of behavior relevant within the context of his own culture" without insisting that he "understand the cultural patterns of the source-language context".

I.I. Culturally oriented approaches to translation

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

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

various kinds of texts in another language and thus making them available to wider readers. Culler (1976) believes that languages are not nomenclatures and the concepts of one language may differ radically from those of another, since each language articulates or organizes the world differently, and languages do not simply name categories; they articulate their own (Culler, 1976: p.21-2). Vlahov and Florin seem to have been the first ones to coin the term *realia* to refer to cultural elements, and the term has now been generalized and is frequently used to refer to objects, customs, habits, and other cultural and material aspects that have an impact in shaping a certain language (Cerdá Massó 248). Since then, many classifications and taxonomies for such cultural aspects have been offered. Several other authors such as Baker (21), Mayoral (76), Nord (523-527), Santoyo (“Traducción” 143), and Marco Borillo (El fil 295-208) offer similar classifications, emphasizing local color, mannerisms, cultural and temporal distance between two linguistic communities, etc. and recognizing, more or less explicitly, the focus on dominant cultures, the inevitability of loss, or even the impossibility of translating these terms:

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

Fernández Guerra (Guerra, 2003:139) describes four major types of *realia*, which can turn translation into a very difficult process/ a. Geographic and ethnographic terms: b. Words or expressions referring to folklore, traditions and mythology c. Names of everyday objects, actions and events d. Social and historical terms denoting territorial administrative

units or divisions; departments, professions, titles, ranks, greetings and treatments; institutions, patriotic and religious organizations;

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

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

I.II. The Role of the translator

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

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

II. Translation and the Postmodern Approach

With the postmodern challenge of traditional textual theories, it is recognized that translation is not something that merely happens after literature as an extension of it. In fact, it is embedded within the literary text as a theme or as a narrative strategy, which has multiple implications both for literature and translation studies. Translation has become and continues

to be the object of speculation for many postmodern writers, including Jorge Luis Borges, Italo Calvino and Nicole Brossard.

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

The ideas of Walter Benjamin (qtd.in Venuti, 2006:69) and (Derrida, 1973:46) on translation paved the way for translation scholars to be less interested in a unified source text and more in a long chain of multiple meanings and the plurality of languages. Mechanisms and conditions of translation could become paradigmatic of any language exchange therefore, it is not a coincidence that the importance of translator's authorial role and translation's transformation power have begun to attract attention in the wake of anti-essentialist trends of postmodern thought. As

the analyses of Rosemary Arrojo, Adriana Pagano and of Edwin Gentzler (Gentzler, 2008:89) on the fictionalized translators showed, fiction writers such as Borges, Kostolányi, Cortázar, Marquez and Llosa were already aware of translator's interfering power. It is translation theory's turn to deconstruct some of its own hypotheses and keep up with fiction.

III. Cultural Contact with the Literature of the Americas and Translation Studies in Albania

In the broadest sense of the word, the beginnings of the contacts between Albanian and American cultures may be traced back to the second half of the 19th century, when Clement C. Moore, the author of the popular poem "The Night Before Christmas," published his book "George Castriot, Surnamed Scanderbeg, King of Albania" (1850), and Henry Wadsworth Longfellow wrote his poem "Scanderbeg" in the third part of "Tales of a Wayside Inn" (1873). But we can speak of real contacts between the two cultures only in the 20th century, after the Albanian immigrants had established their permanent communities, first in Boston and other neighboring towns of Massachusetts, then in other states of the USA, and especially after Albania shed of the heavy Ottoman yoke which lasted for nearly five centuries and regained her independence in 1912. During the 1930s, up to the outbreak of WW11, some Albanian periodicals started to publish a few translations from American literature - short stories by Mark Twain, O. Henry, Edgar Allan Poe and Sinclair Lewis. There were also translated a few books, such as Harriett Beecher Stowe's Uncle Tom's Cabin, etc., apart from the translation of E.A. Poe's "The Raven" and "Annabel Lee," Longfellow's "Scanderbeg" (as a booklet) and one or two

of Melville's stories, by the most notable, though controversial, figure of the Albanian-Americans Fan S. Noli.

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

In his newspaper study rather than real research on the mediated Americas in October 2015 Ardian Vehbiu states that even during the dictatorship, and the years of totalitarianism. Many people feeling curious about foreign literature translated into Albanian and published in Tirana during the years of totalitarianism, are likely to ask about how American authors such as O'Henry and Jack London, Steinbeck and Theodore Dreiser, Arthur Miller and Upton Sinclair, William Saroyan and Ernest Hemingway arrived into the Albanian literature as translated texts? Not that there was anything anti-communist and subversive camouflaged in the prose of these writers, but because Albania's cultural relations with the US were completely severed at the time; and therefore, it is not easy to understand the criteria by which the titles were chosen to be translated. For example, it is questionable the fact how it happened that relatively outdated and historically framed authors, such as Mayne Read and James Fenimore

Cooper, end up among the most read and popular among readers in Albania, thanks to titles like *Oskeola*, *The Last of the Mohicans*? The selection of authors and titles came ready, from the propaganda workshops of Moscow; in the sense that Albania was served an American literature selected according to the tastes of the Soviet Union representatives. A note in *The Paris Review* confirms the Soviet success - difficult to explain at first glance - of the James Fenimore Cooper series of novels, known as the *Leatherstocking Tales*, which includes *The Last of the Mohicans*; noting that, in 1989, the Soviet Union issued a series of five postage stamps dedicated to this series. For many of these works the source English text was twice mediated, one translated from English into Russian and secondly translated from Russian into Albanian which made the linguistic and cultural losses even more immense and sometimes difficult to be traced.

On the other hand, some works have been translated directly from English, including *Martin Eden* by Jack London, translated into Albanian by Shaban Demiraj; and Hemingway's *The Old Man and the Sea*. The fate of these works without great literary pretensions in the original, which gain a second life by improving the register, as they are translated into another culture, helps to understand the nature of censorship and filters that regulated the relations of totalitarian Albania with the world, and not just in the field of translation.

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

Historians of Tirana's totalitarian censorship, meanwhile, may have

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

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

While Socialist Realistic criticism expected and even demanded from an Albanian contemporary author to beautify socialist reality, it expected from an author of capitalist society to be critical of this reality, denounce as many aspects of it as possible - and the more critical he was, the greater and the more progressive would he be considered. Authors and literary works of all times were selected on the basis of progressiveness. If Priority was given to realist authors for instance, the American authors that were selected for study and translation and were chiefly appreciated as "great realists" were those who dealt with big social issues and were critical

of different aspects of American reality, such as Walt Whitman, Mark Twain, Upton Sinclair, Jack London, Theodore Dreiser, Erskine Caldwell, Sinclair Lewis, Ernest Hemingway, Carl Sandburg, Langston Hughes, O. Henry, Richard Wright and one or two other authors.

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

After WWI a good amount of American culture had to flow through Western Europe first before it reached East European countries, including Albania, where it was received as Western culture in general. They grasped every opportunity, especially during certain liberal "intermezzos," to introduce new elements of American culture, new authors and new literary works. They published articles and essays and broadcast radio-programs on American literature. They often became vulnerable to harassment and persecution as soon as a liberal "intermezzo" was over. Thus, for instance, during one of these liberal "intermezzos," in the early 1970s, they introduced to the Albanian readers and students of literature the works of William Faulkner, F. Scott Fitzgerald, John Steinbeck, John Dos Passos, Eugene O'Neill, Edward Albee, along with the works of other decadents and

modernists of European literature. But soon afterwards, in 1973, this ideological thaw was followed by a deep frost, the liberal intermezzo" was swept over by one of the most hardline conventions of the PLA the notorious Fourth Plenum of May 1973. This Party Plenum was a serious setback in the history of Albanian culture. In an all-embracing campaign the communist hardliners lashed out against every liberal manifestation in culture, education, arts, literature, music, philosophy, sociology, fashion, etc. Many writers who were labelled as decadent" or "regressive" were totally excluded from the university programs: Oscar Wilde - for cultivating aestheticism, Hart for art's sake," James Joyce, Virginia Woolf: William Faulkner - for their anti-realistic "stream-of-consciousness" technique; Eugene O'Neill - for experimenting with expressionism and Freudianism; D.H. Lawrence - for his naturalism" and sensualism," Edward Albee - for applying Beckett's technique of the Theater of the 'Absurd,'" and so on. Even the works of Theodore Dreiser, Clifford Odets, John Steinbeck, and Arthur Miller, though regarded as "realistic (and formerly even as "progressive 11), were banned for circulation and omitted from the curriculum.

Political pluralism and the triumph of democracy opened the gates of cultural pluralism in Albania. The process of Free Market brought about the founding of many new publishing houses and various new magazines and newspapers. Modern philosophical and aesthetic trends now flow freely into Albanian culture, art and literature. At last the Albanians are publishing and reading freely religious books erotic periodicals, the works of Joyce, Proust, Kafka, Camus, Sartre, Freud, etc. and other "taboos" of the "communist era." And it became feasible, at long last, for the Albanians to have free access to American culture as well as to the cultural, religious and

social life of the Albanian American immigration. A lot is to be undertaken and accomplished by the scholars of American Studies in the field of literature. First, they have to reassess those American authors who have already been introduced to the Albanian readers and students, such as Mark Twain, Jack London, Ernest Hemingway, etc., but have been misrepresented and unilaterally and superficially treated. Second, they should undertake studies on authors who had been banned by communist censorship, such as Melville, Frost, Dickinson, Faulkner, Oates, Mailer, Thomas Wolfe, Updike, etc. This process of introducing new authors and undertaking new literary studies is a long and never ending one.

III.I. Cultural Translation in Albania Studies

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

Some translation scholars in their dissertation thesis have targeted the linguistic and cultural losses occurring while transferring a text from Albanian Language (SL) into English Language (TL) and the main focus of these scholars having been writers such as Ismail Kadare, a well-known Albanian writer living in France and competing several times for Nobel Prize with his nonconformist literature. A scholar such as Morena Bracaj has been dealing with cultural inequivalences in the translation of Pallati i ëndrrave Ismail Kadare (Cultural Inequivalences from Albanian into English in the Translation of “Pallati i Ëndrrave”) (M.Bracaj Dissertation Thesis), while Dr. Ilda Poshi another scholar who has engaged in dealing

with the linguistic and cultural losses in the rendering in English another book of Ismail Kadare *The Dead Army General* in her PHD Thesis Ilda Poshi – “Linguistic and cultural losses in the English translation of the novel “Dead Army General” of Ismail Kadare”” (Poshi Dissertation Thesis). Dr. Ilda Kanani who also has ventured herself into the profession of a cultural translator has been addressing the cultural losses taking place while rendering Dan Browns masterpiece *The Code* into the Albanian language *Cracking Dan Brown’s Cultural Elements into Albanian* (Kanani published in *IJSELL* 2015:45).

Iv. The Research Project On Cultural Translation Losses

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

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

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

IV.I. Methodology and approach

The purpose of undertaking this research was to identify the cross cultural translation challenges that Albanian translators often encounter while rendering into Albanian 21st century American historical fiction books written by women. This has been done by examining translations of 7 well-known texts of the period, among which three books of former German American immigrants who address the post-nazi memory and was accompanied with an observation of the parallels between the values and the historicity of the texts addressing the post-nazi/post-communist regime.

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

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

The originality and the innovative nature of the project lies in the fact that almost no studies have been carried out in Albania to track the cultural losses happening while rendering an American piece of literature into Albanian. Most of the studies have focused on the literary and cultural losses taking place while rendering an Albanian text/piece of literature into English. The latter would for sure contribute to improving and raising awareness for translators dealing with Albanian to English translations, but would little contribute to the work of translators dealing with English to Albanian translation of literature. While the translation profession is frequently considered as a profit bringing enterprise by publishing houses and licensed translators, few of them think of tracking the linguistic and cultural losses happening in the transfer from one language into another. This project has three features which distinguish it from previous research and which promise to add new knowledge to the field. The use of a cross-cultural perspective facilitates an inter-disciplinary approach to the characteristics of different translation systems, secondly the case study approach focusing on American Literature and German Immigrants producing American Literature enables to have a wider view of the cultural losses happening in the double transfer, thirdly carrying out such a study in

a barren research landscape of cultural translation corpora of research and under the mentoring of a center of excellence for translation studies will mutually contribute to the scholarly research in the two countries.

IV.II. Findings of the project

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

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

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

the cultural, religious, gender-related and political challenges facing literary-cultural translators of English texts in Albania. For this purpose, a list of recommendations were articulated to be sent to concerned translators, translation projects and organizations devoted to translation in the Albanian world.

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Recentring Postgraduate Supervision as a Knowledge Co-sharing Pursuit in the 21st Century

Abstract

While it is vaguely accepted by many that postgraduate supervision at a higher education level is fundamental to the production of new knowledge, numerous aspects of postgraduate supervision have remained understudied and under-theorized in academia. This lack in theory has presented postgraduate supervisors with a limited understanding of the model(s) of supervision they are adopting. Generally, existing postgraduate supervisors tend to merely adopt the ‘learning-by-doing’ approach. Thus, as critical as postgraduate supervision should be to knowledge co-creation, knowledge production, and knowledge co-sharing, there is an obvious shortcoming in academic literature which fails to significantly address the nuances of postgraduate supervision at different levels. It is in the adequate interrogation of those postgraduate supervisor nuances, or techniques, that postgraduate supervisors can fully exhibit their potential when working with postgraduate students. Recognising this academic paucity on postgraduate supervision, this paper reveals significant ways in which postgraduate supervisors can address postgraduate supervision from a holistic point of view that embraces a multidimensional usage of their expert knowledge. This paper probes into how postgraduate supervision can be recentred as a knowledge co-sharing activity rather than an academic attempt to guide a student to a postgraduate degree completion.

Keywords: postgraduate, higher education, supervision, knowledge co-sharing

Introduction

Matters of postgraduate supervision in academic research have been gravely

overlooked since many academics tend to place more focus on their primary professional disciplines. Thus, as important as the aspect of postgraduate supervision is, it continues to gain limited attention since it is not a mainstream discipline for many academics. It is within this context that this paper addresses the paucity of academic literature in a field considered to be significantly germane to the production of new knowledge by perceiving postgraduate supervision as a knowledge co-sharing pursuit. This is akin to the views of Ngulube (2021: 255) who argues that “supervisory practices are fundamental to the production of research in higher education, but these practices are under-theorized and poorly understood, and that academia needs to understand and engage with supervisory pedagogies to reinforce their importance in knowledge production and the development of a knowledge society”. Differing from Ngulube’s (2021) study where emphasis was placed on supervision practices and models, the topical study addresses how postgraduate supervision is an attempt to cross-pollinate knowledge in the 21st century. Although recourse is made to Ngulube’s work, the fundamentals of his study and the current study are majorly divergent.

Given that this study dwells on knowledge co-sharing, it is pertinent to create a

context for the concept especially since scholars have explained knowledge co-sharing against several backgrounds and disciplines. The topic continues to be debated amongst scholars who have resorted to employing a definition that suits their research perspectives. For Yi (2009), knowledge co-sharing,

at the workplace is a set of behaviours that involves the co-sharing of one employee's work-related knowledge with another employee, with the aim of achieving organisational goals. In a similar vein, Amayah (2013) adds that knowledge co-sharing focusses on the 'knowhow' type of knowledge to help others and solve problems within the organisation. In a more academically relevant definition, Wang, and Noe (2010) stipulate that knowledge co-sharing involves two parties namely: the 'knowledge contributor' and the 'knowledge searcher'. Of these definitions, Wang and Noe's is considered more appropriate to the current study as one can classify the postgraduate supervisor as the 'knowledge contributor' while the postgraduate student can be classified as 'knowledge searcher'. It is also worth noting that some scholars have adopted other variants such as 'knowledge exchange' and 'knowledge transfer' to establish similar sentiments as 'knowledge co-sharing' which has been adopted in this study. While 'knowledge exchange' fundamentally denotes 'knowledge co-sharing', the variant 'knowledge transfer' is rejected in this study as it suggests the shift of knowledge from one source to the other with no form of reciprocation.

Numerous gaps remain in the understanding of research supervision in this context

(Ngulube, 2021), as academics have undertaken limited research in the areas of postgraduate supervision (Mouton *et al.*, 2015), while postgraduate students themselves are also rarely interested in undertaking research on the field of postgraduate supervision (Wilkinson *et al.*, 2016). Ali *et al.* (2019) also support the notion that available literature suggests that several critical areas in postgraduate supervision need to be studied and debated to ensure quality supervision of postgraduate students. For many postgraduate

students and supervisors, the core expectation of postgraduate supervision remains fuzzy, and it is increasingly becoming difficult to ascertain the role of postgraduate supervision considering the varying perspectives or views attached to postgraduate supervision by academics and students. This study is not an attempt to delve into the core values of postgraduate supervision but rather an attempt to pick one of the nuances of postgraduate supervision and produce a detailed discussion of that singular aspect. The undertaking of this research is therefore to answer apposite questions relating to knowledge co-sharing in postgraduate supervision.

Among the questions this paper will answer include: what is postgraduate supervision? What are the factors influencing knowledge co-sharing in postgraduate supervision? How can knowledge co-sharing in postgraduate supervision be ensured? In the current dispensation, what should knowledge co-sharing in postgraduate supervision entail?

Postgraduate Supervision: An Overview

As posited earlier, the concept of postgraduate supervision is a popular area in academia but has remained theoretically blurry across the academia due to limited research literature. In addressing the fuzziness of the field, this section aims to present relevant background knowledge that will help in situating the concept of postgraduate supervision accurately. Oparinde and Govender (2019) espouse the notion that the postgraduate study is the level in which new researchers are born. Chan (2008) intimates that this is the stage in the academic development of students where mentoring and supervision are offered to advise, motivate, and guide students to become habitual researchers in the future, so that they can in turn contribute

competently to the growth of the literature available in their fields. This is akin to Jorgensen's (2012) observation that in Europe, doctorate-trained researchers are essential to 'smart, sustainable, and inclusive growth', while in Southern Africa, East Asia, and Latin America, research students are considered central to the development of 'knowledge societies'.

It is worth noting that scholars have developed some remarkable and noteworthy

works on postgraduate supervision, among which is the aspects on the various models of supervision albeit that they have different views and perspectives. While some scholars have referred to models of supervisions, some have referred to styles (such as Phillips and Pugh, 1994) of supervision, while others (such as Lee, 2012) refer to postgraduate supervision approaches. Interestingly, their propositions always overlap creating further confusion on whether the models, approaches, or styles are entirely different concepts or whether they fundamentally refer to the same concepts. Ngulube (2021) made some valuable contributions on postgraduate supervision models. First, he established that each supervision model has its own peculiar challenges since Guerin *et al.* (2015) have rightly pointed out that no singular supervision model is better than the other. Most especially, certain supervision models are more popular in some countries than others. For instance, Chiang (2003) and Backhouse (2010) state that the individualistic postgraduate supervision model is most predominant in the United Kingdom, while in places such as Australia, they seem to have moved towards more of team supervision approach (Buttery *et al.*, 2005; Robertson, 2017).

Ngulube (2021) dwells specifically on the individualistic supervision model as well as the

team supervision model. The former being a model where a sole supervisor oversees the research of a postgraduate student while the latter involves co-supervision between two or more academics. Ngulube tilts more towards the team supervision model and although it has its own disadvantages, he argues that the positives far outweigh the negatives. The sole supervision method is condemned for focusing too much on individualism which may be a barrier to knowledge sharing and innovation. According to Ngulube (2021: 257), the team supervision model creates a communicative space where “learning conversation about supervisory practices” (Wicker, 2012) may take place i.e., it creates communication which helps supervisors to learn certain supervision practices collectively (Carter 2016). Ngulube then advocates for the team supervision model over the sole supervision model. This study aligns with the study of Ngulube especially regarding the team supervision model. The major advantage of the team supervision model is its strength to foster knowledge sharing which is also the focus of the current study. Ngulube (2021: 257) states some interesting conditions as to why a student would require multiple supervisors, among which are:

- i. “Enhancing the experience of the student by bringing in specialists from various disciplines to give input on theoretical, methodological, and content knowledge matters” (Ngulube 2021: 257).
- ii. “Ensuring that supervisors monitor one another and watch the student, with the goal of holding the principal supervisors accountable” (Ngulube 2021: 257).
- iii. “Facilitating greater access to intellectual and practical support” (Ngulube 2021: 257).

- iv. “Bridging the gap created by differences in knowledge, expertise, and supervision experience” (Ngulube 2021: 257).
- v. “Facilitating communication and oversight when either the student or the supervisor is operating from outside the home faculty, especially in another country” (Ngulube 2021: 257).
- vi. “Training of novice supervisors by experienced colleagues” (Ngulube 2021: 257).
- vii. “Providing supplementary expertise” (Ngulube 2021: 257).
- viii. “Serving as an academic mobility ‘safety net’ to ensure that the student does not remain without a supervisor when the supervisor is on extended leave, relocates or retires” (Grossman and Crowther 2015: 6).

This study does not particularly focus on postgraduate study but rather on postgraduate

supervision. However, it is important to base the argument on a mutually understood background. Thus, Agu and Odimegwu (2014: 3) create a logical linkage when they argue that “postgraduate research can be likened to a form of apprenticeship performed under the mentorship of experienced academics, and this is considered a major avenue for sustaining and preparing students to become independent researchers, whilst also effectively initiating them into the academic community”. Ali *et al.* (2019) pontificates that quality supervision is essential for enabling postgraduate students to make an original contribution in their respective fields. Similarly, Sidhu *et al.* (2013) argue that supervisors should help the supervisees to acquire appropriate research skills and competence.

Over time, postgraduate supervision has changed in norms and forms compared to the

traditional way of supervision where the supervisor is considered a superior and the student is perceived as an inferior. In the olden days approach, the role of the supervisor is to teach the student research skills and oversee the students' research work. According to Ganzer (2007), this approach to supervision places the supervisor and supervisee in a hierarchical relationship in which the supervisor is positioned as an expert who teaches research skills and guides the supervisee about the best way to accomplish his or her research project. This primitive approach, although still sparsely present in today's supervision techniques, according to Ali *et al.* (2019) favours a hierarchical approach to supervision over the collaborative approach and therefore limits the several other possibilities of supervision practices and supervisory relationships. The approach sees the supervisor as being authoritative by exerting their own knowledge, methods, and approach over how a student should carry out research rather than presenting a situation where the supervisor engages with the students to discuss new knowledge. Atkins (2002) conceives that the traditional approach presents supervisees as 'docile bodies' whose capacities and abilities for originality and creativity are seriously damaged.

Ali *et al.* (2019:17) captures this notion appropriately:

When supervision is carried out in a hierarchical structure, the freedom and space open to supervisees are limited. Supervisee functions as a passive recipient of knowledge and received wisdom without his/her independent agency. In a hierarchical and power-centred supervisory relationship, the notion of independent thinking and learning become alien for students. The point to be stressed here is that the issues faced by supervisees and supervisors are very complex and need contextual qualitative and quantitative assessments (Ali et al. 2019:17).

In the 21st century, the traditional approach of supervising postgraduate students

should now be extinct. Not only does the approach have a negative impact on the students' courage, but it also limits the capabilities of the students. Importantly, the experiences of such students may largely affect their future practices when they grow to also become supervisors. Beckmann and Cathcart (2018) maintain that with the rapidly changing conceptualizations of academic work, postgraduate research students should be acknowledged as emergent academics whose experiences during candidature will strongly influence their future paths. They extend further to note that today's postgraduate research students will be tomorrow's academics and the future leaders of higher education institutions, as well as significant contributors to business and society. As such, it is the author's recommendation that the academia at large begins to decontextualize research supervision by bringing to the fore new aspects of postgraduate supervision that will benefit postgraduate students, supervisors, and the academia at large. Hence, the need to reposition postgraduate supervision as a knowledge co-sharing pursuit.

Theorising Knowledge Co-sharing in Postgraduate Supervision

Many scholars have established that postgraduate research and postgraduate

supervision deals with knowledge. For Ngulube (2021), postgraduate students and supervisors are creators of new knowledge when they participate actively in the knowledge society and economy. He recognizes that postgraduate students cannot do this on their own, and as such, they need to work in tandem with their supervisors to create new knowledge. This is where cross-pollination of knowledge is meant to occur. While

scholars such as Ngulube have established that knowledge sharing is paramount at this stage, little or no attention has been paid to the factors that will promote the sharing of knowledge between the supervisor(s) and the student(s). The intention is to move away from the traditional way of supervision where the supervisor is not considered an academic colleague but an academic superior whose opinions and views must be always accepted. This study proposes some important factors to foster knowledge sharing in postgraduate supervision namely: Discursive factors, integrative and collaborative factors, and technological factors.

Discursive Factors

Knowledge co-sharing in postgraduate research and supervision can be fostered

through strong discursive strategies. Foucault's (1969) philosophical ideology of discourse readily comes to mind. In Foucault's idea, discourse refers to ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledge and relations between them. Since discourse deals with the way knowledge is negotiated according to Foucault, the discursive factor is key to knowledge co-sharing in that it encourages knowledge creation by reason or argument rather than intuition. The discursive factor is integral to the co-creation knowledge philosophy when one considers the prowess of effective communication in postgraduate supervision. Van Rensburg *et al.* (2016) argue that one of the key elements in the supervisor-student relationship is communication, especially feedback on research work submitted by the student. In a similar vein, Yousefi *et al.* (2015) stipulate that adequate communication is an influential factor in the effectiveness of supervision, and as such, it is important to ensure effective communication between the

supervisor(s) and the students. The willingness of the supervisor to engage in constant productive communication is the first step to knowledge co-sharing. Through such discursive engagements, the supervisor can interrogate the student's understanding with the intention of making reasonable arguments based on logical thinking. The supervisor's ability to simplify complex issues through discussions with their students, as well as the opportunity to exchange knowledge, will not only benefit the students intellectually, but also allow the supervisors to detect deficiencies in the students' knowledge while also allowing the supervisor to learn from the students' perspectives and experiences. For Copeland, Dean and Wladkowski (2011), supervisors should make supervision an intellectually stimulating experience for the supervisees.

Integrative and Collaborative Factors

The integrative and collaborative factors are integral to knowledge co-sharing and

involves the integration of academic colleagues as well as postgraduate students in deliberations regarding academic research and discussions. The common type of supervisory practices is power-centered where the supervisee is mostly considered a passive recipient of knowledge devoid of opportunities to explore knowledge development themselves as it discourages independent thinking among the research students (Ali *et al.*, 2019). As such, Ali *et al.* (2019) recommend a new approach to supervision at postgraduate level which will contribute to the knowledge economy. This position is strengthened by this study in that the use of a co-supervision model will assist in knowledge co-sharing as this allows for cross-pollination of knowledge. Authors such as Maor and Currie (2017) even discovered an interesting trend that combines the team and project approach

where postgraduate students are taught in groups rather than having them work with individual supervisors. These postgraduate cohorts are encouraged to work on a specific area and as such, they all contribute their knowledge to form a defendable and solid research project. It is within this context that Ali *et al.* (2019) advise that universities and /or other research institutions should prepare detailed policies that provide effective grounds for the transference of quality research skills and the production of original contributions to knowledge.

Technological Factors

In recent times, the advent of technology has permeated several sectors of the world, and the academia is no exception. As such, technology, if deployed effectively during postgraduate supervision, can be a great tool for knowledge co-sharing. Maor and Currie (2017) investigate how the use of information and communication technology (ICT) and a more collaborative pedagogy could improve supervision. They discovered the need for an increased use of ICT and its integration with supervision pedagogy. They argue that several changes have affected the way graduate students undertake their research, and the use of technology especially should be inculcated into postgraduate research. Stubb, Pyhältö, and Lonka (2014) have earlier established that the research journey in Finland was shifting from a product-oriented (thesis production) to a process-oriented undertaking, and from an individualistic to a community-centered approach where students are further developed as professionals in their field.

Different types of online platforms are now being used for research, and postgraduate

supervisors need to engage with their students using these platforms, so the functionalities are shared and explored between the students and supervisors to develop new knowledge. According to Major and Currie (2017: 3-4), “a wide variety of technologies are now being used in supervision such as: Skype, Elluminate, Wimba, Second Life, telephone, MSN messenger, Wikis, Microblogging, Social Bookmarking, email, ePortfolio, Microsoft Office Share-Point for collaborative writing and WebCT. There are also technology changes that are rapidly affecting research techniques, including predictive analytics, software, and data management tools (such as Nvivo, CAQDAS, QDA Miner and MAXQDA).” They report that in the use of these new forms of technology, students may serve unofficially in the role of tutor to their supervisors and speed up the process of dissemination of their research results through technology. Major and Currie (2017) conclude that a collaborative-based technology in which students and supervisors interact will deliver a sense of connectedness and promote social and academic achievement.

Summing up the discussion, the aspects of knowledge co-sharing in postgraduate

supervision discussed in this study falls within Ali *et al.*'s (2019: 16-17) propositions on quality supervision as “involving regular meetings between supervisees and supervisors, devotion of quality time to supervisees, keen interest in supervisees' research project(s), demonstrating a supportive and encouraging attitude, accepting, and correcting students' errors, appreciating students' ideas, and directing them towards the completion of their research work(s)”. Quality supervision, if practised in the precise and ethical way, possesses the natural ability to foster knowledge co-sharing. However, observations in recent times have shown that postgraduate

supervisors get extremely occupied with teaching and assessment responsibilities, or too many postgraduate students, to be able to devote adequate time to the genuine expectation of quality supervision. Therefore, the idea of team supervision is encouraged in this study as one supervisor can compensate for the weaknesses of the other(s). Supervisors should also be aware of the necessary rudiments of quality supervision, and higher education institutions should endeavour to make supervisors aware of the expectations of a postgraduate supervisor as a knowledge co-sharer or co-creator. A qualitative approach to postgraduate supervision, rather than a quantitative approach, will successfully drive postgraduate supervision towards the knowledge sharing direction.

Conclusion

Postgraduate education is not a mere attempt at producing qualifications. It is an intentional endeavor to promote knowledge co-sharing and the co-creation of knowledge. When postgraduate education is seen at a quantitative level by simply adding numbers to postgraduate qualification holders, the qualitative aspect, which is in fact superior, suffers and the postgraduate supervision endeavour is considered counterproductive. In the observation of the researcher, postgraduate supervision has been mostly addressed as an activity meant to produce postgraduate qualification holders while insignificant attention has been put into the quality of these postgraduate students. In other instances, postgraduate supervisors undertake their roles mainly for their own professional and promotional advantage. In such a case, carrying out the postgraduate supervision is for the purpose of self-advantage and personal glorification rather than a genuine interest in the

development of postgraduate students, and in turn, the production of new knowledge.

It is the argument of this study that a wrong disposition towards postgraduate supervision from either or both the supervisor(s) and or the student(s) presents an imminent threat to knowledge production and the academia at large. The study further argues that postgraduate supervision is losing the plot, and that there is a need to re-centre postgraduate supervision to serve its core purposes by repositioning it as a knowledge co-sharing pursuit where the supervisor and the student can exchange ideas, views, and knowledge with the main intention of deriving new ways of contributing to knowledge rather than the secondary intention of producing more people with postgraduate qualifications. When the primary objective of knowledge is taken care of, the secondary objective of adding to existing postgraduate qualifications will naturally materialise.

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Educational Games As Means To Promote Better Learning Among School-Aged Children

Abstract

This study explored the role of educational games in a classroom setting. Nowadays, we are still facing some challenges about teaching strategies or tactics, which are too abstract to all levels, especially among school-aged children. The main focus of this study was to identify the new teaching strategies or tactics through the educational games that are being used in the classroom, and their effectiveness in a classroom setting. This research reports on the findings of a quantitative study carried out in the city of Lushnje, Albania. The participants were 3rd, 4th and 5th grade students, who responded based on their experience with using educational games in a classroom setting. The results showed that the educational games should be taken more in consideration, as they increase motivation and desire for self-improvement and encourage students to interact more.

Key words: educational games, students, teaching strategies, motivation, self-improvement, encouragement.

Introduction

“Games have the power to teach, train, and educate” and are effective means for learning skills and attitudes that are not so easy to learn by rote memorization (Michael & Chen, 2006). Different scholars claim that playing educational games is expected to motivate and engage students in the learning process (Ahlers, Driskell, & Garris 2002; Baker, O’Neil, & Wainess, 2005; Prensky, 2001; Vogel, Greenwood-Ericksen, Cannon-Bowers, & Bowers, 2006; Wilson et al., 2009). This increase in motivation is assumed to lead to higher invested mental effort, to more intentionally processing of information, and thus to more enjoyable and increased learning (Alessi & Trollip, 2001; Vogel et al., 2006).

Shaptoshvili (2002) asserts that games should be an essential part of teachers’ repertoire. Whatever we teach, whatever we hope that children will learn, the experience is richer and more memorable when we engage the emotions, when we include an element of fun, when we laugh (Hearn, 2004). Considerable research, which has explored the use of educational games in the classroom, shows that educational games really do help students to make and sustain the effort of learning, increase motivation and desire for self-improvement, and encourage students to interact and communicate more within a classroom. This research will provide a clear understanding of what those games are and how they are used in a classroom.

This research attempts to determine the role of educational games during students’ learning in a classroom setting. Learning a new language is a tough process. Effort is required at every moment of this process for over a long period of time. But the question that arises here is “What should a teacher do to keep their students motivated to learn more, to catch the

student's attention and participation?" Using educational games is the right answer. Educational games should be taken more in consideration, as they should be at the heart of teaching. Because as Constantinescu (2012) reported:

- Games help students to make and sustain the effort of learning.
- Games develop critical thinking, problem solving, and imagination
- Games increase motivation and desire for self-improvement
- Games encourage students to interact and communicate.

The purpose of this research was to find out about the usefulness of educational games in a classroom setting. Moreover, this study aimed at examining the impact of educational games on 3rd, 4th and 5th grade students learning, giving us a deeper understanding on their effectiveness in a classroom setting. More specifically, this study aims at testing the following hypotheses:

1. Educational games are useful in learning English language.
2. Educational games create an interactive environment in the classroom.
3. Educational games influence student's creativity, design skills, and the ability to present information while learning a language in different ways.
4. There is a positive relationship between educational games and students' academic achievement.

We are living in a globalized society with ongoing changes that affect every aspect of our lives. Education system has not been totally immune to all these changes but now it should be. Nowadays, we are still facing some challenges in terms of teaching strategies or tactics, which are too abstract to all levels, especially among school-aged children. For example, children in the 3rd grade learn what the word *sea* means in the following way: "the expanse of salt water that covers most of the earth's

surface and surrounds its land masses”, just by learning the formal definition of a particular word, leaving no space for imagination. The new word should always be accompanied by a beautiful drawing at the blackboard by the teacher or an image. In this way, children develop a mental representation of that word through an image. Combining games with learning creates more space for imagination and motivation among children.

The most important aim of this research is to show the impact of educational games in children’s learning in a classroom setting. This study also aimed at exploring the new teaching strategies or tactics used in classroom as well as their effectiveness.

Literature Review

Definition of the word “game”

Before using games in a classroom setting, it is very important to define or to know the definition of this word and have a complete understanding of this concept. Hadfield, (1990) defines games as “an activity with rules, a goal and an element of fun”. Some rules have to be followed and inside every game there is a competition and an element of fun. Byrne, (1995) gave the definition of games as a form of play governed by rules. They should be enjoyed and fun. Additionally, they are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. The learner gets a break for daily tasks, but in the same way uses the language while playing.

Games are considered to be attractive because of their entertaining features in combination with their pleasant environment, their esthetic quality (graphics, effects, music), the existence of structured framework, their learning goals (also presented as problems demanding solution), and

the existence of gaming dimension (causing also the strong participation of the learner) (Prensky & Thiagarajan, 2007).

The three appropriate stages of games

Educational games are extremely important in a classroom setting because they provide learners with countless opportunities to learn a language. Sánchez, Morfín & Campos, (2007) indicated that there are three appropriate stages of games. They can be applied as an introduction, development of the lesson, and as the conclusion of the lesson.

The lesson begins with stimulation when games are applied as an introduction. At this point, the student's interest is seen from the very beginning of the lesson. Besides, they play a very essential role, knowing what level students already have. Moreover, games can be used for revision of a previous activities or tasks. Furthermore, games are included after development of the lesson to emphasize an item which is considered important by the teacher for revision or practice. At the end of the lesson, games are brought into play to serve as a stimulating end. As a result, students have a chance to practice what they have learnt, and the teacher can have an idea if the topic is well achieved or not by students. Scholars claim that games have a positive effect at any moment of students' learning since they make students have more fun in the activity without noticing that they are practicing the language with hidden helpful practice (Sánchez, Morfín & Campos, 2007). Providing learners with a choice of activity can also increase their enjoyment and motivation (Deci & Ryan, 2002; Saunders, 2013; Turkey, Hoffman, Kinzer, Chantes, & Vicari, 2014).

Why games are considered effective

The main reason why games are considered as effective learning aids is that "they spur motivation and students get very absorbed in the

competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971). While playing games, students do their best to win or to beat other teams for themselves or on the behalf of their team. They become so competitive while playing because they want to score as much points as they can, and win that game. In the class, students will undoubtedly participate in these activities. As in the dictation game, students become so competitive that they want to finish first and win. It can be clearly seen that games can capture students' participation and attention. Moreover, educational games can transform a boring class into a challenging one.

Another reason why games are considered effective is that they lower students' stress. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz, (1988) said that: *"...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... .. raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. One method has been developed to make students forget that they are in class ...relax students by engaging them in stress reducing task (games)."*

In a particular classroom, students deal with so many unfamiliar or unknown words, texts and grammatical structures. Therefore, students sometimes might feel insecure and uncomfortable in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, level of stress and make them feel more comfortable. When students play games, they relax and try to have fun. They do not worry about making mistakes and correcting themselves, and when they feel free from stress, they can improve their speaking style and fluency.

Furthermore, students learn without realizing that they are learning (Schultz, 1988). For example, when playing a game such as "What Would You Do If?" This game really influences student's creativity design skills and the ability to present information while learning. Students have to pick one hypothetical question and then they have to use their own imaginations to explain their strange answer, and everyone would get excited. The explanation might be "If a lion came into this room, I would lie down peacefully and stop moving until the lion leaves." When trying to explain, students are not too concerned about grammatical mistakes because they only want to communicate and express themselves. Thus, they learn unconsciously without realizing that they are learning. Students stop thinking about language and begin using it in a spontaneous and natural manner within the classroom (Schutz, 1988).

Usefulness of educational games in learning English language

Numerous scholars have pointed out that games are useful for children involved in the learning of English since games can strengthen student's motivation and self-confidence (Chan & Lin, 2000; Jiang, 2008; Kuo, 2008; Robinson, 1960; Zheng, 2008). According to Skinner's theory, playing can be presented as a kind of prize after learning which allows teachers to motivate learners to step forward (Pound, 2005). If students are aware that they are going to play games after they learn either vocabulary or grammar, they will look forward to participating in those activities and incorporating what that they have recently learned with greater motivation.

The significance of playing is also supported by Piaget due to its contribution to the development of problem solving, creativity, and communication which happens naturally in the process of playing games (Slavin, 2006). Additionally, the affective filter hypothesis of the natural

approach which was proposed by Krashen (2008) argues that “learners with high motivation generally do better, and learners with self-confidence and a good self-image tend to be more successful” (Richards & Rodgers, 2001). This concept is related to the use of games in teaching English to increase children’s confidence and motivation which can then promote higher levels of learning.

The relationship between educational games and students’ academic achievement

Recently game-based learning has attracted so much attention by educators and researchers (Zou et al. 2019). The popularity of the games has drawn attention of the educational community, and so many educators and researchers have started to investigate different approaches to use them in a classroom environment (Carvalho, 2016).

In an experimental study on teaching English using games, Gömleksiz (2005) stated that it provides an effective learning environment as well as increasing student success. Baş & Beyhan, (2012) concluded that teaching English using activities based on reflective thinking skills contributes positively to students’ academic success and attitudes towards the course. The use of educational computer games during the lessons is one of these methods. Games have many stimulants enabling the brain to develop and therefore increasing the stimuli in the learning environment which contribute to the learning process (Koka, 2018).

It is well-established in the literature that educational games are effective on students’ educational outcomes (Reinders & Wattana, 2015). For instance, according to the results of the meta-analysis study of Tsai & Tsai (2018), the use of games has an impact on language learning. In another study, in learning environments using educational games, the student who

is actively involved in the game, will be more involved in the learning process than the passive learner in traditional methods (Malta, 2010). Students, who engage consistently in the learning process, can be expected to have higher academic success.

Advantages and disadvantages of using games in a classroom setting

(Constantinescu, 2012) reported some advantages of the games as in the following:

- Games develop students' ability to observe
- Games have clear rules and objectives
- Games develop critical thinking, problem solving, and imagination
- Immediate feedback both for the students and the teacher
- Games increase motivation and desire for self-improvement
- Games are a welcome break from the usual routine of the language class.
- Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
- Games provide language practice in the various skill-speaking, writing, listening and reading.
- Games encourage students to interact and communicate.

Besides many advantages, there are also some disadvantages for using games in the classroom. Stojkovic & Jerotijevic (2001) mentioned some disadvantages of games as in the following:

- Discipline issues, learners may get excessively noisy.
- Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.

- If games are already familiar or boring, students might not get equally involved
- Some learners, especially teenagers may find games unnecessary and childish.

Classification of educational games

Different scholars provide different categories of games. According to McCallum (1980), there are seven categories of games, which all focus on language skills and components:

- Vocabulary games
- Number games
- Structure games
- Spelling games
- Conservation games
- Writing games
- Role-play
- Dramatics

Unlike McCallum, Greenall (1990) classifies games into eight groups according to their functions and techniques in a different way:

Do-it-yourself simulation: It is an activity in which students play themselves in a situation which he/she has either experienced or can at least relate to in some way.

Role-play: Students are required to react following the identity or the role marked on the card. Then develop the character with improvised dialogue in either an everyday situation or a clearly defined setting.

Describing: A simple situation in which one person has a particular item of information that he/she can only reveal by:

- drawing
- mime
- roundabout description,
- Yes/No answer to questions put by the others.

Matching pairs: Divide words, pictures, lines of dialogue, etc., into more than two parts and then shuffle. One part is given to each of the students who must then find his/her partner.

Jigsaw: It is similar to Matching Pairs. Divide words, pictures, and lines of dialog into more than two parts. The students have to work to match them together.

Logical sequences: This technique is similar to Jigsaw, but for materials such as strip cartoons, song lyrics, or proverbs. The components can be reconstructed in the correct and logical order.

Board games: The teacher thinks of a situation, which involves some sequence of events. Then asks students to think of several favorable and unfavorable events that might occur as the players proceed.

Discussion: Activities can be a springboard for discussion or questionnaires.

Other authors such as Wright, Betteridge & Buckby (2006) divide games into eight sections according to each family type, as shown in Table 1. The family name is often a verb summarizing the essential way, which engages learners in the game. The authors state that games can take one of the following forms:

Table 1:

Care and share	Learners feel comfortable in those games when sharing personal information with other learners.
Do: move, mine, draw, obey	The learner is expected to do something non-verbally in response to a read or a heard text.
Identify: discriminate, guess, speculate	The learner is tested to recognize something hard to distinguish about something, and then contrasted with the certainties.
Describe	The learner is tested to depict something to an alternate learner, by talking or composing. The other learner can do something objectively or subjectively, conveying his or her sentiments and affiliations.
Connect: compare, match, group	The learner is challenged to connect, examine, match, or group various items of information. The items can be pictures or texts. He or she uses language to describe or comment on the pairs of data.

Order	The learner is challenged to put various bits of information into a hierarchy of quality and importance, subjectively or objectively. Or to put texts, pictures, objects, into a development sequence.
Remember	The learner tries to remember something and then communicate what he or she has retained
Create	The learner is challenged or invited to make a story, write a poem, or produce some other kind of material using their imagination.

Methodology

Sample

The participants were the 3rd, 4th, and 5th grade students from “Skender Libohova” elementary school in Lushnje, who reported about their experience with educational games during language learning in a classroom setting. The total number of participants was N= 71. The target group was 9, 10 and 11 years old children. In total there were N= 41 males and N=30 females.

Data collection procedure

The questionnaires were distributed and they were sent to each student from the 3rd, 4th and 5th grade. After the students completed the questionnaires, they submitted them one by one. The implementation of the

questionnaire was administered by the researcher of this study. The students completed the questionnaire after school. The original version of the questionnaire was in Albanian language, but it was also translated in the English language. All of the participants were aware of the aim of the study and where these data were going to be used. They were told that the data will remain confidential and anonymous.

Design approach

This study used a quantitative design by implementing a questionnaire distributed to the students. The collected data were analyzed by using the Microsoft package, such as Excel and Word. The main purpose of inserting different charts in this research was to illustrate and describe those collected data gathered from students' experiences with the use of educational games in a classroom setting.

Instrument/Measurement tool

In this study, a questionnaire was used to obtain data about the usefulness of using educational games during student's learning in a classroom setting. The items of the survey were on a Likert type scale (from 1 = *"Strongly Agree"* to 5 = *"Strongly Disagree"*) used to measure the importance of educational games during language learning in a classroom setting. The first five questions were about demographic data. The questions used in the questionnaire were taken and modified according to the topic of interest. The items used in the above questionnaire were adopted and modified from the work of Rezai and the colleagues (2014).

Measures

Is it useful to use games in learning English language? This question is measured by asking two questions “*Do games develop your imagination?*” “*Are those games a waste of time?*” The items were on a Likert type Scale (from 1=Strongly Agree to 5=Strongly Disagree) (Rezaei, Mai & Pesaranghader, 2014).

Do games create an interactive environment in the classroom? This question is measured by asking “*Games create a deeper understanding because we as a pupils/student become more engaged in the lesson and concentrate more.*” The item was on a Likert type Scale (from 1=Strongly Agree to 5=Strongly Disagree) (Rezaei, Mai & Pesaranghader, 2014).

How are educational games related to students’ academic achievement? This question is measured by asking “*I enjoy learning through games*” The item was on a Likert type Scale (from 1=Strongly Agree to 5=Strongly Disagree) (Rezaei, Mai & Pesaranghader, 2014).

Results

In this chapter, there will be presented the results gathered from the questionnaire. The data were analyzed by using the Microsoft package, such as excel and word. Descriptive statistics were used to describe the sample.

Table 1:

Gender:

		Frequency	Percent
Valid	Male	41	58%
	Female	30	42%
	Total	71	100%

As it is shown above in Table 1, 58 % of the students (41 out of 71) are males and 42% of the students (30 out of 71) are females.

Table 2:

Age:

		Frequency	Percent
Valid	9 years old	25	35%
	10 years old	22	31%
	11 years old	24	34%
	Total	71	100%

As it is reported above in Table 2, 35 % of the students (25 students) are 9 years old, 31% of the students (22 students) are 10 years old, and 34% of the students (24 students) are 11 years old.

Table 3:

Region:

		Frequency	Percent
Valid	Urban	57	80%
	Rural	14	20%
	Total	71	100%

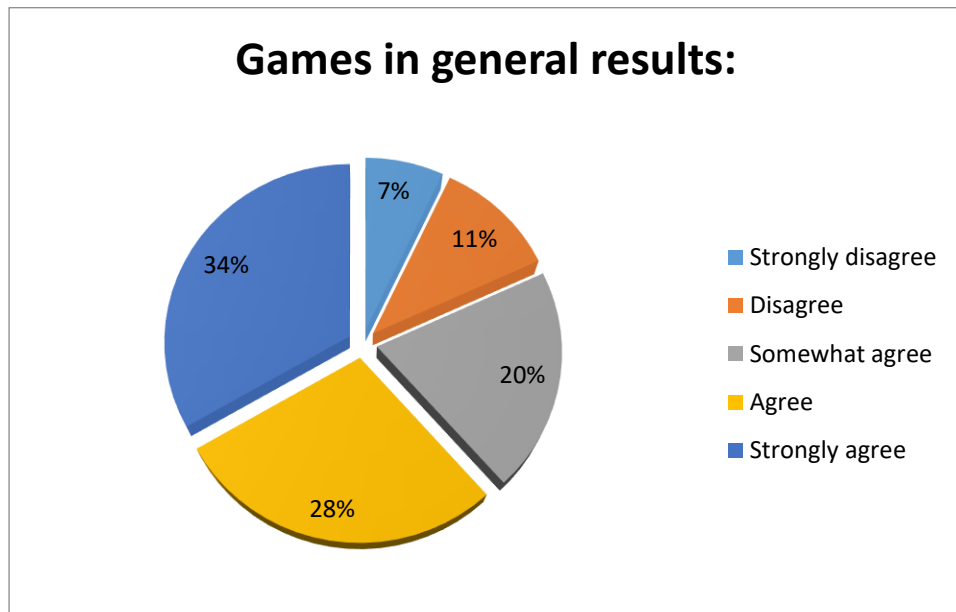
As it is reported above in Table 3, 80% of the students (57 students) live in urban areas and 20% of the students (14 students) live in rural areas.

Survey for games in general:

Table 4:

Questions:	Number	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Do games develop your imagination?	71	5	8	14	20	24
Are those games a waste of time?	71	24	20	14	8	5
An exercise is easier for you when it is in form of a game?	71	5	8	14	20	24

Statistics in a Pie Chart for the 1st & 3rd question:



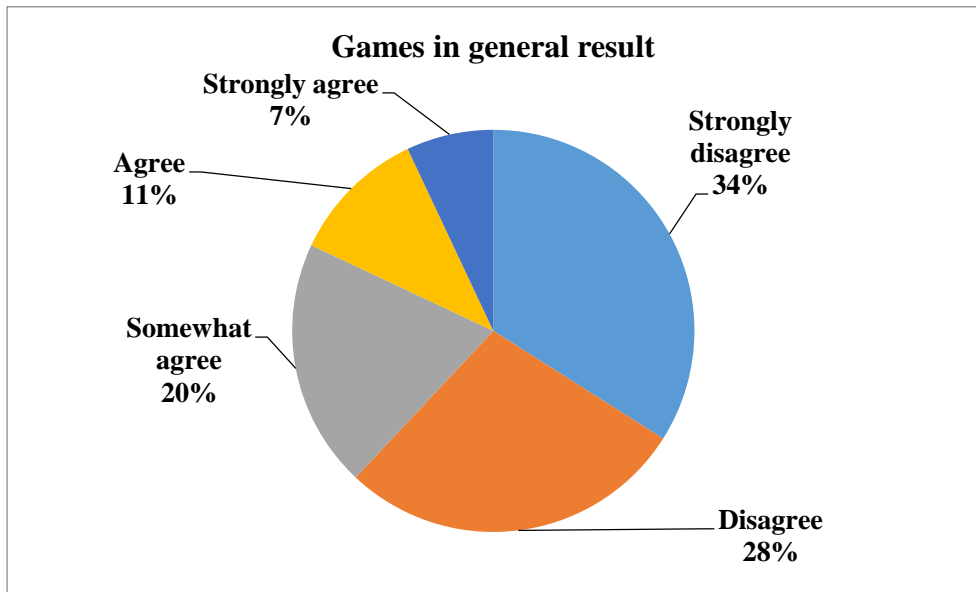
Based on the survey “Games in general” the results showed in Table 4 as well as in the pie chart, indicated that 34% of the students strongly agree, 28% of the students agree, 20% of the students somewhat agree, 11% of the students disagree, and 7% of the students strongly disagree.

Regarding the first question “Do games develop your imagination?” 7% of the students voted strongly disagree, 11% of the students voted disagree, 20% of the students voted somewhat agree, 28% of the students voted agree and 34% of the students voted strongly agree.

Regarding the third question “An exercise is easier for you when it is in form of a game?” 7% of the students voted strongly disagree, 11% of the students voted disagree, 20% of the students voted somewhat agree,

28% of the students voted agree and 34% of the students voted strongly agree.

The second question is explained in the following Pie Chart:



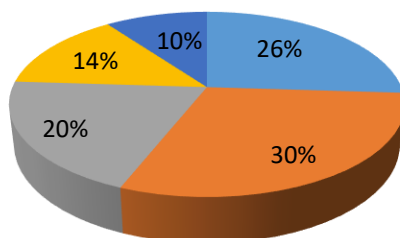
Regarding the second question “Are those games a waste of time?” 7% of the students voted strongly agree, 11% of the students voted agree, 20% of the students voted somewhat agree, 28% of the students voted disagree and 34% of the students voted strongly disagree.

Table 5

Survey questions:	Number	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
I can learn vocabulary better when I play a game, because it is easier to learn a word when it is presented in multiple ways. (pictures, sound, definition).	71	7	10	14	21	19
Using a game to test my vocabulary knowledge is more fun and less stressful.	71	7	10	14	21	19
I enjoy learning through games.	71	7	10	14	21	19
Games create a comfortable classroom environment.	71	7	10	14	21	19
Games create a deeper understanding because we as pupils/students become more engaged in the lesson and concentrate more.	71	7	10	14	21	19

Games in general questionnaire results:

■ Strongly Agree ■ Agree ■ Somewhat agree ■ Disagree ■ Strongly disagree



Based on the questionnaire “Games in general”, the results showed also in table 5, indicated that 26% of the students voted strongly agree, 30% of the students voted agree, 20% of the students voted somewhat agree, 14% of the students voted disagree and only 10% of the students voted “strongly disagree.”

Regarding the first question “I can learn vocabulary better when I play a game, because it is easier to learn a word when it is presented in multiple ways. (pictures, sound, definition).” 10% of them voted strongly disagree, 14% voted disagree, 20% of the students were neutral and we got a positive approach of 56% of the students. In this 56% approach; 30% of them voted agree and 26% of the students were enthusiastic and voted strongly agree in practicing educational games in a classroom setting.

Regarding the second question “Using a game to test my vocabulary knowledge is more fun and less stressful.” Only 10% of them voted strongly disagree, 14% voted disagree, 20% of the students were neutral and we got a positive approach of 56% of the students. In this 56% approach; 30% of

them voted agree and 26% of the students were enthusiastic and voted strongly agree in practicing educational games in a classroom setting.

Regarding the third question “I enjoy learning through games.” Only 10% of them voted strongly disagree, 14% voted disagree, 20% of the students were neutral and we got a positive approach of 56% of the students. In this 56% approach; 30% of them voted agree and 26% of the students were enthusiastic and voted strongly agree in practicing educational games in a classroom setting.

Regarding the fourth question “Games create a comfortable classroom environment”. Only 10% of them voted strongly disagree, 14% voted disagree, 20% of the students were neutral and we got a positive approach of 56% of the students. In this 56% approach; 30% of them voted agree and 26% of the students were enthusiastic and voted strongly agree in practicing educational games in a classroom setting.

Regarding the fifth question “Games create a deeper understanding because we as pupils/students become more engaged in the lesson and concentrate more”. 10% of them voted strongly disagree, 14% voted disagree, 20% of the students were neutral and we got a positive approach of 56% of the students. In this 56% approach; 30% of them voted agree and 26% of the students were enthusiastic and voted strongly agree in practicing educational games in a classroom setting.

Discussion

This study explored the recent literature regarding the usefulness of educational games during student’s learning in a classroom setting. This study focused also on the impact that those games have in classroom and their positive effect on student’s achievements.

According to the first hypothesis related to usefulness of educational games in learning English language, the results showed that those games have a positive approach. The finding is supported by other findings which point out that games are useful for children involved in the learning of English since games can strengthen student's motivation and self-confidence (Chan, Amp, Lin, 2000; Jiang, 2008; Kuo, 2008; Robinson, 1960; Zheng, 2008).

According to the second hypothesis "Educational games create an interactive environment in classroom" the results showed a positive approach, educational games could really create a deeper understanding among students, and the students could concentrate and engage more during the lesson. The finding is supported by the literature which point out that games enhance children's interest and engagement towards a learning task (Oyen & Bebko, 1996).

According to the third hypothesis "Educational games influence student's creativity, design skills and the ability to present information while learning a language in different ways" the result showed a positive approach. One good example is the game "What would you do if" where students have to pick one hypothetical question and play with their imagination. The finding is supported by other findings which point out that, games are very suited to the development of inquiry skills, children learn by formulating hypothesis, and testing them (Gee, 2003).

According to the fourth hypothesis "There is a positive relationship between educational games and student's academic achievement" the result showed a positive approach. The finding is supported by the literature, which says that games have many stimulants that enable the brain to develop and therefore increasing the stimuli in the learning environment

which contribute to the learning process (Koka, 2018). It is well-established in the literature that educational games are effective on students' educational outcomes (Reinders & Wattana, 2015).

Considering the limitations of this study, the research was conducted to a small target of students. Firstly, this study examined a small sample of students studying in a primary school. Therefore, it does not represent the whole population of that school. Secondly, this study did not include a broad age range such as including middle school or high school students as well. Third, this study used only student-reported data, while it could have included teacher-reported data as well.

Conclusions

This study concludes that the use of educational games during student's learning in a classroom setting is very useful, because games have the power to develop student's ability to observe, develop imagination and creativity, problem solving and critical thinking, and sustain the effort of learning.

Moreover, educational games make the learning environment more interesting, and attractive providing students with a safe and trial-and-error environment and allowing students to actively participate in learning (Malone, 1981). Educational games make learning more effective and happier. Make the students feel comfortable and eager to learn more.

Furthermore, educational games increase the desire for self-improvement and motivation. Students seem to try harder and harder until they achieve a particular goal. They get very absorbed in the competitive

dimensions of the games, they see those games as a kind of prize which they have to win, and do the most of it to win this prize. In this way, we also see an increase on the student's interaction and feedback in class.

In conclusion, the use of educational games during student's learning in a classroom setting seems to evoke positive effects on students. It captures the student's interest, attention and engagement, and all of these games create an enrich environment full of interaction and stimulations between students.

Recommendations

It is recommended to use educational games more often in a classroom setting, especially in the primary school because educational games always leave space for imagination and when we combine them with learning, motivation also increases, and an increase of motivation leads to students' high academic achievement. This study also provides some recommendations for policymakers. More specifically, policymakers should support schools to introduce educational games initiatives into classroom. They should also increase the support given to schools in order to encourage game-based learning approaches.

Lastly, there are some recommendations for schools indicating that the principals should encourage and support teachers to introduce educational games initiatives into classroom. The principles should also admit that educational games' approaches present new challenges for teachers and they should be supported.

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Wellbeing During Covid-19: A Literature Review in the Pandemic Period

Abstract

Due to the coronavirus outbreak, people around the world are facing various challenges in maintaining their well-being, which may be compromised due to the risk of disease and harsh measures of social distancing. The purpose of this paper is to present empirical data from recent studies on the effect of the pandemic and the role of basic psychological well-being needs during the pandemic. These data, coherent with the postulates of the Theory of Self-Determination, make it possible to understand human functioning in times of extreme circumstances, suggesting that satisfaction and frustration of basic psychological needs may play a key role in achieving optimal well-being. This study seeks to expand our knowledge of the impact of satisfaction and frustration on basic psychological needs in well-being at the time of coronavirus, which is understood as a disruptive situation or event. Specifically, this study examined the literature, both classical and recent, on specific topics such as (1) the relationship between positive and negative effects and life satisfaction, and (2) the role of basic needs as a mediator, and welfare mechanisms.

Keywords: Well-being, basic psychological needs, Theory of Self-Determination, COVID.

Introduction

The new world crisis, caused by the coronavirus outbreak, has affected many lives across the globe. Due to rapid transmission, the World Health Organization on March 11, 2020 declared a pandemic. Authorities responded quickly by taking measures to quarantine, close borders, curfews, stay-at-home orders and close facilities, including schools, universities and kindergartens. Researchers (Mak et al. 2009; Hawryluck et al. 2004) in studies of previous pandemics, epidemics such as SARS, MERS, HIV, have identified serious consequences of quarantine such as PTSD as well as depressive disorders) and some concomitant psychiatric illnesses such as depression, anxiety, panic attack, suicide, and psychotic symptoms (Xiang, et al 2020). Due to the serious consequences of the pandemic on mental health it is essential to exercise caution in mental health issues as soon as possible. Researchers (Cao et al .2020; Li et al .2020), in their studies have shown an increase in negative emotions (such as depression and anxiety) as well as a decrease in life satisfaction and positive emotions in the general population in China. Researchers (Casagrande, Favieri, Tambelli, Forte 2020) claim that young people, women, and people unsure of possible COVID-19 infection have higher levels of anxiety, restlessness, sleep disturbances, while researchers (Forte, Favieri, Tambelli, Casagrande 2020) report mood deterioration as well as symptomatology of PTSD. Similar results were obtained by other Italian researchers (Favieri et al. 2020), who reported that well-being was lower in women younger than 50 years and those with health problems. Also, well-being levels were lower in people who did not know they were infected who had direct exposure to the virus and those who knew the affected people, as well as in parents who had to balance personal life, work and raising children (Spinelli et al. 2020).

Researchers (Dušana et al. 2021) in their study conducted in a population in Serbia claim that the possibility of a lower well-being during the pandemic is likely to occur due to difficulties in meeting basic psychological needs during quarantine and other proposed measures to fight against COVID-19.

Subjective well-being

Theoretical philosophical approaches have influenced empirical research on well-being and quality of life in various disciplines. Philosophical theories of well-being can be divided broadly into two categories: subjective theories, according to which well-being is ultimately dependent in some way upon the subjective mental states of the individual; and objective theories, which wholly or partly reject that dependence (Angner, 2011). In the subjective sense, states often refer to happiness or life satisfaction, two concepts that have different definitions in theoretical approaches. In the subjective sense, states often refer to happiness or life satisfaction, two concepts that have different definitions in theoretical approaches. Happiness is self-sufficient according to Aristotle because it makes a certain life choice worthy and not deprived of anything (Aristotle, 1999). Immanuel Kant (1965) describe happiness as —the satisfaction of all our desires [Neigungen]. More recently, some philosophers have defended a life satisfaction subjectivist theory, where the “individual is happy if they say they are satisfied with their life”. As in the philosophical community, social scientists also have different views, or make different assumptions, about the nature of well-being, which underlie the way they seek to measure it (Taylor, 2012). Wellbeing measurement is a very controversial issue theoretically, and in different welfare measurement indices we will find a combination of different components and approaches.

On the other hand, although philosophers have pointed out that happiness is the most powerful motivator of human behavior, it seems that the psychologist has denied its influence for a long time, focusing mainly on the negative aspects of human functioning (Diener & Emmons, 1984; Myers & Diener, 1995). Positive psychology has directed its efforts towards understanding and describing positive human characteristics that allow a person to realize their full potential, and together with that, the ability to face challenges. One of the greatest contributions to positive psychology is subjective research based on well-being. Well-being consists of an affective and cognitive component (Diener & Emmons, 1984; Myers & Diener, 1995). The affective component involves the balance between positive and negative influences (Diener & Emmons, 1984). Positive affect is related to the degree to which positive emotional states such as interest, joy and confidence are felt by a person, while negative impact is related to the degree to which an individual experiences negative emotional states such as anxiety, depression, disgust, sadness and shame (Snyder & Lopez, 2020). The second component of well-being, the cognitive one, life satisfaction represents an individual self-assessment of life satisfaction in general (Diener et al. 1985; Pavot & Diener, 1993). Well-being in the literature Self-Determination Theory is considered achieved or fully functional, not only by the presence of positive emotions, but also the absence of negative emotions (Ryan & Deci, 2017; Niemiec & Ryan, 2013). This concept of well-being is characteristic of eudaimonic approaches to well-being focusing on the fact that full functionality is related to vitality, awareness, and self-regulated behavior. The main focus of this approach is on a healthy functional self that includes integrated structures, processes as the basis of autonomous functioning, rather than those achievement of rewards, status

and evaluation (Ryan & Deci, 2017). Being fully functional is determined by various factors (Ryan, Deci & Vansteenkiste 2016) such as: development (e.g., temperament, intellectual capacity), social (educational opportunities, parenting styles) and politico-economic situation (poverty, wars) (Ryan & Deci, 2017). Researchers Deci and Ryan (2008) have argued that situation contexts that hinder the fulfillment of needs reduce well-being. The results of the research have revealed that being fully functional (achieving well-being) depends heavily on some critical events, such as the current global health situation - the COVID-19 pandemic. For example, the extreme measures that were taken to reduce the spread of the virus had the effect of increasing poor sleep quality, anxiety and high anxiety (Casagrande, Favieri, Tambelli & Forte, 2020).

Relationship between influences (positive or negative) and life satisfaction and general psychological concerns.

Within the science of well-being, positive affect and negative impact are considered two independent constructs, and therefore they relate differently to other psychological variables. Although not included in any of the personality structure models, these constructs are considered to be traits or even biobehavior systems that underlie positive and negative emotional reactions (Tellegen, 1985). For example, positive impact is positively associated with social engagement and favorable events (Watson & Tellegen, 1985), self-efficacy and resilience (Watson, Wiese, Vaidya & Tellegen, 1999), while negative impact is associated with the most frequent negative events of life (Watson, Tellegen 1985), health problems, coping dysfunction mechanisms (Kanner, Coyne, Schaefer, Lazarus 1981) as well as emotional distress (Watson, Wiese, Vaidya & Tellegen, 1999).

Researchers Kuppens et al (2008) concluded that when people make judgments about their satisfaction with life, they take into account negative and positive emotions and that positive emotions were related to life satisfaction twice as much as the experience of negative affect. According to Seligman et al (2005) to achieve high levels of life satisfaction it was necessary to promote the experience of positive emotions and not just to avoid negative experiences. Other researchers (Werner & Gross, 2004), claim that the presence of unpleasant emotional states is a common consequence of most mental health difficulties and is one of the most reliable and commonly used indicators of well-being and mental health. One of the predominant theoretical models of the structure and nature of unpleasant emotional states is represented by the Tripartite Model (Clark & Watson, 1991). According to this model, general anxiety is a common feature of states of depression and anxiety (Brown, Chorpita, Korotitsch & Barlow, 1997). On the other hand, there are also specific factors for anxiety and depression that distinguish these conditions, e.g., somatic tension and increased physiological arousal for anxiety and low positive impact on depression. Various studies (Hansson, 2002; Kendall & Watson, 1989; Watson et al. 1995) have shown that depression can be differentiated from other dysfunctional conditions with low positive impact and decreased life satisfaction. Given that general anxiety represents a common factor for depression, anxiety, stress (Lovibond & Lovibond, 1995), the overall level of anxiety is quite sensitive to environmental and situational determinants (Larsen & Fredrickson, 1999) and it is expected that there will be a change of this construct within the context of the pandemic.

Basic Psychological Needs and Well-Being

As proposed by Self-Determination Theory (SDT), in order to be fully functional and achieve well-being, basic psychological needs must be met (need for autonomy, need for competence, and need for connection) (Ryan & Deci, 2017). The need for autonomy is an innate human need for self-determined choices, will, and critical thinking. The need for competence to have an impact on the environment is a need to perceive oneself as competent to overcome even difficult obstacles (Ryan & Deci 2017; Deci & Ryan. 1985). The third need, the need for connection, is an inner need to care for and care for others (Ryan & Deci, 2017; Deci & Ryan, 1985). The literature on basic psychological needs has revealed a significant difference between satisfaction and frustrations of needs and has defined them as separate concepts (Ryan & Deci, 2017; Adie, Duda, & Ntoumanis, 2008; Vansteenkiste & Ryan, 2013). For example, one may feel a low-key relationship due to quarantine caused by the pandemic, which reduces life satisfaction, but if one feels abandoned by other people, one may feel the hindrance of one's relationship followed by anxiety and other psychological problems.

Thus, frustration of the needs is experienced when social surroundings or events thwart the basic psychological needs of a person. As Vansteenkiste and Ryan (2013) pointed out, low need satisfaction does not necessarily imply the frustration of the needs, but, however, need frustration always involves low need satisfaction. In order to attain personal growth satisfaction of the needs is essential, while their frustration is essential to maladaptation and ill-being. So far, it has been proven that meeting basic psychological needs is associated with a host of positive outcomes. The results of studies have shown that the need for pleasure increases the more

autonomous aspects of motivation to learn (Ryan & Deci 2017; Deci & Ryan 1985; Šakan, 2020) vitality (Gagné, Ryan & Bargmann, 2003), positive humor (Sheldon & Bettencourt, 2002), sense of self-competence (Deci, Ryan, Gagné, Leone, Usunov & Kornazheva, 2001)), lower stress (Quested, Bosch, Burns, Cumming, Ntoumanis & Duda, 2011) and general well-being (Wilson, Rogers, Rodgers & Wild, 2006). The opposite is true - the frustration of basic psychological needs is associated with bad and dysfunctional behaviors (Bartholomew, Ntoumanis, Ryan & Thøgersen-Ntoumani, 2011). Even if it is completely clear that basic psychological needs must first be met to achieve higher levels of well-being, it still remains a question in which social circumstances. Recent meta-analyzes have found that major life events (both family and work events, divorce, retirement, migration, marriage, childbirth, etc.) have effects on subjective affective and cognitive well-being (Luhmann, Hofmann, Eid & Lucas, 2012). However, it is not yet known whether critical events of global proportions such as the COVID-19 pandemic have a similar effect on well-being as the other life events listed above.

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Thus, needs frustration is experienced when the environment or social events interfere with a person's basic psychological needs. Vansteenkiste and Ryan (2013) have pointed out that low satisfaction of needs does not necessarily mean disappointment of needs, but disappointment of need always includes low satisfaction. To achieve personal growth, satisfaction of needs is essential, while their disappointment is essential for maladaptation and illness. So far, it has been proven that meeting basic psychological needs is associated with a host of positive outcomes. The results of studies have shown that the need for pleasure increases the more autonomous aspects of motivation to learn (Ryan & Deci, 2017; Deci & Ryan, 1985; Šakan, 2020) vitality (Gagné, Ryan & Bargmann, 2003), positive humor (Sheldon & Bettencourt, 2002), sense of self-competence (Deci, Ryan, Gagné, Leone, Usunov & Kornazheva, 2001), lower stress (Quested, Bosch, Burns, Cumming, Ntoumanis & Duda, 2011) and general well-being (Wilson, Rogers, Rodgers & Wild, 2006). The opposite is true - the frustration of basic psychological needs is associated with bad and dysfunctional behaviors (Bartholomew, Ntoumanis, Ryan, & Thøgersen-Ntoumani, 2011). Even if

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Basic Psychological Needs During the Coronavirus Pandemic

Satisfaction of basic psychological needs can be difficult to maintain mainly due to preventive measures including social distancing and full quarantine, which seems to play a very important role in well-being (Brooks et al., 2020). Forcing people to stay home and not letting them make many choices themselves is likely to have caused lower satisfaction of autonomy and its frustration (Calvo et al., 2020). Moreover, the measures brought left many people out of work or working in an unnatural work environment (e.g., working away from home) and students without their daily activities in schools and universities relying on online learning. All of these circumstances may have contributed to the satisfaction of the need for competence. In terms of relationship satisfaction, it may be even better due to staying home with family, but it can also be hindered, as staying home during the pandemic was not a personal choice (autonomously chosen), and so neither was the way to establish close relationships with others. Studies on the role of basic psychological needs in well-being are limited in relation to acute infectious diseases. Cantarero and other researchers (2020) have

concluded that the change in satisfaction of the three needs is important for well-being. As a result, it turned out that the greatest effect on well-being had the satisfaction of the need for competence, especially when people had the opportunity to work as before the pandemic. Their further analysis showed that well-being was higher among those participants who made more contacts via the internet or telephone and was related to the number of days they experienced limitations. An interesting finding of this study is that the satisfaction of autonomy was not consistently important in predicting well-being, while the needs for connection, and, especially, for competence were constant.

Psychological and Social Impact of COVID-19

While the psychological and social impact of the COVID-19 pandemic shares some similarities with past disasters, there are also major differences that need to be considered to support response and recovery for both individuals and communities (Pfefferbaum & North, 2020). One big difference is that natural disasters affect certain regions of a community, state, or country, allowing those unaffected to be available to help with recovery. A second difference is that it is possible to predict, with some variation, the duration of natural and technological disasters; however, with the COVID-19 pandemic, the duration and, consequently, the recovery process and its consequences, are much less certain. Third, and perhaps most importantly, recovery from natural and technological disasters is greatly aided by personal supportive relationships that are not available during COVID-19 (Masten, Narayan, Silverman, & Osofsky, 2015). Psychological and social well-being is significantly affected by “stay at home” orders, social distancing, and other security measures needed to

control pandemics that exclude social relationships (APA, 2020). Further, the psychological and social impact is influenced by people's fear of getting sick as well as coping with friends and family being sick and dying mostly just from COVID-19. The number of deaths from COVID-19 also affects psychological well-being. Early reports indicate that COVID-19 in the United States is affecting mental health with increased anxiety, depression, substance use, and a worsening of previous mental health problems (NOLA.com, 2020; Pfefferbaum & North, 2020; Galea, Merchant, & Lurie, 2020). Extra stress is contributed by family members who are unable to be with loved ones when they are seriously ill or dying from the virus, as well as seniors living in homes, nursing homes or retirement communities.

Discussion.

Has well-being changed during the COVID-19 pandemic? How did people feel and how did this relate to their sense of satisfaction with life? Did the current situation, which included the state of emergency and a potential threat to life, affect the general distress? Furthermore, how did the pandemic affect the basic psychological needs that are crucial to attaining well-being? A theoretical framework that has a clear guide to these questions is the Theory of Self-Determination (Ryan & Deci 2017; Deci & Ryan 1985), which claims that basic satisfaction of psychological needs is critical to achieving greater well-being, while frustration theirs is responsible for the wickedness.

The general aim of this research was to examine well-being during the outbreak of COVID-19. The relationship was examined the relationship between positive and negative affects and satisfaction with life and distress and surveyed the role of basic psychological needs as mediators and

mechanisms of achieving well-being. Given the fact that well-being depends is highly on social circumstances (Vansteenkiste & Ryan, 2013), it is important to note that the studies reviewed were conducted in the first weeks of quarantine announcement, which has brought about a very negative atmosphere in the population due to a lot of vague information. The results of the study (Šakan, Žuljević & Rokvić, 2020) where the strength of the effects of positive and negative impacts was similar to those of (Arthaud-Day et al., 2005), while Kuppens et al. (2005) revealed that negative affect had an effect that was twice weaker than positive affect's effect on satisfaction with life. This difference could be explained by the context of the pandemic, that people in the times of an actual threat take into account both negative and positive feelings more equally since they are more prominent than in "normal" times (Li, Wang, Xue, Zhao, & Zhu, 2020). Negative feelings may have been more pronounced during the first months of quarantine, when many uncertainties were present and people did not have enough information about the current threat nor about future life circumstances. Numerous scholars (Chen et al., 2015; Rahman et al., 2011; Ryan et al., 2010; Wilson 2006; Wilson, Rogers, Rodgers, & Wild, 2006) as well as SDT postulates (Ryan & Deci, 2017) indicated that satisfaction of the basic psychological needs is an important salient of the satisfaction with life, as one aspect of subjective well-being. In the only found study that tapped into the relations between the basic psychological needs and well-being in the pandemic so far, by Cantarero et al. (2020), the need for competence was the most important predictor of the well-being, relatedness satisfaction was also significant, while autonomy was not. This difference in results might stem from different measures enacted against the pandemic in the countries or from the severity of the coronavirus outbreak in the

different countries as well as from some culture differences (Hofstede, 2001). However, further research would be needed to look these differences more thoroughly. In general, from obtained results, we can say that satisfaction with life during the pandemic can be enhanced when satisfying foremost the need for autonomy and the relatedness need as well as lowering the competence frustration, in both those who were more disposed to feel more positively or more negatively. These basic psychological needs play as mechanisms through which satisfaction with life can be obtained during the pandemic. The researchers concluded that (Bartholomew et al., 2011; Chen et al., 2015; Costa, Cuzzocrea, Gugliandolo, & Larcán, 2015; Costa, Ntoumanis, & Bartholomew, 2015) the significance of the frustration of the three needs in the relations between positive affect and general distress was expected, since the frustration of the needs is convergent to the nature of ill-being. This means that positive emotions are a protective factor for feeling anxious, depressive, and stressed, but when the basic needs are frustrated, distress increases. During the first weeks of the pandemic, which were filled with uncertainty, this result meant that those people who entered the pandemic with more positive feelings and optimism, had lower levels of depression, anxiousness, and stress, but when basic psychological needs were thwarted due to the pandemic context, even those who felt more positively were more prone to depression, anxiety, and stress. Those individuals who entered the pandemic feeling more negatively suffered even more distress during the crisis, and especially in those individuals who felt incompetent and controlled. Theoretically, this result was expected since it is a probable consequence of the nature of the phenomena examined, which are highly overlapping and cover a wide range of mutual characteristics. Since the frustration of the need for competence comprises

the sense of personal failure or inadequacy (Bartholomew et al., 2011), we could argue that this feeling was the most important mediator due to the change of life during the pandemic. As proposed in the SDT, thwarting environment could diminish the satisfaction of the needs and increase its frustration, we could argue that in the times of the pandemic, which brought a sense of uncertainty and fear of the insufficiently understood threat, as well as increased stress and depression (Li, Wang, Xue, Zhao, & Zhu, 2020), it has also influenced the feeling of inadequacy or personal failure (Bartholomew et al., 2011). Furthermore, the current situation was a worldwide and also a threat on the national level, leaving to individuals just to “stay at home.” This strategy might have triggered learned helplessness, where people developed a belief that they cannot influence the current situation and that could have led to a withdrawing and passive behavior (Abramson, Seligman, & Teasdale (1978); Alderman (2008); Elliott, & Dweck, 1988).

Conclusion

Results obtained suggest that satisfaction and frustration of basic psychological needs have a significant mediating effect in explaining the relations between affects and well-being during the pandemic. Satisfaction with life during the pandemic, as one component of well-being, can be enhanced by satisfying foremost the need for autonomy and relatedness as well as lowering competence frustration, in both individuals who were disposed to feel more positively or more negatively. Furthermore, people who entered the pandemic with more positive feelings and optimism had felt lower levels of general distress, but when basic psychological needs were thwarted due to the pandemic context, even those who felt more

positively were more prone to depression, anxiety, and stress. Those individuals who entered the pandemic feeling more negatively had even more distress during the crisis, and especially in those individuals who felt incompetent and controlled, due to competence and autonomy frustration. Furthermore, people who entered the pandemic with more positive feelings and optimism had felt lower levels of general distress, but when basic psychological needs were thwarted due to the pandemic context, even those who felt more positively were more prone to depression, anxiety, and stress. Those individuals who entered the pandemic feeling more negatively had even more distress during the crisis, and especially in those individuals who felt incompetent and controlled, due to competence and autonomy frustration. These results, coherent with the Self-Determination Theory postulates, add to the understanding of human functioning in the times of extraordinary circumstances during a pandemic, by suggesting that satisfaction and frustration of basic psychological needs might have a key role in obtaining optimal well-being.

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The Use of Technology in Teaching English as a Second Language

Abstract

Technology improvement during years has had its impact in education and learning as well. With no doubt technology has improved the old traditional methods of learning and teaching. One of the recent education technology tools is Interactive Whiteboards, a multifunctional tool that has been used lately in some private schools in Albania. This paper is built to provide some important information regarding the use of technological tools in teaching. Based on a survey with both students and teachers at “Turgut Ozal” School (11 teachers and 160 fourth grade students) is studied the general attitude of both sides towards the use of IWBs and the attitude in EFL classes. Using secondary and primary data as well this study has the purpose; “to indicate the role of technological tools in teaching and especially in English Teaching as a second language. According to the primary data the results of the study show that teachers’ attitude towards the usage of technology is a positive one in general and in EFL classes especially. The same results for both positive attitudes towards using technology show the data retrieved from students as well.

Key words: EFL classrooms, learning styles, engagement of students, technology in learning

Introduction

Think of a typical classroom in Albania, the first thing that comes to mind is the blackboard and chalk. I have never thought of it differently, and maybe I would have never changed my mindset, if it were not for what I experienced this year. This year I started to teach English in a private primary school in Tirana. It was there the first moment I faced something else. There was not a blackboard anymore, but a new kind of technology, an interactive whiteboard. The whole experience in learning how to use it, until making it an indispensable part of my job, was fascinating.

Based on this experience, I decided to do this master's thesis. After searching and reading about various studies made abroad, about interactive whiteboards, I concluded that this topic would be interesting. The aim of this theses is to show the influence of technology in teaching English as a second language to young learners. As a teacher, the first thing I did was trying to know my students better in order to get to understand them. Similarly, in this thesis, it is firstly explained how students learn and to what extent technology is part of their lives, in order to create an overview of their needs. Two concepts are explained: digital natives and digital immigrants. Students and teachers directly connect these two terms to the ease of using technology. Moreover, it is generally known that different people learn in different ways. The main types of learning styles are visual learners, audio-lingual learners and kinesthetic learners. What I wanted to investigate was what learning style interactive whiteboards mostly appeal to.

Several studies have been made about technology impact, showing

how it can meet the needs of these new generations based on their learning styles. I consulted many materials, some studies made in America and Europe are presented in this thesis as part of the literature review section. These studies are focused on how technology including smart boards, interactive whiteboards etcetera, influences the work of the teacher and the learning process of the students.

The general aim of this study is to analyze the impact of using Smartboards as a new technological tool in teaching. The specific aims of the study are as follows: 1) To understand teachers' attitude towards using technology during classes. 2) To understand students' attitude towards using technology during classes. 3) To understand technology impact (smartboards) in EFL classes.

Based on the following purpose of the study along with the aims of it the following research questions have been addressed: 1) What attitudes have teachers for a new technological teaching tool? 2) What attitudes do students have for new technological teaching tools? 3) What is the impact technology (smartboards) have in teaching English Language as a second language class

Literature Review Technology and Education

Technology development has become very important nowadays and has impacted our life in every field; including education. The use of technology in the learning process has improved communication among teachers and students and this impact began almost 500 years ago with the printer invention. Printers created the opportunity to print books, journals, periodicals thus affecting education of any level. Invention of the computer almost 60 years ago created the largest impact in our life. Computers

allowed data to be gathered and structured very easily turning information into knowledge (Reddy & Goodman, 2001). From 1960, technology started to be used in classrooms by teachers with the first minicomputers being used. The final step in technology development was the final improvement of computers turning them into Personal Computers (1970-1980). CD-ROM, audio and video-based computers were invented in 1990 (Wenglinsky, 2005). Impact of technology in education has been increasing with huge steps until now where education as an important part of our life cannot be seen separately from technology.

Technology and Language Education

Along with the impact in education, the improved technology has given its impact on Language Education as well. This started in 1960, with the so-called “language labs”. The invention of computers, as was previously mentioned, created the opportunity for language labs to be digital-equipped technology (Bush & Terry, 1997). Technology is used to improve the interaction in language learning between educators and students but the everyday interaction with a foreign language happens when using social networks, see television, listening to foreign music etcetera (Brouse, Basch & Chow, 2011). Technology has indeed improved the ways of learning new languages, as second languages but the technology adaptation is not as easy as we believe (Wenglinsky, 2005). Using technology in education and especially in language education has its disadvantages and benefits as will be further explained below.

Limitations of Technology Use in Language Education

It is more than evident that technology use has been increased from time to time and teachers together with students are adapting to the new era of technology. Such as true, the fact that technology adaptation during classes brought some challenges from teachers and students as well. Lack of training for technology users can have a very negative effect on teaching and learning processes. Teachers and educators can be good in technology use for their personal goals and needs but they can struggle to integrate into the proper way of instruction of use to practice (Chin, 2004). A study taken from the US government in 1995 showed that teachers 'preferences and attitudes towards technology can block the use of technology during classes. If the study schedule is overloaded, teachers do not have the necessary time to integrate technology during class. The same impact can give the insufficient teacher knowledge in how to use technology. Is the same for students, if they are not integrated with the used technology they will not be inspired during class and thus this will bring in losing their attention (OTA, 1995). This OTA study, even though it has been conducted since 1995 gives some actual views on the issue. According to the study, another drawback of technology use in education is the economic aspect. Since the latest technology software or hardware costs a lot, educational institutions do not always have the funds to take and update their technology even when they already know the positive impact that the new technology may have (Wenglinsky, 2005).

Benefits of Technology Use in Language Education

Earlier there were explanations about the disadvantages of technology

use in the education but the advantages of using technology in education process are way larger. It is not in vain why almost all educational institutions have included in their classes or educational laboratory computers or other forms of technology. The use of technology allows teachers to concretize their educational information, by providing audio or video materials (Campbell & Martin, 2010). Bush (1997) mentioned the same fact, using technology to provide additional video or audio material may be the greatest opportunity teachers have to attract their student's attention and improve their performance in language learning. Visualization of the foreign word created a more realistic environment when teaching a foreign language. Technology is a way to promote teachers' professional growth by enhancing interaction between teacher-student Davies (2007). Chin (2004) mentions the opportunities technology creates in a classroom environment by developing a rapport interaction. Chin reinforces the fact that using technology in class attracts students to listen more carefully to what the teachers are saying. In addition to the advantages the technology brings for teachers, its use accounts for some benefits to students in language classes, as well. Technologies such as e-mail, threaded discussion boards, and chat allow language instruction to be more communicative and collaborative and enable the instruction to continue even outside of the classroom (Warschauer, Shetzer & Meloni, 2001). Technology is also reported to have a positive impact on students' motivation and engagement (Beauvois, 1995). In addition, it has the potential to increase cultural awareness and interaction among students by providing them with the

facility to use the language as meaning and form in a virtual social context (Lee, 2002). The findings of the study by O'Dowd (2007) indicate that online communication via internet communication technologies increases students' intercultural knowledge and enables students to be responsible for their learning process. O'Dowd (2007) also adds that technology provides learners with authentic classroom practice. In addition, Davies (2007) investigates the impact of technology on language learners and concludes that technology increases learners' cognitive development.

Technological Tools in Teaching

Smart Boards- Interactive Whiteboards

Interactive Whiteboards

Interactive Whiteboard (IWB) could be a large touch-sensitive display unit, connected to a digital data projector and computer. IWB functions as an interactive board, video display (monitor), and mouse at an identical time. Users can change the monitor to a whiteboard and the other way around (vs.), or use them at an identical time. The Users can use their finger, special electronic pen (stylus), pointer, or a pen to work for the board and/or control computer icons. The whole works, which are going to be done on IWB, may be saved for revision, etc., even the handwriting of the teacher's and/or learners' may be stored and are accessible at any time (Schut, 2007).

Many people called IWBs Smart Board because *SMART Technologies Company* was a pioneer provider to the education sector. The first SMART Board was introduced in 1991. It was used in business presentations. Nowadays, they are used in classrooms, lecture halls, and

language labs. In 1992, Microsoft Company took interest in the idea and became a minority investor in the IWBs and other collaboration tools such as interactive pen display, interactive digital signage, wireless slates, multimedia cabinets, and software (Schut, 2007). The use of technology brings many opportunities for users. There are many technological applications a teacher can use in the classroom. However, Betcher and Lee (2009) report that the most commonly used tools in schools are still the pen, paper, and teaching board. This finding suggests that the teaching board is a preeminent piece of equipment used by teachers to enable them to teach in classrooms, which is important because it offers insights into how Interactive Whiteboards (IWBs) may differ from other classroom technologies. IWBs are a technology that combines the benefits of all teaching aids like the chalkboard, whiteboard, television, video, overhead projector, CD player, and computer in one (Hall & Higgins, 2005). Hennessy, Deaney, Ruthven, and Winterbottom (2007) define IWBs as follows:

“IWB systems comprise a computer linked to a data projector and a large touch-sensitive board displaying the projected image; they allow direct input via finger or stylus so that objects can be easily moved around the board or transformed by the teacher or students. They offer the significant advantage of one being able to annotate directly onto a projected display and to save the annotations for re-use or printing. The software can also instantly convert handwriting to more legible typed text and it allows users to hide and later reveal objects. Like the computer and data projector alone, it can be used with remote input and peripheral devices, including visualizer or flexible camera, slates or tablet PCs.”

How can an interactive whiteboard be used in a learning environment?

Educators were the first people to recognize the interactive whiteboard's potential as a tool for collaboration, improving student-learning outcomes, and streamlining lesson planning. They continue to be the base user for this technology. The two countries where educators have the opportunity to use technology are the United States and the United Kingdom. Learning activities with an interactive whiteboard may include, but are not limited to the following:

- Manipulating text and images
- Making notes in digital ink
- Saving notes for later review by using e-mail, the Web or print
- Viewing websites as a group
- Creating digital lesson activities with templates, images and multimedia
- Writing notes over educational video clips
- Using presentation tools that are included with the whiteboard software to enhance learning materials
- Displaying student presentations (SMART. Inc, 2006).

The Impact of Interactive Whiteboard

The review of literature on the introduction of interactive whiteboards (IWBs) in educational settings indicates that they have had a positive impact on teaching, learning, and increasing student motivation. In the following section, the impact will be analyzed on the teachers and students' attitudes towards IWBs.

Impact of IWB on teaching – Teachers Attitude

Based on the British Educational Communication and Technology Agency's (Becta's) analysis (What the research says about IWBs, 2003) interactive whiteboards could have positive effects on teaching.

IWB Impact teachers 'attitude regarding the following issues:

- Create teachers the opportunity to use the so-called face-to-face instructions but at the same time a technological environment.
- Create teachers the opportunity to use material from the web that helps a lot in visual explanation for different issues that can be difficult to explain verbally.
- Create teachers the possibility to link other devices but at the same time increases interaction with many forms.
- Teachers can start to use multimedia material that includes audio, video, or photo.
- When using IWBs teachers can print the notes that are on the board thus reducing their time of explanation and creating facility.
- Enables teachers to provide authentic materials and information through text, pictures, sounds, video segments, and animation.
- Enhances learners' engagement more than conventional whole-class teaching does.
- Encourages more varied, creative, and seamless use of teaching materials.
- Allows teachers to share and re-use materials, reducing workloads.
- Inspires teachers to change their pedagogy encouraging professional development.
- Inspires teachers to re-think their approach to teaching and learning.

- Supports classroom management with the ability to walk around the classroom, and be near learners; this could make a difference in learners' behaviors.
- Enable teachers and students to add amazing interactive charts to every presentation (Walker, 2005).

Impact of IWB on Students' learning- Attitude

Interactive Whiteboards have many effects on the teaching and learning process such as; increasing student 'attention during lessons; IWB helps teachers to motivate their students and also to catch student attention: IWBs are also known to support alternative learning styles and they bring change in student attitude during class. Interactive Whiteboards in change from traditional blackboards have a very import role in the learning process by affecting as the following:

- IWBs help teachers provide new and different learning styles since their classes now can be supported by videos, audio, or other forms of interaction.
- IWB captures students' attention and while learning with them students feel free to engage more during classes.
- IWBs help a lot regarding the visualization of issues compared with traditional verbal forms. Students have an immediate impact when teachers visualize some lessons.
- Interactive Whiteboards help the teacher to combine the face-to-face learning processes with a more technological tool (Miller & Glover, 2010).

The mapping of active learning instruction using smart board program

Several studies review that smartboard have great potential to be used

as an interactive learning tool with endless motivational application to enhance learning among students. However, the smartboard alone is not adequate in supporting learning. Thus, it is, therefore, reasonable to consider the incorporation of a smartboard with a proper learning theoretical framework, particularly active learning. In order to design interactive learning instruction using a smartboard program, smartboard as a teaching and learning interactive tool needs to be integrated with active learning. A model of active learning is used to design active learning instruction during the teaching and learning process which consists of set induction, step one, step two, step three and closure. Teachers can implement various active learning activities such as monologue, dialogue with others, the experience of doing, and experience of observing. As a result, learning will be meaningful and effective as every student can participate actively in class.

Online Teaching

COVID-19 was the promoter of the online teaching method. Many universities or high schools in the world did start online teaching earlier but it was the pandemic situation that happened that drove this method of teaching since it was the only available option those days. Now online teaching has been usual for almost 2 years and many different platforms provide opportunities for online teaching. Thus, once again technology and new technological devices showed that these are the future of education and thus it is very important to determine their role in teachers' and students' attitudes toward it.

Online education (or online teaching) has the potential to completely

change the education system because it creates new and more educational opportunities. It can transform the student population and even encourage a new pedagogical method of teaching indicating thus; reliability, efficiency, stress during classes etcetera. Although studies are suggesting that online and traditional education are comparable in terms of learning outcomes, it is also admitted that online learning is perceived as lacking in interactivity compared with classroom learning. The effectiveness of online education has shown several advantages due to increased flexibility and learning opportunities: easy access to experts, exposure to educational environments, a wide range of types of courses, and joining student communities. There are also several disadvantages of online education, such as internet browsing issues, computer compatibility, or technical issues. Even though with time the management of online teaching has become easier especially through the use of different platforms such as Google Classroom, Microsoft Teams, or other communication applications like WhatsApp that will be explained below:

Google Classroom

John Dewey and Lev Vygotsky implied that human beings' learning and encounters are indistinguishable, in which they go as one and bolster each other (Liu & Chen, 2010). This means that, above all, when learners start utilizing Google classroom services, they gain from their association with the facilitator and their encounters on utilizing taking in administration frameworks from the facilitator. Learners can learn at their opportunity without association and push from others, learning happens whenever with no time constraint given the learner has association with web availability (Desmond & Mafa, 2017). Skills and knowledge are not impacted to them only through in contact classroom hours, yet rather through an e-learning

platform through a joint effort with the others (Desmond & Mafa, 2018). This is referred to by Lin and Jou (2013) as a test inclusion in getting. Ouyang and Stanley (2014) concur that diverse types of this hypothesis have been utilized in educating and learning, with the focal point of moving far from instructor-focused philosophies to learner-centered pedagogies. Technology innovation as concluded by (Mafa & Desmond, 2017) permits a few exercises for use in and outside of the classroom. It advances community-oriented learning influencing learners to know what is occurring around them and to have the capacity to make future expectations. In help of the above conclusions, a study on the utilization of Web 2.0 tools and above by Ajjan and Hartshorne (2008), who evaluated the familiarity with employees in the utilization to help in-class learning, found that employees felt that the device which was under scrutiny could enhance learning.

Microsoft Teams

Courses using Teams can be 100% online, hybrid, or face-to-face. This tool enables a wider range of instructor and student interactions and allows for regular, substantive interaction in online courses. Teams allow students and instructors to interact online in ways not usually seen on a traditional LMS. Teams can easily be integrated into a course management system thereby extending and enhancing interaction between all members, which is essential for online classes and can also impact classes being delivered as face-to-face and hybrid. Instructors using Teams can video chat with individual students or the entire class. Students can post images and notes from field research. Events can be created by students and teachers alike, and students can communicate with each other using Teams. Since students

and teachers can post and share information and Microsoft files, Teams is an ideal tool for a wide range of situations: small classes, group work, working students, and student-athletes can gather, share, and record information easily. Furthermore, the ability to record and post videos makes Teams ideal for students with special needs, learning differences, athletes, and students who travel frequently. Students can watch the videos repeatedly on their phones, tablets, or computers. Teams program is also helpful when classes are canceled because of weather.

Attitudes towards using Technology in EFL Classes

Based on the latest studies regarding the students' and teachers' attitudes in using technology during EFL classes we can conclude a generally positive attitude from both sides. Matthews-Aydinli and Elaziz (2010) made a study in Turkey to better understand the teachers' point of view for IWBs in EFL classes. From the study, findings can be concluded that teachers had a very positive opinion and attitude for Interactive Whiteboards. They have mentioned that IWBs were very useful especially in English teaching (Mathews-Aydinli & Elaziz, 2010).

The same results have been achieved regarding the students during their learning process. Duran and Cruz (2011) showed that students feel more motivated and attracted in their English lessons when Interactive Whiteboards are being used. According to the study, IWBs catch students' attention and are more effective in their learning process (Duran & Cruz, 2011). Two other Jordanian authors, Jwaifell and Gasaymeh (2013) saw the issue taking into consideration female teachers. This study is of high interest in this paper since 80% of teachers in the study are females. This paper concluded that four aspects including; relative advantages, observability,

simplicity, and compatibility are the main influencers of female teachers when using IWBs. The authors of the study stated that teachers' ways of teaching have been improved from the traditional ones by increasing dialogues during classes. All this methodology improvement has had IWBs as one of the main factors. Thus authors suggest paying more attention to new curriculums and practices of using Interactive Whiteboards (Jwaifell & Gasaymeh, 2013).

Abuhmad (2014) another Jordanian author studied the integration of Interactive Whiteboards in some Jordanian private elementary schools. According to the study findings, some factors can ensure the best implementation of Interactive Whiteboards. Schools should make efforts in integrating IWBs including training, curriculum, and software (Abuhmaid, 2014).

Methodology

Research Strategy

To achieve the purpose of the paper and to reach the best conclusion researchers must use the appropriate research strategy. So, for the study to produce general results for the effect of technology in learning, two points of view will be taken into consideration; students' point of view and teachers' point of view.

It was mentioned briefly in Chapter I that this study is based on both qualitative and quantitative data, so it is a mixed research strategy. This study aims to understand how technology impacts students' and teachers' attitudes in the classroom, especially during EFL classes.

Using qualitative and quantitative data comes with advantages and

disadvantages at the same time. Quantitative research methods deal mainly with the collection and processing of data that are structured and can be presented in numerical form. Quantitative data are usually collected when the positivist epistemological approach is used and data are collected that can be statistically analyzed. In quantitative research, the researcher usually knows what he is looking for and the research model/strategy is usually defined before data is collected. Often uses tools (such as surveys or questionnaires) for data collection. On the other hand, qualitative research methods deal mostly with stories and narratives and include subjective meanings, feelings, thoughts, and beliefs. Qualitative data are usually collected when the interpretive epistemological approach is used and when the data collected are the words and expressions of the research participants themselves. The researcher can only have a general idea of what he is looking for. The research model/strategy can be variable and evolutionary. Usually does not use tools: the researcher can be seen as the main tool for data collection. The approach of mixed methods in data collection should come from research questions and show that they can be better answered through both types of data. Sometimes one research question (or sub-question) requires quantitative data to get answers, while another needs qualitative data; in other cases, both quantitative and qualitative data may be needed to answer the question (Bush & Terry, 1997)

Research Methodology

Research Design is the part of the study when the researcher decides the framework the research will be constructed. So, the decision for data collection, instrument of collecting data, population, and sampling is decided. This step is one of the most important ones since the reliability of

the study will deeply depend on this research step. In the following section is given an answer to all the above indicators of study.

Data

Data that can be used to build research is divided into two types of data. Secondary data are the data retrieved from other external parts from previous papers or studies. In this paper, the secondary data were mainly used in the construction of the Literature Review chapter since other researchers' works were analyzed. Primary data on the other hand is the data gathered by the researcher. In this study, primary data is collected through questionnaires distributed to students and teachers as well.

Data Collection Methods

Methods used to gather primary data were the questionnaires physically distributed to "Turgut Ozal" Primary School students and teachers. A survey was administered to 160 fourth-grade students and 11 fourth-grade teachers who filled out the survey while they were assured about the confidentiality of the data.

Sample

The population is the total number of elements that should be studied when doing research. In this paper, the total population is the total number of students in elementary schools in Albania that learn with an Interactive Whiteboards presence in their classroom. The population regarding teachers are all the teachers that teach English as a secondary language using IWBs.

In this study, the sample consists of 160 students and 11 teachers (7

English Teachers) from “Turgut Ozal” Primary School which is among the only schools using Interactive Whiteboards for almost 5 years now. Second, fourth grade students are old enough to understand the questions and answer correctly and, third, elementary school students are the most indicated students from using such attractive technological tools in teaching. Also, 11 teachers’ part of the study gave classes to fourth-grade students thus the sample became more complete.

Questionnaire Design

A questionnaire is one of the main tools used to make research and the effectiveness of the research and its findings depend mainly on the questions asked during the questionnaire. Questionnaires can be described as the main tool used by analysts or researchers to gather information for a certain case, situation or issue. In this study, questionnaire number 1 addressed to teachers had both types of questions and questionnaire number 2 addressed to students had only close-ended questions. Most of the close-ended questions used the five scales Likert method and the mean score was used to analyze the answers.

Results

Demographic Findings

This study was conducted with “Turgut Ozal” teachers and fourth-grade elementary students. The following table represents the demographic information for teachers and students as well.

Teachers Data

The first section of the teacher’s questionnaire was constructed with demographic questions to better understand their age, gender, and experience in teaching English.

1- Question 1- Gender of Teachers

From all the 13 teachers' part of the study only, 2 of them are males, the other 11 ones are females and the information is presented in the graph below.

2- Question 2- Age of Teachers

The following table represents the data for the teacher's age categorized in four segments of ages. Most of the teachers of grade 4 students of Turgut Ozal School are between 30-40 years old. Only 2 of the teachers are more than 50 years old in this study. The data are graphically represented below.

3- Question 3- Years of Experience

Teachers were asked how many years of experience they had in teaching.

Since the Interactive Whiteboards are a new tool in teaching the oldest teachers in their profession are the ones that can give the most appropriate opinion regarding the IWB impact on students regardless of the class subject they teach. Interactive Whiteboards have been used for around five years in "Turgut Ozal" School and this information helps to make a correlation between years of experience and years using IWB in teaching. In the following graph are presented the data regarding the years of experience for teachers.

Student Data

This study was based on fourth-grade students of "Turgut Ozal" School. Only two demographic questions were asked to the students, their gender (since age is known that is between 9-10 years old) and for how many years they have been studying in this school. The second piece of information is important because since the IWB has been used by the school for more than

5 years the students have known only this way of teaching and not the blackboards as the traditional one.

1- Question 1- Gender of Students

Of all 160 fourth grade students, 55% of them were females and 45% were males as presented below.

2- Question 2- Years in “Turgut Ozal” School

Students were asked how many years they have been studying at “Turgut

Ozal” School and out of 160 of them, 120 stated that they started in this school in first grade. The other 40 had made the first years of school in other elementary schools in Albania as presented below.

Teachers Attitude towards Technological Tools during classes

To analyze the teachers ‘attitude towards technology all the 11 teachers of grade four elementary students are taken into consideration even though only 6 of them give English classes. As was explained in Chapter III of the questionnaire design, the teacher questionnaire was divided into sections. Section I includes questions for technological tools in general and the teacher attitude towards them and section II was constructed only for English teachers to highlight the impact of these tools especially in teaching English.

To analyze the first Research Questions three factors will be considered as explained in the Conceptual Framework of the study. 1- Teachers’ Experience in Using Smart boards; 2- Teachers’ General Attitude when using Smart boards; 3- Teachers’ technical difficulties when using new technological tools during classes.

Teachers Experience in Using New Technological Teaching Tools

To understand the attitude of teachers regarding the new tools it is important to first make a correlation between the years of experience in teaching and the years they have been using new tools. Below are the represented data retrieved from teachers and their opinion on the issue.

a) *Correlation between Years of Teaching and using Blackboards as the teaching tool*

The table below represents the cross-tabulated data between the years of experience teachers had in elementary teaching schools and the use of blackboard between these years.

Table 1: Correlation Table – Years of Experience- Teachers

Years of Experience	Years of Blackboards Use
1	0
2	0.5
3	1
4	0
5	7
6	1
7	2
10	5
23	18
25	23
86	57.5

From the table above we can see the years of experience for the 13 teachers, part of the study. Their total years of experience were 86 and the years they had used blackboards as a teaching tool was 57.5 in total. Two of the teachers that had 23 and 25 years of experience had been using blackboard respectively for 18 and 23 years. Their opinion was very important to understand the advantages and disadvantages of using blackboards versus smart boards in teaching.

When asked about blackboard use, the teachers, who were more than 50 years old and had more than 20 years of experience in teaching, believed that Blackboard use as a traditional tool in teaching, have an impact on teachers 'engagement during class. Since the teachers should be always talking and writing on blackboards their participation role in class is thought to be larger. Almost all the other teachers believed that their active role in class is approximately the same regardless of the tool used either a blackboard or a whiteboard.

a) **Correlation between Years of Teaching and using new smartboards devices as the teaching tool**

In the table below, there is cross-tabulated data between the years of experience with using Interactive White Boards when teaching. The years of using smart boards using class correspond to the years the teachers have been part of the "Turgut Ozal" School.

Table 2: Correlation- Years of Experience 2- Teachers

Years of Experience	Sum of IWB Use
1	1
2	1.5
3	5
4	4
5	9
6	5
7	5
10	5
23	5
25	2
86	42.5

As can be seen in the table above from all the 86 years of experience in total 42.5 years have been using IWBs when teaching subjects. This means that the teachers, part of the study, have the appropriate number of experiences in using both blackboards and IWBs to give their opinion regarding their impact on students.

When asked if New Tools have an impact on their engagement rate during classes (as the opposite of blackboards where teachers are thought to be more active, talking, writing in blackboards) teachers responded that their activation level had been the same in both ways.

Teacher Class Productivity when Using Blackboard versus new technological tools

As was mentioned above, teachers were asked if the use of IWBs had

an impact on their class engagement rate. Only two of the teachers gave their opinion that teachers are more active during classes where the blackboard is used. Does engagement rate mean larger productivity? No. Using blackboards as a teaching tool indeed keeps teachers more engaged during class because all the information should be spoken and written to the blackboards by them. This gives two consequences; first, monotony in learning and second tiredness during classes. The two effects are reduced during IWBs use. Based on their responses, using Interactive Whiteboards using classes increase the teachers 'productivity because the lessons are less monotone and the teachers feel less tired.

Teachers General Attitude when using Smartboards

To understand the teachers 'attitude towards technology some general indicators will be taken into consideration starting from the flexibility of IWBs use, the form they learned to use the IWBs, and in what ways they mostly use this tool.

a) Flexible use of this new tool

Interactive Whiteboards are technological tools that can be commanded from both by touch and by mouse creating thus the flexibility in using them. When teachers were asked how they did use IWBs 50% of them replied with both ways showing thus these tools are very comfortable ones during classes.

b) Learning how to use Smartboards

Teachers, part of the study, were asked how they learned how to use IWBs since they are sophisticated tools and not as simple as thought to be used. Also, teachers should learn different programs to increase student interaction during classes. Different programs are created to help teachers when using Interactive Whiteboards and this is why it is very important for them to always research the latest programs during classes. As can be seen in the graph, 4 of them had some training to learn the use of IWBs, 5 of the teachers have learned to use it intuitively, 2 from their colleagues, and 1 from YouTube. What should be mentioned here is the fact that none of the teachers, even the ones that had been lately graduated from university learned the use or existence of IWBs from their university lessons. When asked about how they felt when learning how to use IWBs the teachers felt disappointed that IWBs should be learned to use by third parties like colleagues, YouTube, or instructions. Based on their belief, training during university or internship is necessary to improve their performance during class.

c) Way of Using New Technology

Teachers were asked in what form they used more the Interactive Whiteboards based on some previous ideas part of the closed question. IWBs are mostly used for basic functions as a computer, for PowerPoint presentations, as interactive textbooks, to write notes or, as educational software.

In this question, more than one answer was possible since different teachers use IWBs in more than one way. In the graph is represented the data on how the teachers currently use the boards (in the other factor

technological issues for using blackboards will be further analyzed). According to the answers IWBs are being used as interactive textbooks and PC educational software mostly. 10% of teachers use IWBs with basic computer functions that show a lot about the difficulty to use or understand the IWBs objective as a new technological tool.

Teachers' technical difficulties when using technology tools.

It was indicated in the previous parts that teachers have technical difficulties using the Interactive Whiteboards. So, to evaluate this important factor they were asked about some of the main technical issues regarding the use of IWBs. Their responses are gathered in the following table.

Table 3: Teachers technical difficulties when using technology tools

	Mean
I can proper use the IWB system	2.49
I know how to integrate other devices	2.17
I can maintain IWB	3.37
I can use IWB while in the teaching process	2.53
I can deal with the square of main tools	2.71
I can deal with advanced tools	3.88
I can find online library resources	3.3
I can deal with the main toolbox: store tools	2.79

We can see in the table above that the highest score of 3.88 shows that 78% of teachers agreed when they were asked if they did know how to use advanced tools in Interactive Whiteboards. By advanced tools, in this question it was meant that they know how to use camera, audio, USB file, importing file etcetera. The third highest mean score was 3.37 meaning 67% of the teachers know how to maintain the tool by removing the projector lamp, focusing the projector, zooming the projector, or resetting the lamp. The second-highest scores were 3.3 indicating that 66% of teachers agreed that they knew how to use online library resources which means they knew how to drag, enlarge objects while using the tool. The fourth highest score had a mean of 2.79 meaning that 54% of respondents knew how they could use the main toolbox and use instruments when writing texts. Other elements such as; dealing with square main tools integrating other devices and proper use of the IWB system had lower mean scores.

Students Attitude towards Interactive Whiteboards

This section will answer the second research question regarding the students' attitude towards IWBs. The research question will be answered based on two factors; a) years of the learning experience with Interactive Whiteboards; b) Students Attitude towards new tools

Students Experience with New Technological Tools

Following the teacher's attitude and their opinion of using Interactive Whiteboards versus blackboards, the same cross-tabulation was done for students too.

a) Correlation between Years of Learning and IWBs

Since some of the students hadn't been in "Turgut Ozal" School since the first grade, their previous school's traditional method of teaching was used. So, from 160 fourth grade students, 120 of them started school at "Turgut Ozal" and only 40 of them had been in other schools. In the following table are represented the cross-tabulated data for students and their years of learning through blackboard. Total years of experience for 40 students are 160 years and the total years learning with IWBs are 55. This means that we can take into consideration the opinion of these students to compare the two methods of teaching.

Table 4: Correlation between Years of Learning and IWBs- Students

Years in School	Sum of Years with IWBs
4	55
160	55

b) IWB versus Blackboard Impact

For all 40 students that had previous school experiences was asked the question regarding Interactive Whiteboards versus traditional blackboard. According to their opinion, using IWBs in class attracts their intention for all subjects compared with the traditional way of using blackboard. The same conclusion is for their attention as well.

Student Attitude towards Technology Tools

To understand the students 'attitude towards using technology tools during teaching the following indicators will be taken into consideration;

engagement rate during class, most attractive features of IWBs as a teaching tool.

a) **Engagement Rate when using Smartboards**

Table 5: Students Engagement Rate while using smartboards

Question	Average rating
1. I enjoy learning in class with a IWB	3.8
2. I do not like receiving instruction through IWB.	1.9
3. I concentrate better in class when IWB is used to deliver instruction.	3.4
4. I can learn many things when my teacher uses IWB.	3.2
5. I feel comfortable using IWB.	3.7
6. Using IWB makes me feel nervous.	2.1
7. I will do as little work with technology as possible.	1.3
8. Whiteboards are not difficult to use.	3.7

Students were asked in a concentrated table if they agreed or not with the table statements. We can see that the largest mean score (meaning that almost 80% of students agreed) is related to the fact that students enjoy learning through IWBs. One of the lowest mean scores has the statement “I don’t actually like using IWBs” of only 1.9 mean scores meaning that students ‘general attitude of IWBs is positive. 3.7 mean score had also the

statement regarding comfortability and their ease of use. This means that almost 76% of students feel comfortable when using IWBs and they don't find any difficulties. 2.1 was the mean score of the statement "Using IWBs makes me feel nervous", this means that some of the students do feel nervous when using it. So, it is the job of teachers to patiently teach students how to use IWBs, thus, increasing their impact on students' learning process.

b) Attractive Features of IWBs as teaching tools.

Students were asked what features were mostly liked when using IWBs. The features include; the possibility to touch it using a pen or a finger; the possibility to play videos, the possibility to play videos, or the possibility to solve lessons problems in attractive ways. Even though the features of IWBs are way larger for students there 4 are believed to have the largest understandable impact.

From 160 fourth-grade students, 41% of them find as the most attractive feature the fact they can solve problems via a technological tool. 38% of them like the touching feature the most, 19% of them feel attractive when playing videos during classes and only 3% of them believe sound is the most likable feature.

Interactive Whiteboards impact teaching English.

The third research question is related to the role IWBs have on English teaching. To understand this role both teachers' and students' opinions are necessary. Section II of each questionnaire was constructed to

give an answer to the third research question taking into consideration first; teacher opinion and second, students opinion.

Based on Teachers

The impact of using IWBs in teaching the English Language as a second language is one of the most discussed issues. Teachers' points of view will be studied based on the following indicators; areas of English teaching that IWBs are more supportive of, the impact of using IWBs in teacher efficiency, obstacles when using the Interactive Whiteboards in English classes.

a) Areas of English Teaching were using Interactive Whiteboards play more supportive role

This was a multi-answered question since IWBs play a supportive role in more than one area of teaching English. According to the teachers, part of the study, (7 of them teach English from the total 11 teachers), believe that Listening, Practice, Vocabulary, and Presentations are the main areas where IWBs are more supportive during English classes. The presentation was one of the main areas that teachers believe using IWBs has a large impact since visual and kinesthetic learners can immediately benefit from this feature.

b) Impact of Technology inefficiency

English Teachers were asked regarding the impact IWBs have on the class efficiency during English as a second learning language. 90% of teachers stated that IWBs have a positive impact on efficiency and only 10% of them stated that there is no difference between using IWBs as a technological multifunctional tool and other traditional tools. No one stated the opposite, that using IWBs is less efficient in teaching English.

c) Obstacles when using Interactive Whiteboards

To give the proper recommendations to increase the efficiency of IWBs is very important to understand; what are the difficulties of teachers when using IWBs especially in English teaching as a second language as indicated in Table 6.

Table 6: Obstacles when using IWBs

Statement	Mean Score
Lack of training when using IWB in English Teaching	1.55
No curriculum for using IWB in English Teaching	3
Lack of Class Time for appropriate use of IWB in English Language	2.81

Based on the above table, as can be seen, lack of training has an average score of 1.55 meaning that English teachers at “Turgut Ozal” school don’t think training indicates negatively as an obstacle in their English classes. Is it not the same for the curriculum and lack of time? According to teachers, the curriculum for using IWBs in teaching English should be expanded. Even though foreign curriculums are available Albanian students should have an updated Albanian-English curriculum to increase IWBs efficiency. The same is for lack of time, according to teachers, part of the study, teaching English should include more hours than the current ones.

Statement	Average rating
1. I understand English words better when showing through pictures in IWBs	3.9
2. I like to listen to English conversations during EFL classes	3.1
3. I pay more attention when teacher use English videos to explain	3.4
4. I can pronounce better English words when I listen them in class through IWBs	2.5

Based on Students

In the second part of the students' questionnaire was designed a table regarding their interaction and attitude for IWBs during English classes. Based on the data retrieved the following table is constructed.

Table 7: Students Impact in EFL classes

As can be seen from the above data, understanding English words when they are shown through pictures via IWBs is the most valued statement with a total of 3.9 points meaning almost all students agreed with the statement. In the same conclusion, we can arrive regarding listening to English conversations and seeing videos in English. The lowest mean score is for pronunciation of English words with a mean score of 2.5.

Conclusion and Recommendations

This paper aimed to highlight the use of technology and its impact on

teachers and students taking into consideration 11 teachers and 160 fourth grade students at “Turgut Ozal” School. Three research questions were raised; teachers’ general attitude towards using technology during classes, students’ general attitude towards technology, and the impact of smartboards in teaching English as a second language.

The first research question was answered taking into consideration three factors; teacher experience comparing blackboards with the new technological boards (smart boards), teachers’ personal opinions regarding this new technology, and teachers’ obstacles when using it. As a conclusion of the first factor, teachers’ experience when using new technological boards, we can clearly say that the teachers, part of the study, have the appropriate experience to understand the difference between using the old traditional tool and the new smart boards used when teaching. According to their experience using this new technology during class is the most productive way of teaching when comparing both tools. As a conclusion of the second factor for teacher’s attitude towards using new technological tools, it can be concluded that smart boards offer the flexibility to use them with a mouse from their table and with touch also. What leads to a further discussion are the findings from the second and third questions in this section, regarding; first, learning to use smart boards and second, current use of them. Findings show a lot of issues when it comes to their use as technological educational tools. 10% of teachers used this new technical tool for computer function and many of them for PowerPoint Presentations. This can lead to two main questions; is their inability to technologically

understand the tool or their inability to understand their purpose of use. As a conclusion of the third factor can be stated that teachers, part of the study, have in general average knowledge when using the new technological tool. When it comes to their basic tool features almost all the teachers agreed they did know how to use them but the more advanced features weren't properly known by them. This indicates a very important fact. Along with the above information of the main use of smart boards (frequency), we can say that teachers are divided into two categories; first, a percentage of teachers (10-20%) have less than the average knowledge for using IWBs, and second; a large percentage of them (more than 50%) have less than the advanced knowledge for using IWBs. On this point, this paper recommends; first, for schools to provide further training regarding the use of the smart boards and second recommends to universities to put IWBs in their curriculum since they are expected to be the future.

The second research question was answered through two factors: years of learning experience with new technological tools; As conclusion of the first indicator can be concluded that students that had experience both with blackboards and smart boards state that IWBs catch their attention during class and also impact in increasing their attention. As a conclusion of the second factor is concluded that using IWBs has a positive impact on teaching according to students 'point of view. The same can be stated for the features that IWBs have. Given the conclusion of the two first research questions, we can clearly understand that technology has a very important and positive relationship with students 'attention during class. Thus, we recommend the Albanian government and private school directors consider investing in smart boards (or any other technology teaching tool and complete all the classes with this new tool.

The third research question was answered taking into consideration teachers and students as well. Regarding teachers, it can be concluded that IWBs have a generally positive effect on EFL. Technology increases class efficiency and has a supportive role in teaching English especially regarding listening, presentation and practice. Regarding students, the study has arrived at the same conclusion, new technology increases student learning. Given the conclusion of the third study section, we recommend schools provide a better curriculum for EFL classes while using new advanced technology.

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