



**BEDER UNIVERSITY
JOURNAL OF EDUCATIONAL
SCIENCES**

December 2018
Volume 19, Number 1
ISSN 2306-0557 (print)
ISSN 2310-5402 (Online)

“BEDËR” UNIVERSITY COLLEGE
Faculty of Philology and Educational Sciences

BJES

**BEDER
JOURNAL OF EDUCATIONAL
SCIENCES**

Volume 19

DECEMBER 2018
www.bjes.beder.edu.al



KOLEGJI UNIVERSITAR BEDËR

Faculty of Philology and Education at “Beder” University offers Scientific Journal ‘Beder Journal of BJES publishes three issues per year. BJES is blind peer reviewed by the members of editorial board.

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

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

EDITORIAL TEAM:

1-Editor-In-Chief

Prof. Assoc. Dr. Tidita Abdurrahmani, “Beder” University College, Albania
PhD. Lokman Coskun “Beder” University College, Albania
PhD. Arti Omeri, “Beder” University College, Albania

2-Managing and vice-Editor

PhD. Arti Omeri, “Beder” University College, Albania

CONTACT

Arti Omeri
Lokman Coskun
“Beder” University College
Tel: +35542419200
Email: bjes@beder.edu.al

JOURNAL DETAILS

Publishing:

Faculty of Philology and Education, “Beder” University College

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

Publication Frequency:

3 Issues per Year

INTERNATIONAL ADVISORY BOARD

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

Prof. PhD. Vincent N. Parillo, William Paterson, USA

Prof. PhD. Mark Web, Texas Tech University, USA

Prof. PhD. Artan Haxhi, Luigj Gurakuqi University, Albania

Prof. PhD. Liman Varoshi, Aleksander Xhuvani University, Albania

Prof. PhD. Dhori Kule, Tirana University, Albania

Prof. PhD. Misu-Jan Manolescu, Agora University, Romania

PhD. Mehmet Aslan, American University of the Middle East, Kuwait

Acad. Catalin Zamfir, Director ICCV, Romanian Academy

Acad.Slađana Živković, University of Niš, Serbia

Acad. Nadežda Stojković, University of Niš, Serbia

EDITORIAL BOARD

Prof. PhD. Ferdinand Gjana, “Beder” University College, Albania

Prof. PhD. Ayhan Tekineş, “Beder” University College, Albania

Prof. PhD. Ilie Badescu, University of Bucharest, Romania

Prof. PhD. Elena Zamfir, University of West, Romania

Prof. PhD. Emilian Dobrescu, Romanian Academy, Romania

Prof. PhD. Mithat Mema, Aleksander Moisiu University, Albania

Prof. PhD. Artan Haxhi, Luigj Gurakuqi University, Albania

Prof. PhD. Liman Varoshi, Aleksander Xhuvani University, Albania

Prof. PhD. Dhori Kule, Tirana University, Albania

Prof. PhD. Kseonela Sotirofski, Aleksander Moisiu University, Albania

Assoc. Prof. PhD. Ahmet Ecirli, Hëna e Plotë “Bedër” University, Albania

Assoc. Prof. PhD. Merita Xhumari, Tirana University, Albania

Assoc. Prof. PhD. Elida Tabaku, Tirana University, Albania

Assoc. Prof. PhD. Yusuf İncetaş, Heritage University, USA

Assoc. Prof. PhD. Rregjina Gokaj, Aleksander Moisiu University, Albania

Assoc. Prof. PhD. Tidita Abdurrahmani, Bedër University College, Albania

PhD. Matilda Likaj Shaqiri, University of Aleksander Moisiu, Albania

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

PhD. Elvana Shtepani, Tirana University, Albania

PhD. Sokol Pacukaj, Aleksander Moisiu University

PhD. Lokman Coskun, Bedër University College, Albania

PhD. Fatih Ufuk Bagci, Bedër University College, Albania

PhD. Ilirjana Kaceli, Bedër University College, Albania

PhD. Irena Shehu, Bedër University College, Albania

PhD. Ramadan Cipuri, Tirana University, Albania

PhD. Enkelejda Cenaj, Aleksander Moisiu University, Albania

PhD. Ömer Serdar Öztürk, ALFA Project Consultancy and Management, Macedonia

PhD. Irvin Faniko, Bedër University College, Albania

PhD. Mehmet Aslan, Bedër University College, Albania

PhD. Arti Omeri, Bedër University College, Albania

PhD. Enriketa Sogutlu, Bedër University College, Albania

M.A Ana Uka, Bedër University College, Albania

M.A Edith Dobre, Romanian Academy, Romania

Table of Contents

Arti OMERI & Adela PAJOVA

Factors affecting students' motivation in english language learning.....1

Alma LAMA

The role of inclusive education in students with learning difficulties and those with normal intelligence in Kosova8

Flutura BOCI

Modern style & the contribution of Virginia Woolf in the development of stream of consciousness18

Selma HADZISMAJLOVIC & Ceylani AKAY

Listening comprehension problems and difficulties of high school efl students27

Ilda POSHI & Zamira AGA

Memory and identity in beloved40

Elta DERRI

Purpose of social media marketing among small businesses: case study of albanian market50

Ana UKA & Gesjana KABA

The impact of child abuses and neglect on children's social development: a case study of "Jeronim De Rada" Elementary school64

Eranda HALLUNI (Bilali) & Fatmir VADOHEJ

Preparation of teachers for a successful teaching.....76

Lumnis ÇELA

The Western Balkans on the bumpy road to the EU integration.....86

Sindorela DOLI KRYEZIU

The system of vowels and consonants in the gjakova' s speech discourse.....98

Atakan DERELIOĞLU

Approaches to moral education through self-maturation or self-realization process in the Baktashi order.....114

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

FACTORS AFFECTING STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

Arti OMERI^a & Adela PAJOVA^b

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Nowadays there is a lot of interest on how students get motivated to learn new foreign languages. This research focuses on students' motivation in English language learning. The teachers can also play an important role in motivating their students. The study further observes the reasons why most of the people decide or get motivated to learn and explore English language. The research is mainly focused on one study group, which are the master students at "Beder" university, in Tirana, who have decided to continue their studies on English language teaching. A survey was conducted through questionnaires. After getting the results of the questionnaires, reasons why students decide to learn English and factors that affect their motivation are analysed. Then conclusion and suggestions are given in order to improve students' motivation in English language learning.

Keywords: *Motivation, English language, Teachers, Master students.*

^a Beder University/College, Tirana-Albania, aomeri@beder.edu.al

^b Beder University/College, Tirana-Albania, apajova17@beder.edu.al

1- INTRODUCTION

The multiplicity The main question of this study is: Why should we learn a new language and what are its benefits? Konrad has got the perfect answer to this question, on his online article he mentions some good reason on why should we learn a new language: Firstly, because “it allows you to communicate with new people, helps you to see things from a different perspective, or get a deeper understanding of another culture.

It encourages you to improve as a listener. It even has health advantages, as studies have demonstrated that individuals who talk at least two dialects have more dynamic personalities." (Konrad, 2018). As indicated by Milne, "having the capacity to talk a second language and in addition to your first language is an incredible ability that can open numerous perspectives in your life." (Milne, 2018)

Even though there are so many languages in the world, most of the people, especially here in Albania, choose to learn English. Why choosing English beside all the other languages? There are various articles that are focused on this topic. First of all, “English is a very practical language for business communication and is almost always the preferred choice by international companies as their official language.” (Milne, 2018).

So in the event that you need to prevail in the business world, you should know how to communicate in English. On their website, elc-schools, express that " If you can communicate in English, you won't have to depend on interpretations and captions any longer to make the most of your loved books, songs, movies and TV programs. English is the language of science, of avionics, PCs, discretion, and tourism." (elc-schools, 2013).

So here we understand clearly that without knowing English language we cannot see movies without translation, we cannot understand songs, we cannot use a computer and we cannot go anywhere as tourists. We should keep in mind that “a good command of English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community.”

2- METHODOLOGY

A short questionnaire was handled to the master students of English language. The case study method was used to conduct this research, and the focused group were students. The reason why we decided to use this method is because it “allows investigators to retain the holistic and meaningful characteristics of real life events, such as individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and the maturation of industries.” (Yin, 2009, p. 4)

There was moreover a mix of emotional and quantitative research techniques used on this study. Here there are two short definitions, by Susan E. DeFranzo for a predominant appreciation of the emotional and quantitative strategies. As it stresses to the emotional method, she describes it like a "chiefly exploratory research, used to get a cognizance of shrouded reasons, sentiments, and motivations." (DeFranzo, 2011). While the "quantitative research is used to assess the issue by strategy for delivering numerical data or data that can be changed into usable bits of knowledge. It is used to assess perspectives, emotions, behaviors, and other portrayed factors and aggregate up results from a greater precedent masses." (DeFranzo, 2011)

3- RESULTS

15 students participated by completing the questionnaire. The questionnaire was short. It contained 5 questions and its purpose was to understand the reason why students choose English beside all the other languages. What makes it special? Below the questions and answers are interpreted on diagrams.

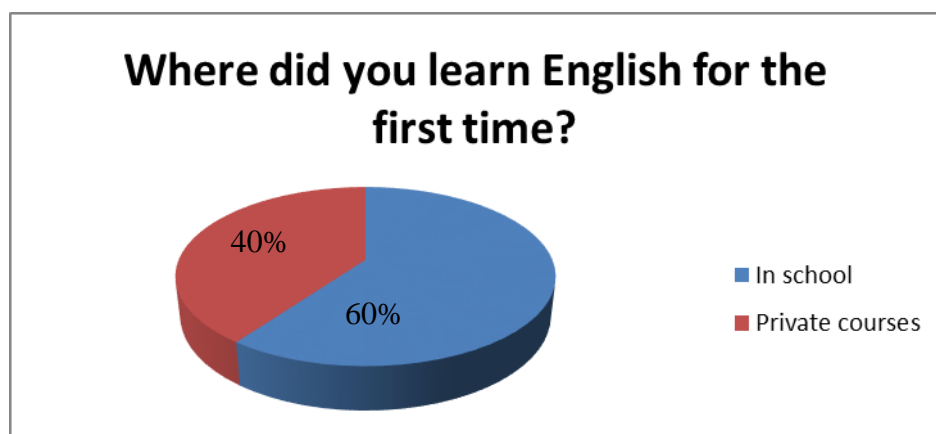
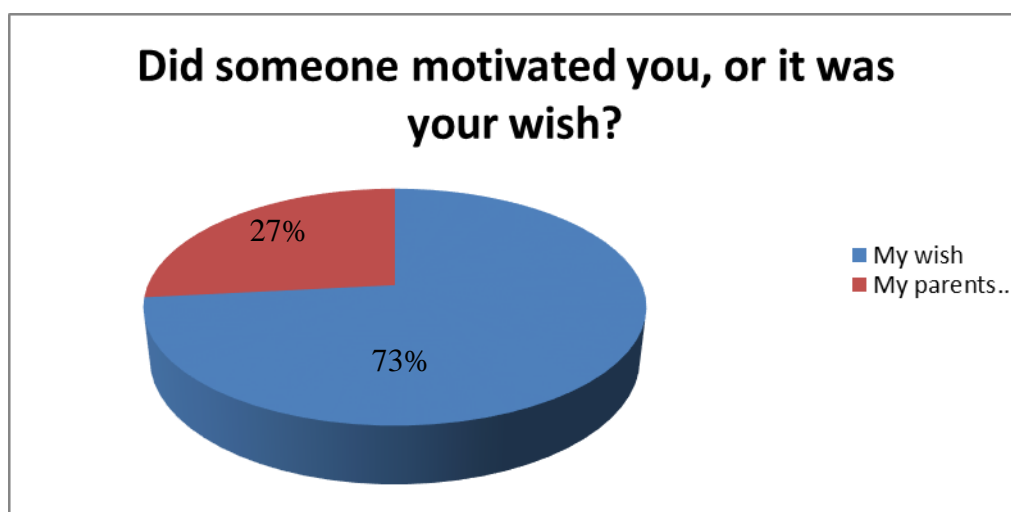


Figure1.

In figure 1 we have the first question; students are asked to write where they learned English for the first time. The majority of them 60% wrote that they learned it in the school, but some other students who were 40% wrote that they learned it from private courses. Since they were young their parents invested on private courses so that their children would learn English language.

**Figure 2.**

In figure 2, there are given the answers on the way they have found the motivation. Were they motivated by someone or it was only their wish to do so? As we can notice, the major part which is 73%, wrote that it was their wish. They choose to study English themselves, and only 27% of them wrote that they were motivated from parents.

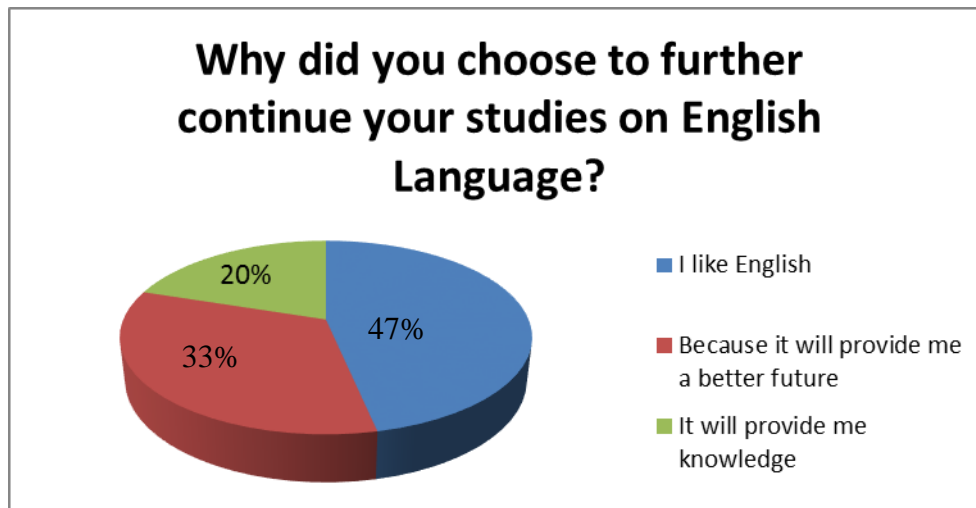


Figure 3.

The first two questions were related with their first steps of learning a foreign language, in this case, English. Then we continue with the other phase of their life, because the master students have chosen to study further the English language and why not to be the future teachers of that language. But what is the reason? Why they choose it? Let's see the answers. 47% of them said that they chose it because they like English, so this means that they are passionate to learn it. 33% wrote that learning English would provide them a better future. Whereas the other part 20% wrote that learning English would broaden their knowledge, because they can learn every detail of the language.

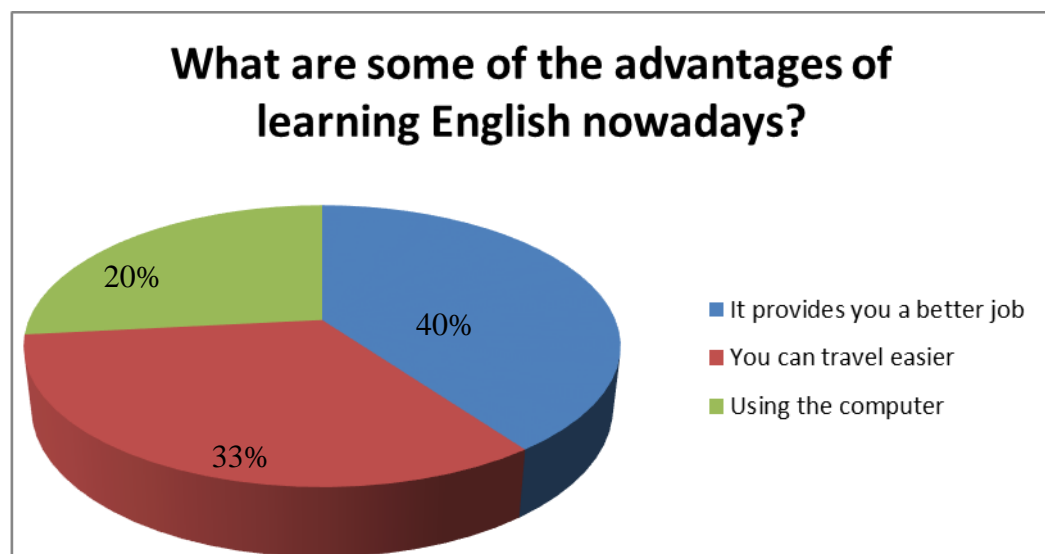


Figure 4.

In the 4th question they wrote some advantages of learning English language nowadays. The major part which is 40%, claimed that if you learn English then you can find a better job, because all the job positions nowadays require a foreign language, especially English. One other reason was traveling. When you go and visit a place like a tourist and you don't know how to communicate with locals, then you can use English, because everyone knows English. In total 33% of the students mentioned travelling, whereas 20% of them wrote that English gives you advantages on using the computer, because everything in the world of technology it is written in English.

The 5th question asked an opinion from the students, whether they would suggest others to study English or not, and 14 out of 15 said "Yes". They would recommend others to study English, because it is a beautiful and easy language for them and it can open so many doors.

4- CONCLUSION

After taking in consideration various online articles that discussed about this topic, and after conducting the questionnaires related to the topic, this study found that learning English language here in Albania, it is becoming a trend and students are passionate to learn it, since the majority of them claimed that it was their wish to study English and they really liked it. As a result, that is the main reason why they chose it. Another important thing to be mentioned is that they really are aware of the benefits and the advantages of learning English. They are aware that learning English will make several things easier such as: finding a job, dealing with technology, and visiting foreign places as a tourist.

It would be recommended for students to be as hard working and as passionate as they can in order to be successful in life, because when you really like what you are doing then you most probably will achieve every goal.

5- BIBLIOGRAPHY

DeFranzo, S. E. (2011, September 16). *Snap Surveys*. Retrieved June 20, 2018, from Snap Surveys: <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/elc-schools>. (2013, September 30). Retrieved July 2, 2018, from elc-schools: <https://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/>

Konrad. (2018, May). *eurocentres.com*. Retrieved June 9, 2018, from eurocentres.com: <https://www.eurocentres.com/blog/5-great-reasons-learn-english/>

Milne, M. (2018, March 28). *wallstreetenglish.com*. Retrieved July 2, 2018, from wallstreetenglish.com: <https://www.wallstreetenglish.com/blog/why-study-english-as-a-second-language/>

Yin, R. K. (2009). *Case study research: Design and Methods*. USA: Sage inc.

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

THE ROLE OF INCLUSIVE EDUCATION IN STUDENTS WITH LEARNING DIFFICULTIES AND THOSE WITH NORMAL INTELLIGENCE IN KOSOVA

ALMA LAMA^c

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Inclusive education as a great deal in all countries around the world aims to treat everyone the same, have equal opportunities for all children regardless of disability, race, sex, religion or any other diversity. Inclusive education involves also the designing of our class, the way we teach, the teaching methods, the strategies and techniques, the tools we use, programs and other activities where all students participate together. Education in Kosova has changed in last two decades and the Ministry of Education and Technology has made it possible that education in Kosova should be in line with modern education trends so all students that encounter any learning disability have to be integrated into a society through inclusive education. As of this fact, this paper aims to explain the taken steps of implementing Inclusive education in Kosova school, the benefits of it and how does it affect students with special learning difficulties and those with normal intelligence.

Keywords: *inclusive education, learning difficulties, intelligence, Kosova, disability*

^c South East European University, Macedonia, www.seeu.edu.mk

1- INTRODUCTION

In the past, in Kosova, children with mild and moderate specific learning difficulties (SpLDs) were learning together with those with severe physical and intellectual disorders. They were all placed in a so called “special need class”.

As a result, the children with mild and moderate specific learning difficulties (SpLDs) have remained isolated from the society and they were not given an opportunity to socialize or benefit from non disabled students and they haven’t been ready to join the larger or heterogeneous communities in which they could live and work as they grow up.

It is a fact that special education in Kosova has been running since 1950 but the education in these special classes was offered for a small number of children, considering the small number of schools and the non-professional staff.

Since 2000, there were great changes that took place in Kosova education and one of those was to include mild and moderate specific learning difficulties (SpLDs) cases in regular education.

This idea was encouraged by Ministry of Science and technology (firstly under the governing of UNMIK), some international organizations such as Save the children, Finnish Support to the Development of Education in Kosova (known as “FSDEK”), Unicef, Handikos, etc.

Today, Ministry of Education in Kosova continually tries to implement the best practice and this practice normally involves teachers as they are asked to educate all students in inclusive classroom but also the parents and community.

Since every child has a right on education, inclusive education has become an integral part of all policies of the Ministry of Education, Science and Technology in Kosova.

2- WHAT IS INCLUSION?

Inclusion is understood as a strategy that students with learning disabilities should be integrated into the regular education classroom therefore Ministry of Education together with its cabinet made it possible that education in Kosovo should be in line with modern education trends so these students have to be integrated into a society through inclusive education.

UNESCO (2009) elaborates on what an inclusive education system should be in the following statement: “An ‘inclusive’ education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities.”

Since every child has a right on education, inclusive education has become an integral part of all policies of the Ministry of Education, Science and Technology in Kosovo. Ministry of Education in Kosovo continually tries to implement the best practice and this practice normally involves teachers as they are asked to educate all students in inclusive classroom.

Research has shown that all inclusive classes contribute to the idea that students with learning disabilities should be part of regular classes and provide assistance when necessary or when the lesson is hard to comprehend.

According to strategic educational plan of inclusion in Kosovo 2011-2016 it has resulted in significant changes in the lives of thousands of children, parents and teachers across Kosova. Educational Strategic Plan has been a powerful tool in developing different sectors of primary education (access to education, quality of education, capacity building, etc) in the country. However, Educational Strategic Plan is being still implemented on the educational system as unfortunately there are still barriers to learning and as a reason for this is that disability issues have had a low priority in the overall developmental plan.

However, before any school can implement a program, they need reliable evidence that the new program will work as it is strongly related to people’s attitudes whether they are positive or negative as this results on its effectiveness.

In order to improve the inclusion program, the school should provide appropriate training so everyone involved find the school a place that is fun to be.

3- UNDERSTANDING THE TERM LEARNING DISABILITIES VERSES TYPES OF LEARNING DISABILITIES

There is no single interpretation or consensual definition of the terms 'learning difficulty' and 'learning disability', but different dictionaries appear to have adopted their own definition of the term.

The word *difficulty* meaning as *an obstacle* and the word *disability* meaning *something that incapacitates*; these terms cover a multidisciplinary nature of the field, but all of these terms can be understood as difficulties in academics achievements.

And we can define the learning disability as a significant, lifelong condition that starts before adulthood and affects development and leads to help being required to understanding information, learning new skills and cope independently.

So, although there are different definitions of the term “learning disabilities (LD)” and as a result it can confuse a parent, a teacher or a professional, they all stay under an “umbrella” term describing a number of specific learning disabilities.

The concept of this expression is based on problems such as hyperactivity, poor individual performance, difficulties coping accurately from the given sample, disorganized thinking, impulsive behavior, poor peer relationship, difficulty on making decisions, inappropriate behaviors with others, low tolerance for frustration, problems with reading comprehension, listening difficulties like problems of picking up key points, writing problems, speaking problems where there might be delays in speaking due to developed disorder, social problems, time management problems but it is worth of mentioning that not all of ld children will have all of these problems. These are gathered in terms of children with dyslexia, children with Dyspraxia, Dyscalculia, Dysgraphia, Auditory Processing Disorder (Apd), Language Processing Disorder, Non-Verbal Learning Disabilities Etc

4- INCLUSION ABROAD AND KOSOVA

In USA, during the 19th and 20th centuries, students with learning disabilities received an education separate from nondisabled students.

Today, students take advantage of full or partial inclusion throughout the United States in multiple school systems. Schools that offer partial inclusion allow students to participate in classrooms with nondisabled students for the majority of the day. If a student needs services that may disrupt the class, they are taken to another classroom to complete their lessons for the day.

For example, if the student requires intensive speech therapy, the school sets aside another room for special needs students to complete their courses. Full inclusion means

that students participate all day and classes with nondisabled students. In general, school systems attend to the needs of students who have mild or severe learning disabilities.

Over the past 20 years, the idea of inclusion education has faced multiple challenges.

Issues of assessment to determine student progress, academic training in special needs for teachers and the introduction of technology into school systems, have each influenced progress.

One of the major changes in inclusive education was the involvement of the federal government during the 1960s. President Kennedy's interest in how students with learning disabilities were educated laid the foundation for governmental support. Today, associations, education administrators, parents and public school systems work to develop positive learning environments and access to effective education for learning-disabled students around the country.

5- THE LAW ON INCLUSION EDUCATION IN KOSOVA

According to the Law on Pre-university education in the Republic of Kosovo, Article 3, in 2011, the government designed the law which aims to provide all children with equal rights to education in accordance with their abilities and specific needs and at the same time it provides services efficiently, effectively, flexibly, inclusively and professionally in order to advance their educational and social development.

The law has the articles 40, 41, 43 and 44 which regulate the education of children with special needs. In the framework of it there are drafted 7 administrative instructions for special needs education. Work has continued with the documents drafted, in meantime they have the principle of inclusion as one of the basic principles in Kosova curriculum framework (KCF) 2010.

6- METHOD

This study is an empirical research and includes methods and techniques concerning the issue of all inclusive education in Kosova, then some factors that helped this movement to educate students in inclusive classroom, models of how an inclusive classroom should look like, the value of all students, the attitude of regular students and

regular teachers when placing students with specific learning difficulties into a regular classroom.

At the same time, it identifies challenges encountered by teachers in managing children with special learning difficulties in Kosovo although these difficulties could be a result of a disorder, it could be a family problem, he or she could be a victim of an abuse, he or she could be bullied etc.

6.1- METHODS USED INTERNATIONALLY

There is a progress in terms of creating and improving methods and approaches which aim to increase the system's ability to respond to learners' diverse needs without the need to categorize and label them.

Inclusion can be organized in different ways and on various levels, yet, it is the group of educators who need to manage and expand the variety of needs inside their school and classes and need to set up the educational programs so all the requirements are adequately met.

According to researchers, the best strategies and techniques used so far in inclusive education are:

- Co-operative teaching
- Co-operative learning peer tutoring
- Collaborative problem solving
- Heterogeneous grouping
- Effective teaching
- Home area system
- Alternative ways of learning

All of these methods attempt to reveal, analyze, describe and disseminate information on effective classroom practice in inclusive settings. The researchers show that these approaches appeared to be effective in primary schools also contribute to effective inclusion in secondary schools.

6.2- METHODS USED REGIONALLY

Thousands of primary school teachers in Kosova, continually are learning what methods, techniques and strategies to use in primary and secondary schools.

In Kosova, together with inclusion education came along different teaching methods which have helped to develop the teaching styles and integrate students with effective classroom management skills and in this case, these teaching methods have helped teachers to learn what works best for their students.

Although they are continually working on how to instruct their students more effectively that enables them to get quick feedback and see if they understood the lesson, the methods that are used in Kosova are depended on the subjects that teachers teach and also the students.

Forms of teaching that are being practiced in Kosova in an inclusive class are:

- Lecture style
- The demonstrator style
- The activity style
- The blended method
- The pair and group work

The existed ones, such as lecture style where is one-way presentation, is being used for the second part of the class mostly in subjects such as history, civilization etc where they lecture on dates, key facts, names etc.

The demonstrator style, on the other hand, is similar to a lecture style but involves multimedia presentations, activities and this style gives teachers the opportunity to incorporate a variety of formats. This method is used in Maths, Physics, Chemistry subjects.

Besides these methods which keep the teachers more in the center, there are also other methods that teachers in Kosovo use to keep students involved and those are such as the activity style which promotes self-learning and helps students, develop critical thinking skills that leads them to find answers through exploration.

Then the blended method that meets the teacher's personality and interests with students' needs is the method that is fitting best in inclusive classes as it enables teachers to accommodate their styles to student needs and appropriate subject matter.

Pair and group work also develop debate and creative writing where the role of the teacher is more an observer rather than a traditional authority figure etc.

So, these forms continue to implement creative techniques, illustrations, animation and role play depending on the learning unit which can be summarized in:

- Communicative language teaching method (CLT) which emphasized interaction as an ultimate goal of the study.
- Task-based learning together with brainstorming – where students perform a series of activities as steps toward successful task realization.
- Lecture with discussion and group discussion
- Direct teaching method – here students make direct associations between objects and concepts that correspond in target language
- Cooperative teaching method – here even students are of a mixed levels of ability, they are arranged into groups and rewarded according to the group success.

Although these teaching methods are well-suited for teaching subjects, in general, it is difficult to accommodate students' individual needs in inclusive classrooms if we use one specific method.

7. CONCLUSION

Knowing that our duty as teacher is to find and embrace the strength in inclusion classroom, through strategic plan of education in Kosova we see the strategies that has been used we have to work together with the ministry of education and ask for any strategic plan that they have so far, analyze and study closely what was done, to what stage family also participated, what challenges did teachers face and see the benefits of it and how does it affect students.

Lack of learning environment, tools, curriculum structure as sometimes it is hard to follow the curriculum because children want to do something else, Children with

specific learning difficulties cannot progress the same way as those with normal intelligence. They need time to learn and to practice; every child in the class has his or her own difficulties in learning. Their learning capability is much different from those with normal intelligence but according to Gilhool T.K. 1989 “The right to an effective education”, he states that when Students with Specific Learning Disabilities (SpLDs) attend classes together with classmates who do not have learning disabilities, good things happen.

Therefore, inclusive education has been proven to enable students to achieve their full potential to understand cognitive, emotional, social, creative, etc. skills. But in order for all of this to make sense, we should promote quality in the classroom and in education as the changes will be needed at all levels of education and with this initiative we can say that the comprehensive class will be able to provide an opportunity for a wide-ranging working method and applying the learning to be individually tailored as needed so that no student is left out of school.

In Kosovo, many students have specific learning difficulties (SpLD) for an unknown reason. Although teachers are facing a lot of challenges to teach students with SpLDs together with students with non- SpLDs in a regular classroom, yet inclusive education is the benefit of all and is serving as a linking bridge to connect these two groups so they can help integrate each other in a positive way in many dimensions.

7- BIBLIOGRAPHY

Bandura, A., Adams, N. E., Hardy, A. B., & Howells, G. N. (1980). Tests of the generality of self-efficacy theory. *Cognitive Theory and Research*, 4, 39-66. Retrieved September 21, 2008, Wilson Web Database.

Bandura, A. (1986). Social foundations of thought and action: A social-cognitive view. *Englewood Cliffs, NJ*: Prentice-Hall.

Collins, L. & White, G. P. (2002). Leading inclusive programs for all special education students: A pre-service training program for principals. *Exceptional Children*, 32, 102--1110.

Bookhart, P.Y. (1999). *Perceptions of an inclusive program by secondary learning disabled students, their teachers and support staff*. Ed.D. dissertation, Virginia Polytechnic Institute and State University, United States -- Virginia. Retrieved October 12, 2008, from Dissertations & Theses: Full Text. (Publication No. AAT 9946077).

Chalmers, L., & Faliede, T. (1996). Successful inclusion of students with mild/moderate disabilities in rural school settings. *Teaching Exceptional Children*, 24, 22-25.

Choate, J.S. (1997). Successful inclusive teaching. *Needham Heights, MA*: Allyn & Bac

Darling-Hammond, L., Chung, R. & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach? *Journal of Teacher Education*, 53, 286-302. Retrieved March 13, 2009, Wilson Web Database.

Wisniewski, L., & Alpher, S. (1994). Including students with severe disabilities in general education settings: guidelines for change. *Remedial and Special Education*, 15(1), 4-13.

Wood, M., (1998). Who`s job is it anyway? Educational roles in inclusion. *Exceptional Children*, (64) 2, 181-195.

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

MODERN STYLE & THE CONTRIBUTION OF VIRGINIA WOOLF IN THE DEVELOPMENT OF STREAM OF CONSCIOUSNESS

Flutura BOCI^d

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Modernist literature had captured the social and historical ramifications of the late 19th and beginning of the 20th century in Europe through its content and form. The contents of the Modernist Literature had to do with general issues of modernity. Modern writers would find expression in new techniques and a new form for these complex issues.

Virginia Woolf was a great English novelist and essayist, regarded as one of the most important modernist figures of the twentieth century who has contributed significantly to the development of modern novel in both theory and practice. She abandoned traditional fictional devices and formulated her own distinctive techniques. They serve as an excellent sample in analyzing Woolf's literary theory and her experimental techniques. This paper deals with the use of modern Stream of Consciousness literary techniques: indirect interior monologue and free speech.

Keywords: *modern style, modernist literature, stream of consciousness, interior monologue, virginia woolf*

1- INTRODUCTION

From day to Modernist literature had captured the social and historical ramifications of the late 19th and beginning of the 20th century in Europe through its content and form. The contents of the Modernist Literature had to do with general issues of modernity.

^d Faculty of Foreign languages, University of Tirana, Albania, fluboci@hotmail.com

Modern writers would find expression in new techniques and a new form for these complex issues.

Sociologist George Simmel summarized the general thematic issues of modernist literature: *"The deepest problems of modern life derive from the individual's claim to the autonomy and individuality of its existence, in front of social forces, historical heritage, foreign cultures and the technique of life".^e*

Modernist literature developed a style that could be characterized by the preoccupation of stylistic innovation, formal fragmentation, multiple perspectives, and alternatives to traditional narrative forms. Modernist writers were more aware of the objectivity of the surrounding environment than their predecessors. Thus, modern literature is characterized by such thematic issues: the division of social norms and cultural guarantees, the shifting of its meaning and sense from the normal context, the appreciation of the desperate individual faced with an uncontrollable future, the frustration, the Stream of Consciousness and the Free Indirect Speech. This literary movement often goes beyond the limitations of the realistic novel with a concern for more important factors such as historical and social changes. This is shown, for example, through The Stream of Consciousness technique. This is a technique of fiction that describes the feelings and thoughts of the characters or the human minds. It has been applied by many novelists such as James Joyce and Virginia Woolf. Examples can be seen in the works of Virginia Woolf as *"Mrs. Dalloway"*, *"To the Lighthouse"*, at *"Ulysses"* of James Joyce, at *"Flowering Judas"* by Katherine Porter, *"The Sound and the Fury"* by William Faulkner etc. As a modernist writer, Virginia Woolf was an innovator of stylistics about The Stream of Consciousness technique. Her novels include *"Mrs. Dalloway"* (1923) *"To The Lighthouse"* (1927), *"Orlando"* (1928), and *"The Waves"* (1931). She is well-known for her famous saying, *"In order for a woman to write fiction she must have two things, certainly: a room of her own (with key and lock) and enough money to support herself."* From her essay (A Room of One's Own essay) (1929).

^e Georg Simmel (1903) *Die Grosstädte und das Geistesleben*, translated to *"The Metropolis and Modern Life"* by Kurt Wolff in: D. Weinstein ed (1950). *The Sociology of Georg Simmel*. New York: Free Press, 1950, p. 409.

Virginia Woolf uses the narrative technique of "Stream of Consciousness" in most of her novels. Her fictional style of writing is a narrative technique that deals with the flow of ideas, thoughts, feelings and perceptions. Woolf tried to decipher the conscience of the characters.

During the 19th century, realistic literature has so many literary forms that are related to the characterization of conscience. Therefore, the style of writing was focused more on the social and political problems that Woolf had refused from some literary traditions in favor of a more personal meaning in order to go deep into portraying the inner nature of the characters through the new form which was called : "Stream of Consciousness Technique".

1.1- WHAT IS VIRGINIA WOOLF'S CONTRIBUTION TO THE DEVELOPMENT OF THIS LITERARY TECHNIQUE?

By basically relying on the concept of the New Criticism School of "Detailed Reading"^f to analyze the passages representative of the ways in which Virginia Woolf describes the flow of thoughts of her characters. We also use the psychoanalytic approaches to interpret the meaning of the flow of thoughts.

2- GENERAL FEATURES OF THE MODERN PERIOD.

2.1- MODERNISM

The characteristic of modernity is self-awareness. This self-consciousness often led to experiments with the form and the actions that attracted attention to the processes and materials used. This movement, originally in the 20th century, kept the term "avant-garde" until the emergence of the word "modernism" with some new changes and meanings. Also, this is a special period in which the description of the inner world or the symbolic landscape means deforming the inner world against the realistic representations of the outside world from the point of view of a physical and historical experience. On the other hand, the term modernization exists in the form of a desire to

^f **New Criticism** was a formalist movement in literary theory that dominated American literary criticism in the middle decades of the 20th century. It emphasized close reading, particularly of poetry, to discover how a work of literature functioned as a self-contained, self-referential aesthetic object. The movement derived its name from John Crowe Ransom's 1941 book The New Criticism.

erase any influence from the past in the hope of reaching at least one point that can be called a true present, a point of origin that marks a new departure .

In the field of philosophy, that means the creation of a new style of writing or a new form which is self-expression and is related to the aesthetic practice of modernity. This term is a reaction of The Stream of Consciousness technique in this period.

3- THE STREAM OF CONSCIOUSNESS

3.1- GENERAL DEFINITION

The The Stream of Consciousness is a style of writing that is represented by many great authors during the modern period in which it is reflected the flow of thought and feelings of the characters. According to literary criticism:

The Stream of Consciousness is a literary technique that seeks to portray an individual's point of view by giving the written equivalent of the person's thought process. Moreover, this literary technique of writing is often linked to the modernist movement by some novelists such as: James Joyce and Virginia Woolf. This technique is defined as the continuous flow of ideas, images, thoughts and feelings of the characters in order to penetrate deep into the human mind without any stoping sign.

The Stream of Consciousness: A term invented by William James in the *Principles of Psychology* (1890) to determine the course of inner experiences. Already a term almost indispensable in literary criticism, it refers to the technical one that seeks to describe the variety of thoughts and feelings that pass through consciousness.

William James gives a description of the Stream of Consciousness as a certain moment in which a human mind gets a long train of thoughts and ideas without any

interruption by the use of the usual methods of description and conversations as follows:

"The description of the association of ideas, impressions, sensations, and memories in a free

way that can pass through someone's mind at any given time. "

In addition, William James describes the mind within this narrative technique and writes:

*"Now we are seeing now hearing, now reasoning, now recollecting, now expecting, now loving, now hating, and in a hundred other ways we know our minds to be alternately engaged."*⁸

Moreover, our thoughts often do not follow any logical sequence, but they rather jump from one subject to another, so the ideas overlap closely, fragments of thought and sentence, and lack of punctuation are constantly encountered in the stream of consciousness writing.

On the other hand, Virginia Woolf, a great novelist who has been studying the individual's awareness, wrote: *"While I was moving from one room to another, I wrote hundreds of thoughts that came to my mind collectively."* It focuses more not only on the nature of human psychology, but also on the nature of human communication and relationships, as most of the events take place in the minds of the characters, with few dialogues and verbal confessions.

For example, this psychological dynamic is seen in the following passage from Virginia Woolf's novel *To the Lighthouse*:

But what have I done with my life? Thought Mrs. Ramsay, taking her place at the head of the table, and looking at all the plates making .White circles on it. "William, sit by me," she said. "Lily," she said, wearily, "over there." They had that -- Paul Rayley and Minta Doyle -- She, only, this -- an infinitely long table and plates and knives. At the far end, was her husband, sitting down, all in a heap, frowning. What at? She did not know. She did not mind. She could not understand how she had ever felt any emotion or affection for him. She had a sense of being past everything, as she helped the soup, as if there was an eddy -- there -- and one could be in it, or one could. be out of it, and she was out of it. It's all come to an end, she thought, while they came in one after another, Charles Tansley -- "Sit there, please," she said -- Augustus Carmicheal -- and sat down. And meanwhile she waited, passively, for someone to answer her, for something. to

⁸ William James-The Stream of Thought. Album: The Principles of Psychology, CHAPTER IX.[1]

happen. But this is not a thing, she thought, ladling out soup that one says. Raising her eyebrows at the discrepancy -- that was what she was thinking, this was what she was doing -- ladling out soup – she felt more and more strongly, outside that eddy; or as if a shade had fallen, and, robbed of colour, she saw things truly."^h

James Joyce is also considered to be one of the great literary pioneers of the twentieth century, who was one of the first writers who had a widespread and compelling use of this narrative technique, a technique used in writing *"A Portrait of an Artist As A Young man"* (1892), mainly at the opening and in Chapter 5, sometimes makes reading difficult, yet with some effort the most troubled perceptions of the Stream of Consciousness can be crystallized in a coherent and sophisticated portrayal of the character's experience.. The temporary time sequences of events have been replaced by the accompanying and spatial order. William (1892, p. 3) said:

*"The universal conscious fact is not 'feelings and thoughts exist,' but 'I think' and 'I feel.' No psychology, at any rate, can question the existence of personal selves. Thoughts connected as we feel them to be connected are what we mean by personal selves. The worst a psychology can do is so to interpret the nature of these selves as to rob them of their worth."*ⁱ

So if personal awareness is a multitude of thoughts in every human being, every one's mind is unknown to another; they can not recognize themselves as well as they think

4- THE INTERIOR MONOLOGUE

The Stream of Consciousness is a new style of writing that uses two techniques "Interior Monologue" and "Free Indirect Speech" in order to be represented. The interior monologue is a narrative technique that records the thoughts, feelings and emotions of the human mind by using the "I" pronoun.

Lodge (1992, p. 42) states that: *"The interior monologue is the use of "I" and "We" as the subject. The inner monologue, or otherwise cited, is the flow of verbal perceptions of the character. Being thus limited, the interior monologue can not fully represent the*

^h *The Selected Works of Virginia Woolf- To The Lighthouse, p.309, Wordsworth Editions, 2007 - Canon (Literature)*

ⁱ *James Joyce, A Portrait of an Artist as A Young man", p.3, Wordsworth Editions, 1992*

flow of character's consciousness. The interior monologue depicts the characters in silence with themselves and cites their inner conversations, often without doing so by means of speech signs."^j

5- FREE INDIRECT STYLES

Free Indirect Speech or Free Indirect Style is another technique by which The Stream of Consciousness was represented; this narrative technique refers to ideas or expressions of imaginary characters. Indirect Free Style conveys thoughts in the form of a fictitious lecture (in the third self, in the past), but adheres to the vocabulary type, fits the character and wipes some of the labels as "*she guessed*," "*she asked herself*", etc

Moreover, the indirect Free Style differs from the inner monologue, because it represents the thoughts of the characters without using the first personal pronoun "I", but using the third personal pronoun.

5.1- VIRGINIA WOOLF'S CONTRIBUTION TO THE DEVELOPMENT OF STREAM OF CONSCIOUSNESS

The Stream of Consciousness is a narrative technique that has been developed by many writers, essayists, and novelists, but Virginia Woolf is considered as the predecessor of this style.

Influenced by works of French writer Marcel Proust and Irish writer James Joyce, Woolf tried to create a literary form that would convey the inner world. Therefore, she elaborated further this technique.

Virginia Woolf was a great English novelist and essayist, regarded as one of the most important modernist figures of the twentieth century. She was considered a famous novelist during the 20th century by using the fictional style of writing the stream of consciousness, while portraying her character's consciousness. She also wrote so many different literary works using this narrative technique. Just as many other writers Virginia Woolf had thought about her works, what would happen to her works after her

^j Lodge, David. *The Art of Fiction*. London: Penguin books, p.42, 1992.

death, she thought she would be forgotten and her works would lose value with the passing of time .

This fear pushed her to be more qualified in her writings; she used much more consciousness in her novels, which helped her to develop The Stream of Consciousness. Woolf used this narrative technique for the first time in her third novel titled "*Jacob's Room*", in which she focuses on the consciousness of her characters. Then to "*Mrs. Dalloway*" her fourth novel, in which she further developed Stream of Consciousness technique. Later, she used this technique in "*To The Lighthouse*," and "*Waves*." "*Mrs. Dalloway*" is considered her most eloquent novel in which she has mastered the form and became known because of the use of The Stream of Consciousness technique. This narrative technique has been developed within the framework of this work. The study of the character's consciousness is considered as the most important concept of the modern style of writing as Lodge's points out .Woolf shows an introspective, analytical, and reflective point of view ,which is valued by Lodge. It is through the tunnelling and the stream of consciousness narrative that these qualities become evident. There are other three techniques that are related to each other and the modern style of writing: the first is the open or the ambiguous ending, the second one is that of the aversion of the chronological ordering and the absence of reliable, omniscient narrator .^k Woolf in this novel uses a revelation that follows its way freely inside and outside the mind of the characters.

When we read at the biography of Virginia Woolf about her personal life, Woolf has the alienation, isolated lifestyle in the sense of evaluating her life from her own mind. How can we understand that Woolf's influence related to her own stream of consciousness? She was not satisfied with the real life that gives a stable, limited description and saw the life is meaningless as it appears in front of our eyes, observing the reality and obeying the norms of society. "*What is the meaning of life? That was all- a simple question; one that tended to close in on one with years, the great revelation had never come. The great revelation perhaps never did come. Instead, there were little daily miracles, illuminations, matches struck unexpectedly in the dark; here*

^k Malcolm, Bradbury and James Mcfarlane. *Modernism: A Guide to European Literature*. England: London: Penguin Books, p.481, 1976.

was one." In her other major work titled *To The Lighthouse*, she criticizes the contemporary patriarchal society by exploring the inner life of her female characters. The two main female characters in the novel, Mrs Ramsay and Lily Briscoe, both represent different views on life and follow different paths on their search for meaning. The dynamics between the characters are expressed more completely by their thoughts than by their words. The light dialogue serves to break up the transitions in perspective. By blending people's inner feelings and keeping dialogue to a minimum, Woolf develops her many-dimensional characters in a unique and unforgettable way. In her other work "*Mrs. Dalloway*", she perfectly used this technique by putting herself inside of the main character, reflecting her need to go beyond the limitations of the realism in the novels of her Edwardian precursors, such as Wells, Bennett and Galsworthy, and find a more artistic, sensitive and meaningful way to represent character. The stream of consciousness specifies what a person thinks about something and how he/she perpetuates their vision and the ability of commenting by using the observable facts. Woolf supports this idea by saying that it is insufficient, unsatisfactory and unconvincing for the readers to illuminate them when a modernist text is explained by only external reality. This means that she had been able to master successfully the use of The Stream of Consciousness.

6- BIBLIOGRAPHY

- Hamilton, G. (2004). *Modernism and its Metaphor*. London: Penguin Books, 2004
- Hoff, M. (2018). *Virginia Woolf's Mrs. Dalloway: Invisible Presences*. Oxford University Press.
- Joyce, J. (1992). *A Portrait of the Artist as a Young Man*. 1916. *A portrait of the artist as a young man and Dubliners*, 1-225.
- Lodge, D. (1992). *The Art of Fiction*. London: Penguin books.
- Malcolm, B. & James M. (1976). *Modernism: A Guide to European Literature. England*: London: Penguin Books.
- William J. (1890). *The Principles of Psychology*.
- Woolf, V. (2001). *To The Lighthouse*. New York: Harcourt, Inc.
- Woolf, V. (1996). *Mrs. Dalloway*. London: Penguin books.

LISTENING COMPREHENSION PROBLEMS AND DIFFICULTIES OF HIGH SCHOOL EFL STUDENTS

Selma HADZISMAJLOVIC¹ & Ceylani AKAY^m

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Listening is considered to be the most powerful tool accessible, both in academic contexts and in daily life - in other words, listening ability has been shown to be very effective for foreign language learning. However, it has been neglected to a large extent until the mid-1980s. With the increasing popularity of communication in language learning and teaching, more attention has been given to listening in language programs recently. The present study was designed to examine listening problems and difficulties of high school EFL students in Bosnia and Herzegovina. To determine the problematic areas of listening, the following sections were used: process, input, listener, task, affect and context factors. The data was collected by means of questionnaires and analyzed in SPSS. The results showed that participants experienced greater difficulty about the context but less about the process. Moreover, the analysis revealed that respondents used top-down processes effectively unlike bottom-up models. Affect and context factors were reported to have low internal consistency. Suggestions were provided to overcome difficulties in the listening comprehension activities.

Keywords: *listening strategies, listening comprehension, listening problems, top-down model, bottom-up processing, listening process.*

¹ International Burch University, Sarajevo, Bosnia and Herzegovina, selma.hadzismajlovic@gmail.com

^m International Burch University, Sarajevo, Bosnia and Herzegovina, ceylani.akay@ibu.edu.ba

1- INTRODUCTION

Nowadays Among the four language skills, research on listening has gained relatively limited coverage in scientific works worldwide. Nevertheless, after the 1980s, it has evolved as vital and fundamental skill. In a broader and critical sense, it is both teachers' and students' major area of concern. The effective listening is essential for academic performance and achievement, prosperous career and successful communication and comprehension. It still remains the least understood skill for many language learners.

Listening is a complex process through which people attain deeper knowledge, perception and understanding of their education (Guo and Wills, 2006, p.3). It is a fundamental skill and principle for achieving desired comprehensible language input and principal constituent for providing linguistic environment and acquisition. Viewed as a growing trend, listening skills are valuable for several reasons:

1. They provide input for language learners;
2. As an input skill, they are ingrained into every aspect of language development;
3. They are basic building blocks for developing the remaining three language skills;
4. They are responsible for spoken language success (Rost, 1990).

The significance of listening varied profoundly. Most of the contemporary language teaching methods focus on listening skills as an important area of language learning.

Strategies are defined as high-level plans or actions taken to determine how the task is administered and assessed. Buck (2001) mentioned two different types:

1. Cognitive strategies – input is stored in either working or long- term memory
2. Metacognitive strategies - "conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies" (Buck, 2001:104).

As for the listening problems and difficulties, Ur and Underwood reported following:

1. Perception – failure to recognize familiar words;

2. Predictions- lack of knowledge on common expressions, idioms, collocations etc;
3. Unfamiliar sounds;
4. Different accents - with English being a global language, distinctions between them depend solely on how familiar language learners are with the sounds they hear every day;
5. In-depth perception of visual clues to guess the meaning (Ur, 2007, Underwood, 1987)

2- LITERATURE REVIEW

Considerable attention has been paid recently to the importance of listening in language classrooms - it forms the basis for SLA and for exposure learners have to input (Rost, 2001). The ability to understand the complexity of listening involved a step-by- step process of getting familiar with listening comprehension and bottom-up and top- down views. Listening comprehension is characterized "as a highly complex problem-solving activity" (Byrnes, 1984). In selecting appropriate methods for teaching listening comprehension, teachers adopted exposing students to English sounds and communication with native speakers. Listening comprehension is anything but a passive process - rather, it is viewed as an active, ongoing activity. According to Anderson (1990), founder of a cognitive theory, listening comprehension comprised three stages such as perceptual processing, parsing and utilization characterized by association and repetition. In addition, Chamot (1990) mentioned declarative knowledge (with the emphasis on vocabulary) and procedural knowledge (metalinguage is required for comprehension).

The complexity of listening process is rooted in perception, comprehension and top-down and bottom-up models. The only connection between these is through attention and memory mechanisms, thereby making "spoken input sensible" (Vandergrift, 2007). Bottom-up model involved knowledge and presence of linguistic clues for comprehension while top-down processing emphasized contextual clues and general knowledge. However, definition of the two processing models underwent changes and modifications over time. For instance, Lynch and Anderson's (1998) definition of bottom-up processing involved text-based processes. Other authors suggested that the

key to successful listening lies in having a balance between two models but still bearing in mind that the exact nature of that balance is dependent upon various factors (Flowerdew and Miller, 2005, Vandergift, 2007). The significance of teaching listening comprehension can be seen in listening lessons as "vehicles for teaching elements of grammatical structure and allowing for new vocabulary items to be contextualized within a body of communicative discourse" (Morley, 2001, p.70).

3- METHODOLOGY

The study aimed to examine the perceptions of high school students in Bosnia and Herzegovina about the difficulties during listening lessons. Methodological procedures, the description of participants and instrument, data collection and data analysis steps are presented below.

The study was conducted among 200 high school students who are exposed to English for at least six years, and with various proficiency levels ranging from high to low. The respondents included first, second, third and fourth grade students. There were 136 female participants (68%) and 64 male participants (32%).

A questionnaire, suitable data collection tool consisting of a series of questions, was designed for the purpose of collecting information from participants – in other words, for surveying a large population. The first part of the questionnaire involved students' background information (English language and Secondary school GPA, age etc.). Next, they were provided with 24 Likert-type statements determining difficulties encountered during listening lessons.

To ensure the clarity of questions and statements, the questionnaire has been put into test. After the revision, some similar and ambiguous items were deleted or clarified. The study was conducted after the approval of the school administrations. The participants were in high demand of completing the survey and evaluating its structure and content.

The internal consistency reliability of the items was measured using Cronbach's alpha coefficients. One-way ANOVA was performed to explore differences in the difficulties reported by the participants based on experience, gender, student's English language GPA.

3.1- RESEARCH HYPOTHESES

H01: There are no significant differences in the difficulties encountered by students in listening comprehension based on years spent in learning English.

H02: There are no significant differences in the difficulties encountered by students in listening comprehension in terms of gender.

H03: There are no significant statistical differences in the difficulties encountered by students in listening comprehension considering their English Language GPA.

In this study, most common listening problems that the high school students in Bosnia and Herzegovina encountered during listening lessons are discovered.

4- FINDINGS AND ANALYSIS

The items in the questionnaire included six different factors:

1. Process (1, 2, 3, 6, 7, 8, 9)
2. Input (10, 11, 12, 13, 4, 5)
3. Listener (13, 14, 15, 16, 18, 19)
4. Task (20, 21)
5. Affect (22, 23)
6. Context (24)

Table 1 shows the internal consistency reliability for the total 24 items of distinct factors. The alpha coefficient for seven items (process) is .709, indicating high reliability; in other words, a reliability coefficient is considered acceptable. For the next five items (input), internal reliability coefficient is .561 – alpha coefficient indicates moderate reliability. The following factor labeled listener (comprises 6 items) has a reliability coefficient of .744, suggesting that the internal consistency of the items is relatively high and acceptable. As for the task (consisting of two items), the alpha coefficient indicates moderate reliability (.610). For the last two factors, namely the affect (.179) and context (.159), alpha coefficient indicates low reliability.

One-way ANOVA was performed to determine the differences in the difficulties in terms of the students' language learning years. A hypothesis was accepted at $p < .05$

level. No significant differences were found in the difficulties encountered by students in listening comprehension considering their language learning years. A statistically significant difference was found in the factors labeled input and affect. No significant differences were found among students having different years of studying English in terms of difficulties represented by factors labeled process, listener, task and context.

Table 1: Internal Consistency Reliability for the items of six distinct factors

Factor	N of items	N of Cases	Alpha
Process	7	200	.70
In	5	200	.56
Listener	6	200	.74
Task	2	200	.61
Affect	2	200	.17
Context	1	200	.15

One-way analysis of variance (ANOVA) was performed to determine if a difference exist in the difficulties encountered by students in listening comprehension considering their gender. A hypothesis was accepted at $p < .05$ level. ANOVA results revealed that no statistically significant differences were found in the difficulties encountered by students in listening comprehension in terms of their gender.

A statistically significant difference was found in the factors labeled task. No significant differences were found between male and female students in terms of difficulties represented by factors labeled process, input, listener, affect and context.

Table 2: Results for the difficulties reported by the Participants based on language experience

		Sum of Squares	Df	Mean Square	F	Sig.
Process	Between Groups	1.691	2	.846	1.791	.169
	Within Groups	93.000	197	.472		
	Total	94.691	199			
Input	Between Groups	5.152	2	2.576	3.674	.027
	Within Groups	138.108	197	.701		
	Total	143.260	199			
Listener	Between Groups	2.108	2	1.054	1.870	.157
	Within Groups	111.079	197	.564		
	Total	113.188	199			
Task	Between Groups	.950	2	.475	.517	.597
	Within Groups	181.019	197	.919		
	Total	181.969	199			
Affect	Between Groups	11.124	2	5.562	5.163	.007
	Within Groups	212.225	197	1.077		
	Total	223.349	199			
Context	Between Groups	2.168	2	1.084	.650	.523
	Within Groups	328.312	197	1.667		
	Total	330.480	199			

Table 3: Results for the difficulties reported by the Participants based on Gender

		Sum of Squares	df	Mean Square	F	Sig.
Process	Between Groups	.061	1	.061	.128	.721
	Within Groups	94.630	198	.478		
	Total	94.691	199			
Input	Between Groups	.212	1	.212	.294	.588
	Within Groups	143.048	198	.722		
	Total	143.260	199			
Listener	Between Groups	.081	1	.081	.141	.708
	Within Groups	113.107	198	.571		
	Total	113.188	199			
Task	Between Groups	9.283	1	9.283	10.644	.001
	Within Groups	172.685	198	.872		
	Total	181.969	199			
Affect	Between Groups	.321	1	.321	.285	.594
	Within Groups	223.027	198	1.126		
	Total	223.349	199			
Context	Between Groups	.062	1	.062	.037	.848
	Within Groups	330.418	198	1.669		
	Total	330.480	199			

To determine the differences among students in the difficulties encountered in listening comprehension in terms of their English Language GPA, one-way ANOVA was performed. A hypothesis was not rejected when p was less than .05. As presented in table 4, there are statistically significant differences in the difficulties encountered by students in listening comprehension in terms of their English Language GPA. No significant differences were found in the factor labeled context. Significant differences were found in terms of difficulties represented by factors labeled process, input, listener, task and affect.

Table 4: Results for the difficulties reported by the Participants based on English Language GPA

		Sum of Squares	df	Mean Square	F	Sig.
Process	Between Groups	16.637	3	5.546	13.925	.000
	Within Groups	78.054	196	.398		
	Total	94.691	199			
Input	Between Groups	18.610	3	6.203	9.754	.000
	Within Groups	124.650	196	.636		
	Total	143.260	199			
Listener	Between Groups	19.413	3	6.471	13.525	.000
	Within Groups	93.774	196	.478		
	Total	113.188	199			
Task	Between Groups	18.977	3	6.326	7.607	.000
	Within Groups	162.991	196	.832		
	Total	181.969	199			
Affect	Between Groups	34.412	3	11.471	11.899	.000
	Within Groups	188.937	196	.964		
	Total	223.349	199			
Context	Between Groups	.773	3	.258	.153	.928
	Within Groups	329.707	196	1.682		
	Total	330.480	199			

5- DISCUSSION AND CONCLUSION

In accordance with the data collected, respondents generally have difficulties about the context in listening comprehension; on the other hand, they do not encounter problems in terms of process. As for the gender's perceptions on listening comprehension problems, both groups reported problems in terms of context, but rarely encountered difficulties about task. Based on experience, subjects encountered difficulties in understanding the meaning of words which are not pronounced clearly and in the presence of too many unfamiliar words, thereby resulting in a poor comprehension – in other words, respondents were not good at using bottom-up processes. Considering English Language and Secondary School GPA, both groups do not have difficulties in terms of task. As for the reported problems, participants mostly struggled about listener and process factor. Regardless of the participants' age, respondents do not have any difficulties in terms of listener.

As for the problems encountered, they have difficulties about the process and affect factors. Goh (2000) examined Chinese students' listening problems and reported the following problems:

1. difficulty to understand word meaning; learners neglect the next part of the listening text while thinking about the meaning of unfamiliar words; difficulty to remember words and phrases just heard;
2. difficulty to really concentrate on listening; difficulty to recall the word meaning immediately;

Another study, which examined listening difficulties of Arabic learners, reported problems with inadequate classroom conditions, lack of visual aids, unknown words, unclear pronunciation etc (Hasan, 2000).

Similarly, Graham (2006) reported problems with word meaning and delivery of the spoken text in his study with high school students as participants who studied French at the time.

Our research primarily focused on listening comprehension problems experienced by language learners in Bosnia and Herzegovina. Students achieve competency in listening and teachers reach their objectives through the use of visual resources. However,

students failed to provide concrete responses and remained neutral on the issue because lecturers nowadays rarely use visual aids in the classrooms due to their time-consuming nature and schools still lack appropriate materials needed to carry out and facilitate activities related to listening.

Teachers are stressed over the fact that, almost daily, their students get easily distracted in the classroom. The reality that student attention wanders as the teacher explains often makes it even more difficult to follow the instructors' directions and the content itself in completing the school tasks and homework assignments.

Through their work, teachers often notice that students' active listening is not developed enough for the teaching or listening process, causing concentration and communication problems.

It is overbearing for students to understand the goals and objectives of their lessons. In fact, teachers must structure their lesson plans in a way that students can understand the material and content – otherwise, they will lose motivation and interest.

The problem with listening comprehension usually rises from too long, uninteresting and unfamiliar listening texts, causing difficulties with interpretation, unfamiliar stress and intonation patterns of English.

Students usually attempt to understand all unfamiliar words in a text – consequently, while thinking about the meaning of the words, they neglect the other parts of a listening text, resulting in going back and trying to understand those parts they have missed.

As a suggestion for further researches, a deeper insight into students' perceptions regarding listening difficulties likely to arise is needed. Afterwards, the results of the prior research and more recent ones could be compared to get a clearer picture of the existing and emerging problems. This can be accomplished by the inclusion of more data collection tools. Interviews, for example, could be used to determine whether the participants understood questionnaire items at all or differently than other respondents. Regarding problems and difficulties, coordinators should create inventory list of common listening problems.

The study assessed participants' perceptions and beliefs of learning listening. Once the teachers found out which aspects of listening tend to be problematic, the adjustments in curriculum can be made to eliminate the barriers. Furthermore, the research itself showed how teachers' instruction impacted on the participants' perceptions of the listening problems. Additionally, the study identified the effectiveness of particular instruction in solving those listening problems.

To conclude, curriculum coordinators' recommendations are to integrate systematic strategy instruction into listening classes. Teachers could help their students control their listening processing, find the balance between top-down and bottom-up models and expand strategy use by adapting strategy training procedures. Once the consistency of strategy instruction is achieved, learners will gradually regulate listening processes by themselves.

6- BIBLIOGRAPHY

Brown, G. (1995), Dimensions of difficulty in listening comprehension in D. J. Mendelsohn & J. Rubin (Eds.), *Guide for the teaching of second language listening*, San Diego: Dominie, pp. 59-73.

Chamot, A. U. (1995), Learning strategies and listening comprehension in D. J. Mendelsohn & J. Rubin (Eds.), *Guide for the teaching of second language listening*, San Diego: Dominie, pp. 13-30.

Chen, A. (2013), EFL Listeners' Strategy Development and Listening Problems: A Process-Based Study, *The Journal of Asia TEFL*, Vol. 10, No.3, pp. 81-100.

Goh, C. C. M. (1998), How ESL learners with different listening abilities use comprehension strategies and tactics, *Language Teaching Research*, 2, 124-147.

Graham, S. (2017), Research into Practice: Listening Strategies in an Instructed Classroom Setting, *Language Teaching*, Vol. 50, No.1, pp. 107-119.

Hamouda, A. (2013), An Investigation of Listening Comprehension Problems Encountered by Students in the EL Listening Classroom, *International Journal of Academic Research in Progressive Education and Development*, Vol.2, No.2, pp.120-128.

Higgins, J. M. D. (1996), Students' listening difficulties: The contribution of speech rate. In C. Zaher (Ed.), *Proceedings of the third EFL skills conference: New directions in listening*, Cairo: The American University in Cairo.

Lotfi, G. (2012), Beliefs on English Language Listening Comprehension Problems: Development and Validation, *World Applied Sciences Journal*, Vol. 16, No.4, pp. 508-515.

Mendelsohn, D. (1995), Applying learning strategies in the second/foreign language listening comprehension lesson in D. J. Mendelsohn & J. Rubin (Eds.), *Guide for the teaching of second language listening*, San Diego: Dominie, pp. 132-150.

Nunan, D. (2002), Listening in language learning in J. Richards & W.A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*, Cambridge: Cambridge University Press, pp. 238-242.

O'Malley, J. M., & Chamot, A. U. (1990), *Learning strategies in second language acquisition*, Cambridge: Cambridge University Press.

O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989), Listening comprehension strategies in second language acquisition, *Applied Linguistics* 10, 418-437.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Küpper, L., & Russo, R. (1985), Learning strategies used by beginning and intermediate ESL students in *Language Learning*, 35, 21-46.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R., & Küpper, L. (1985), Learning strategy applications with students of English as a second language, *TESOL Quarterly*, 19, 285-296.

Oxford, R. L. (1990), *Language learning strategies: What every teacher should know*, Boston: Heinle & Heinle.

Oxford, R. (2001), Language learning strategies in R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*, Cambridge: Cambridge University Press, pp. 166-172.

Peterson, P. W. (2001), Skills and strategies for proficient listening in M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*, Boston: Heinle & Heinle, pp. 87-101.

Porchesku, G. V., Khuziakhmetov, A.N. (2016), Teaching Listening Comprehension: Bottom-Up Approach, *International Journal of Environmental & Science Education*, Vol.11, No.8, pp. 610-615.

Richards, J. C. (1983). Listening comprehension: Approach, design, procedure, *TESOL Quarterly*, 17, pp. 219-239.

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

MEMORY AND IDENTITY IN BELOVED

Ilda POSHIⁿ & Zamira AGA^o

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Toni Morrison's novel, Beloved, is based on true events in the antebellum slave society of the American South. She depicts the institution of slavery, the horrific experiences, the mental trauma of those abused, and the futility of emotional recovery. In Beloved Morrison effectively illustrates the life experience of former slaves, their sufferings, and their partial recoveries. Through the analysis of these experiences, this paper examines the psychological processes in their memory repair and their reconstructed identity as free people.

Keywords: *beloved, slavery, memory, identity, recovery.*

1- RECONSTRUCTION MEMORY AND IDENTITY IN TONY MORRISON'S BELOVED

Beloved is a story haunted by memory, history and a specter that represents both. A specific aspect of haunting in *Beloved* is that of history and memory of rape. (Barnett, 2004, p. 70) Morrison in *Beloved* depicts abuses and horrors of slavery but she gives principal importance to the depictions of rape, each of them somehow are for the purpose of helping in the explanation of the infanticide that marks Sethe's story as a free woman in the beginning of the novel.

ⁿ Beder University/College, Tirana-Albania, iposhi@beder.edu.al

^o Beder University/College, Tirana-Albania, zagal7@beder.edu.al

"I am full God damn it of two boys with mossy teeth, one sucking on my breast the other holding me down," (Morrison, 2004, p. 70)

That anybody white could take your whole self for anything that came to mind. Not just work, kill, or maim you, but dirty you. Dirty you so bad you couldn't like yourself anymore. Dirty you so bad you forgot who you were and couldn't think it up. (Morrison, 2004, p. 251)

Sethe does not show much regret in her action as she kills her child so that no white male will ever "dirty" her, and so that no boy with his "mossy" teeth will ever make it to take her child down and suck her breasts. As described in the above lines from *Beloved* the memories that haunt the characters in *Beloved*, Sethe mainly but also Baby Suggs and Ella and in a moment also supposed to *Beloved*, are the memories mostly of sexual abuse and exploitation from whites, men mainly. (Barnett, 2004, p. 70)

There is an established link between rape and haunting that revitalizes the foremost trope of the novel, that of the succubus figure. *Beloved* represents not only Sethe's dead daughter but she is also a female demon and a nightmare character that is involved in sexually assaulting male sleepers and draining them of semen. (Barnett, 2004, p. 71) *Beloved* does in separate attacks, drain Paul D of semen and Sethe of energy. *Beloved* body is depicted of swelling when is fed of the horrible and painful memories, the frequent nightmares of sexual abuse from their past as slaves. Barnett sees *Beloved* in functioning more than the repository of recalled stories, she seems to recreate sexual violation and therefore figure the perpetual nightmares common to the survivors of such trauma. With her persistent manifestation, she creates a challenge for the characters who had survived abduction imposed during the period when they were slaves, causing them to directly and collectively confront their past which they cannot obliterate. It is indeed the ostensible forgetting which focuses them to traumatic reoccurrence. (Barnett, 2004, p. 71)

Morrison dedicates *Beloved* to "Sixty Million and More," (Morrison, 2004) in her novel she invokes slaves back to life in multi-dimensional characters with a complete array of human emotions. (Bloom, Summary and Analysis, 2003, p. 16) To contradict the white's perception of slaves as *things*, *non-human* they feel love and hate, they can forgive and sin, they are heroic and cruel, and they are ambitious and self-sacrificing. (Fuston-White, 2003) In order to defend their relationships, they bear incredible difficulties, but they experience an unimaginable cruelty and degradation which cracks their communities and imposes a physical as well as a psychological harm on individuals.

Beloved raises the question if it is possible to convert the indescribably dreadful experiences into knowledge. Whether the scale of their horror is too great to grasp (Bowers, 2004, p. 102) it's perhaps because the novel asks the readers, especially the African American ones, to dwell on the dread, a horror which the escape from slavery

could not, and it addresses what occurs when the scale of the horror is recognized, trying even to suggest on how to survive from the becoming aware of what has been hidden for such a long period.

Beloved's characters struggle to face the effects of the cruelty, their attempt to recover their lost human dignity and their "dirtied" selves from the white's abuse, the commitment in transforming their experiences into knowledge, has been offered in the form of a slave narration which the contemporary readers can have as a model for the brutal realities. (Bowers, 2004, p. 102) This slave narration appoints the personal quest as a way of "grasping the black subject out of obscurity, inferiority and brutal antipathy"

What Morrison characters call it "Rememorying" is the dominant activity in *Beloved*. And this activity makes the narrative constantly move back and forth between the past and the present, mixing and combining time inevitably, meanwhile memory intensifies its fight with amnesia. "The single most remarkable feature of a slave account" (Bowers, 2004, p. 103) can be the voice of the former slave "above all remembering his ordeal in bondage". The "rememorying" of the characters in *Beloved* embodies the purpose of the novel in contriving the spirits and past experiences and so eventually giving power both readers and characters in the novel. *Beloved* brings together the stories of a man and a woman, Paul D and Sethe. The name Sethe could be an allusion to Lethe, the spring of forgetfulness in the Greek mythology. (Bowers, 2004, p. 103) The past which for either of them was too harsh to recall alone can be recovered together. Sethe's story was endurable because it was also Paul D's. Each of their story reveal that the nastiest brutality that they have suffered is "less a single act than the systematic denial of the reality of black lives" (Bowers, 2004, p. 103)

Almost all critics revolve to the feeling and fear of being dirtied by whites that female characters in the novel have.

That anybody white could take your whole self for anything that came to mind. Not just work, kill, or maim you, but dirty you. (Morrison, 2004, p. 251)

Bowers defines "remembering" as part of reversing the "dirtying" process that robbed slaves of self-esteem. (Bowers, 2004, p. 103) She marks the concentration on the horrors from the past and present, the misapplication of power, the brutality and injustice as characteristic of apocalyptic writing. Nevertheless, the traditional apocalyptic expectation of the divine era – is missing among these slaves and former slaves who see hope as a painful trick.

Tracing the accounts of the individual life in slavery, escape, and the voyage towards freedom is the typical format of the slave narration. Morrison implies that this process ought to be repeated twice: the first on is to leave the white's physical enslavement and the second one escaping from the psychological trauma that their brutality has created. Sethe and Paul D's physical escape forms the pattern for their psychological escape: the

typical trip of courage, descends into nearly sure death, and renaissance into beauty and liberty. It's a white young lady who helps Sethe to give birth when she makes to the Ohio River and consequently freedom. And Paul D gets help by Cherokees, who "describe him the beginning of the world and its end and tell him to follow the tree flowers to the North and freedom". (Bowers, 2004).

At the beginning of the novel the characters are still traumatized, even many years after they have escaped slavery. They have suffered so profoundly and seen so much terror that they are almost incapable of emotions. Sethe and her daughter Denver are literally haunted by the ghost of the Sethe's murdered baby daughter. Sethe is incapable of feeling as "she sees the dawn every morning but she never recognizes its color. (Morrison, 2004)

"...one by one, into the tobacco tin lodged in his chest." (Morrison, 2004, p. 113)

And Paul D describes and feels his heart as a "tobacco tin lodged in his chest" (Barnett, 2004) (pg. 71) which keeps his painful memories from the past, the memories of his brothers who were sold and tortured, the memories of a friend burned to death, and others being hanged from trees. And...

"by the time he got to 124 nothing in this world could pry it open" (Morrison, 2004, p. 113)

18 years after Paul D and Sethe had seen each other, Paul D's arrival to 124, Sethe's home starts their long and agonizing process of thawing their icy feelings.

The support and caring from others can help victims, but the inevitable clash with the original drama and the sensation of that pain once again is the most crucial part of the healing treatment according to a contemporary research on post-traumatic stress condition. (Bowers, 2004, p. 104) and *Beloved* applies this theory. Paul D and Sethe help each other up to a certain point but they cannot be free of the paralyzing effect that the original pain and the feelings it creates until they have intimate interaction with it.

The return of Beloved from the dead, in the form of a living being, an incarnation one rather than a ghost breaks Paul D's tin heart open and permits Sethe to distinguish and love color again.

2- SETHE'S MEMORY AND IDENTITY

Memory is a fictional effort, a selective portrayal of experience whether it be real or imaginary. (Barnett, 2004) Memories play an important role in framing the creation of meaning in the individual's own life as well as the lives of other people. A person must depend on the incorporation and its own acceptance of is his/her past and what is his/her present. In *Beloved*, memory represents a dangerous and devastating faculty of the human perception. Toni Morrison has carefully built the events paralleling the way in which the human mind works, serving as an instrument for the reader to understand

the activity of the character's memory. (Bell, 2004, p. 55) Sethe suffers the oppression of her self-inflicted prison of memory. She shows an insistent obsession with the memories from her past. Sethe is bound to explore and clarify a devastating sense of desire, hunger and thirst for something which goes beyond herself, her offspring, beyond Beloved. Even though Beloved becomes Sethe's physical manifestation of her haunting memories, Sethe's will is basically designated by her thoughts, emotions and experiences, and tied to them. Sethe's struggle is a deeply individual course of self-denial and her identity is quite complicated, tangled, and almost consumed by memory. Morrison implies that Sethe's crisis is absolutely unique. Memory is not treated as negative or positive but rather an inevitable part of human state. Sethe would better bury her "best thing" as she calls her daughter to literally and metaphorically protect her.

And though she and others lived through and got over it, she could never let it happen to her own. The best thing she was, was her children. Whites might dirty her all right, but not her best thing, her beautiful, magical best thing—the part of her that was clean. (Morrison, 2004, p. 251)

Sethe cannot endure and would not allow her children to suffer the pains, horrors, and humiliations that she has. She would rather accept to live with her haunting memories of her infanticide, memories of who and how her children might have become, than concede them to school teacher. Sethe's decision to kill her children and then herself can be considered a self-assertion act and a self-destruction one.

However, memories remain. They persist, waiting in such places as Sweet Home and 124 in order to remind Sethe that the castigation she suffers is infinite and self-inflicted. (Bloom, *The Story Behind the Story*, 2004, p. 12) First as a spirit and then as an incarnated mysterious young girl, the memory of Beloved stands unrequited.

"I got a tree on my back and a haint in my house... No more running—from nothing... 'What tree on your back?' ... 'Who told you that?' ...

"White girl. That's what she called it. I've never seen it and never will. But that's what she said it looked like. A chokecherry tree. Trunk, branches, and even leaves. Tiny little chokecherry leaves. But that was eighteen years ago. Could have cherries too now for all I know." (Morrison, 2004, pp. 15-16)

Sethe tells Paul D she has a chokecherry tree in her back and this is the way she starts recalling her past. In the presence of Paul D, she starts to reveal her memories that she has been keeping locked for so long. The chokecherry tree was the consequence of monstrous whippings on her back its image recreates for her a painful memory and history. Sethe begins to remember hoping that 'Paul D, the last of Sweet home man' was there to catch her as she fell. By telling about the scar on her back, Sethe is recalling about her past as a slave, and its consequences that although Sethe does not want to see and remind as she says "I've never seen it and never will.", she knows it

through the eyes and words of white girl, but the scar is there to remind her. Sethe's recalling about her escape from slavery and the scar she got from it represent a part of her identity as a slave to which she could not escape. It controversial though that her scar is in the form of a "chokecherry" tree as a symbol of life and rebirth. It's Sethe's rebirth to a new life and a new identity.

Sethe's recalling of the day when she got that scar is also related to her "milk" being stolen and once she tells about the tree. Through memory recall, Morrison takes Sethe on a journey from her existence as a woman who can only identify herself with the motherhood institution, to become the woman who starts to identify her own self as human being.

"After I left you, those boys came in there and took my milk. That's what they came in there for. Held me down and took it.

Schoolteacher made one open up my back, and when it closed it made a tree. It grows there still."

"They used cowhide on you?"

"And they took my milk."

"They beat you and you were pregnant?"

"And they took my milk!" (Morrison, 2004, pp. 16-17)

As Paul D is shocked to hear about the cowhide used on her, Sethe keeps talking about "her milk" being taken. Paul D says "They beat you and you were pregnant?" Paul D, 17) and Sethe keeps repeating that they "took her milk" (Sethe, 17). Without her milk to nurture her daughter Sethe did not have her identity as motherhood was the only one she had, besides being a slave and after Schoolteacher's nephews take it together with the milk, Sethe was losing it.

Her "milking" is also related to the dehumanization slaves by whites, they were categorized as animals and one of Sethe's memories she does not want to recall is a day back at Sweet Home when she overhears Schoolteacher talking to his nephews during one of their lessons, to list slave's characteristics and separating them into human and animal types.

"Sethe." ... That's when I stopped because I heard my name... I heard him say, "No, no. That's not the way. I told you to put her human characteristics on the left; her animal ones on the right." (Morrison, 2004)

Sethe hears her name and when she stops to listen and see what was happening she sees Schoolteacher telling his nephews to write her animal characteristic. And she finds his words and the logic he is using with the boys, not only offensive, but also a threaten to her identity and self, and far beyond she finds an even larger threaten for blacks and

black's identity. Sethe was so disturbed by these words and she fears them so much, she never tells this to anybody until she talks to Beloved and tries to explain her past actions.

When Schoolteacher came to 124 to take Sethe and her children back, Sethe thought death as the only salvation for her and her children, so she killed her baby daughter, planning to kill her other children and then finally herself, as the experiences of slavery that she had in her mind were too harsh she would not allow to go back again.

But after Beloved had gone, the sheriff came to ask questions about a naked girl wondering behind 124, Sethe, who was physically and mentally stable did not recognize him, and feeling that the risk was approaching attacked the man. Now she had changed the way to protect her kids, she did not try to kill herself but the enemy.

"Yeah. Damn. That woman is crazy. Crazy."

"Yeah, well, ain't we all?"

"Every time a whiteman come to the door she got to kill somebody?" (Morrison, 2004, p. 265)

3- PAULS'S IDENTITY AND HIS VOYAGE TO MANHOOD

Her tenderness about his neck jewelry—its three wands, like attentive baby rattlers, curving two feet into the air. How she never mentioned or looked at it, so he did not have to feel the shame of being collared like a beast. Only this woman Sethe could have left him his manhood like that.

He wants to put his story next to hers.

"Sethe," he says, "me and you, we got more yesterday than anybody.

We need some kind of tomorrow." (Morrison, 2004, p. 273)

Paul D's words of "putting his story next to hers" creates the parallelism of their lives as slaves. (Bloom, *The Story Behind the Story*, 2004, pp. 12-13) They had both suffered from whites, both of them had been dehumanized, and both of them were suffering past memories making them to lock their memories in their hearts. Paul D has suffered both physical and emotional violence back at Sweet Home and it has made him to bury his feelings in a "rusted tobacco tin" As Sethe, Paul D has also repressed his harsh memories and truly believes he must not be too much attached to them in order to survive. When Paul D meets with Sethe they both begin to recall the past, but they both still doubt essential aspects of their identity. Sethe doubts her motherhood and Paul D doubts his manhood.

Paul D is a black who struggles to find his own identity in a world dominated by whites and their rules and concepts, putting limitations to black's life and their existence as human beings.

Back at sweet home Paul D's owner Mr. Garner calls him and the other slaves 'man', and makes them believe that manhood lies on the capability of using a weapon and being able to make choices, although the choices that slaves can make are limited. Paul D somehow feels a man, and does not realize that Garner calls his slaves men makes him feel of having a superior power by controlling some men's will instead of lower beings.

"...they were only Sweet Home men at Sweet Home. One step off that ground and they were trespassers among the human race." (Morrison, 2004, p. 125)

However, after Garner died, Schoolteacher became his owner and did not treat slaves the same way as Garner. Schoolteacher unlike Garner classifies slaves as non-human beings, falling in the category of animals. When Paul D was sold to another master the same way that livestock. Schoolteacher terribly humiliates Paul D when during his transfer by forces him to wear a collar, a bit in his mouth, leg irons, and chains. The harshest part of the memory from that moment for Paul D, is walking past a rooster called Mister who seemed to possess more authority than him. He had been sent to a chain gang Alfred, Georgia where the whites governing there deliberately dismantle any possible tie with humanity the black had. When Paul D was placed into a box and the door of the cage had dropped down his will was paralyzed. Inside that grave which was called quarter, Paul D realizes that his life was no worth here, the life of an animal was worth more. Paul D's manhood degradation by the whites was enormous, but still he finds enough manhood in him to be able to escape. Than a Cherokee tells Paul D to follow "the tree flower" to find the way to freedom, and he is following the blossom of the tree to Sethe who also has "the chokecherry tree" in her back.

Because he was a man and a man could do what he would: be still for six hours in a dry well while night dropped; fight raccoon with his hands and win; watch another man, whom he loved better than his brothers, roast without a tear just so the roasters would know what a man was like. And it was he, that man, who had walked from Georgia to Delaware, who could not go or stay put where he wanted to in 124—shame. (Morrison, 2004, p. 126)

When Paul D reaches Sethe at 124, Beloved, the reincarnated ghost daughter of Sethe, challenges Paul D's manhood more than any white master had. Trying to make him leave 124, and have Sethe only for herself Beloved using her supernatural abilities makes Paul D rethink about how Schoolteacher considered him no man, by using him as a doll, picking him up and then putting down whenever and wherever she wanted. What Paul D fears more was of losing Sethe as he was not man enough. In order to convince himself about his manhood Paul D recalls the memory of when he watched

his dear friend Sixo, burn to death and have not a single tear. Beloved forces Paul D sleep in a shed as animals, deporting him out of the house make him recall his past as a slave and being enslaved by Beloved at the present. Beloved manages to overthrow Paul D's manhood at the lowest level.

He could not say to this woman who did not squint in the wind, "I am not a man." "Well, say it, Paul D, whether I like it or not." Since he could not say what he planned to, he said something he didn't know was on his mind. "I want you pregnant, Sethe. Would you do that for me?" (Morrison, 2004, p. 128)

Paul D makes one last attempt to be honest with Sethe but does not succeed. He plans to tell her the truth but then thinks 'I cannot tell her I am not a man' and instead asks her to have a child together in order to prove his manhood but what he proves is that Beloved has fully beaten his manhood as this attempt was a failure. He eventually lives 124 Bluestone Road and sleeps on the cellar floor of a church. But when Paul D reminds the words of his friend Sixo, about The Thirty Mile Woman.

Suddenly he remembers Sixo trying to describe what he felt about the Thirty-Mile Woman. "She is a friend of my mind. She gathers me, man. The pieces I am, she gathers them and give them back to me in b e l o v e d all the right order. It's good, you know, when you got a woman who is a friend of your mind." (Morrison, 2004, p. 273)

And he understands that Sethe can help him bring his pieces together and make him gain his manhood again. He offers this kind of renewal and rebuild to Sethe, after Beloved has vanished her desire to live, Sethe begin to recall what Baby Suggs had done for her and how she had bathed her in parts. Baby Suggs was able to heal her back from the wounds of slavery while Paul D was going to heal Sethe's wounds made by Beloved, her scrounging past. He would now be able to turn Sethe the grace that she had offered him, when Schoolteacher had punished him for his attempt to escape by putting him a collar. She had never mentioned it, she had never looked at it, and he did not feel ashamed for looking as a collared animal. Sethe was the only person who had left him manhood such. His manhood, different from what the white people and ghosts from the past had characterized it, rested in the compassion and sensitivity when she looks past the chains that bind him as if he were an animal, seeing his inner part, what he truly is.

This strong tie between Sethe and Paul D is a vital part of their way into discovering their new identity. Sethe and Paul D in their search of womanhood and manhood find the balance in their search together. Their stories cannot stand separate. Being open to the past, live the present and search into the future one fully experiences life as a human. Paul D had failed to experience any of these three and Sethe as well so they both learn to feel again in the presence of each other. They support each other to bear the pain of past memories and have the desire for a future. Paul D regains his force to feel a man again because he can offer Sethe what she had already offered him.

4- BIBLIOGRAPGY

Barnett, P. E. (2004). Rape and The Supernatural, History and Collective Memory. In H. Bloom, *Toni Morrison's Beloved* (pp. 70-72). Chelsea House Publications.

Bell, B. W. (2004). A Sociopsychological View. In H. Bloom, *Toni Morrison's Beloved* (pp. 53-57). Chelsea House Publications.

Bloom, H. (2004). Biographical Sketch. In H. Bloom, *Bloom's Guides Toni Morrison Beloved* (pp. 9-11). Chelsea House Publications.

Bloom, H. (2004). The Story Behind the Story. In H. Bloom, *Toni Morrison's Beloved* (pp. 12-13). Chelsea House Publications.

Bowers, S. (2004). Rememory. In H. Bloom, *Toni Morrison's Beloved* (pp. 101-106). Chelsea House Publications.

Bynum, L. J. (n.d.). Tony Morryson and The Translation of History in *Margaret Garner*. Retrieved from academia.edu: <http://www.academia.edu>

Erickson, D. (2009). Spectral Excess and Metaphorical Supplementation in *Beloved*. In D. Erickson, *Ghost, Metaphor, and History in Toni Morrison's Beloved and Gabriel Garcia Marquez's One Hundred Years of Solitude* (pp. 97-122). New York: Palgrave Macmillan.

Fuston-White, J. (2003). From the Seen to the Told: The Construction of Subjectivity in Toni Morrison's "Beloved".

Holloway, K. F. (2004). Spirituality. In H. Bloom, *Toni Morrison's Beloved* (pp. 49-53). Chelsea House Publications.

Lewis, B. (1998). Postmodernism and Literature. In S. Sim, *The Routledge Companion to Postmodernism* (pp. 121-133). London & New York: Routledge.

Morrison, T. (1987,2004). *Beloved*. New York: Vintage Books.

Tardim, F. (2014, April). Toni Morrison' *Beloved* and the Use of Postmodernist Practices in *Contemporary American Fiction*. Retrieved from academia.edu: <http://www.academia.edu>

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

PURPOSE OF SOCIAL MEDIA MARKETING AMONG SMALL BUSINESSES: CASE STUDY OF ALBANIAN MARKET

ELTA DERRI^P

Article history:

Received: May 2018

In revised form: July 2018

Accepted: September 2018

Published: September 2018

Abstract

Social media marketing is one of the most important types of online marketing where small businesses advertise their products/services and brands on social media websites like Facebook, Twitter, LinkedIn, Google+, etc. Social media marketing has become an essential part of online marketing strategy among small businesses because of its cost-effectiveness, ability to reach targeted audiences quickly and generate more leads/sales.

With more than half of the world's population registered with different social media platforms, the chances of acquiring customers are fairly high on social media websites. Social media helps boost business' visibility with both current customers and potential prospects, and gives direct way to share a brand's voice and content with them. Today's customer expects a business to be highly accessible and easily recognizable online. When they search for a business or product and don't find information from a business, they're going to assume this business don't have it and move on. When costumers do find online marketing visibility, it can have a ripple effect.

Success stories are abundant when it comes using social media from headhunters that find job applicants to new businesses that want to introduce a new product.

Companies have a lot of objectives when investing in social media marketing such as: building brand awareness, persuading consumers, purchasing objectives as well as

^PEuropean University of Tirana (UET), eltaliksena92@hotmail.com

sales growth in a long term strategy. Albania, as a country with a developing economy characterized by high price volatility, must find the balance in the market economy and ensure structural convergence towards European Union countries. This paper will identify and elucidate the importance of social media marketing for small businesses in Albania.

Keywords: *social media, marketing, audiences, costumers, sales*

1- INTRODUCTION

Social Media is a relatively new concept in academia and multiple definitions can be found. For the common individual social media comprises the various internet applications, such as Facebook and Twitter, which allow users to connect with others. Solis provides a broader definition in that “social media is the democratization of content and the shift in the role people play in the process of reading and disseminating information” (2009).

This interpretation of social media is accurate as it allows us to broadcast our opinions and influence others through the click of a button. Social media has begun to not only change our business practices but also the way in which we connect and communicate with one another.

The growth of small and medium-sized enterprises is a key element of a country's economic development. SMEs are the main source of new jobs, the main pillar of entrepreneurship promotion, and the main contributors to domestic market production, mainly using domestic resources.

The SME sector has a significant contribution to economic growth and employment. From Albania's comparison with the European Union, the impact of small and medium-sized enterprises is more important in Albania, as it has a higher percentage in all three considered indicators. SMEs have a tendency to enable more labor intensive production processes than large enterprises. Consequently, they contribute significantly to providing productive employment opportunities, income generation and end of poverty reduction. Some of the factors contributing to business failures include lack of financial and technological resources, government support, marketing strategies, and entrepreneurial skills.

Social media is a hugely important aspect of modern marketing for small businesses. Not only does it allow individuals the ability to network and discuss things amongst each other, but it gives businesses the capability to extend their brand recognition and outreach to other markets.

An important feature of social media marketing is the ability to communicate and transfer information through the internet. The Internet has allowed companies to find ways to reduce operational costs and save capital in the production of goods or services. Companies often apply business software to track down various business operations and to review the efficiency and effectiveness of each department.

1.1- HOW SMALL BUSINESSES USE SOCIAL MEDIA

When it comes to social media, small businesses have a wide array of options to choose from, from the more business-oriented pages of LinkedIn to photo-heavy platforms such as Pinterest and Instagram. How a small business approaches social media and the platforms selected will depend largely on goals and the amount of money available.

Before deciding which tools to use, small businesses need a firm understanding of what they want from a social media marketing campaign. For example, business owners who are interested primarily in finding new customers will often run contests or post coupons on sites such as Facebook or Twitter. On the other hand, small businesses that want to promote specific products are more likely to upload photos on image-sharing sites such as Pinterest and Instagram.

Three in five business owners expect to spend the same or more time on social advertising in the coming year. However, only 8.7 percent plan to use more paid tools such as promoted Facebook posts and sponsored tweets.⁶ For the vast majority, free social media tools are enough to capture potential customers' attention.

1.2- SMALL BUSINESSES SPEND MORE TIME ONLINE

Social media is revolutionizing the world of small business marketing, creating new avenues for merchants to promote their companies at a low cost. By creating free profiles on popular social-networking websites, small businesses are able to forge deeper connections with potential customers in their target demographics.

For many businesses, the decision to switch from paid offline advertising to social media marketing has been easy. Social media platforms are often available with no upfront costs aside from the time it takes a business owner to create a profile. What's more, small businesses can use the platforms to reach out directly to a receptive audience.

Two-thirds of small businesses are spending more time on social media than they were a year ago, and 43 percent report spending six or more hours a week working on social media marketing.³ Much of this time is spent creating content, reaching out to customers and analyzing results of online campaigns. However, small businesses also use social media tools such as Facebook and Twitter to learn about their competitors and post exclusive deals.

Social media has become a valuable resource for small businesses looking to drive sales, increase brand awareness and reach new customers. Thirty-six percent of small businesses surveyed by Manta, a small business directory, say their primary goal in using social media is to acquire and engage with new customers, 19 percent say they use it to generate leads and referrals and 17 percent use it to drive awareness.⁴ In a separate survey, 60 percent of small businesses and nonprofits say social media marketing is well-suited to attracting new customers and engaging existing ones

1.3- AIM OF STUDY

One may question the advantages of having a presence on social networking sites such as Facebook or Twitter when the business already has a website. The answer is reach. A business wants their message to reach as many people as possible. To maximize this reach, a business needs to have a presence where customers are hanging out; and increasingly they are hanging out on social networking sites (Halligan, Shah, & Scott, 2009).

This research paper sets out to identify and investigate: if the use of social media as part of online marketing helps small businesses in Albania, as a developing economy to reach new customers. Therefore, the purpose of the research is to analyze the massive contribution of online marketing in social media and to uncover some challenges of this use by small businesses.

Social media offers businesses a variety of marketing opportunities for little to no monetary cost. SMEs should embrace such opportunities since they often face resource constraints and obstacles in terms of time and money. Therefore, social media provides businesses the opportunity to engage and interact with consumers to create lasting relationships.

2- THEORETICAL FRAMEWORK

Researchers believe that online marketing can help small companies become more competitive, yet one of the controversial and unheard of issues is, above all, is the current impact of online marketing activities on a firm's performance (Harrigan et al, 2011, Rezvani et al, 2012).

Although a review of literature shows that online marketing offers multiple benefits, researchers discovered that small businesses have lagged behind in adoption (Mohamad & Ismail, 2013, Omar, 2011). The use of online marketing among SMEs is limited to e-mail and websites. Some SMEs have a website (their official site) but they have limited knowledge on how to use it for marketing or how to use other online marketing tools.

One solution to the marketing challenges faced by small businesses is social media. Social media enables small businesses to overcome the challenges of limited budget, lack of expertise, and positioning against larger competitors.

In a traditional sense social media enables businesses to engage their customers. In a nontraditional sense it enables customers to interact directly with other customers (Mangold & Faulds, 2009).

It is now time for Albanian SMEs, which are mostly family businesses but also others, to think on long-term strategies about their performance in the markets where they operate, and the the use of internet marketing, as a key step to maximize their profits. The Internet has allowed new businesses to increase popularity and revenue, reaching a potential number of consumers that they could never achieve in traditional forms of marketing, especially in this new era of digital revolution.

3- SOCIAL MEDIA MARKETING

Social Media Marketing has caused a huge change in the procedures and strategies organizations use for speaking with costumers. Mangold and Faulds (2009) argue that "online media consolidates features of conventional instruments (organizations conversing with costumesr) with an exceedingly amplified type of verbal communication (clients conversing with each other) whereby showcasing supervisors can't control the substance and recurrence of such data." Companies are constrained in the measure of control they have over the substance and appropriation of data.

Overlooking such user-generated content isn't an alternative. Organizations must have the capacity to screen and react to conversation, both positive and negative, encompassing the brand. There are ways, that organizations can impact exchanges in a way that is predictable with the organization's main goal (Mangold and Faulds, 2009). Social media marketing empowers organizations to accomplish a superior comprehension of customer needs in order to build effective relationships. Social media empowers and enables firms to engage with consumers in a convenient and direct way at moderately minimal effort and more elevated amounts of productivity than with more conventional communication tools. This makes social media proper for vast associations, as well as for small and medium size organizations (Kaplan and Haenlein, 2010).

Social media sites such as Facebook and Twitter let consumers 'friend' or 'follow' favorite brands and comment or post questions as a form of engagement. Through the use of social media sites, managers can find out what is being said about a brand and they can also connect with consumers (Reyneke, Pitt, & Berthon, 2011). Purchasers can create new business and advance or help a brand by tweeting, blogging, surveying, following, and so forth. Faithful clients likewise help produce "online informal" which is vital for SMEs. Commitment with buyers gives SMEs chances to utilize online networking as a toll for their promotion strategies (Reyneke et al., 2011)

4- DATA ANALYSIS AND DISCUSSION

This research paper was conducted based on questionnaires forwarded by email, fixed-response interviews to about 70 small business owners and entrepreneurs in Tirana

Municipality (Albania). 50 out of 70 businesses responded to the questions meanwhile the data analysis is performed based on the answers, presented by figures and its adequate explanation. Therefore, the analysis was executed by using 50 available participants.

Q.1.Which social media do you use most frequently for business purposes?

Social Media	Frequency	Percent (N=50)
Facebook	25	50%
Instagram	12	24%
LinkedIn	5	10%
Google+	1	2%
Twitter	7	14%
Total	50	100%

Table 1: Most popular Social Media

According to the business owner's respondents of this survey, Facebook social site results as the most used social media by them, followed by Instagram which is mainly based on image-content with 24%. The least social media site used by respondents ensues to be Google+ which is mainly used for customer reviews with only 2%.

Q. 2. How frequently do you use each of the social media applications listed below for professional reasons?

Social Media usage	Frequency	Percent (N=50)
Daily	40	80%
A few times a week	5	10%
A few times a month	3	6%
Once a month	2	4%
Never	0	0%
Total	50	100%

Table 2: Social Media Frequency

This table shows that 80% of the of the respondents use social media daily, following by 10% who use it a few times a week. Meanwhile, even though there were few respondents who claimed that that they use social media respectively a few times a month or once a month, no one of the respondents was totally unconnected with social media.

Q.3. Why do you use social media in your long term marketing plan?

Social Media usage	Frequency	Percent (N=50)
Brand recognition	32	64%
Customer engagement	6	12%
Marketing/ Sales	10	20%
Networking	2	4%
Staff Recruiting	0	0%
Total	50	100%

Table

3: Social Media Usage

Analysing the reasons behind the usage of social media by business owners, it results that most of them (64%) utilize it for brand recognition and a significant percentage by 10 entrepreneurs use it for marketing and sales. Very few of them use social media for networking and 0% from 50 respondents use it for staff recruitment purposes.

Q.4. Do you use any social media monitoring or measurement tools?

Social Media usage	Frequency	Percent (N=50)
Yes	23	46%
No	27	54%
Total	50	100%

Table 4: Social Media Usage

This table shows that from 50 respondents, 46% monitor their social media sites by measurement tools to evaluate their marketing plans meanwhile the highest percentage invests in social media but doesn't use measurement tools (27 from 50)

Q.5. In general, how satisfied are you with the outcome of marketing for your business in social media?

Social Media outcome	Frequency	Percent (N=50)
Very satisfied	12	24%
Neither satisfied nor dissatisfied	27	54%
Very dissatisfied	11	22%
Total	50	100%

Table 5: Social Media

Based on data available from the respondents regarding social media outcome, it results that most of them are neither satisfied nor dissatisfied, 54% which means that they are undetermined about the outgrowth of their business presence in social media.

This figure is followed by 12 respondents from 50 who claimed that they are very satisfied with their investment in social media. Very proximate was the number by 11 of respondents who claimed that they were very dissatisfied with social media outcome

Q.6. Which do you value more about social media, the sending/sharing of information or receiving/viewing of information?

Social Media Purpose	Frequency	Percent (N=50)
Sending/Sharing	34	68%
Receiving/Viewing	16	32%
Total	50	100%

Table

6: Social Media Purpose

Based on this table, it results that most of the respondents use social media to send and share information which means that business validate social media as a tool to communicate their business goals. Meanwhile, a much lower percentage of 32% validate social media more for receiving and viewing information by their actual or potential costumers.

Q.7. Are you monitoring competitive products and firms in your business filed?

Yes, No

Social Media Purpose	Frequency	Percent (N=50)
Yes	18	36%
No	32	64%
Total	50	100%

The answers show that a significant number of respondents, 32 from 50 don't monitor competitive products or firms meanwhile 36% claimed that they monitor and want to be up to date with their competitor's business moves.

5- CONCLUSION

Social media is a low-cost, high-value option for small business owners looking to increase their exposure to existing and potential customers within targeted demographics. Rather than wait for customers to come to them, savvy business owners can use social channels to reach customers who are also on the networks and forge deeper connections with people in their own communities.

Lasting connections are a major reason social media plays such an integral role in the world of small business marketing. While some social sites are better choices for business owners looking to reach specific customer segments, other networks provide a more general platform for reaching large groups of potential customers on their own home turf.

Social media can play a substantial role in the growth of a business in its online accounts.

Entrepreneurs are using social media sites such as: Facebook, Instagram, Twitter, LinkedIn or Google for multiple reasons such as: to increase their brand awareness, connect with target audience, to increase traffic in the website, share content faster and easier ect.

The outcome of this study shows that Albanian entrepreneurs and business owners are significantly conscious about the importance of social media and are struggling to cope with the pace of digital evolution.

Many of them yet, should improve and rise their level of knowledge and awareness regarding social media in terms of: measurement tools, competitors posting, customer engagement and brand recognition.

6- BIBLIOGRAPHY

Berthon, P., Ewing, M. T., & Napoli, J. (2008). Brand management in small to medium-sized enterprises. *Journal of Small Business Management*, 46(1), 27-45. doi:10.1111/j.1540-627X.2007.00229.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. sage.

Business.com. (2010, September 21). How B2B marketers are finding success integrating social media & search marketing. Retrieved September 8, 2011 from <http://www.business.com/info/socialmedia-search-integration>

Cohen, J. (2012, April 13). Supply your team with content to share on social media channels. Retrieved April 22, 2012, from <http://www.radian6.com/blog/tag/8020-rule/>

Cordle, I. (2011, September 16). Social media helps startups thrive. *Miami Herald*. Retrieved from http://www.miamiherald.com/2011/09/16/v-fullstory/2410849_social-media-helps-startups-thrive.html

Grunig, J., & Grunig, L. (2001). The relationship between public relations and marketing in excellent organizations: Evidence from the IABC study. *Journal of Marketing Communications*, 4(3), 141-162. doi:10.1080/135272698345816

Halligan, B., & Shah, D. (2009). *Inbound marketing: get found using Google, social media, and blogs*. John Wiley & Sons.

Jones, B. (2010). Entrepreneurial marketing and the web 2.0 interface. *Journal of Research in Marketing and Entrepreneurship*, 12(2), 143-152. doi:10.1108/14715201011090602

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. doi: 10.1016/j.bushor.2009.09.003

Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research*. (5th ed). Thousand Oaks, CA: Sage.

Maxwell, J. A. (2012). *Qualitative research design: An interactive approach* (Vol. 41). Sage publications.

Stokes, D. (2000). Putting entrepreneurship into marketing. *Journal of Research in Marketing & Entrepreneurship*, 2(1), 1-16.

Walsh, M., & Lipinski, J. (2009). The role of the marketing function in small and medium sized enterprises. *Journal of Small Business and Enterprise Development*, 16(4), 569-585. doi:10.1108/14626000911000929

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. <http://bjes.beder.edu.al/>

**THE IMPACT OF CHILD ABUSES AND NEGLECT ON CHILDREN'S
SOCIAL DEVELOPMENT: A CASE STUDY OF "JERONIM DE RADA"
ELEMENTARY SCHOOL**

Ana UKA^q & Gesjana KABA^r

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Child abuse and neglect seems to be an area of interest for many researchers. Also, child abuse and neglect attracts attention in another context, such as school. In this aspect, children may face different types of abuse by teachers, from which the most prevalent are considered physical and verbal abuse, and neglect. This study was focused on investigating the prevalence of abuse and neglect in schools, to have a clearer view of what children consider and accept as abuse, and to have a better perspective if there are gender differences involved. The data were obtained from a close-ended survey in a Likert type scale with adequate validity and reliability. The sample consisted of N = 68 students (where N = 34 students, 50% female and N = 34 students, 50% male) who were between 10-12 years of age studying in a public school in Tirana. Pearson's Correlation analysis showed that there is no significant association between child abuse and neglect and child's social relationships, where $r(68) = .095$, $p = .442$ ($p < .05$). Independent Samples T-Test was used to measure if there are gender differences on child's social relationships development. The results showed that there are significant gender differences on child's social relationships where $t = -2.71$, ($df = 66$ and $p = .009$) ($p < .05$). Finally, conclusions for future research, interventions, and policies on educational settings are provided.

Keywords: *child abuse and neglect, school, teacher, social relationships.*

^q Beder University/College, Tirana-Albania, auka@beder.edu.al,

^r Beder University/College, Tirana-Albania, gkaba@beder.edu.al,

1- INTRODUCTION

Literature shows that child abuse and neglect represents a considerable problem and it takes place in different contexts (Legano, McHugh, & Palusci, 2009; McCoy & Keen, 2013; Widom, 2001). But the main areas that seem to be more prevalent are at home, represented by caregivers, and at school, represented by teachers (Brown, Cohen, Johnson, & Salzinger, 1998). In these two main contexts, children may face different types of abuse such as: physical, verbal, psychological, sexual, neglect, and so on, which also have different consequences for those children. More specifically, this research is focused on investigating physical and verbal abuse and neglect among school age children.

Based on previous studies, great attention has been given to child abuse and neglect in different contexts, and of course educational context is not an exception (Legano, McHugh, & Palusci, 2009). There are different theories which are concerned with this issue. According to Bandura (1965) and his social learning theory, behavior is learned through two methods: a) learning by being rewarded for our actions (instrumental learning), and b) learning through observing and imitating (modeling). In this case, children learn positive behaviors from positive role models, and they learn and reproduce negative behavior from negative role models. They tend to show behaviors such as: aggression, authority, paranoia, and so on. Bronfenbrenner (1979) developed the ecological theory, which is divided into four systems: microsystem, mesosystem, exosystem, and macrosystem. This theory holds that child abuse and neglect results from multiple factors. Individuals who are involved in child abuse and neglect, the degree of influence by these systems, may be dramatically different. Moreover, Bandura developed the self-efficacy theory which focuses on the way how personal characteristics of the child influence family functioning and interpersonal relationships. According to this theory, an individual's expectations dictate if they will start and continue actions to achieve a goal. This theory also may help to bridge the distance between knowledge and behavior.

1.1- ORIGIN OF CHILD ABUSE

It is widely known and accepted that children are the most vulnerable and fragile category in our society. For this reason, they are faced with different situations while

growing up, one of which is abuse and neglect. Child abuse has for a long time been recorded in literature, art, and science in many parts of the world. Reports of infanticide, mutilation, abandonment and other forms of violence against children date back to ancient civilizations (Bensel, Rheinberger & Radbill, 1997). In such circumstances, the situation attracted the attention of different groups that was concerned with children's wellbeing. For a long time also there have existed charitable groups and others who were concerned about children's wellbeing and have advocated the protection of children (Kempe, Silverman, Steele, Droegemueller & Silver, 2013). Also, considering historical data, there exist different types of child abuse, such as: physical, neglect, sexual, emotional maltreatment, psychological abuse, and so on.

1.1- WHAT IS NEGLECT?

Neglect may include the caregiver's lack of attention in basic needs of the child, involving food, shelter, medical care, clothing, and supervision. Since physical abuse seems to be episodic, neglect seems to be chronic. In such circumstances, these categories of children may grow up with the belief that this is a normal way of living and they will not seek help assistance or trust this kind of information to anyone. In a study with 87 educators in New York, researchers found out that educators were less likely to report neglect than any other type of child maltreatment. General indicators include academic as well as emotional or psychological clues (Reyome & Gaeddert, 1999).

Types of educational neglect include: permitting habitual absenteeism from school averaging at least 5 days a month if the parent or guardian is informed of the problem and does not attempt to intervene; failing to homeschool, to register, or to enroll a child of mandatory school age, causing the child to miss at least 1 month of school without valid reasons; refusing to allow or failing to obtain recommended remedial education services or neglecting to obtain or follow through with treatment for a child's diagnosed learning disorder or other special education needs without reasonable cause (Sedlak & Broadhurst, 1996). Neglected boys, but not girls, were found to have lower full-scale IQ scores than physically abused and non-maltreated children. These types of abusive situations, children encounter in two main contexts: family and education settings (schools). In schools, the most prevalent case of abuse is the teacher towards

the children. In this context also, children face different types of violence. But, the most widespread ones are physical and verbal abuse and neglect, which have a negative impact in the social relationships.

1.2- TRAUMA AND PSYCHOLOGICAL PROBLEMS

Trauma caused by experiences of child abuse and neglect can have serious effects on the developing brain, increasing the risk of psychological problems (Streeck-Fischer & van der Kolk, 2000). Extensive research has identified a strong relationship between abuse/neglect and post-traumatic stress disorder (Gilbert et al., 2009; Schore, 2002; Streeck-Fischer & van der Kolk, 2000). Recent research suggests that diagnosing children with post-traumatic stress disorder does not capture the full developmental effects of chronic child abuse and neglect and many researchers now prefer the term 'complex trauma' (Cook et al., 2005). Exposure to complex and chronic trauma can result in persistent psychological problems. Complex trauma affects the developing brain and may interfere with a child's capacity to integrate sensory, emotional and cognitive information, which may lead to over-reactive responses to subsequent stress (Perry, 2001; Streeck-Fischer & van der Kolk, 2000).

1.3- BEHAVIORAL PROBLEMS

Researchers have found that child abuse and neglect is associated with behavioral problems in childhood and adolescence (Ethier et al., 2004; Mills, 2004; Shaffer, Huston & Egeland, 2008). The earlier children are maltreated the more likely they are to develop behavioral problems during adolescence (Frederico et al., 2008). Researchers have often associated abuse and neglect with internalizing behaviors (being withdrawn, sad, isolated and depressed) and externalizing behaviors (being aggressive or hyperactive) throughout childhood (Mills, 2004). Internalizing behaviors are commonly associated with child neglect. Children affected by neglect tend to be more isolated at school compared to other groups of children and have difficulty making friends (Hildyard & Wolf, 2002). Neglected children may also display aggressive and disruptive behavior; however, externalizing behavior problems are more closely associated with physical and sexual abuse or witnessing domestic violence (Hildyard & Wolf, 2002; Holt, Buckley & Whelan, 2008).

The purpose of this paper was to investigate how child abuse and neglect may affect children's social relationships, and if there are any gender differences on child abuse and neglect among school age children. Literature shows that child abuse and neglect may influence development of the child by interfering with negative feelings such as fear, shame, guilt, low self-esteem, difficulties on creating social relationships, and so on. More specifically, the research questions included in this study are as following: 1) Is there a significant association between child abuse and neglect and child's socialization skills? 2) Are there gender differences on child abuse and neglect and social relationships?

2- METHODS

2.1- SAMPLING AND PROCEDURE

Participants in this study were N = 68 students from age 10-12 who attended "Jeronim de Rada" public school in Tirana. The questionnaire was applied to students of 5th grade. The target group for this study were pupils from age 10-12, for whom was initially taken permission from the school director, and the participants were informed about the aim of the study.

Prior to the administration of the questionnaires, students have been explained the nature of the study and where these data were going to be used. Before distributing questionnaires, they were assured that they had understood how to complete the questionnaire and that the data taken from them were anonymous and confidential.

Table 1

Table 1			
		Frequency	Percent
Valid	10-11	23	33.8
	11-12	45	66.2
Total		68	100.0

Table 1., shows that 33.8% of the respondents were 10-11 years old. While, 66.2% of the respondents were 11-12 years old.

Table 2			
	Frequency	Percent	Valid Percent
6.1-7	2	2.9	3.0
7.1-8	7	10.3	10.4
8.1-9	14	20.6	20.9
9.1-10	44	64.7	65.7
Total	67	98.5	100.0
	1	1.5	68
Total			100.0

Table 2., shows that 2.9% of respondents had a GPA of 6.1-7; 10.3% of respondents had a GPA of 7.1-8; 20.6% of respondents had a GPA of 8.1-9; and 64.7% of respondents had a GPA of 9.1-10.

Table 3			
	Frequency	Percent	Valid Percent
Urban area	64	94.1	94.1
Rural area	4	5.9	5.9
Total	68	100	100.0

Table 3, shows that 94.1% of respondents were living in urban area and 5.9% of respondents were from rural area.

Table 4: Mother's educational level			
	Frequence	Percent	Valid Percent
Primary school	3	4.4	4.4
High school	13	19.1	19.1
Bachelor degree	10	14.7	14.7
Master degree	25	36.8	36.8

PhD	17	25.	25.0
Total	68	100.0	100.0

Table 4, shows that 4.4% of respondents answered that their mother's educational level is primary school, 19.1% of respondents answered that their mother's educational level is high school, 14.7% of respondents answered that their mother's educational level is bachelor degree, 36.8% of respondents answered that their mother's educational level is master degree, and 25.0% of respondents answered that their mother's educational level is PhD.

Table 5: Father's educational level			
	Frequence	Percent	Valid Percent
Primary school	1	1.5	1.5
High school	16	23.5	23.5
Bachelor degree	14	20.6	20.6
Master degree	22	32.4	32.4
PhD	15	22.1	22.1
Total	68	100.0	100.0

Table 5., shows that 1.5% of respondents answered that their father's educational level is primary school, 23.5% of respondents answered that their father's educational level is high school, 20.6% of respondents answered that their father's educational level is bachelor degree, 32.4% of respondents answered that their father's educational level is master degree, and 22.1% of respondents answered that their father's educational level is PhD.

2.2- MEASUREMENT TOOL

In this research, close-ended questions surveys used to obtain demographic information and data about the effect of child abuse and neglect on school age children. The items of this survey were forced choice and a five-point Likert type scale (from 1 = "strongly disagree" to 5 = "strongly agree") which was used to measure the respondent's level of agreement with factors affecting child abuse and neglect among school age children.

The statements included in the questionnaire were clearly stated and aimed at obtaining the needed information about the pupil's opinion related to child abuse and neglect in schools. The questionnaire consisted of 6 parts in four pages. In the first part, there were items related to demographic information and family background. The second part of the questionnaire consisted questions aimed at obtaining information about the desired variables.

2.3- *RELIABILITY*

Table 6. Reliability Statistics		
Cronbach's Alpha	Standardized Items	N of Items
.620	.647	23

The reliability analysis as shown in Table 6., shows that Cronbach's Alpha for 23 items is .62, showing a moderate level of reliability.

2.4- *DESIGN AND APPROACH*

For this study a quantitative design has been used. To analyze the data, the Statistical Program for Social Sciences (SPSS) version 21.0. has been used. To analyze the prevalence of certain variables, frequency and descriptive analysis have been conducted. To investigate the association between the variables, Bivariate Pearson Correlation analysis was used. While to investigate gender differences, Independent Samples T-Test analysis was used.

3. **RESULTS**

Results from Pearson Correlation analysis showed that there is no significant association between child abuse and neglect and social relationships, where $r(66) = .095$, $p = .442$, at $p < .05$. Next, Independent Samples T-Test analysis showed that there are significant gender differences on child's social relationships where $t = -2.73$ ($df = 66$ and $p = .009$ ($p < .05$)).

4. **DISCUSSION**

Child abuse and neglect is a wide topic to be discussed and involves various issues within it. Studies show that abuse and neglect are major reasons of many other negative

consequences for this category of children. It involves some different issues when it comes to child abuse and neglect in schools. Even though we consider schools as the main institutions of the formal education for the coming generations, literature shows that it is not always true. Within this context, children face abuse and neglect in an earlier stage, when they are not matured cognitively, psychologically, and socially.

In the first hypothesis, this study tried to measure the positive association between physical and verbal abuse and neglect in schools and child's social relationships. Results did not support the hypothesis showing that there is not a statistically significant association between these two variables. However, literature stands that abuse and neglect has a negative influence in the child's social relationships. Loss of trust and fear of intimacy are commonly reported problems faced by abuse survivors, which have a profound effect on their interpersonal relationships (Davis, Petretic-Jackson & Ting, 2001).

In the second hypothesis, this study tried to investigate if there are significant gender differences on the child's social relationships. Results showed that there are significant gender differences on the child's social relationships. Studies show that child abuse and neglect and especially physical abuse is more prevalent among young boys than young girls (Thompson, Kingree, & Desai, 2004).

Previous studies show that child abuse and neglect at schools has a great negative influence on child's later life. It results in consequences that includes almost all the developmental milestones of the children, including psychological, personality, physical, character aspects, and so on.

5. CONCLUSION

This study comes along with a few limitations. Firstly, a low number of participants was included in this study. One of the reasons why we had a low number of participants was due to the difficulties encountered during the recruitment process of the schools. It is difficult to get such a permission and conduct this study with students from elementary schools in Albania. Thus, we had only one school included in this study. Another limitation of this study was about the questionnaires used. Some of the items were not very clearly stated for the children's level of understanding. Although we tried

to clarify those statements, in our opinion, the participants could not answer correctly as they could not distinguish between child abuse and neglect.

This study suggests that more research needs to be conducted in the future especially in the schools and the researchers need to simplify this concept for different age categories of children. Professional educators have a moral, ethical, and legal obligation to students who have experienced abuse (Smith & Lambie, 2005). Children, their parents, and the teachers should be aware of this phenomenon and they should be informed where they can get help or address such cases. In this case, a collaborative approach is needed in which elementary school level teacher educators and researchers work along with school counselors or school psychologists, administrators, and other school personnel to develop resources and information that explicitly address child abuse and neglect. If the school personnel are to be responsive rather than reactive to the needs of abused and neglected children, they must prepare for action and prevention or intervention before the need to act arises.

6. BIBLIOGRAPHY

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.

Bandura, A. (1980). Self – Efficacy Theory.

Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard university press.

Brown, J., Cohen, P., Johnson, J. G., & Salzinger, S. (1998). A longitudinal analysis of risk factors for child maltreatment: Findings of a 17-year prospective study of officially recorded and self-reported child abuse and neglect. *Child abuse & neglect*, 22(11), 1065-1078.

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M. et al. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390–398

Ethier, L., Lemelin, J. P., & Lacharite, C. (2004). A longitudinal study of the effects of chronic maltreatment on children's behavioral and emotional problems. *Child Abuse & Neglect*, 28, 1265–1278.

Frederico, M., Jackson, A., & Black, C. (2008). Understanding the impact of abuse and neglect on children and young people referred to a therapeutic program. *Journal of Family Studies*, 14, 342–361.

Gilbert, R., Spatz Widom, C., Browne, K., Fergusson, D., Webb, E., & Janson, J. (2009). Burden and consequences of child maltreatment in high-income countries. *The Lancet*, 373, 68–81.

Hildyard, K. L., & Wolf, D. A. (2002). Child neglect: Developmental issues and outcomes. *Child Abuse & Neglect*, 26(6–7), 679–695.

Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse and Neglect*, 32, 797–810.

Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. (2013). The battered-child syndrome. In C. Henry Kempe: *A 50 Year Legacy to the Field of Child Abuse and Neglect* (pp. 23–38). Springer, Dordrecht.

Legano, L., McHugh, M. T., & Palusci, V. J. (2009). Child abuse and neglect. *Current problems in pediatric and adolescent health care*, 39(2), 31-e1.

McCoy, M. L., & Keen, S. M. (2013). *Child abuse and neglect*. Psychology Press.

Mills, C. (2004). *Problems at home, problems at school: The effects of maltreatment in the home on children's functioning at school. An overview of recent research*. London: National Society for the Prevention of Cruelty to Children.

Perry, B. (2001). Violence and childhood: How persisting fear can alter the developing child's brain. In D. Schetky & E. Benedek (Eds.), *Text book of child and adolescent forensic psychiatry* (pp. 221–238). Washington, DC: American Psychiatric Press.

Reyome, N. D., & Gaeddert, W. (1998). Teachers' awareness of child and adolescent maltreatment. *Child Study Journal*, 28(2), 111–123.

Schore, A. N. (2002). Dysregulation of the right brain: A fundamental mechanism of traumatic attachment and the psychopathogenesis of posttraumatic stress disorder. *Australian and New Zealand Journal of Psychiatry*, 36(1), 9–30.

Sedlak, A. J., & Broadhurst, D. D. (1996). *The national incidence study of child abuses and neglect*. Washington DC. US Department of Health and Human Services.

Shaffer, A., Huston, L., & Egeland, B. (2008). Identification of child maltreatment using prospective and self-report methodologies: A comparison of maltreatment incidence and relation to later psychopathology. *Child Abuse & Neglect*, 32, 682–692.

Smith, T. W., & Lambie, G. W. (2005). Teachers' responsibilities when adolescent abuse and neglect are suspected. *Middle School Journal*, 36(3), 33–40.

Streeck-Fischer, A., & van der Kolk, B. A. (2000). Down will come baby, cradle and all: Diagnostic and therapeutic implications of chronic trauma on child development. *Australian and New Zealand Journal of Psychiatry*, 34(6), 903–918.

Thompson, M. P., Kingree, J. B., & Desai, S. (2004). Gender differences in long-term health consequences of physical abuse of children: data from a nationally representative survey. *American Journal of Public Health*, 94(4), 599-604.

Veltman, M., & Browne, K. (2001). Three decades of child maltreatment research: Implications for the school years. *Trauma, Violence & Abuse*, 2(3), 215–239.

Widom, C. S. (2001). Child abuse and neglect. In *Handbook of youth and justice* (pp. 31-47). Springer, Boston, MA.

Wolfe, D. (1999). Child abuse: *Implications for child development and psychopathology* (Vol. 10, 2nd ed.). Thousand Oaks: Sage Publications.

PREPARATION OF TEACHERS FOR A SUCCESSFUL TEACHING

Eranda HALLUNI (Bilali)^s & Fatmir VADOHEJ^t

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

The vigorous development of today's society as well as the ever-increasing pace of infinite information have led to a change in teaching from that of the previous decades.

Today, the teacher is required to have professional competences to be effective, an indispensable requirement to raise not only students' achievements, but also to expand professional development. The teacher has gained new roles. Nowadays he is the leader and organizer of the learning process, the leader of the students to independently search the information, provide the students with the methodology, develops the thought and the judgment to solve any problem, however complicated, regulates and adjusts the teaching process with the interests and students needs. The teacher aims to create to students, knowledge, skills, experience and sustainable values in the classroom activities. Nowadays, one of the priorities of the universities is to enable students to advance the competences for improving the quality of teaching.

The purpose of the paper is to get student-practitioners perceptions of successful teaching. That's why we considered a contemporary literature, which illustrates the complexity of identifying the characteristics of successful teachers. For data collection we have worked with focus groups in the form of discussion, as answer questions, debating, discussions.

The importance of the paper is the conclusion of the study, which we have tried to give in the form of councils in order to improve vocational curricula and practice and prepare students for successful teaching.

^s Universiteti i Shkodrës "Luigj Gurakuqi, Shkodër-Albania, ebilali@unishk.edu.al,

^t Universiteti i Shkodrës "Luigj Gurakuqi, Shkodër-Albania, fvadahi@unishk.edu.al,

Keywords: *successful teaching, internship students, curriculum*

1- INTRODUCTION

The vigorous development of today's society as well as the ever-increasing pace of infinite information have led to a change in teaching from that of the previous decades.

Today, the teacher is required to have professional competences to be effective, an indispensable requirement to raise not only students' achievements, but also to expand professional development.

The new approach to education increases the need for a professional teaching, an approach that influences the role, the nature and importance of the competences required for teaching. New concepts of learning that give students responsibility in the learning process and teachers are required to use new approaches and roles for their work with them. Designing teaching situations based on professional competencies guiding student groups into learning activities, evaluating learning, adapting teaching methods to specific student needs, managing work in the classroom, collaborating with the school team, with parents and other partners, are activities that require teachers to use a wide range of competencies in different professional situations.

The teacher has gained new roles. He is today the leader and organizer of the learning process, the leader of the students to independently search the information, provide the students with the methodology, develops the thought and the judgment to solve any problem, however complicated, regulates and adjusts the teaching with the interests and students' needs. The teacher intends to achieve with the activities in the classroom to create students, knowledge, habits, experience and sustainable values.

Studies show that it is not only the teacher's professional preparation for the subject but also a number of qualities in terms of social communication in the school. These integrated roles of scientific preparation aspect reveal the characteristics that must demonstrate the young teacher in their work. On the other hand, there are some psychological, social, and didactic elements that help him in realizing effective teaching, which is the basis for successful learning.

2- LITERATURE

There is a connection between a good teaching and a successful teacher. The study of literature will focus on two moments:

First of all, we will clarify the term a successful teacher and secondly, the effective teaching.

The study of literature shows that it is very difficult to achieve a concrete definition of teacher effectiveness. Different scholars give definitions: Cruickshank and Haefele (2001) in their studies show that the characteristics of a successful teacher were detailed explanation of things, time passing by helping students and the sense of humor (1983). Similarly, these researchers, in the 1997 study, the main characteristics of the good teacher were: the sense of humor, the ability to create an interesting lesson and the knowledge of the subject. In England, Allen (1975), in a British high school student study, finds that teaching methods or pedagogical skills of teachers, sense of humor, loving-kindness and the ability to make learning the most interesting were the main characteristics of a successful teacher.

What is Effective Teaching? Effective teaching is identified and built on previous knowledge, links to real life, develops deep understanding, monitors and reflects on learning. Effective teaching is not simply related to inform the student. That would be the simplest thing. It is well known that the teacher takes many decisions during the lesson, starting with the setting up of desks, teaching tools, the definition of the objectives and the methods of explanation, the control of the tasks and knowledge, the motivation of the students, etc. Even when students are working independently or in groups, they are again influenced by the decisions that have been taken by the teacher to divide into groups, the way questions were constructed, and so on. But students are not passive participants expecting to be filled with knowledge. In a dynamic learning situation, they are decisive and exercise their strength in teaching.

Therefore, it is not enough for the teacher to simply transmit the information, but also consider other elements such as motivating students to learn, adapting the teaching to the level of student knowledge, guiding student behavior, grouping students and to assess their learning, to understand that at the end of the lesson the students have

understood the concepts discussed, some students can learn the lesson well, while others may not possess some concepts and fail, etc. In his studies Josef Lowman (1996) distinguishes two dimensions of effective learning: (1) intellectual promotion, (including knowledge, enthusiasm, interesting views, clarity, organization, inspiration), (2) interpersonal interest or motivation (where he emphasizes, interest, care, encouragement, challenge, help).

Different scholars, for effective teachers, distinguish three characteristics: (a) the knowledge and their scientific and methodological preparation; (b) organization and clarity in the lesson; (c) loving-kindness and warmth.

Knowledge and methodical and scientific preparation of the teacher are essential for effective teaching, because the deeper the teacher is in, the clearer and more organized will be in the lesson.

In studies conducted by different scholars, it has been concluded that clarity and organization in teaching are very important qualities of teachers for effective teaching. It is well known that teachers who are systematic, who make clear presentations and explanations, tend to better organize classroom teaching than others, receive more positive appraisals from students, and influence them to get better. It is important to link the knowledge about the subject, the clarity of the teaching and the level of student learning. Teachers who make clear presentations and explanations tend to have more students who appreciate their teachers more positively (Camadena, Hunt, & Simonds, 2007; Hines, Cruikshank, & Kennedy, 1985). The clearer and less vague the explanations of the teacher, the more students learn (Everton & Emmer, 2009)

At the same time, different scholars highlight the role and importance of the enthusiasm and warmth of the teacher. They emphasize in their studies that some teachers are more enthusiastic and warm with the students than others, that the warmth and the friendly attitude of the teacher is closely related to the attitudes of the students and such teachers are most liked. So warmth and enthusiasm greatly influences the quality of the teaching process. Some studies have found that assessments of teachers' enthusiasm for their subject are related to student learning achievements (Rosenshine&Furst, 1973), while warmth, friendliness and understanding are generally

the teacher's features and these are strongly appreciated by students (Hamann, Baker, McAllister, & Bauer, 2000; Madsen, 2003; Soar, 1979).

3- METHODOLOGY

The methodology has been selected in accordance with the purpose of the study and includes various ways and instruments for gathering the necessary information.

The research was conducted with focus groups in the form of discussion, as a question-answer, conversation, discussions. First, research from different countries were introduced to determine the successful teacher. Following the submission of these researches it went on with the presentation of the characteristics of the successful teacher and his competences. It was also discussed about the characteristics of successful teachers today and the role of teachers in contemporary teaching.

In the second part, interns have responded to questions related to successful teachers in the schools where they practice.

The paper focuses on identifying the characteristics of successful teaching according to the perception of internship students.

To identify how is the successful teacher perceived in the study, they have included 50 students attending the bachelor and master program in primary schools at the University of Shkodra and attending practice in various schools of the city of Shkodra.

The article undertakes to answer questions:

What are the characteristics of a successful teacher according to the perception of internship students?

What was the student's perception of the professional (cognitive) characteristics of the teacher?

What are the main factors influencing the quality of teaching?

How are seen and evaluated the clarity and organization of internship students?

4- RESULTS AND DISCUSSION

Question: What are the characteristics of a successful teacher according to the perception of internship students?

Characteristics of a successful teacher according to students : Professional preparation, being close to students, fair evaluation, seriousness at work, knowledge of the subject, expression of skills, recognition of the psychological side of the students, love for the profession, student comprehensiveness, enthusiasm, clarity in explanation, optimism, respect, use of different learning strategies, humor, communication, use of new teaching techniques, classroom management, clarity in teaching, professional ability, correctness, creativity, student and parent cooperation.

According to the students, the characteristics of a successful teacher are: seriousness at work, clarity in teaching, fair evaluation, use of different methods of explanation, knowledge of the subject, sense of humor, love for students, recognition of the psychological side of the students, counseling, etc. Students describe successful teachers, such as those who have the ability to meet cognitive and emotional needs, have professional background, communication skills, creativity, uses new teaching techniques, the modesty and the sense of humor.

Likewise, students rank as one of the key characteristics of a successful teacher those who have a good relationship with students. According to them, a teacher is a good one when he has the ability to communicate well with students, understands the status of students, advises, respects and is close to them.

Asked what their perception was about the professional (cognitive) characteristics of the teacher, the students evaluated as: professional preparation, variety of teaching methods, use of attractive apprentices, clarity in teaching, expressive skills, knowledge of the subject, implementation of the curriculum, fair assessment. According to them an effective teacher, is the one who gives fair marks and provides the students with the ability to demonstrate their learning. According to them, successful teachers are those who clearly explained the lesson, use attractive methods and examples of life, integrate ICT on the learning process, use a variety of teaching methods and techniques.

The question "What are the main factors affecting the quality of teaching? Students think that work space is a very important factor. Collaboration with parents and other schools was also a major demand for students.

The operation of professional networks, trainings aimed at improving teacher performance, the involvement of teachers in research in collaboration with the university, etc., up to school management were the requirements that students felt would affect the quality of teaching. Students also think that the quality of teaching is influenced by factors such as the community, students, teachers, all educational institutions, MAS and the whole society. Students emphasize that if all of these factors above mentioned are seriously engaged will affect the performance of the teacher and teaching in general.

But how was seen and evaluated by practitioners the warmth and enthusiasm on the increasing of the learning effectiveness? They theoretically knew that warmth and enthusiasm were good qualities for them, but it was difficult to determine exactly which behaviors are defined as such.

What was the student's perception about clarity and organization of our internship students? Those who were equipped with enormous and consolidated knowledge tended to be clearer in the presentation of their subject and vice versa. They shared the opinion that they should be good organizers of the lesson themselves and clearly need: to use methodologies and experiences of distinguished teachers; to use analogy to facilitate understanding of ideas; to organize the lesson as logically as possible; to highlight the most important aspects of the teaching material; to use models, examples and illustrations; explain the teaching materials, choose the words that are familiar to the students, etc.

Practical interns also shared the opinion that each student should be treated as an individual and each one should be respected as it is; we must correct any word in our vocabulary that excludes or humiliates any individual or group of individuals; we need to understand how our students feel in the prevailing cultural climate, we must be impartial in knowing the good work of our students; to monitor our behavior toward students, etc.

5- CONCLUSIONS

The findings showed that the personality of teachers plays an important role in teaching. A successful teacher is one who develops a close relationship with the students, sets a balance between severity and humor and uses effective teaching practices, such as clear explanations, useful learning activities, and diverse strategies for assessing students.

A successful teacher is the one who realizes the goals and objectives of the subject program or subject field, as defined in the curriculum, with the ultimate goal of achieving the highest learning outcomes for students to apply or demonstrate in real-life situations. University curricula should prepare students for successful teaching based on clarity in teaching, variety, job orientation, student involvement and the degree of success.

We think the conclusions will be put in the form of advice:

- Successful teachers have clear objectives and goals, are creative, know how to listen to the students and have a positive attitude.
- Good teachers have an optimistic mood, a sense of vitality and energy, positivity, creativity and trust in their students.
- Successful teachers expect their students to succeed, encourage students, dare, remain stable, reflect and love the profession, take time to explore.
- Successful teachers communicate with parents, fit the needs of students, welcome classroom change, support students emotionally.
- Successful teachers use new resources and tools, use technology.
- Successful teachers are masters of their subject.

The findings from this study show the orientation of trainings and the operation of professional networks focusing on the characteristics identified by students for successful teaching and learning. School leaders can use this information to guide young teacher practices and to be used as a promotional manual for existing teachers

and to guide schools in general to improve the quality of teaching as a condition for successful teaching.

6- BIBLIOGRAPHY

Ben-Chaim, D., & Zoller, U. (2001). Self-perception versus students' perception of teachers' personal style in college science and mathematics courses. *Research in Science Education*, 31(3), 437-454.

Cunningham, D.J. (1991). "Assessing Constructions and Constructing Assessments. *Educational Technology*, 31(5):13-17.

Duffy, T.M. &Jonassen, D.H. (1991). "Constructivism: New Implications for Instructional Technology? *Educational Technology* 31(5):7-12.

Hungarian National Core Curriculum (abridged version), 7 January, 2009. Retrived at <http://www.nefmi.gov.hu/english/hungarian-national-core> Framework Educational Programme for Basic Education, Prague 2007 National Curriculum of England. Retrived at <http://webarchive.nationalarchives.gov.uk/20100823130703/http://curriculum.qcda.gov.uk/key-stages-1-and-2/index.aspx>

Longman Venezky, R. &Osin, L. (1991). *The Intelligent Design of Computer-Assisted Instruction*. New York: Longman 29.

Marsh, H. W., & Roche, L. A. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. *American psychologist*, 52(11), 1187.

Bardhyl, M. (1999). Psikologji Edukimi–zhvillimi, të nxënët, mësimdhënia. *Shtëpia Botuese "PEGI", Tiranë*.

Naciye, A. (1998). *Opinionns of Upper Elementary Students about a Good teacher*. Paper presented at the Annual Meeting of the NorthWestern Educational Research Association.

Rummel, E. (2008). Constructing cognition. *American Scientist*, 96(1), 80- 82.

Rychen, D. S. & Salganik, L. H. (2001). *Defining and selecting key competencies*. OECD summary.

Skilbeck, M. (1990). *School Based Curriculum Development*. SAGE

Skinner, B.F. (1938). *The Behaviour of Organisms: An Experimental Analysis*. New York:

Young, B. N., Whitley, M. E, & Helton, C. (1998). Students; perceptions of Characteristics of Effective Teachers. Paper presented at the annual Meeting of the Mild-South Educational Research Association, New Orleans, LA, November, 1998.

Znanosti, M., & i Športa, O. (2010). National curriculum framework for pre-school education and general compulsory and secondary education [Stand:] July 2010.

THE WESTERN BALKANS ON THE BUMPY ROAD TO THE EU INTEGRATION

Lumnis ÇELA^u

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

There is more than a quarter of a century that the Western Balkan region has continuously been facing a lot of challenges on its way to Europeanization. On one hand, it has to deal with a huge set of domestic obstacles that the legacies of the past posed on the transition road. On the other hand, it has to adapt and transform itself to the top-down requirements and conditions set by the neighboring EU. Indeed, the final goal of the six remaining Western Balkan countries is to achieve integration just like the other eleven EU member states that have experienced a similar communist past, but this endeavor has proved to be no easy task. Seen from this perspective, the paper discusses some of the key obstacles faced by the Western Balkan region on its way to EU, with the aim to expose the limited efficacy shown so far as well as the possibilities of accomplishing the accession process successfully in the foreseeable future. Noting on the importance of EU integration prospects for the Western Balkan countries, the paper argues that the region should be Europeanized.

Keywords: *Western Balkans, EU, integration, Europeanization*

1- INTRODUCTION

Integration into the European Union is widely believed to be one of the most suitable moves that can help achieve a lasting stability and prosperity throughout the Western

^u Aleksandër Xhuvani' University, Elbasan-Albania, lumniscela@yahoo.com,

Balkans. As it is generally argued (Demetropoulou, 2002; Serbos, 2008; Stojić, 2018), an enhanced participation of the EU in its closest neighboring region will result to an immense positive impact, with long-term effects, on the management of ethno-political conflicts occasionally encountered during the post-communist transition years throughout the Western Balkans. Indeed, the eventual EU membership of countries such as: Albania, Bosnia-Herzegovina, FYR Macedonia, Kosovo, Montenegro and Serbia will give the European Union, not only a chance to open safely towards its South-East neighbours, but also to exercise an increased role and influence in this region too. This way, a general stability atmosphere including political, social and economic one will be realized, by bringing the two halves of the continent together and overcome more than half a century of division (Marsh and Rees, 2012, p.109).

Within this context, it is evident that the moot consent viewpoint is that the region's ability to acquire EU accession will be crucial in ensuring stabilization, given that it will serve as an answer to the Western Balkans countries' challenges and problems encountered so far. Presently, the lack of membership restrains these aspirant states from having full access to EU political, economic, and financial institutions, a reality that has led to decades of political and social fragmentation, ethnic conflicts and economic backwardness in the region. From the above argument, it is evident that the Western Balkan region should be Europeanized, as long as this is primarily and foremost in its own interest (Demetropoulou, 2002). However, regardless of the fact that many acknowledge the need and importance of membership of the Western Balkans into the Union, the fact remains that the six aspirant countries are still lacking a clear green light to EU accession, as the road to integration has been a rather bumpy one from the 1990s up to date. Given this reality, the critical emerging question is: why the Western Balkans region is delayed in the European integration process?

The question regarding the challenges that have delayed the integration of Western Balkan countries into the Union so far is elaborated and supported in this paper. Initially, it exposes the structural limitations that have generally characterized the Western Balkan states, thus hindering their successful adherence to EU requirements. In addition, the paper tackles the regional cooperation backlash noticed within the Western Balkans and its subsequent deterring effects on the integration mode. Then, the paper observes the contentious atmosphere and chaotic developments that have

occasionally characterized the Western Balkans countries, by blurring their EU membership goal. And finally, the discussion generalizes on the future perspective of the Western Balkan region, tending to point out the benefits that stem from its Europeanization approach. Overall, the problems established throughout the paper, will allow discussion of the selected challenges as well as give recommendations on the possibilities of resolving them.

2- THE WESTERN BALKANS SYSTEMIC STRUCTURAL LIMITATIONS

For a long-time, since the early 1990s onwards, the Western Balkan states have largely been characterized by a slow European integration process. Going by the facts and reality on the ground, various challenges and issues on the part of these countries are consistently needed to be faced. Looking at the EU Commission progress reports, (Gordon, et.al, 2008, p.17; O'Brennan, 2018, p.4), it is generally noticed that the Western Balkan countries continue to have weak and fledgling institutions involved in the integration steps. What this means is that regardless of the fact that these countries want a quick EU accession, the truth is that they still show an immense array of problems. Indeed, they need to have the ability to observe and implement the set of obligations pertinent to membership, notably the "Copenhagen Plus" (Solioz, 2014, p.92), not forgetting adherence to the objectives of the economic, political, as well as legal requirements, known as the Copenhagen Criteria (In Jano, 2008, p.65).

In the aforementioned context, the Western Balkan countries are generally characterized by a number of pressing structural problems in the institutional, political and economic spheres (Serbos, 2008, p.98), as well as lack of consensus on many issues which have subsequently curbed developments. Delays and non-implementation of reforms have frequently removed them from the expected trajectory of functioning market economies, towards lower living standards, rising unemployment and poverty (Radovanovik, 2012, p.207). Consequently, certain Western Balkan states have often been unable to develop capacities that could cope with market forces and competition requirements of the EU. Dealing with the challenges of transition and the inability to manage them properly has virtually proved the existence of structural limitations, weaknesses, and gaps (Jano, 2008, p.63; O'Brennan, 2018), which have hindered the ambition of European integration.

In principle, the Western Balkan governments are ready to adhere and uphold EU's advices, conditions, and criteria. However, in practice, due to their weak institutions and rhetorical commitment of political actors, these countries have been unable to prove to the EU that they have the proper capacity to coordinate policies successfully, as well as effectively utilize the integration steps. The vital need to preserve stability across the region sometimes required Brussels to "look the other way" as the above contradictions were occasionally exposed (O'Brennan, 2018, p.4), but this has merely prolonged the integration steps for the six aspirant countries, as they are short of reforms that help reaching the necessary membership criteria. From the noticeable experience of the Western Balkans, whose states have been characterized by political interference in the rule of law, as well as lack of high-level political commitment to EU integration, the fact remains that they have generally been slow and uneven to develop democratically (Serbos, 2008; O'Brennan, 2018; Juzova, 2018, p.4) and are lagging behind to meet the minimum standards that guarantee them entry to the Union.

3- REGIONAL CO-OPERATION BACKLASH

Another major reason as to why the Western Balkan countries are delayed into being integrated to the Union, compared to some other former communist states before, is due to their unending internal or neighboring frictions, a factor that has resulted to regional co-operation backlash (Benyon, 2017). If we consider the area of trade for example, the irony is that 'the exporting companies in all countries of the WB region are linked more with the EU market than with the other regional neighbours' (Qorraj and Jusufi, 2018, p.58). This is supported by the fact that among the six Western Balkan countries only Serbia and Kosovo are the only two with larger exports to the region compared to their exports to the EU market. What this means is that the Western Balkan countries, separately, have continued with their regional animosities or preferences on a case basis, by neglecting wide and deep economic relations and cooperation within the rest. This means that in economic terms, the Western Balkan states consider EU as their key trading partner compared to their regional closest neighbours, thus by ignoring the basic component of the integration principle.

As a matter of fact, one of the key requirements for a defined group of countries, such as the Western Balkans, to be seriously considered for integration into the EU family is

regional development. Indeed, the Union requires from Western Balkan states to cooperate among one another in order to create a sustainable economic development and establish a framework of regional cooperation, so as to ensure that possible venomous conflicts and outbreaks of ethnically motivated violence amongst them are resolved. Different initiatives undertaken during the transition years such as the Stability Pact – aimed at strengthening peace, democracy, human rights and economy; the Stabilization and Association Process/Agreements – aimed at delivering stabilization and a swift transition to market economy, the promotion of regional cooperation and the prospect of EU accession; the CEFTA Agreement – aimed at improving the institutional free-trade framework; the Berlin Process – aimed at reinvigorating multilateral ties and deepening cooperation on infrastructural and economic development matters; and Brussels’ New Balkan Strategy – aimed at joint reinforced cooperation, fundamental reforms, and good neighborly relations, do practically show that the Union has uninterruptedly continued contributing and facilitating the Western Balkans integration process over the transition years (Vucetic, 2001; Xhuvani and Kane, 2012; Benyon, 2017; O’Brennan, 2018; European Commission, 2018).

However, looking at what is happening in the region on a broader scale, it is evident that problems are yet not over and the Western Balkans unification is still not sustainable. Bosnia’s Dayton ‘Settlement’ remains as politically unworkable as ever. Within Bosnia, Republika Srpska remains unreconciled to Dayton and continues to obstruct inter-communal institutions while agitating for a Greater Serbia. In addition, the Serbia-Kosovo fractious relationship over the latter’s statehood has also affected the geo-political decisions of five skeptic EU member states – Cyprus, Greece, Romania, Slovakia, and Spain which have not recognized Kosovo’s independence for 10 consecutive years. What is more, Russia, Turkey and China are all present to different degrees in the Western Balkan region, pursuing agendas often directly at odds with the objectives of the EU enlargement process, thus damaging the modes of regional cooperation and impulses toward cross-national reconciliation (Benyon, 2017; O’Brennan, 2018; Juzova, 2018, p.4). In order to overcome this status quo, integration and ultimate membership into the European Union is now the big challenge ahead, and

the speed of movement primarily lies in the hands of the countries of the region (Xhuvani and Kane, 2012, p.461).

In the above context, also the EU structures should keep exercising their political pressure through the ‘sticks and carrots’ principle, and use external power to ensure that all the Western Balkan countries are able to get the full effectiveness and positive results of regional cooperation and conflict settlement (Grabbe, et.al, 2010, pp.2-3; Xhuvani and Kane, 2012, p.464; O’Brennan, 2018, p.9). This way, unresolved issues within the Western Balkans will be increasingly reduced, thus helping create good neighbourly relations that would pave the way for broader stability, prosperity, and security. The transforming power of EU and the scope of its soft power in pushing forward at least the de-securitization process in the Balkans is best showcased in the example of the relations between Serbia and Kosovo which have witnessed a considerable shifting away from the old tensions towards a new era of dialogue (Rakipi, 2014, pp.98-99). Similar moves would bring regional stability and prosperity in the Western Balkan region, and consequently enhance the chances of the six aspirant states to get EU admission in the foreseeable future. To this end, the example of South East Europe 2020 regional growth and development strategy, agreed upon by the governments of the Western Balkans, focusing on sectors with the greatest potential for joint action (Friends of Europe, 2014, pp.23-24), is to be appreciated and replicated, as often as it leads to the common goal of EU integration.

4- LACK OF DEMOCRATIC STABILITY

Despite EU continuous attempts to reconcile the Western Balkan countries from the legacies of the 1990s violent conflicts, long-lasting peace and cooperation spirit continue to be elusive in the region. Indeed, the Western Balkans are often characterized by a climate of uncertainty, instability, hatred, and even violence, which frequently affect the government decision-making processes. Not rarely, the leadership of certain countries are frequently believed to base their political decisions on the old ethno-national lines, and this practice trickles downwards to the common people. The example of occasional tensions between Belgrade and Pristina not coincidentally shows that playing the nationalist card gives each side greater leverage in domestic politics, despite the fact that it hardly serves the broader goal of regional reconciliation and

European integration. For example, Kosovo's recent announcement that it wants to transform its security forces into a full-fledged military, became a major irritant to progress talks on Kosovo's final status (Benyon, 2017, p.5). Indeed, such stands not only result in ethnic tensions, but also risk worsening bilateral relations and also trigger political chaos. From the unfolding of political events in the Western Balkans, it is evident that the past has not only left deep scars to the communities in terms of death and displacement, but also resulted to political enmity across the region, a factor that has kept delaying its Europeanization journey.

Regardless of the international community multidimensional efforts to offer Western Balkans states aids and support, the region is considerably slow in achieving the real values of prosperity, stability, and democracy. For less than two decades, the Western Balkans has experienced a relative level of peaceful coexistence compared to the 1990s or so. However, examples like the sporadic ethnic, social, and religious confrontations in some areas of Bosnia-Herzegovina, FYRoM, and Kosovo; the above mentioned continuous disputes over statehood between Serbia and Kosovo; the border question between Montenegro and Kosovo; the Macedonian naming dispute with the neighbouring EU Greeks etc., keep obstructing these countries' ability to draw nearer to the European Union (Grabbe, et.al, 2010, p.2; Stratulat, 2017, p.12; Juzova, 2018, p.4). The Commission Strategy Paper places significant emphasis on reconciliation, both within individual jurisdictions and between states, as a prerequisite for a successful enlargement (O'Brennan, 2018, p.10). Despite acknowledging the above mentioned worrying pattern, however, Croatia's accession to EU in 2013 practically demonstrated that the European perspective is still possible even for the rest of the six Western Balkan states due to similarities that exist between the two cases.

It should not be underestimated, though, that steps in the bid are still taken on a slow motion from the remaining six Western Balkans aspirants. Failure to build pluralist institutions is striking throughout the region, whose political life is highly polarized as in the cases of Albania, Kosovo, Macedonia and Montenegro (Ibid, p.4). In addition, the elections in some countries have been marred with malpractices, a factor that has made them democratically unstable by preventing to give way to the rise of proper democratic governments (Xhuvani and Kane, 2012, p.463). Furthermore, the phenomenon of 'strongman' regimes from Milo Djukanovic in Montenegro to Milorad

Dodik in Bosnia-Herzegovina and Alexander Vucic in Serbia, all pursuing a dualist approach to European integration appears to be rather established. On top of these, the alarming pattern of accelerated ‘illiberalism’ throughout this region and further, has “become the new normal” (In O’Brennan, 2018, p.5). In this context, the EU’s preference for ‘stabilitocracy’ rather than meaningful reforms in the Western Balkans should not be sustained as long as it is the latter that serve as a key component in facilitating convergence with the Union membership norms and requirements.

5- PROSPECTS OF WESTERN BALKANS EU MEMBERSHIP

Lack of minimum standards that guarantee membership has derailed the Western Balkan countries’ ability to get EU admission even though the third decade of post-communist transition is approaching the end. ‘Judged against Copenhagen Criteria, none of the Western Balkan states can currently be considered a functioning market economy, and none can be considered anywhere near ready to withstand competitive market pressure within the EU’ (Ibid, p.7). Given that the political leaders have mostly shown interest on their own narrow local benefits rather than the regional extended welfare has often resulted to a lack of coordinated voice, endeavors, and long term contributions to the common Western Balkans goal. Despite the existing problems, as long as Europeanization of this region will offer greater chances to advance peace, through economic and political cooperation between these states (Demetropoulou, 2002; Xhuvani and Kane, 2012, p.461), the six aspirant countries should be integrated in a way or another. This will give the whole region not only a chance to open its markets safely but also the chance to develop its socio-political aspects smoothly, in benefit of all the parties involved.

Given the importance of accession into the European framework, it is evident that there should be relevant changes and improvements in the governance systems of the Western Balkan aspirant states, as this will give way to development and strengthening of their administrative capacities dealing with the integration process (Serbos, 2008, p.99; Qorraj and Jusufi, 2018, p.63). Obviously, this is not an easy job, considering the past legacies that frequently come to the fore by complicating the Balkan puzzle time and again. However, in order to overcome Europeanization obstacles, the aspirant countries should ensure there is close and efficient interaction and cooperation among

key state agencies, as well as ‘avoid fake compliance with EU demands’ (O’Brennan, 2018, p.4). This will be an ideal way for them to enhance their internal operational efficiency, increase their regional exchanges, as well as escalate their co-operation with EU member states.

Currently, the Western Balkan states have become either candidate countries or potential candidates, but for the whole region as such, becoming part of EU is still far from reality. To address the deliberated reasons of the slow Europeanization process of the Western Balkans, combined efforts from individual aspirant countries and the EU itself are vital (Demetropoulou, 2002; Sabriu, 2013, p.72). As far as the former are concerned, it is evident that the Balkans countries’ statuses do not meet yet the conditionality criteria set for accession to the EU. However, fighting to eradicate human rights violation, corruption, poor governance, and political unrests in the Western Balkans is paramount to achieving democratic governance, a key parameter of the Copenhagen Criteria. The Western Balkans still have a long way to go before they can realistically expect to be accepted as full members of EU. Still, there is no reason to believe that an intelligent combination of political incentives (integration framework) and an adequate and refocused assistance package could not contribute to overcoming the last divisions within Europe (Xhuvani and Kane, 2012, p.465) and complete the geo-political jigsaw.

6- CONCLUSION

From the above discussion, there appears to be a clear need for Western Balkan countries being admitted to the European Union as this will help bring political stability, economic sustainability, and regional cooperation. However, as the paper observed, the integration of this region to EU has been delayed as a result of various factors, including lack of proper structures and systems in certain aspirant states as well as domestic political deficiencies. So, to ensure that the integration goal succeeds, the Western Balkans needs mechanisms that guarantee close and collaborative co-working of all systems in each respective country as well as in the wider regional level. Consequently, this will help the six aspirants carry effective tools that help accomplishing the common EU membership requirements. Having addressed these

challenges, the Europeanization process can seriously take ground throughout the Western Balkans and ultimately make the region join the European Union ‘club’.

The discussion has further highlighted some problems such as political, democratic, and regional instability, among the factors that are blackmailing the Western Balkans’ journey to the EU. Indeed, they are just pieces of a complex puzzle that need to be considered all, in order to give a true picture of the region with its many transformations, challenges and causes (Jano, 2008, p.68). In addition, the paper also supports the hypothesis that EU integration is possible if the six remaining Western Balkan states work together to trespass the common obstacles that compromise their membership aspirations. However, despite the efforts instigated so far, further steps ought to be taken, in a bid to shorten the expected timeline towards their complete ‘return to Europe’ just like the Central and Eastern European States did in 2004 and 2007 (O’Brennan, 2018, p.12). Therefore, it is of paramount importance for Western Balkan countries to maintain their accession goal and ensure that there are no intermediate distracting options on their road to EU membership.

7- BIBLIOGRAPHY

Benyon, R. (2017). Economic transition in the Western Balkans: an assessment. *NATO Parliamentary Assembly, Economics and Security Committee. Reference, (074)*.

Demetropoulou, L. (November, 2002). Europe and the Balkans: membership aspiration, EU involvement and Europeanization capacity in South Eastern Europe, *Southeast European Politics, Vol.III, No.2-3*, pp.87-106.

European Commission (6 Shkurt 2018). A credible enlargement perspective for and enhanced EU engagement with the Western Balkans, Communication (2018) 65 final, Strasbourg. Retrieved from: <https://ec.europa.eu/commission/sites/beta-political/files/communication>

Friends of Europe (Winter 2014). Western Balkans: fast lane, slow lane’, *report of the high-level European Policy Summit*. Brussels. Retrieved from: <https://www.friendsofeurope.org/sites/default/files/media/uploads/2014/10/FoE-Report-Balkans-WEB.pdf>

Gordon, C., Sasse G. & Sebastian, S. (January 2008). Specific report on the EU policies in the Stabilisation and Association process, *MIRICO, 6 Framework Programme*, EURAC research, European Academy, Bolzano. Retrieved from: www.eurac.edu/en/research/

Grabbe, H., Knaus, G., Korski, D., & European Council on Foreign Relations. (May 2010). *Beyond wait-and-see: The way forward for EU Balkan policy*. London, U.K: *European Council on Foreign Relations (ECFR)*.

Jano, D. (2008). 'From 'Balkanization' to 'Europeanization': the stages of Western Balkans complex transformations', In L'Europe en formation, No.349-350. *Journal of Studies on European Integration and Federalism*, pp.55-69. Retrieved from: <https://www.cairn.info/>

Juzova, J. (April 2018). Enlargement to the Western Balkans: Finally, ready to commit? *Eastern Monitor, Europeum Monitor*. Retrieved from: <http://www.europeum.org/en/articles/detail/2018/enlargement-to-the-western-balkans-finally-ready-to-commit>

Marsh, S. & Rees, W. (2012). *The European Union in the Security of Europe. From Cold War to terror war*. Routledge.

O'Brennan, J. (2018). EU enlargement to the Western Balkans: towards 2025 and beyond, Future of the EU 27, IIEA – *Institute of International and European Affairs*, Dublin. Retrieved from: <https://www.iiea.com/publication/iiea-publication-eu-enlargement-to-the-western-balkans-towards-2025-beyond/>

Qorraj, G., & Jusufi, G. (2018). The EU Stabilisation and Association Agreement for the Western Balkans: Between Challenges and Opportunities. *Croatian International Relations Review*, 24(81). Retrieved from: 10.2478/cirr-2018-0003

Radovanovik, T. (April 2012). 'From 'Balkanization' to 'Europeanization' of the Western Balkan countries", *American International Journal of Contemporary Research*, Vol. 2, No. 4.

Rakipi, A. (2014). The EU in the Balkans. De-securitization through integration, In Western Balkans: *The futures of integration*, pp.95-101. NATO Defense College Foundation.

Sabriu, M. (October 2013). The Integration of the Western Balkans- A Need for Stability and Peace. *International Journal of Academic Research in Business and Social Sciences*, 3, 10, pp.71-78.

Serbos, S. (October 2008). European Integration and South Eastern Europe: Prospects and Challenges for the Western Balkans. *Revista Unisci*, no.18, pp. 95-112.

Solioz, Ch. (2014). 'The EU: Wider and deeper with the Balkans. Breaking the chains of weariness', In Western Balkans: *The futures of integration*, pp.81-94. NATO Defense College Foundation.

Stratulat, C. (August 2017). Democratisation via EU integration: fragile resilience and resilient fragility, In *Resilience in the Western Balkans*, eds. Sabina Lange, Zoran

Nechev, Florian Trauner, *Report no.36*, pp.11-15. EU Institute for Security Studies. Luxembourg.

Stojić, M. (2018). Transformation, Opposition or Defiance in the Western Balkans? *Party Responses to the EU in the Western Balkans*, 229-257. Retrieved from: 10.1007/978-3-319-59563-4_7

Vucetic, S (October 2001). The Stability Pact for South Eastern Europe as a security community-building institution, *Southeast European Politics*, vol.2, no.2, pp.109-134. Retrieved from: <http://www.seep.ceu.hu/issue22/vucetic.pdf>

Xhuvani, E. and Kane, E. (2012). Integration of Western Balkans towards EU, *International journal of interdisciplinary research siparunton*, vol.1, no.2. pp.446-451. Centre for science, academic research and arts. Retrieved from: <http://www.csara.eu/ojs/index.php/IJIRS/article/view/113/112>

THE SYSTEM OF VOWELS AND CONSONANTS IN THE GJAKOVA' S SPEECH DISCOURSE

Sindorela DOLI KRYEZIU^v

Article history:

Received: May 2018

In revised form: July 2018

Accepted: September 2018

Published: September 2018

Abstract

The Albanian language has a distinction between spoken dialects that are clearly noticed in the amount of sound phonemes that have a group of speeches or a single speech language compared to another group of spoken discourse. Therefore, the distinctions of different varieties are also made within a dialect. Generally, in the Albanian language speaking the biggest problems appear in the field of phonetics. The biggest variations in our language are found in the realization of sound phonemes inventory.

Even Gjakova's spoken discourse speech is part of the northern discourse group areas called "gegë" in Albanian, including vowel groups, consonant heaps, as well as phonetic changes including: assimilation, deafness, voicing, dissimilation, reduction, vowel and consonance contraction, apheresis, elision, syncope, apocopa, epentheses, metathesis, agglutination etc.

Hence, Gjakova's spoken discourse is very similar to the northern part of Albania, namely with highland of Gjakova "Malësia e Gjakovës", Bajram Curri and Shkodra. According to the quantity of emphasized vocals and the speech of the Gjakova city, in general, it is close to all the northern dialects of, as known, "gegë" in Albanian language, but differs from the shortening of the emphasized vocal. This shortening form is a bit more characteristic and more present and pronounced by this speech. This difference was clearly distinguished by Gjon Nikollë Kazazi in the 18th century.

All of these specific features in the phonetic field according to the system of vowels and consonants will be presented during the further elaboration conducted based on the presented research.

^v University of Gjakova, Gjakova-Kosovo, sindorela.doli.kryeziu@uni-gjk.org

Keywords: *phonetics, vowels, consonants, group of areas, speech of Gjakova etc.*

1- THE SYSTEM OF SONANTS AND CONSONANTS

Most part of the Gheg is composed by 19 vowel phonemes (sonants) and 27 consonant phonemes (consonants), where palatal pairs q, gj are substituted with affricates ç, xh, a typical phenomenon for the most part of Gheg (except for northern Gheg, specifically in Preshevë and Bujanovc)w.

For Gjakova variant professor Çabej says: "It is good to remember that in this variant is miraculously proved a rule or law that scholars set in linguistics in the sense that dialect changes, most of them are derived from a center from which they radiate into other remote areas of a language. "

It is well known that in the elaboration of the variant of northern Gheg, there have been different shifts in the sound area. For example, words gla, ga, gas etc. have been changed since the writings of Bogdani in the late 17th century (1685).

The Albanian language has shortness, half-length, and length of vowels, e.g. the word mal (mountain) (indefinite form), a is short, while in the definite form of mal-i (the mountain), a is turned and becomes a middle one, while with full vocal length are the words: hata, ka, dru (wood), za(voice) etc.

The Gjakova variant has another length that appears in the word of the previous syllable, where the final e is reduced: patë=paat(duck), fletë=fleet (page), borë=boor (snow), etj.

Therefore, even in the variant of the city we are discussing, the three levels of the pronounced vocals appear, as in all the Gheg variants.

In the field of vocalism, when it comes to the quantity of vowels, it presents nasal features. Where, in fact, the vocal nasals of a Gheg variant differ from a discourse of a

^w Idriz Ajeti, *Rreth disa vecorive të të folmeve shqiptare të rrethit të Presheves*

dhe Bujanovcit, te "Studime gjuhësore në fushë të shqipes II", Prishtinë, 1985, f. 265.

^x Eqrem Cabej, *"Buletin i Universitetit shtetëror të Tiranës", Tiranë, 1957, f. 207.*

variant, also Gheg. The nasals of old Gheg, for instance at Buzuku, the –ë is reduced, (“gneh nierii pat dy biih”) (a man had two daughters), Budi also uses –një, nja, nji (one), whereas at Bardhi we encounter –një, nja-, (one), but at Bogdani only -nji-y. Even in Gjakova variant, we encounter –nji- sometimes –ni, at times –nja.

In the variant of Gjakova it is clear the distinction between nasal vowels that is of value to the phonological position, although to a certain extent is limited and conditioned by the speed of pronunciation where it creates a jumble of intonational and syntactical units during the process of communication.

2- VOWELS

As aforementioned, Gjakova variant has long and short vowels, oral vowels, front vowels, back vowels, and nasal vowels. According to the phonemic variants, we are presenting the sound system scheme as follows:

i: y: e: a: o: u:

ĩ Ÿ ě ă ǒ ů

ĩ ÿ ě ã ũ

Out of the seven vocals that the repertoire of Gjakova variant has, the seventh vocal turns out very wrinkled in its use, therefore the vocal (ë) has disappeared and has left traces in the amount of vocals.

2.1- ORAL VOWELS

The Albanian language has a distinction between the variants of dialects, which are clearly noticed in the amount of vowel phonemes that have a group of variants or a single variant compared to another group of variants. Therefore, the differences of

^y Eqrem Cabej, “Buletin për shkencat shoqërore”, Tiranë, 1955, f. 83.

^z Zanoret e gjata i kemi shënuar me dy pika prapa tyre /: / si p.sh: /lo: p/, /ka:/, /dhi:/ etj.

Të shkurtrat me / ˊ /, p.sh: māl, gāz, kāt etj.

Zanoret hundore me / ^ / p.sh: sýt, pēs, zô (zëri) etj.

Zanoret e përparme i kemi shënuar me, p.sh. vokalin e, kështu: é, vén, sén, dhén etj, kurse zanoret e prapme me è.

different varieties are also made within a dialect. Regarding this issue, Jorgji Gjinari states: "Every variant taken as a separate system, as a micro system of the dialect language, has its own phonemic system, but, considering them as variants of a language and comparing them with each other, it can be seen that those by the amount of vowel phonemes are grouped and form some areal with different patterns. aa

According to the quantity of pronounced vocals the variant of the city of Gjakova, in general, is close to all the Gheg variants, but differs from the shortening of the pronounced vocal. This shortening is a little more characteristic and more emphasized by this variant. This dissimilarity was clearly distinguished by the Gjakova citizen Gjon Nikollë Kazazibb in the 18th century.

The Gheg variants, as well as the discourse of Gjakova, according to the text of Vehbija, have another length: the compensating length obtained from the previous syllables. Thus, the final –ë is reduced, e.g. pikë>piik>pik (point), ditë>diit>dit(day).

Whereas the vowels of short syllables in the nominative case take and are extended for a degree by being an intermediary of quantity, for example: mǎl>máli (mountain, the mountain), bǎc>báci (old man, the old man), i mǎdh>i mádhi (big, the big one) etc. In this variant, we constantly encounter the full length of vowels, e.g. "Sikur i miri qi pengohet me shërr ashtu i kéqi shum hér pëngohet me hajr" ("Just like the good man is hindered by the hassle, so the evil man stumbles in luck"). However, we can also encounter short vowels, for example "I ngráti insǎn kah po gzóhet nuk dǐ ǎi" (The poor man does not know why is happy), "Kush jǐp bakshish pǐr  kado, s'  pǐr k nd" (Whoever leaves a tip for anything, is not worth a thing). Therefore, this variant is very close to the standard Albanian language.

2.2- THE VOWEL A

The vocal a is encountered in all the varieties of northeastern Gheg, for example: me tha (to dry): me la (to wash): me ra (to fall): vlla (brother): i ga:t (tall, long) (i gjat ) etc. In verbs and adjective lexemes, usually the extension of this vowel (a:) is as a consequence of the fall of their final vocal.

^{aa} Jorgji Gjinari, *Dialektologjia shqiptare, Tiran , 1975, f. 61.*

^{bb} *Vep.cit.*

The long vowel *a* in Gjakova variant is also found in the form of the plural of nouns: said: *tha: s* (bags), *gra* (women): *burra* (men): *rrasa* (slate): The oral vowel *a* (pronounced) we encounter very often in these words, such as: *drapën*(sickle), *krahën* (comb), *darsem*(wedding), *zharpën*, *bashqe*(garden), *çare* (solution), *çadër* (umbrella), *sabër* (patience). It is also encountered in the first-person verbs of present-tense in declarative mood: *shaj* (curse), *laj* (wash), *thaj* (dry), *kaj* (qaj) etc.

As well as in the whole Gheg variant, in contrast to Tosk and standard Albanian that has well presented both forms, in the Gjakova variant the indefinite nouns: *kalë* (horse), *bar* (grass) are always used in the definite form: *kali* (the horse), *bari* (the grass).

We encounter the short vowel *a* in words: *dësh* (ram), *është* (is), *xhāk* (gjak), *pāk* (a little), *fāl* (fortune telling), *krāh* (shoulder)etc.

We often encounter the vowel *a* shifted in *e*, e.g.: *fjelë* (fjalë) (word), *skrrej* (skrraj, *krimb*) (worm), *berk* (bark) (stomach), *sej* (sajë) (sleigh) etc.

There are many cases when the vowel *a* is shifted in *i* through *ë*, e.g: *livrit* (lëviz, lëvrit) (move), *livroj* (lëvroj) (cultivate), *livdoj* (lëvdoj) (praise) etc.

When the vowel *a* is shifted in *o*, but in the majority of cases is found in a nasal *a* (*â:*), *kâ:m* (have), *jâ:m* (am), *â: n* etc.

2.3- THE VOWEL E

The long vowel *e* is encountered in words, such as: *dhe:* (soil), *ple:h* (manure), *fe:* (religion), *be:* (vow), *der:* (door), *ke: p* (qepë) (onion), *dre: k* (lunch) etc. This long vowel is also encountered at participle verbs: *me pre:* (to cut), *me le:* (lind) (to give birth), *me ble:* (to buy), etc.

The long vowel *e* is also found in adjectives: *i nxe:t* (*i nxehtë*) (hot), *i kre: hën* (groomed), *i dje:ge: n* (burnt), etc.

Whereas, the short vowel *ë* is found at these words: *xhëp* (pocket), *cël* (open), *cëls* (key), *shës* (I sell), *djëlt* (djemt), *djemt* (boys, sons), *djë* (yesterday), *pardjë* (the day before yesterday), *vjëť* (last year), *sivjëť* (this year), etc.

As in all Gheg variant, this variant as well in the passive voice-reflexive of the verbs in the present tense, the vowel *e* falls, for example: *msohna* (*mësohem*) (I'll get used to it/I'll learn how to do it), *msohesh* (*mësohesh*), *msohet* (*mësohet*), *msohemi* (*mësohemi*), *msoheni* (*mësoheni*), *msohen* (*mësohen*). In the imperfect tense of the passive voice, the verbs get the preposition: *u lajsha* (*lahesha*) (I used to bathe), *u lajshe* (*laheshe*), *u lake*, *u lajke* (*lahej*) (he used to bathe), *u lahshim* (*laheshim*) (we used to bathe), *u lahshit* (*laheshit*) (you used to bathe), *u lahshin* (*laheshin*) (they used to bathe), etc.

As in all Gheg variants, also at the feminine gender, the vowel *e* makes the distinction of the female gender from that of male one, for instance: *e blame* (bought), *e lyme* (painted), *e terne* (dried), *e shkurtune* (shortened), *e martune* (married), *e përvlune* (burnt), *e harxhume* (spent)etj.

The oral vowel *e* (pronounced) is encountered in the following words: *petull/petlla* (doughnut), *letër/letra* (paper), *mjegull/mjeglla* (fog), *sjetëll/sjetlla* (*sqetulla*) (armpit), *lepër/lepri* (rabbit), *delma/delmja* (*delja*) (sheep), *breshën/breshni* (hail), etc. Also, even at the verb in the first person singular in the declarative mood is encountered in this e.g. *krehi* (he/she combed), *çeli* (flourshed, opened), *veshi* (wore), *shprehi* (expressed), etc.

2.4- VOWEL Ë

This vowel is a characteristic of the Albanian language, as in regard of its preservation (especially at Tosk speakers), as well as the significant decline or reduction (characteristic of the Gheg) of this sound.

In Gjakova variant the vowel *ë* is mainly not pronounced or half pronounced as in all the northeastern variants of Gheg.

Also in Kujunxhiç's dictionary according to A. Cettes cc, the letter *ë* is featured with an apostrophe, e.g: *grshont* (*gërshërët*)(scissors), *gshtojat* (*gështenjat*) (chestnuts), *p'r* (*për*) (for), *n'r* (*nër, ndër*) (below), *mot'r* (*motër*) (sister), *lund'r* (*lundër*) (canoe) etc.

The vowel *ë* is one of the most treated in the Albanian language.

^{cc} Hilmi Agani, *Fjalori i Lubomir Kujunxhicit në dritën e shqipes së Rahovecit dhe Gjakovës, Prishtinë, 1981, f.74.*

Studies about this vowel are very important, especially for its spelling, the consequences of the absence, which means the decline or disappearance of it that is characteristic of the Gheg, and hinders the correct use of standard Albanian language.

In Gjakova variant, the vowel *ë* is often encountered as a short one, e.g: *i thăt* (*i thatë*) (dried), *i găt* (*i giatë*) (tall/long), *vllă* (*vëlla*) (brother) etc.

The use of the vowel *ë* has declined, especially in the final position of the, therefore causing the length of the final vowel that is located before it. There are many cases, such as: *shka: ll* (*shkallë*) (scale), *dr̥ra: s* (*dërrasë*) (board), *di:t* (*ditë*) (day), *na:t* (*natë*) (night), *gu:sh* (*gushë*) (goiter), *fu:sh* (*fushë*) (field); *e ba: rdh* (*e bardhë*) (white), *e ze: z* (*e zezë*) (black); *me da: l* (*për të dalë*) (to go out), *me ha: p* (*për të hapë*) (to open), *me ke: p* (*për të qepur*) (to sew), *me pje: k* (*për të pjekë*) (to cook), *me li: dh* (*për të lidhë*) (to tie), *me ly: p* (*për të lypë*) (to ask), etc. However, it is preserved before the liquid consonants *l*, *r*, *rr*: *tomël* (milk), *omël* (sweet), *gogël* (small and round), *e vogël* (small), *zemër* (heart), *themër* (heel), *motër* (sister), *votër* (fireplace), *sofër* (dinner table), *vjehërr* (father in law), *i vocërr* (tiny), *mjekërr* (beard), etc.

It is also preserved in the accusative case of the nouns, e.g: *fëmën* (*femër*) (woman), *ëmën* (*emër*) (name), *gjarpën* (*gjarpër*) (snake), *drapën* (*drapër*) (sickle), *dhelapën* (*dhelapër*) (fox), *mollën* (apple), *dorën* (hand), *komën- kamën* (*këmbën*) (leg), *motrën* (sister), *votrën* (*vatrën*) (fireplace), etc.

In some of the nouns and adjectives, the vowel *ë* is located in the first syllable, e.g: *pllu:m* (pigeon), *vlla* (brother): *pr̥ra: ll* (fairytale), *i smu:t* (sick), *i kpu: ten* (weary) etc. Whereas, while using this sound in the genitive and dative case, this vowel is shifted in *e*, e.g. *gushes* (goiter), *fushes* (field), *lopes* (cow), *udhes* (pathway), etc.

Another phonetic change from *ë* to *u* is also done to words such as: *kumo: n* (*këmbanë*) (bell) etc. Another alternation of *ë>u* is encountered at Turkish suffixes “*llëk*” but in contrast to other suffixes that in the Albanian language are “*-lik*”, “*-llik*”, “*- llëk*”, “*- llak*”, in Gjakova is found with *ÿ*, “*-llÿk*”. For instance, the word “*çiflik*”, in Gjakove is said “*çifllÿk*”, “*gjyzllÿk* (glasses)” etc. Sometimes, it can be found as “*llÿk*”, e.g. “*pazarllÿk / pacllÿk*” (*pastërti*) (cleanliness), “*axhamillÿk-axhamillÿk*” (*fëmijë*, *i papjekur/ i parritur*) (immature), “*pazarllÿk/pazarllÿk*” (shopping),

“xhamllūk/xhamllÿk” (qelqurinat brenda dollapit) (glass menagerie), “rahatllÿkin” (rehatinë) (comfort), “budallallëkÿn/budallallÿkin” (stupidity). Therefore, this form sounds clear in Gjakova variant, especially to the part of society that is above the middle age, whereas the youngsters do not use it very much.

There are cases when the not pronounced vowel *ë* is shifted to *i*, e.g: thëngjill (thëngjill) (coal), qilloj (qëlloj) (shoot), çinis (qëndis) (embroider), lÿvore (lëvore) (peel), gjëmoj (gjëmtoj) (thunder), i qërum (i qëruar) (peeled) etc.

2.5- THE VOWEL I

The long vowel *i* (i:) is encountered in nouns: shpi (house): qi: k (vajzë) (girl), thi: k (knife), gurabi (cookie): tepsi (baking pan): lajthi (hazelnut), jarani (friendship): tradhti (betrayal): miqsi (friendship): burri (manhood): etj. In adjectives: i zi (black): i ri (new): i mi: r (i mirë) (good), i shli: r (loose) etc.

The short vowel *i* (i) is found at these words: mÿk (friend), nÿp (nephew), gÿsht (finger), bÿsht (tail), krÿsht (Christ), trÿm (brave), lÿs (oak), etc. Even words with oriental origin are encountered with short *i*, for instance: ÿbrik (kettle), ÿftar, ÿtibar (reputation), ÿbret (ugly), ÿnsan (man, person) etc.

There is also the shift between *i* and *y*, e.g: rrÿp (belt), krÿp (salt), xhÿlpÿn- xhÿlpân (gjilpërë) (needle) etc.

The short vowel *i* (i) can be found at the male nouns, e.g. Afrÿm, Zgjÿm, Fitÿm, Gzÿm, Burÿm, Lulzÿm, Blerÿm, Shpëtÿm, Festÿm etc.

2.6- THE VOWEL O

The pronunciation of the vowel *o* in Gjakova variant is normally encountered as in the standard Albanian, unlike other Gheg varieties.

Its characteristic is that when it changes from *o* to *a*, where it is similar with the general variant of Kosovo. This characteristic is found in these words: Asmon (Osman), katalik (katolik), ariz (oriz) (rice in Gjakova's villages), nashta (ndoshta) (maybe), u vanova (u vonova) (I am late), axhak (oxhak) (chimney), dallap (dollap) (wardrobe), çaban (çoban) (shepherd), kavac (kovaç) (smith), aborr (oborr) (garden) etc.

2.7- THE VOWEL U

This sound is found the same in terms of pronunciation in all varieties of Gheg, e.g. long u is found in words such as: bu: rr (burrë) (man), fu: rr (furrë) (oven), tu: rr (turrë) (pile), bu: k (bukë) (bread), lu: g (lugë) (spoon), dru: (drunj) (wood), ftu (ftonj) (quinces); foljet: me shku: (për të shkuar) (to go), me tu:t (për të frikësuar) (to scare you), me hu: p (për të humbur) (to get lost), me mu:sh (për të mbushur) (to fill) etc.

The short vowel u (ü) is encountered in these words: brüm (dough), shkrüm (shkrumb) (char), rrüşh (grapes), trüş (body), ũrt (quiet) (an andver that show the manner of quietness attitude), shkũrt (short), thũk (dense). It is also encountered at possessive pronouns, e.g: dru:t e tũ (your wood), djelt/djemt e tũ (your boys), syt e tũ (your eyes), vesht e tũ (your ears), librat e tũ (your books), thonjt e tũ (your nails) etc.

There is an alternation from u to e, where the suffix –un in Gjakova variant is –e (short (ë), e.g. i thekën (i thekur) (toasted), i terën (i terur) (dry), i rrjepën (i rrjepur) (ripped), i dekën (i vdekur) (dead), i dalën (i dalur) (gone), i falën (i falur) (forgiven), i hapën (i hapur) (open), i pakën (i mpakur) (faded) etc.

The transition of u to ë, there are cases when it is in the definite mood of the nouns, e.g: kumëll (kumbull) (plum), lepër (lepur)(rabbit), petëll (petull) (doughnut), vetëll (vetull)(eyebrow), sjetëll/sqetëll (sqetulla) (armpit), hekër (hekur)(iron), flutër (flutur)(butterfly), i pjekën (i pjekur) (cooked), i gjetën (i gjetur) (found), i terën (i terur) (dry), i djegën (i djegur) (burnt), i krehën (i krehur) i qethën (i qethur) (groomed) etc.

2.8- THE VOWEL Y

The vowel y is encountered in different pronunciation forms. The long y (y:) is encountered in these nouns: bry:m, fry:m (era), dry: etc.; verbs: me ly: p, e kry: pi (e kriposi), me shty (to push): etc.

Whereas, the short y (ÿ), is encountered in indefinite nouns, si p.sh. klÿsh(puppy), brrÿl (elbow), rrÿp (belt), fÿt (throat) etc.

The alternation of $y > i$ can be encountered in Gjakova variant, as portrayed by H. Agani in the dictionary of Kujunxhiç, e.g. $t'shtimishdd$ (shtym/fik) (turn off), $fishek$ (fyshek) (bullet), $bilmet$ (bylmet) (dairy) etc.

2.9- VOWEL NASALIZATION

Since the first part of the 19th century, is noted the vowel nasalization in Gjakova variant. As stated by Idriz Ajetiee, the vocals had the nasalization, not only where it was historically explainable, but also in some cases the secondary nasalization, caused by the vicinity of the nasal consonants^{dd}.

Nasal vowels that characterize the Gjakova variant are the consonant nasals m , n , nj .

Such cases of a very developed nasalization are encountered especially in a in these words: $j\breve{a}m$ (am), $k\breve{a}m$ (have), $n\breve{j}ani/n\breve{j}oni$ (njëri) (one), $b\breve{a}ni/b\breve{o}ni$ (bëri) (did), $me\ dh\breve{a}n$ (për të dhënë) (to give), $me\ th\breve{a}n$ (për të thënë) (to say), $me\ b\breve{a}/bo$ (për të bërë) (to do) etc.

Whereas, the nasal vowel e is found in words: $rr\breve{e}n$ (gënjeshtrë)(lie), $B\breve{e}c$ (a village near Gjakova), $b\breve{e}rk$ (barku) (stomach), $s\breve{e}n$ (asgjë) (nothing), $m\breve{e}nt/men$ (mend) (mind), $sh\breve{e}j$ (shenjë) (sign), $sk\breve{e}j$ (skaj) (edge), $skrr\breve{e}j$ (krimb) (worm) $f\breve{e}m\breve{e}n$ (femër) (woman), $\breve{e}j\breve{t}e$ (enjte) (Thursday), $p\breve{e}s$ (pesë) (five), $rr\breve{e}m$ (rremb, bisk) (twig), $p\breve{e}m$ (pemë) (tree) etc.

There are nasalization cases in vowels as well, i , u , y , $p.sh$: $fl\breve{i}$ (type of dough in layers), $mull\breve{i}$ (mill), $th\breve{i}$ (derr) (pig), $br\breve{i}$ (rib), $rr\breve{i}$ (stay) etj.; $sm\breve{u}t$ (sëmure) (sick), $kr\breve{u}ne$ (bran), etj.; $br\breve{y}:m$ (rime), $fr\breve{y}:m$ (wind), $e\ kr\breve{y}:mne$ (e krimbur) (rotten), etc.

There are also nasalization cases at vocals of high scale nasalization at the plural of nouns too, e.g. $m\breve{e}n$ (mend) (mind), $dh\breve{e}n$ (dhent) (sheep) etc.

^{dd} Po aty, f. 92.

^{ee} Idriz Ajeti, *Pamje historike; O jeziku Divana, [marrë nga Hilmi Agani, tek "Fjalori i Lubomir Kujunxhicit", f. 67.], 1981,*

Prishtinë.

^{ff} Po aty.

In addition, there are nasalization cases in the process of labialization of nasal *â* in *o*, noticing that the transition to the oral *o* is usually depended by the emphasis of the phrase by the given context. Moreover, the same case as nasal is when it is next to the front tongue position *–n* and is considered a nasal. Furthermore, it is also presented as a consonant cluster *ng*, in verb forms, merging into a nasal *ô*, e.g.: *ish kon njoni n'hôn* (kishte qenë njëri në një han/bujtinë) (there was once a man in an inn), *njô* (një) (one), *du me ma dhôn* (dua të ma japësh) (I want you to give it to me), *i bona zô* (i bëra zë/e thirra) (I called him/her), *ish kon shum n'zô* (kishte qenë shumë në zë/me nam) (It was popular), *e kish pas lôn* (e kishte lënë) (He/she left it), *ish i rôn* (ishte i rëndë) (it was heavy), *e kom dhôner/dhôn timer* (e kam dhëndërr) (he is my son in law), *ish rruga e xhôn* (ishte rruga e gjerë) (the road was wide), *osht dhôn timer/ dhôn timeri jem moj zôj* (është dhëndëri im moj zonjë), (Madam, he is my son in law) etc.

3- DIPHTHONGS AND VOCALIC CLUSTERS

Gjakova variant does not have a specific vocalic group. There are rare cases, e.g. *fjala me punue* (to work), *knue* (to sing), *mue* (me) etc., when the vocalic group *-ue* is assimilated in *–u*. In the vocalic group *–ye*, the vowel is omitted and is only the *–y*-, e.g. *kthye-kthy* (returned), *krye-kry* (head) etc.

Moreover, in the vocalic clusters *–ie*, *i* is assimilated in *–i*, e.g. *milli* (mielli) (flour), *dilli* (dielli) (sun), *qilli* (qielli) (sky) etc.

Dissimilar from the general Gheg, where they are presented as vowel clusters, especially the cluster *–ue*, in Gjakova variant there are rare cases that are encountered in that way, as aforementioned.

4- CONSONANTS

The consonants clusters are encountered in the Gheg variant with many changes from the standard Albanian. We see them assimilated from a consonant to another one. We will focus in particular on each consonant that is of interest in the field of our topic.

4.1- THE CONSONANTS *Q, GJ, C, XH*

Examining the consonants of this variation, it is noted that there are many changes as in the whole Gheg variant. There is a simplification: out of four consonants (*q, gj, ç, xh*)

there are 2 (ç and xh). So, the palatal group q and gj is merged in the group of affricates ç and xh.

E.g: t'çesish gurin (të hedhësh gurin) (to throw the stone), dola en' bashçe (dola në bashqe/kopsht) (I went out in the yard), çika jeme (vajza ime) (my daughter), shum çefli (shumë qefli) (a fun person), sa çef (sa qejf) (how much fun), kish musteçe (kishte mustaqe) (he has mustache), ishin pleç (ishin pleq) (they were elders), zemer e keçe (zemër e keqe) (evil heart), çekiçi i madh (çekici i madh) (big hammer), viçi i vogël (viçi i vogël) (little calf), çen i keç (qen i keq) (bad dog), jam kah knaçna (jam duke u kënaqur) (I am having fun) etc.

The consonant xh is found in these words: n'xhum (në gjumë) (asleep), kish xhak (kishte gjak) (there was blood), xhúmă topin (gjuama, ma gjuaj topin) (throw me the ball), përxhymis ish (përgjysmë ishte) (it was half), xhith ishin kon (të gjithë kishin qenë) (everyone was there), axhak i mushën (oxhak i mbushur) (filled chimney), dul ho: xha (doli hoxha) (the imam left) etc.

4.2- LATERAL SONANTS L, LL

In the northeastern Gheg the consonants l and ll are well preserved, as well as in the variant of Gjakova. It is thought that is more emphasized –ll, because it dominates from the Serbian language that in some places the words that are pronounced –ll, but they are written as –l.

The cases where the sonant–l is well preserved, are encountered in words such as: bylbyl, brrÿl (bërÿyl) (elbow), pu: l (pulë) (chicken), lu: l (lule) (flower); and with –ll: hamall (worker), bakall (grocer), pllâm/pllôm (pëllëmbë) (palm), llôm (llum) (sludge) etc.

Alternation of dh>ll, is encountered in the Southern Tosk (especially in Gjirokastrë) and in the Northern variant (Shkodra). In the variant of Gjakova we do not find this phenomenon very often, except in the example: livadh>livall, and vice-versa ll>dh, it is not encountered in Gjakova variant.

4.3- THE CONSONANT NJ

This consonant is encountered in Gjakova variant, since the 19th century, proved by I.Ajeti's study of Tahir Boshknjaku'sgg Vehbija . Therefore, it is not presented differently from the general variant of Gheg. The final Nj is found the plural of words such as –j, e.g: ftoj (ftonj) (quinces), patkoj (patkonj) (horseshoes), thoj (thonj) (nails), prroj (përroi) (brooks), dyjâja (dynjaja/bota) (the world), hûj (hunj) (stake), kûj (kunj) (peg), gûj (gjuri) (knee); in adjectives as well: e zoja (e zonja) (skilled), t'zij (të zinj) (black), t'rij (të rinj) (young, new), t'mdhaj (të mëdhenj) (big); numerals: nimdhe:t (njëmbëdhjetë) (eleven), dymdhe:t (dymbëdhjetë) (twelve), katërdhet (katërdhjetë/dyzet) (forty), gjazhdhe:t (gjashtëdhjetë) (sixty), nimi:/nimij (njëmijë) (one thousand), niri: (njeriu) (man) etc.

4.4- THE CONSONANTS TH, DH

These two consonants are well preserved in the whole Gheg, and are not alternated amongst each other. For instance: tha:sh (said), thika (knife), thëmra (thembra) (heel), thot (thotë) (says), thës (bag)etj. Whereas, in words: m'dhëm (më dhëmb) (it hurts), me dhãn (për të dhënë) (to give), dhãmi (dhëmbi) (tooth) etc.

4.5- THE CONSONANTS TH, F

This is the case of the alternation of these two consonants, e.g: thmî (fëmijë) (children), ufëll (uthëll) (vinegar), the: rra (ferra) (thorns), kfi: llet (kthjellohet) (clears) etc.

4.6- THE CONSONANTS R, RR

In Gjakova variant (unlike other local variants in Kosovo), these two consonants are not mixed with each other, as it can happen in the exchange from –r to –rr (where the difference is not in speaking but in writing). In Gjakova, the words that are written the same way as spoken are: a: r (field), la: r, ve: r (summer), de: r (door), kore (crust) etc. All the words that have the consonant –rr, are encountered in the same way as they are written e.g., therrtore, karroca, rroja (rrënja), nxerr (nxjerr) etc. In addition, the consonant –r is somehow different from other areas of Kosovo in terms of pronunciation. It is known that in order to pronounce the consonant –r, during its

⁸⁸ Idriz Ajeti, *Pamje historike*, f. 31.

spelling the tongue is lifted and its tip is located in the middle position of the mouth (approximately 30 degree of height) and is close to the upper teeth alveolar (without touching them) and has the same position as for the laterals. However, we think that the difference of this consonant in Gjakova variant is related to the position of the tip of the tongue, which goes 90 degrees high towards the palate without touching it, e.g., falemindë:it shum (faleminderit shumë) (thank you very much), mif:upafshim (see you), tr:eni vijke (treni vinte) (the train was coming), dër:a e shpis (dera e shtëpisë) (the door house), bër:ki po m'dhëm (barku po më dhëmb) (my stomach hurts), kr:ahi i punës (krah i punës) (labor force), dër:en e madhe (big hand), f:uvenia (ëmbëlsirë) (cake), pëf:pa: a e kisha (he/she was in front of me) , m:ena isha (I was inside) (this is the case of assimilation and syncope), e preki them:en (e preku thembrën), (he/she touched the heel) etc.

4.7- THE CONSONANTS Z, X

Even these consonants are sometimes found as alternated, e.g, kallxoj (kallëzot/tregoj) (tell), u rrxu (u rrëzua) (he/she fell) etj. The abbreviation of people's name is alternated as well: Ximi (Gëzimi), Xata (Rrezarta), Xeni (Erzeni), Xeni (Shkëlzeni), etc.

5. CONSONANTS CLUSTERS

It is known that the Albanian language has had its consonants clusters preserved for a very long time, but during its development our language has been simplified in terms of dialects, specifically in the Gheg dialect.

5.1- CONSONANTS CLUSTER MB

This consonant cluster is not preserved in the Gjakova variant. Even if we encounter it in the Kunjunxhiç's dictionary, at Çabej as well as at Ajeti,^{hh} that has found the usage of this cluster –mb preserved and regular, at Tahir Boshnjaku, as we have noticed that in Gjakova variant this cluster –mb has undergone through a progressive assimilation.

The phonetic change from –mb has turned into –m, e.g., marun (mbaruan) (finished), ma: n shpres (mbanë shpresë) (hoped), demel (dembel) (lazy), e mloj (e mbuloj) (covered), e myten (e mbyten) (killed), koma (këmbe) (leg), me:sa e saj (mbesa e saj)

^{hh} Hilmi Agani, *Fjalori Lubomir Kujunxhicit*, f. 134.

(her niece), pllëm (pëllumb) (pigeon), e trëmi (e trembi) (he/she scared him/her), kumull (kumbull) (plum), e muloi/mloi (e mbuloi) (he/she covered him/her/it). Even at numerals, after the number ten are not found as –mb, but as –m, e.g. dymdhet (dymbëdhjetë) (twelve), pesëmdhet (pesëmbëdhjetë) (fifteen), tetëmdhet (tetëmbëdhjetë) (eighteen), etc.

There are alternation cases from mb>t, e.g: hupi (humbi) (lost), pshteti (mbështeti) (laid), prom (mbrëmë) (last night) etc.

Therefore, the variant of Gjakova, unlike many other areas of Kosovo has not preserved even one example from this consonant–mb.

5.2- THE CONSONANT CLUSTER ND

Unlike the consonant cluster –mb, that in Gjakova was completely assimilated, the consonant cluster –nd, in some occasions, is presented with the nasal –n, but is pronounced as *ń* (for the pronouncement of the consonants –n, the tip of the tongue touches the alveolar of the upper teeth, whereas in the pronunciation of the variant that is being discussed, to pronounce the consonant –n, the tip of the tongue does not only touch the upper teeth alveolar but also the teeth, so the tip of the tongue is laid from the upper teeth and touching around the front part of alveolar e.g: kom *ńi* (kam dëgjuar) (I've heard), mor'a *ńima* (mora ndihma) (I got help), mu*ńen* me shku (munden të shkojnë) (they can go), *ńrecet* (ndreqet/rregullohet) (it will be fixed), e *ńgoj* (e dëgjoj) (I listen to it), *ńdryshki* e kish ka:p (ndryshku e kishte zënë) (it was rusted), dro*ńofille* (trëndafille) (rose)etc.

There are cases when the consonant cluster -nd is preserved as such, e.g: ônderr (ëndërr) (dream), gônderr (gjëndër) (gland), pôndel (ragged, cursing word for a man who has nothing), pendel (light)etc.

The Albanian language prepositions në, ndër, nën, is Gjakova variant are listened with a very emphasized n', is –en, and nër for nën, e.g., en Gjakov (në Gjakovë) (in Gjakova), en Fakulltet (në Fakultet) (in faculty), nër tavolinë e kishin (nën tavolinë e kishin) (they had it under the table), e kam nër men (e kam ndër mend) (I have it in mind) etc. So, the consonant cluster -nd was assimilated into -n, sometimes as *ń* as well: e.g., k*ńu* (kënduar) (sang), k*ńej* (këndeje) (this way), masa*ńde*j (masandej, pastaj)

(after), pëndel (pendël) (feather), vañ (vend) (place), sañ (send, asgjë) (nothing) etc. Whereas, nd>n is found in these expressions, e.g: me knu sonte (për të kënduar sonte) (to sing tonight), anej vjen (andej vjen) (he/she comes that way), knej shkon (këndej shkon) (he/she goes this way), huna e kuqe (hunda e kuqe) (red nose), kish krune (kishte krunde) (he/she had bran), t'u boft shnet (t'u bëftë shëndet) (bless you), u da prej tij (u nda prej tij) (she broke up with him) etc.

5.3- THE CONSONANT CLUSTER NGJ

This consonant cluster –ngj has not undergone a phonetic change as some Gheg variant have, from ngj>nj. However, the variant of Gjakova has preserved this consonant cluster, but in their pronunciation not as ngj but as nxh. E.g: kinxh (qengj) (lamb), nxhyj (e ngjyey) (dye), e nxhiti (e ngjiti) (he/she stuck it), tunxhin (carrying the meaning of the word – the whole), nxhimt (meaning one by one, in order, a case examined by Çabej in his study.ii).

ⁱⁱ *Eqrem Cabej, Për historinë e konsonantizmit, f. 40.*

APPROACHES TO MORAL EDUCATION THROUGH SELF-MATURATION OR SELF-REALIZATION PROCESS IN THE BAKTASHI ORDER

Atakan DERELIOĞLU^{jj}

Article history:

Received: May 2018

In revised form: July 2018

Accepted: November 2018

Published: December 2018

Abstract

Haji Baktash-i Walī was the spiritual, charismatic and historical great figure who gave his name to the Baktashi order. Among his works, Maqālāt is the most comprehensive and important one. He prefaced the book by saying that "This work declares how many phases the man will go through to reach the Ultimate Being, God". This research focusing on teachings in the work "maqālāt", elaborates on the teaching Four Doors - Forty Stations as the method to reach the Ultimate Being, God, thereby to become a (true) friend of God and attain human perfection (al-insān al-kāmil). While moving through each specific stage of Four Doors and Forty Stations, one attains a holistic personality or realizing oneself as is similar to the Maslow's hierarchy of needs. This research tries to figure out the type of educational model of the order and then the inside out educational approach is turned to account. Unless a person conducts a moral education from the inside out, he or she will not be a purified and morally good person. And then, this paper deals with the self-maturation or self-realization process through the awareness of human inclinations towards good and evil. Baktashism tried to elevate people from the level of ignorance and heedlessness to the level of having the knowledge of oneself and consequently the knowledge of God and being lover of Him.

Keywords: *Haji Baktash-i Walī, Four Doors - Forty Stations, knowledge of one's carnal self, realizing oneself, hierarchy of needs, insan al-kamil / a perfect and mature human being.*

^{jj} Beder University/College, Tirana-Albania, aderelioglu@beder.edu.al,

1- INTRODUCTION

Every school taking aim at human education has a certain educational approach with attainment targets. These approaches have taken form around a person who are usually the spiritual, charismatic and historical personalities who gave the name to the school. When you speak of Baktashism, it is without doubt that this person is Haji Baktash-i Walī, who gave his name to the Tarikati Baktashi or Baktashi order. He led and formalized Baktashism through his extant works and the successors he trained. In the same way, the famous Baktashi prominent figures such as Kayghusuz Abdāl, Koyun Baba, Veli Baba, Virani Baba and Munji Baba have been influential in the development of Baktashism's training and educational approach. In this sense, in order to understand and analyze the moral education process in Baktashism, it is an appropriate method to consider the opinions and views of people who have spiritual authority, especially Haji Baktash-i Walī, on this subject.

2- PATH TO THE ULTIMATE BEING, GOD IN HAJI BAKTASH WALĪ: FOUR DOORS - FORTY STATIONS

Among the works of Haji Baktash-i Walī, Maqālāt with a mystic nature is the most comprehensive and important one. This work might help to understand his views and thoughts in a better way. In this work, He prefaced his introductory remarks by saying that "This work declares how many phases the man will go through to reach the Ultimate Being, God (Haji Baktash-i Walī, Maqālāt, p.27)." He also emphasized the principles of living by which Allah (j.j) is pleased. He formulated this as "the Four Doors-Forty Stations", and stated how important these principles were by saying, "If one of these forty stations is missing, the truth will not be complete (Haji Baktash-i Walī, Maqālāt, p.32)."

Haji Baktash Walī describes the teaching Four Doors - Forty Stations as the method to reach the Ultimate Being, God. What is meant by four doors are as being (1) Sharī'ah or the essential rules of religion, (2) Tarīqah or the Sufī path, (3) Ma'rifah or divine knowledge (knowledge of God) – 'irfān, and (4) Haqīqah Truth or the manifestation of divine truth. Forty Stations are forty steps progressed through entering these doors. Haji Baktash-i Walī points to the ten stations in each of these four doors and explains what is needed to reach the next station from each station.

A worshipper reaches the Ultimate Being, Allah the Exalted by passing through these four doors and forty stations, thereby becoming a (true) friend of God and attains human perfection (*al-insān al-kāmil*) (Haji Baktash-i Walī, *Maqālāt*, p.27). Four doors and forty stations are meant to be a method of transformation and self-maturation process through which one's imperfect deficient spirit (*rūh*) attains a perfect human spirit by one's own personal experiences (Kurşunoğlu, 2014). This transformation process is carried out under the guidance of a mentor (Godly Scholar; *murshīd*).

Four doors and forty stations are reminiscent of Abraham Maslow's hierarchy needs. Human needs, according to Maslow, range from basic physiological requirements and safety, to love and esteem, and to 'self-actualization.' In 1943, Maslow suggested five levels for these needs. Then, in 1970, he revised his ideas and suggested an eight level hierarchy to include cognitive and aesthetic needs and later transcendence needs (Maslow, 1971).

Maslow, one of the founder and pioneers of humanistic psychology, wanted to understand what motivates people and believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. He emphasized both the universality of this transcendental need and the fact that it constitutes an integral part of every human nature (Elkins, 2007). While moving through each specific stage within Haji Baktash Walī's teaching of Four Doors and Forty Stations, one attains a holistic personality or realizing oneself as is similar to the Maslow's hierarchy of needs (Karacoşkun, 2007, p.93).

Some have interpreted it as self-annihilation in God (*fanā*) and gaining subsistence by the Ultimate Being, God (*baqā*) through self-maturation process that one experiences during his struggle to melt away his self-centeredness (*anāniyyah*). The steps taken by self-maturation process through the four doors are summarized as follows: 1. The Door of *Sharī'ah* / Islamic Divine Law – in which one's flesh (*nafs*) says "To you is yours and to me is mine."; 2. The Door of *Tarīqah* / Sūfī Path – "To you is yours, mine is also yours."; 3. The Door of *Ma'rifah* / Divine Knowledge (knowledge of God) – "There is neither mine nor yours."; 4. The Door of *Haqīqah* / Truth – "There is neither you nor I, everything is but He (Erdem, Path to the Universal Self, p.154)."

3- HAJI BAKTASH-I WALĪ'S TEACHABILITY INDEX OF PEOPLE WITH REGARD TO BELIEF IN GOD

Haji Baktash-i Walī categorizes people into "er kişi" (attainer or saints) and "ham kişi" (raw person, raw souls) from the viewpoint of education. An attainer or a saint is a trained person. In a sense, the word "Erenler" (mature individuals, saints) derives from this concept and understanding. So "Erenler" are people who completed their training; reached perfection. The raw souls are divided into two categories. Those who are prone to training (those who have not lost their maturation ability), and who are unable to receive training (those who have lost their maturation ability). Those who are prone to training are those who are "awakened from the sleep of heedlessness". They know Allah; They're aware of His presence everywhere. Those who cannot receive education are in the state of "heedlessness" which means not knowing God and not believing in Him (Aktaş, p.218).

4- THE INSIDE-OUT EDUCATIONAL MODEL

When we look at the first hand books, which determine the main pillars of the Bektashi order, it is seen that the inside out educational model is adopted, while enabling people to gain good morals. In the Baktashiyya, first of all, the person is introduced to his carnal self and he is informed about his tendencies towards evil and good. Ashiq Pasha, called this basic approach as "knowing one's own essence".

Kend'özün bilmekdür ahir ma'rifet,

Kendü halin bilmemekdür ma'siyet.

The ultimate knowledge is to know your own essence

Being rebellious means unawareness of one's stance (Ashiq Pasha-yi Walī, Gharibnama, p.75, 125, 375)

This approach derives its theological base from a word of wisdom which came to be known as a saying of the Prophet Muhammad (PBUH): "Whoever knows himself knows his Lord." (مَنْ عَرَفَ نَفْسَهُ فَقَدْ عَرَفَ رَبَّهُ) (Al-Ajluni, Kashfu'l Khafā, 2/343.) Haji Baktash-i Walī's statement, "no matter what you look for, search that in your essence" is also possible to evaluate in this sense. According to Haji Baktash-i Wali, individuals

who recognize the tendencies towards good and evil in their own self and who are willing to deliberately reveal the good in their essence can become morally good individuals.

He gives the example of the "bottle full of filth" in his work "Maqālāt." Washing up a bottle with plugged cork, filled with dirt and filth in an ocean for years will not clean it up. What is necessary is to open the stopper of the bottle, remove the dirt inside it and clean it up (Haji Baktash-i Walī, Maqālāt, p. 51). Haji Baktash-i Walī's statement seems to give a message that: unless a person conducts a moral education from the inside out, he will not be a purified and morally good man (insan al-kamil (a perfect and mature human being)). For this reason, he attached great importance to spiritual and inner purification and realizing ones essential. The information given by Haji Baktash-i Walī about the carnal self and its tendencies appears as a result of this quest.

5- HOW TO BECOME MORALLY GOOD INDIVIDUALS: KNOWLEDGE OF ONE'S CARNAL SELF (NAFS)

The followers of Haji Baktash-i Walī also emphasized and focused on knowing the carnal self. Munji Baba, one of those scholars, in his book *Tarīqat-ı Aliyya-i Baktashiyya* stated: "Knowing God Almighty is dependent on knowing the carnal self or knowing the carnal self dependent on the knowledge of God (Munji Baba, 1993, p.6)." According to Munji Baba, in order to be freed from such vulgarities as lust, arrogance, grudge, anger, self-conceit, envy, pretentiousness, love of the world is to know the carnal self. These desires and ambitions are caused and aggravated by the carnal self. Equipment and embellishment of ourselves with the morality of our Beloved Prophet (pbuh) lies in renouncing these ambitions (Munji Baba, 1993, p.6).

The carnal nafs that makes bad emotions, thoughts and behaviors appear in one's eye as if they're good has been coined by the Qur'an as nafs al-ammāra bissū' (the soul which commands evil; the evil-commanding soul or self). By the very nature of the nafs al-ammara it directs its owner towards all evil actions. No one can get rid of its evil without the help from Allah. As Allah refers to this Nafs in the story of the wife of al-Aziz (Zulaikha) and Prophet Yusuf (as): (وَمَا أُبَرِّئُ نَفْسِي إِنَّ النَّفْسَ لَأَمَّارَةٌ بِالسُّوءِ إِلَّا مَا رَحِمَ) (رَبِّي إِنَّ رَبِّي غَفُورٌ رَحِيمٌ) "Yet I do not claim myself free of error, for assuredly the human carnal soul always commands evil, except that my Lord has mercy (which saves

us from committing evil acts). surely my Lord is All-Forgiving, All-Compassionate (especially toward His believing servants) (Yūsuf (Joseph), 12:53).”

Those who act in compliance with the consent of the carnal nafs frequently imitate others. Those who obey the unceasing desires of the carnal self will be deprived of dervish lodge and human nature. In the Baktashī rules and conventions (arkānnāma), such individuals (who follow in the footsteps of their carnal self) are regarded as animals in human form. It is even stated that the aforementioned ambitions were created from fire. It is expressed that there are eight characteristics in the fire. These eight characteristics are as follow: fire of tounge, fire of lust, fire of ignorance, fire of greed, fire of heedlessness, fire of arrogance, fire of evil eye, fire of pneumonia (Erkanname I). There is an imperative need for Godly scholars to be aware of this kind of characteristics of the carnal self. Godly scholars like Haji Baktash-i Walī help the seeker to acquire knowledge of his carnal self in his spiritual journey in compliance with the essentials of Islam.

6- SELF-MATURATION OR SELF-REALIZATION PROCESS THROUGH THE AWARENESS OF HUMAN INCLINATIONS TOWARDS GOOD AND EVIL

In his works, Haji Baktash-i Walī deals with the human inclinations towards good and evil in terms of their emotional and behavioral results. This approach is very important for moral education. Because people who do not have emotional and mental consciousness cannot account for the possible consequences of any emotion or behavior they adopt. They cannot predict the end result of an emotion that they cannot control. Haji Baktash Walī as a moral educator, has taken awareness raising on as a duty.

He drew attention to the cause-and-effect relationship between emotions and behaviors. He made some points relevant to this matter in his work "Maqālāt". He talked about twelve causal relationships between emotions and behaviors. What essentially needs to be done is to guide people towards gaining God's approval and good pleasure. He stated that: Whoever wishes good morals and manners (adab) loves fear (reverence and awe of God); whoever wishes fear God's awe loves avoidance of making mistakes (abstinence; perhizkârlık); whoever wishes avoidance of making mistakes (abstinence)

loves patience ; whoever wishes patience loves bashfulness and modesty (hayā'); whoever wishes bashfulness and modesty loves munificence and generosity; whoever wishes munificence and generosity loves neediness (miskīn); whoever wishes neediness loves knowledge ('ilm); whoever wishes knowledge loves knowledge of God (ma'rifa); whoever wishes knowledge of God loves his own soul or true self (jān) ; whoever wishes his own soul loves reasoning ('aql); whoever wishes reasoning loves Allah the Exalted. The Glad tiding of God's commandment is through twelve kinds of matters. These twelve kinds of matters are interrelated and interconnected. And these are the leaders of the commander of faith. If one of these twelve kinds of matters is missing, one's faith is not the truthful one and doesn't attain perfection. So these matters are the highest level of faith. Those who don't protect them will be far away from God and the knowledge of God. They will be deprived of God's vision (Haji Baktash-i Walī, Maqālāt, p.28, 29).

Haji Baktash-i Walī explains how the sense of good morals and manners (adab) can bring people closer to Allah the Exalted step by step. People may not be able to establish a dialectic relation or cause-effect relationship between bashfulness (modesty) and generosity or generosity and knowledge. For example, they may not realize that stinginess blunts human ability of acquiring knowledge. They may not know that the sense of patience can be improved by abstinence. It is this kind of knowledge that makes Haji Baktash-i Walī a great spiritual and moral educator. He points to the place of emotions and feelings in the process of reaching God. Thus, he paves the way for the course towards God in the spiritual journey of dervishes.

He did not neglect to explain the exact opposite of this process. He also addressed the path of twelve kinds of matters leading to the Devil in the context of the cause-and-effect relationship: Whoever wishes buffoonery (masharaluk) loves (excessively loud) laughter; whoever wishes (excessively loud) laughter loves backbiting (ghiyba); whoever wishes backbiting loves anger; whoever wishes anger loves gluttony (tama'); whoever wishes gluttony loves stinginess (bukhl); whoever wishes stinginess loves envy (hasad); whoever wishes envy loves arrogance; whoever wishes arrogance loves his own flesh; whoever wishes his own flesh loves selfish desires (hawā); whoever wishes selfish desires loves the carnal-self; whoever wishes the carnal-self loves the devil; whoever wishes the devil does not love Allah the exalted; Likewise, These

twelve kinds of matters are interrelated and interconnected (*wakīl*). Unless these negative twelve matters are destroyed and positive twelve matters are established instead, the person who says that he is a God's servant has no path towards Allah the Exalted. Because these twelve kinds of actions are both enemies of the knowledge of God (*ma'rifa*) and faith. It becomes known for those who follow these acts that the commander of reason has been defeated by the commander of devil (Haji Baktash-i Wali, *Maqālāt*, p.29, 30).

People know in day-to-day life that their chats and conversations for fun and laughter may turn out to be backbiting others. The one who was backbitten might be angry when he was aware of those who spoke against him. Haji Baktash-i Walī points to the character of this process of how it takes the humanity to the devil and gives information about the consequences of the ethically disfavored emotions and behaviors. Haji Baktash-i Walī formed a kind of symmetry of emotions by explaining the causal relationships between emotions and their behavioural consequences.

7- HOW DO I MAKE MY HEART DISLIKE BAD EMOTIONS AND THOUGHTS?

If I have a tendency towards a bad behavior and a desire to carry it out, how can I be protected from this situation? How do I make my heart dislike bad emotions and thoughts? In his work called *Maqālāt-ı Ghaybiyya ve Kalimāt-i 'Ayniyya*, Haji Baktash-i Walī gave an answer to this question by drawing an analogy. He likens the heart to a city. There are two sultans living in that city. One is reason, and the other is the devil. When the reason becomes the sultan, this strengthens the tendency of the heart towards good; when the devil becomes the sultan, the tendency towards evil increases. The helper of the sultan of reason is the comprehension ability (*fahm*). His commanders are knowledge, abstinence, good manners (*adab*), courtesy and good morals. When these five commanders are completed in the city of the heart, Allah the Exalted gives him *ma'rifa* (divine knowledge). When *ma'rifa* (divine knowledge) comes into effect, it settles into one's soul, and the soul comes to life and then makes a deal with the reason (Haji Baktash-i Wali, *Maqālāt-ı Ghaybiyya*, p.45).

According to Haji Baktash-i Walī, the hearts endowed with the knowledge of God is the hearts of mature individuals (*erenler*). Their hearts which our Lord directly

addresses and beholds are the great treasure of God Almighty. Ma'rifa revives those hearts and opens the eye of the hearts (Haji Baktash-i Wali, *Maqālāt*, p.26). The second sultan of the city of the heart is the devil. His assistant is the carnal self. His commanders are arrogance, envy, stinginess, gluttony and anger. The armies of the devil are to get angry, to backbite, to laugh expressively loud, to play tricks on people while making fun of them and, to enjoy temporary and voluptuous pleasures. By God's help, the sultan of the reason becomes stronger in the city of heart and prepares his armies and sends the comprehension ability (*fahm*) to spy on them. In order to attain spiritual ascension, the king sends reason, patience and contentment to drive the negative behaviors away (Haji Baktash-i Wali, *Maqālāt-1 Ghaybiyya*, p.45-46).

This analogy (story in the form of comparison) made by Haji Baktash-i Walī is to facilitate the comprehension of the people in the period when the work was authored. At that time, the cities used to be surrounded and fortified by fortress walls and each city had a sultan. The "Sultan" symbolizes command, control, and guidance. The reason which is in the position of the Sultan is a capacity which can develop enough strategy to send a spy and capable enough to defeat evil.

8- THE IMPORTANCE OF REASON IN THE PROCESS OF FORMATION OF MORALITY AND FAITH

Haji Baktash-i Walī, in his work *Maqālāt*, preferred to posit the carnal self (*nafs*) and selfish desires (*hawā*) on the opposite side of the reason (*'aql*) rather than the devil. When the heart is on the side of reason (*'aql*) and the opposite side of the carnal self (*nafs*), such morally good behaviors as goodness and self-discipline occur. The correct usage of the reason in its due course and proper place has an important role not only in the field of morality but also in the field of faith.

According to Haji Baktash-i Walī, reason is the guardian of the faith. He gives a comparison to explain this idea in the following manner: Faith is like a treasure and the devil cursed by God is like a thief struggling to steal it from the faithful believer. Reason is like a treasurer. If the treasurer abandons the treasure, and then what does the thief do to the treasure? According to a saying, faith is like a sheep; the reason is like a shepherd; and the devil is like a rapacious ravenous wolf. If the shepherd leaves, how does the wolf treat the sheep? According to another saying, faith is like milk; reason is

like a guard; and the devil is like a dog. All three are in a house. If the guard leaves the house and the milk stays without the guard, what is the dog going to do with milk? It is observed that Haji Baktash-i Walī gives a crucial and important place to one's reason in the process of the formation of faith and morality (Haji Baktash-i Walī, *Maqālāt*, p.68-71).

9- THE IMPORTANCE OF BASHFULNESS AND MODESTY (HAYĀ') IN THE PROCESS OF FORMATION OF MORALITY

One of the ethical characters that prevents people from committing evil openly or secretly, and turns them towards goodness and useful activities is the sense of bashfulness and modesty (*hayā'*). Modesty (*Hayā'*) has been described as "being ashamed of God and the public (Kaygusuz Abdal, *Dilgüşâ*, p.95)." Some moralists attribute the order and coordination of the universe to the sense of modesty (*hayā'*) (Erdem, *Ahlak Felsefesi*, p.109, 113).

In many *ayāt* of the Qur'an and *hadiths* of the Prophet (pbuh), it is stated that there is a close relationship between modesty (*hayā'*) and faith (*īmān*). For instance, the sound *hadīth* book Muslim has a chapter titled with (باب بَيَانِ عَدَدِ شُعَبِ الْإِيمَانِ وَأَفْضَلِهَا وَأَدْنَاهَا) (وَفَضِيلَةُ الْحَيَاءِ وَكَوْنِهِ مِنَ الْإِيمَانِ) "Clarifying the number of branches of faith, the best and the least of them, the virtue of modesty (*al-Hayā'*) and the fact that it is part of faith". the Messenger of Allah (may peace and blessings be upon him) said: Faith has over seventy branches or over sixty branches, the most excellent of which is the declaration that there is no god but Allah, and the humblest of which is the, removal of what is injurious from the path: and modesty, shyness (*hayā'*) is the branch of faith. (Muslim, *īmān*, 12)

In a *Baktashī arkānnāma* (the work containing the *Baktashī* rules and conventions), faith (*īmān*) has been likened to a tree and modesty (*hayā'*) to its bark (the outermost layers of a tree) that protects the tree of faith (*Sırrī Rıfāi Alevi*, 1284). Haji Baktash-i Walī, established a relationship between faith and modesty (*hayā'*) in his work *Maqālāt*: There are 360 angels assigned to each person and they protect him. You misbehave among all these angels and yet do not misbehave and mind your manner among people like you. What kind of belief in angels is that of yours? (Haji Baktash-i Walī, *Maqālāt*, p.71) Haji Baktash-i Walī with these statements, is of the opinion that

belief in angels should protect the person from immorality. It seems that he wished to establish a control mechanism that protects one from misconduct and bad behavior. The method he applied here is to provide moral functionality to the article of belief in angels.

Kayghusuz Abdāl, by applying to a method like Haji Baktash-i Walī, establishes a connection between belief in Allah and morality. He states the following: "Allah sees all that you do, though he is not seen by you. Therefore, avoid committing mischievous act. Know that Allah the Exalted is the creator of all things. O seeker! From the sun to the ground, the entire being is not free and far from Allah. Cleanse your carnal self (nafs) of the gluttony, selfish desires (hawā) and vain wants (hawasāt)" (Kayghusuz Abdal, Dilgüşâ, p.87).

10- CONCLUSION

In conclusion, not only Haji Baktash-i Walī but also the great figures, pioneers and elders of the Baktashi order whose lofty spiritual values of doing good, virtuousness, love, peace, acceptance of and being respectful to others, seeking to help others, and self-sacrifice have been recognized as universal values forming the base of what it stands out to be human today. These individuals emerged at a historical period when Anatolia was in a chaotic state and experiencing a social crisis where fear and hopelessness were omnipresent. The territory was plagued by wars, pillaging, invasions, and massacres. Under such harsh and cruel conditions, they carried the banner for universal humanitarian values, striving for healing their communities of their spiritual wounds, in an attempt to encourage people to internalization of the universalism found in their spiritual tradition.

Haji Baktash-i Walī, through the universalism of his teaching of Four Doors - Forty Stations, outlines a natural psychological method that facilitates one's spiritual development so that one consciously accepts and internalizes his God-given nature, *raison d'être* (reason for being), and universal human values. Humanistic psychologists identify an absence of universal humanitarian values in modern societies and emphasize how powerless the modern psychology is in its capacity to address the needs of society. Baktashism, which tries to elevate people from the level of ignorance and heedlessness to the level of having the knowledge of God and being lover of Him, has

adopted a model of moral education from the inside out. It aims for the travelers of the true path to God at liberation from the dominance of the evil-commanding self and elevation to the station of the peaceful-self which is content with good morals and behaviors.

The souls who feasted their eyes and hearts upon good morals and mannerliness in conduct, service and knowledge of God have become the unifying and integrative elements of the societies in which they have lived. Great Figures in the Baktashi order beginning with Haji Baktash-i Walī, they all shed light on the ways of transformation of a raw individual into a mature individual through self-maturation process. The non-Muslims who saw the beauties of Islamic morality in the lives of Baktashī dervishes loved Allah the Exalted, the Prophet (pbuh) and His immaculate household. The hearts of the dervishes who are the followers of the Prophet Muhammad (pbuh), His pure household and master Ali may Allah be pleased with him are like the earth. Earth is a symbol of good moral principles such as patience, good behavior, trust and glory.

11-BIBLIOGRAPHY

‘Ajlūnī, Ismā ‘īl bin Muhammad (2000/1420). *Kashf al-khafā’ wa muzīl al-ilbās fī mā ushtuhira min al-ahādīth ‘alā alsinat al-nās*. (ed. ‘Abd al-Ḥumayd Aḥmad bin Yūsuf bin Handāwī). Beirūt: Maktabat al- ‘Aşriyyah.

Ashiq Pasha-yi Walī (1998). *Gharibnama*. ed: Bedri Noyan, Ankara: Ardıç Y.

Aktaş, Ç. (2000). Toplumsal Açidan Erenlerin Ser Çeşmesi: Hacı Bektaş Veli. *Türk Kültürü ve Hacı Bektaş Velî Araştırma Dergisi*, (14).

Elkins, D. N. (2007). A humanistic approach to spiritually oriented psychotherapy. In L. Sperry & E. P. Shafranske (Eds.), *Spiritually oriented psychotherapy* (pp. 131–152). Washington, DC: APA.

Erkanname I, ed: Doğan Kaplan. Ankara: Türkiye Diyanet Vakfı Yayını, 2007, pp.125-129.

Haji Baktash-i Walī (2007). *Maqālāt*. ed: Osman Eğri, Ankara: Türkiye Diyanet Vakfı Y.

Haji Baktash-i Walī. *Maqālāt-ı Ghaybiyya ve Kalimāt-i ‘Ayniyya*. trans: Davut Duman, Ankara: Güham Yay.

Erdem, Hüsameddin (2002). *Ahlak Felsefesi*. Konya: Hür-Er Y.

- Abdal, K. (1987). *Dilgüşâ*, (Haz: Abdurrahman Güzel), Ankara: Kül-tür Bak.
- Kurşunoğlu, M. S. (2014). Doğu düşüncesinde hermetik ruhsal simya tecrübesi ve Hacı Bektaş-ı Velî'nin Makâlâtı [Hermetic spiritual alchemy experience in eastern thought and Makalat of Hacı Bektash Veli]. *EKEV Akademi Dergisi*, 58(58), 605–628.
- Karacoşkun, M. D. (2007). İbnü'l-Arabî'de insan psikolojisine yaklaşımlar ve kişilik çözümlemeleri [Personality analysis and aproaches to human psychology of Ibn Arabî]. *Dinbilimleri Akademik Araştırma Dergisi*, 7(3), 71–108.
- Maslow, A.H. (1971). *The Farther Reaches of Human Nature*.
- Muslim, Abū alḤusain Muslim b. Ḥajjāj b. Muslim al-Qushayrī an-Nīsābūrī. al-Cāmi' aş-şahīḥ. Beirūt: Dār al-Jīl, n.d.
- Munji Baba (1993). *Tarīqat-ı Aliyya-i Baktashiyya*. Ankara: Türkiye Diyanet Vakfı Y.
- Sevim, Erdem (2016). Path to the Universal Self in Haji Baktash Walī: Four Doors-Forty Stations. *Spiritual Psychology and Counseling 1*, no. 2 (2016), pp.145-161.
- Sırrî Rıfâî Alevî. *Bektâşî Tarikatına Ait Usûl Âdâb Ayinler Mecmuası* (Yazma Eser). H. 1284, Süleymaniye Kütüphanesi, İzmirli İ. Hakkı, Nu: 1243. vr. 30b.



www.beder.edu.al

Address:

"Jordan

Misja" St. Tirana - Albania

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

Fax: +355 4 24 19 333 web: www.beder.edu.al, e-mail: bjes@beder.edu.al