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# SHKOLLA E LARTË HËNA E PLOTË BEDËR

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## **Recorded Oral Feedback in the EFL Writing Classrooms**

### **Abstract**

*Feedback in general and especially in writing courses is paramount for student learning but it has to adhere to certain principles to be effective. Written feedback has been the norm but in an effort to encourage more interaction and increase motivation, other forms of delivering feedback are being explored across classrooms. This study looks into the effects of recorded oral feedback on student success and motivation. Results reveal that despite the lack of correlation between this method and student performance in writing tasks, it is viewed as useful and practical and it is preferred in future tasks by students.*

**Keywords:** Recorded feedback, EFL writing, motivation

## 1- Introduction

Every semester in our classrooms we strive to assess students through projects, reports and papers to foster learner independence and deep learning. Unfortunately, many times though meant to be formative and low-stake assessments, they become highly summative, often stressful and with no wash back effects for students. One element that can transform this experience is feedback. Effective feedback points out the strengths and lays out a map for improvement. It helps students revise, review and self-edit, and provides us teachers with an alley to promote subject matter learning and develop writing skills. Research has shown that effective feedback is one of the most important factors in writing improvement. However this is not always easy because it is time consuming. Written feedback has been the norm in many university assignments, projects and essays as well as in the second language writing. Nonetheless, nowadays educators are looking for new methods and tools to increase student motivation and involvement in the learning process. With the availability of so many technological tools, recorded oral feedback is being widely used across classrooms including the EFL writing classroom. It is a necessary undertaking for instructors at all levels to explore means which aim at maximizing the learning experience (Harper, 2009) and recorded oral feedback may be worth exploring. This study will look into the benefits and the effects of recorded oral feedback in student writing and the extent to which it promotes learning and motivation.

## 2-Feedback in EFL writing courses

Writing courses are important for both students and faculty since writing clearly and effectively is one common objective of many courses in the academic journey. EFL writing has multiplied its importance in the recent years due to the fluid borders and unified ways of communication. Many universities, English medium or not, recognize its importance and strive to equip students with viable English writing skills to function in today's world. The shift from product oriented to process oriented has positioned feedback at the centre of the writing process but problems are perceived from both students and professors. It is reported that in first language writing, students do not read and incorporate comments in their work (Duncan 2007). On the other hand, students complain about the quality and the usefulness of the



feedback. The research literature in second/foreign language writing has not been completely positive about its role in writing development (Hyland K., & Hyland F., 2006). Issues such as form focus / error correction are still at the center of the debate with many educators left contemplating about the best way to deliver feedback. Researchers agree that tending to content should take place before the language errors, if at all. However, Leki (1990) states that some students may be less interested in comments on content, feeling that they have little impact on the quality of their writing (Bull, 2000). This might be the result of students believing their grammar is not good, hence expecting feedback mainly in that aspect. Students report that they value feedback and this is supported by the findings that most feedback-linked revisions seem to result in text improvements (Hyland 2003). Hyland also found that students often revised their texts with no real understanding as to why they were doing it and instead of rephrasing they preferred to delete the unclear parts. In this case, although the teacher receives an improved text, that doesn't necessarily, translate to improving writing skills. To be effective, feedback needs to be inclusive, instructional, clear, specific, timely and linked to the teaching goals and assessment criteria (Spiller, 2009). It need not be lengthy or complex but it should contain suggestions and means to allow the students to self-manage their learning (Harper, 2009). This type of feedback falls into the socio-constructivist paradigm where feedback is not seen as a one way transfer but as a facilitative environment with plenty of room for autonomy and shared experiences (Evans, 2013). The role of feedback as a provider of a roadmap or a plan for improvement is also captured by some new terms in the literature: feed-forward and feed-up. Feedback is especially important in the early stages / early weeks so that derailing can be avoided and students can achieve their learning outcomes at the desired level.

### **3-Recorded oral feedback**

Oral feedback in writing classes takes place in writing conferences where negotiation and interaction can help students benefit from the feedback. However it has been pointed out that due to some cultural and social issues, some L2 learners do not engage as desired with the authority figures such as teachers, thus failing to incorporate teachers' comments into their work (Goldstein & Conrad 1990 cited by Hyland K., & Hyland F., 2006). Moreover in large classes, individu-

al conferencing may not be feasible due to time constraints. Alternatively, recorded oral feedback may be more feasible than individual conferences and more interactive than the written comments. Hyland (2003) notes:

“This not only saves time and adds novelty; it provides listening practice for learners and assists those with an auditory learning style preference. It also shows the writer how someone responds to their writing as it develops, where ideas get across, where confusion arises, where logic or structure breaks down”

Literature has been inconclusive about its effect compared to written comments in improving writing skills, but research has shown its positive perception on students. Ice. P. et al. (2007) in an online course found that audio feedback was perceived to be more effective than written feedback, was associated with increased retention of content, and gave the perception that the instructor cared more about the student. Harper (2009) reported that students in an introductory psychology course who received digitized oral feedback expressed higher perceptions of competence, intrinsic motivation, and autonomy than those who received more conventional written feedback. A study of graphic design students reported that the advantages outweigh the disadvantages and this way of delivering feedback supports the learning preferences of this m-learning generation (McCormack & Taylor 2006). Gartner (2004) in an exploratory study of EAP tutors' taped oral feedback concluded that the shift from written to taped oral feedback contains extensive comments both in praise and judgment that engage more with the writer, have a more formative purpose, and are more explicit. Evans (2013) conducted a review of over 100 studies done in the field of e-assessment and concluded that its impact on student performance was found to be highly variable.

#### **4-Context and Rationale of the Study**

This study aimed at contributing to the field of feedback in EFL writing classroom by investigating the effects of recorder oral feedback on student performance and motivation. It was carried out in a writing class in a Middle Eastern University where great importance is given to English writing skills. Students struggle with writing classes, mak-

ing them the infamous courses where the failing rates are higher than other English courses. In the writing class, students write two drafts and one final essay for the different genres stated in the syllabus. Teaching the same writing course for a couple of semesters, the author observed that particularly when writing their second drafts, students focus mostly on language mistakes (micro errors) and forget to attend to content issues (macro errors). Ignoring the feedback on content and organization in their first drafts has two negative effects. First, it results in poor grades and in students not completely meeting the learning outcomes. Second, students need to make drastic changes to the content when writing their final (third) drafts which in return makes language editing up to that stage worthless as they may have to rewrite big chunks of their essays. Despite the individual conferences with students about how to improve their first drafts, it was clear that most of the remarks were quickly forgotten and most of the content feedback ignored. Furthermore Abdulkhaleq et.al., (2013) study indicated that oral feedback in face-to-face conferencing was of limited use to postgraduate Yemeni EFL students in helping them revise their thesis drafts. In these circumstances, I introduced recorded oral feedback with two main purposes in mind:

1. to improve writing skills measured by their performance in the second drafts
2. to increase motivation to interact with the teacher and the material measured by self-reported perceptions

## 5-Method and Procedures

Participants were female students in a writing class studying mainly science majors (n=23). The class had received traditional written comments along with error codes for the multiple drafts of the first genre in their syllabus (5 weeks). The class was randomly divided into two groups of 11 and 12 students: a treatment group and a control group. All the students were asked to write an essay on a given topic. The treatment group received a recorded audio with feedback about the content and organization along with feedback for their language errors whereas the control group received the usual written feedback on both content and language. Screencast o'matic was chosen to deliver the recorded feedback as it can record comments along with

screen shots. The feedback was sent to the students who could listen/ watch it before or while writing their second drafts. The students were priory instructed on how to access the electronically delivered feedback. For the purpose of this change, the second drafts were evaluated for improvement, task fulfilment, content, and organization. The language errors were counted in all cases. Both written and recorded feedback was analysed and coded for instances or praise and positive judgement in alignment with the literature. Finally, the treatment group was asked to complete a questionnaire where they self-reported their perceptions about the way of delivering feedback

.

## **6-Results and Discussion**

Once the second drafts were marked, data was used to see if there is a correlation between the type of feedback and student performance. Students were evaluated for content and language separately. For content, the mean of the oral feedback group (8.250) was slightly higher than the mean of the written feedback group (7.774), but after running independent sample t-tests, statistical significance could not be established. Regarding language errors the means for both groups were 13.3 and 11.7 respectively indicating that written feedback was more effective for micro errors. Nevertheless, students' comments about this new way of feedback were mostly positive. They found it exciting and appreciated the fact that they could listen to the comments while re-writing their essay. 7 of 11 students indicated that they were satisfied and 3 of 11 were extremely satisfied with recorded oral feedback (ROF). 10 of 11 would like to get this type of feedback in the future. Only one student provided negative comments regarding the audio feedback. She found it difficult to understand and said she would prefer written feedback. When analysed for instances of praise and positive judgement, there were about 32 instances of praise in the ROF compared to 18 in the written feedback. Some samples of student responses to open ended questions are below:

Q. What did you like about recorded teacher comments?

S.3 More comments, better. I can listen to it many times.

S.4 I like hearing my teacher.

S.9 I can listen to it anywhere.

Q. How did the recorded comments help you improve your essay?

S.3 I listened to it many times. I added supporting details and examples like my teacher said.

S.11 I removed one reason because my teacher didn't like it. Also I corrected many grammar mistakes.

The findings are consistent with the literature that this way of delivering feedback may be appropriate for this generation and might be effective for content feedback. Students appreciate the care and the human dimension to it. The fact that no correlation could be established between ROF and achievement indicated that as we go forward, a variety of feedback is needed for best results. Written, oral face-to-face, and oral recorded feedback are all beneficial and should be used thoughtfully.

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## **Causes of Reading Comprehension Deficiency in the Foreign Language, Case Study Albania**

### **Abstract**

*When dealing with the issues of foreign language learning one certainly may think about the most important components of a Language, such as Reading, Writing, Grammar, and Speaking. The focus of this study is Reading Comprehension, as one of the most important part of language learning and when we come to the results and achievements it turns out to be one of the most difficult process where students do not succeed in getting high points.*

*Referring to Albanian Matura State Exams results in English Language, students' achievement was not satisfactory, mainly on Reading Comprehension part. In such a situation the main question asked by everyone is why students have these unsatisfactory results.*

*Actually there are a lot of causes that brings out low achievements on students' reading comprehension, some of the most important ones are: class size, community characteristics, out of school activities, reading material, strategy of instruction, teacher, motivation, interest commitment to the task etc.*

*But are these causes true in an Albanian context? For this we conducted a study with the help of the questionnaires. Thus it was mainly used a quantitative methodology with questionnaires spread on three different Albanian high schools and completed by 200 hundred students.*

*Based on the results of the study some of the most relevant causes that lead to Reading Comprehension deficiency are: motivation, strategy of reading and questioning. Students are not fully motivated; they have not enough interests and motivation to read a text in foreign language. Besides this in Albanian classrooms there is not a proper strategy to teach Reading Comprehension.*

**Key words:** *Reading comprehension, deficiency, causes, unsatisfactory results*

## 1-Introduction

Reading comprehension is considered to be the pillar of Second Language Acquisition. Thus high achievement is necessary but this is not always possible. There may be satisfactory and not satisfactory results. Certainly, one worries more when the results are not satisfactory, in this context there is a need to find out the causes that bring out such results, and in this manner we would be able to find ways to have higher achievements.

As mentioned above, referring to Albanian Matura State Exams results in English Language, students' had deficiency in Reading Comprehension. In such a situation the main question asked by everyone is why do students have these unsatisfactory results.

There are many reasons and causes which contribute to Reading Comprehension deficiency. In order to be clearer and more precise the causes which will be tested through questionnaires in some important Albanian High school, are divided in two groups:

1. Outer causes such as motivation and interests.
2. Inner causes which will be discussed on the follow are: reading material, teacher of reading and questioning strategies.

## 2-Literature review

Some of the most important authors, whose works have been of a good value and have been constantly consulted are:

1. Brown H Douglas.,2000. Teaching by Principles.,
2. Kahayanto.E. 2005.*A comparative study on Students` Achievements in Reading I of the Education Study Program of Palangkaraya University Who Entered Through PSB and SPMB in Academic Year 2003/2004.*
3. Krashen Stephen,(1981) Second Language Acquisition and Second Language Learning. New York: Pregamon Pres

Brown gives the idea of questioning strategies and he encourages teachers to use the strategies as much as possible in their class-



rooms. Every teacher should know how to motivate students by using a strategy of questioning the text. According to him the most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Then he gives a number of different functions a teacher should fulfil in the classrooms.

He also gives the idea of intrinsic and extrinsic motivation According to Brown (2001:75) the students will be motivated to read when they feel that they need something from the text.

Kahyanto gives the notion of internal factors influencing students' achievements in Reading Comprehension. According to Kahayanto, these factors are usually known as personal factors, because they have existed inside the reader

Stephan Krashen with his input hypotheses gives the idea of extensive reading. According to his theory on Reading Comprehension, more precisely on his Input Theory : "The best way to improve reading is by reading, in this way we can improve second language acquisition as a whole process, comprehension, vocabulary, grammar, writing etc

### **3-Methodology**

#### **3.1-Study case key points**

*Location:* three different Albanian High schools

*Method:* quantitative in the form of questionnaires (see appendix 1).

*Focus :*

- students' opinions about reasons why they find Reading Comprehension difficult
- finding out if there are used the right techniques and the right ways of motivation
- the role of teacher, reading materials etc.

- the students' own opinions about ways how to improve Reading Comprehension results

### 3.2-Sample

When selecting the students for this study, there were chosen students from three different high school of Albania,, "Havzi Nela" high school, Kukes, "Kostandin Kristoforidhi", Elbasan, " Qemal Stafa", Tiranë. This was partly to minimize the risk of different schools having different policies of teaching , English level etc.

In each school there were a few students that could not attend when the questionnaire was handed out for various reasons. In total the questionnaires were filled in by 200 students.

### 3.3-Questionnaires

This study was done with the help of questionnaires hand out to the students in order they give opinions about the difficulties they face throughout reading comprehension activities.

The entire survey, the introduction as well as the questions, was written in Albania, This was because the questionnaire was not intended to test their understanding, but to get as reliable answers as possible by avoiding misunderstandings as some of the terms are difficult enough in the students' first language. A further reason was that at the end of the questionnaire there were two open-ended questions, and by being allowed to write in their first language, students would feel more comfortable writing and giving suggestions.

The questionnaire consisted of an introduction informing each student of the general subject of the survey, namely to investigate their opinions about motivation and interests on Reading and the students' own opinions about factors influencing reading comprehension

In the questionnaire there were mainly two types of questions. The first type was multiple-choice questions, and here students were told to give the answer they thought agreed with their own opinions.. For the second type of question, the closed ones, there was rating using words, like *Every day, Often, Rarely, and Never*; The students were here asked to circle only the one option they thought was closest to

their opinion.

Since these two types of questions were closed (and semi-closed), there was a need for the students to be able to say something in their own words at the end of the questionnaire. So in addition, as mentioned above, there were two open-ended questions at the end. In the first question, they were asked to give their opinion about any other reading comprehension factor they think have a great influence in reading comprehension.

### **3.4-Outer causes:**

#### *a- Community characteristics*

One of the major reasons why students have poor results in Reading Comprehension test is the community characteristic. By this term we understand the relationship people have with reading. If people have good relationship with readings, that is to say, if they read a lot then their results in reading comprehension would be better.

#### *b- Class size*

Class size is another important factor of a great influence on Language learning, therefore on Reading Comprehension activities. It is quite evident that a large class has a negative effect on Reading comprehension activities.

#### *c- Out of school activities.*

Out of school activities related to Reading Comprehension otherwise can be referred with the term Extensive Reading. According to Stephan Krashen's theory on Reading Comprehension, more precisely on his Input Theory .<sup>1</sup> "The best way to improve reading is by reading, in this way we can improve second language acquisition as a whole process, comprehension, vocabulary, grammar, writing etc." Thus it is a must for students with poor result in Reading Comprehension to read and practice out of school activities.

### **4.4-Reading Material**

The students' achievements' in reading depends on the level of the difficulty of the text. Some texts are considered to be more difficult such as texts which lack organization, have plenty of new words,

scientific texts etc. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

#### **4.5- Teacher of Reading**

Another thing considered of a great importance is the teacher of reading. He or she should be careful in choosing the text and giving the tasks or using the right techniques and strategies to facilitate the students' way through text comprehension.

#### **1.6 -Instructional strategies (Questioning)**

Question strategy is a very important external factor to teaching Reading Comprehension. Every teacher should know how to motivate students by using a strategy of questioning the text. When dealing with questions strategies we turn back to Brown. According to him the most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfil a number of different functions, such as:

1. Teacher questions give the students the possibility to produce the language comfortably. It is very scary for the students to have to initiate conversation or topics for discussion.
2. Teacher question can serve to initiate a chain reaction of students interaction among themselves.
3. Teacher questions giving immediate feedback about students' comprehension.
4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity (Krashen Stephen, (1981) Second Language Acquisition and Second Language Learning. New York: Pergamon Press)

If a teacher lacks the above points, the results will not be at a satisfactory level.

## 5-Inner causes

The internal reasons or causes are those that come from the inner side of the reader. The internal reasons or factors are usually defined as the factors which come from the reader himself. According to Kahayanto, these factors are usually known as personal factors, because they have existed inside the reader. Some of these factors are: motivation, interest, and commitment to the task.

### 5.1 Motivation

Motivation is regarded very important when analysing a text. It plays an important role in comprehending it. According to Brown (2001:75) the students will be motivated to read when they felt that they need something from the text. Furthermore he divides the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. The intrinsic motivation is defined as follow:

*“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”<sup>3</sup>*

While extrinsic motivation is defined by him as extrinsically motivated behaviours that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

### 5.2 - Interest

Another important internal factor is interest. It is being one of the important factors that influence in increasing the students' comprehension achievement in reading, for instance if a student has interest to read, it means that he or she will get a good achievement. On the other hand, if the reader has no any interest to read, it can influence his or her achievement. Thus we can conclude that it is impossible for the students to understand the text if he or she has no interest

and motivation to read. So the good interest and motivation result the good achievement of the students.

### 5.3-Commitment

When you are doing a task, in order to succeed first of all you need to have a strong commitment to it. Such is the case of language learning, therefore of Reading Comprehension.

## 6-Results of the study

Let us see more concretely these factors reflected to the students.

Based on the questionnaires we did in some of the high schools of Albania showed that students were not fully motivated and interested in Reading in English Language.

There were asked 100 hundred students to rate from 0 to 5 the rate their desire and willingness to read in English Language.

Their answer is shown on the char 1. Most of them rated number four which on the chart is shown on light blue.

### Chart1.

1. The results for the second question: How often do you volunteer to read or answer a question about a certain text in the foreign language class?

### Chart 2.

3. What do you consider as an important motive to encourage you reading in the foreign language?

For this questions the results were like above:

**30 %**     *The Text*

**20 %**    *The teacher*

**50%**    *Reading and comprehending strategies*

4.Which are the causes of students' Reading Comprehension deficiency in the foreign language?

Strangely students listed almost the same factors mentioned above.

Most of them listed these reasons:

- *Motivation*
- *Interest*
- *Text*
- *Teacher*
- *Strategies and questions about the text*

5..How often does your teacher make pre-questions about a certain text?

### **Chart 3.**

### **Chart 4.**

Reading material which poses difficulties in comprehension.

Other important questions were about the strategies used for Reading Comprehension activities in the English class. Most of the students replied that the teacher mainly explains the main idea of the texts without leaving enough time and space for the students to be engaged themselves on Reading Comprehension activities, this happens for several factors such as the large class, not having a clear strategy, the right skills et.

Another important issue is the familiarity of students with some of the most important famous techniques used widely on teaching and the

result is:

50% familiar with *Venn diagram*

40% familiar with *Compare and Contrast*

10% familiar with *The map of events*

20% familiar with *Cluster*

10% familiar with *KWL( Know Want to learn Learnt)*

Concerning questioning strategies students were asked for the type of questions used mostly in English classes and the use of pre questions. Based on their answers we can say that in Albanian high schools there is not a proper question strategy, therefore it is necessary for teacher to be trained and encouraged to uses such strategies.

## **7 -Recommendation**

Some important questioning strategies that help to easy Reading Comprehension process. Based on the questionnaires filled by the students one of the causes of Reading Comprehension deficiency is the lack of a proper questioning strategy use in English classes. Thus it is quite necessary to have an overview of these strategies and encourage teachers to use them on their teaching.

### *Pre-questioning*

Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

### *Kinds of Pre-questioning*

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and



pre-questioning before reading for detail comprehension. The explanations are as following:

*Pre-questioning before reading to confirm expectations*

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

*Pre-questioning before reading to extract specific information*

Pre-questioning as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.

*Pre-questioning before reading for general comprehension*

In this case pre-questioning used to build up the students' prior knowledge.

*Pre-questioning before reading for detailed comprehension*

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

## **8-Conclusion**

As a conclusion we can say that there is not a satisfactory English language outcome in Albanian high school students, mainly on the Reading Comprehension part, this is due to several reasons.

Based on our study and results some of the most important causes that lead to Reading Comprehension deficiency are: motivation, strategy of reading and questioning,

Students are not fully motivated. Based on the questionnaires we did in several Albanian schools the result was that they have not enough

interests and motivation to read a text in foreign language. Most of them rarely volunteer to read a text in the classroom and they have no desire to do extensive reading.

Another important cause is strategy of reading and questioning. They are considered by students to be important but not available in their classroom.

In this context it is highly recommended to use better strategies as for instance questions and pre questions, in this way the results would be better.

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## **Syntheses of the Importance of Teaching Translation**

### **Abstract**

*The acquisition of translation practice knowledge is part of the overall curriculum of foreign language students being a very important part of their skills' portfolio which will accompany them in the labor market. Translation practice skills are an effective and useful teaching instrument also in the EFL environment which is experiencing a welcome return after it was neglected for more modern approaches. For the FL students to have a sustainable development in their translation practice skills, a thorough study on the approaches of translation teaching is of paramount importance. This article will bring an overview of the actual context of the translation teaching process in Albania demonstrating: the background of the teaching process of translation, the importance of the translation skills for the students, teaching resources and approaches, research into translation teaching. Finally this article comes to the conclusion that the evolution of the translation teaching is affected by theories of translation and that future translators should have as a basis the theories of teaching translation in their studies. Furthermore, a system of continuous training should be established for the existing lecturers of translation workshops in order for them to be in close contact with the developments associating translation studies, modern technology and teaching theories.*

**Key words:** translation practice, skills portfolio, teaching translation, undergraduates.

## 1-Introduction: A few words on Translation Teaching

Teaching translation importance is not sufficiently recognized for the values it is associated with, due to the very nature of translation as a science. It is one of the few disciplines that crucially reflects all new research taking place in areas such as linguistics, literature etc. Translation constitutes an inherent section in EFL classes and it may be utilized as instrument to evaluate foreign language skills. It also helps students to improve their comprehension capabilities, explore thoroughly their mother tongue and improve their knowledge on its respective patterns, and not only their linguistic ones, but it opens their mind to two cultures comparatively.

Translation teachers are working hard all over the world to embrace into one single concept both theory and practice of translation rather than leaving alone the practical translation skills. Consequences of poor training of translators can not only breed funny situations but also catastrophic conflicts and mis happenings in all areas of life such as medicine, legal matters etc.

Teaching translation plays an important part in the preparation of the translators and researchers of translatology but in spite of that didactics of translation has not received the required attention in the overall Translation studies sphere. Indeed, more and more we hear scholars complaining that translators don't research enough the theoretical basis of their work considering it as a merely practical job. It goes without saying that there are gaps in the didactics of translation which according to Baker 'have experienced a tremendous growth in the past few decades (2001:5)'.

## 2-A profile for the translation teaching staff

Regarding translation, Hermans stated:

*'Translating is not an innate skill, it has to be learned and negotiated, both cognitively and normatively. Translating always takes place in the context of certain historical conceptions of what constitutes translation. (2002a:14)'*

Teachers of translation (lecturers), should be both instructors and practitioners choosing extensively interesting materials and ap-

proaches in order to avoid monotonious classes for the creative workshops of translation. It is therefore important that teachers are highly qualified individuals who have the relevant theoretical know how regarding translation, literature, stylistics as well as other areas which are related to a translator's job.

Alongside with the practical skills, teachers of translation studies could ideally be part of national or international institutions/associations, benefiting thus of actively participating in congresses and academic activities where new translation studies research is presented or even be part of translation journal boards where they are given the opportunity to publish or peer review based on their 'on the field experience' as well as their academic background.

With regards to the translation teaching staff of the Faculty of Foreign Languages in Albania, and especially the translation teaching staff of the English Language department, 65% belong to the age group of below 40 years old, while 35% are over 40. Even among the teachers that are below 40 years old, most of them are between 35 and 40 years old, with only a few under 35. The average age of the teachers teaching translation will most probably be 45 in a few years. At the moment all the experienced teachers are sharing experience with the young group of colleagues and are supporting them in their career path. All of the young group of translation teachers are attending and mostly finalizing their PHD studies in Translation related subjects. Those over 50 generally have the degree of Professor and have had a long translation and teaching experience to provide a solid support basis for the young teachers.

Many conferences have been organized to upgrade the capacities of the Translation teachers with the support of the European Commission as well as the Translation School of Strasbourg. Moreover, In the face of the new socio-economic developments in Albania, most of the above mentioned teachers have many opportunities to work in the field as translators, which serves them as an on the job training. However, this doesn't interfere with their university work commitment.

### **3-Teaching translation and the approaches employed**

The main purpose of translation educators should be that of training and preparing good professionals who will in turn successfully make a living out of their studies making thus the students responsible for the act of translating and its importance.

Translation educators seem to fall into two categories when it comes to the approaches they employ inside the translation labs. It's widely accepted that the product-based approach seems more contemporary and applies to the new globalized world. It is important that the students interact with their teacher and not passively receive a teacher's comment related to certain potential translation problems; this because a translation product is not to be judged as good or bad, or diagnosed as appropriate or inappropriate. The teacher instead, should support the trainees/students to feel confident in supplying them with the tools or strategies for them to overcome challenges arising during the process. The teacher of translation should not be imposing, but on the opposite he/she should inquire in the decisions made and on the results achieved.

The comparing and adjustment of the source and target texts should be the last phase where the teacher, as per the product base approach, basis the findings on a translation theoretical framework, making thus the process valid, theory as well as practice-wise.

Hugely different from the product base approach which gives more voice to comments of the teacher as well as to the fellow students in the translation lab, the process based approach stimulates students to absorb micro and macro strategies required for the translation process through the translating exercises. The teachers has a say when reviewing the tasks in what regards the processes applied and not only. The teachers will also comment on choices and grasp an understanding of the choices made, underlining that there is no right or wrong in the process. This approach will improve self confidence of the students by simultaneously helping them to solve problems and understanding reasons and encouraging them to move on with other choices. A positive climate is created, thus in the translation lab which will breed future professional motivated agents, mediators and facilitators.

After the theoretical teaching process for the reinforcement of the



theoretical material, exams are a very important tool. They should reflect the content of the course and address the barriers faced by the students in order for the teaching to be useful and fruitful. A test should not be another task during which students merely translate words, sentences or even paragraphs, as it wouldn't reflect the overall grasping of translation theory and practice. When designing translation tests and exams we should bear in mind and ensure that the test is feasible for the students and that partially the questions are related to theory of translation and partially to practice. Exercises in a test could be fill-in-the-blanks type, essay answers, translation analyses, discussion of one of the theories, choosing accurate translations.

#### **4-Translation studies' Students and their involvement in the process**

Each and every student who are undertaking translation studies courses aim at their improvement translation competences-wise due to the fact that it is those skills that will make the difference from the other students who will have a degree in teaching or FL literature. At the end of this trip they will compete for a job in the labor market as per the skills they will have acquired.

The learning experience will be satisfactory if all micro and macro strategies, faithfulness and other critical criteria as well as text analyses techniques and cultural know how together with the suitable use of dictionaries, will have served the final purpose, that is being able to tackle all differences of the texts as per the needs of the contemporary society.

After students of translation studies will have 'been part of different situations the greater will be the range and flexibility of the abilities to perform and adapt themselves to changing norms', by becoming thus, 'native translators' (Toury 191). They should ideally be given the opportunity to travel abroad through programs such as ERASMUS to acquire in depth knowledge of the target culture and face its norms, politics, aesthetics etc.

The communication between translation students and their respective translation lecturers should be an open one in which students will openly discuss issues such as the content of the course related

to their language proficiency, teaching methods should they be top-down beyond the relevant extent, efficiency of the teaching equipment and other aspects of their learning experience.

## **4-Conclusions**

Nobody is born a translator. At Tirana Faculty of Foreign Languages each year almost 100 translators have their degrees in the first and second cycles of studies. The new reforms University of Tirana is undergoing in the framework of Bologna Process, reflect a good will from teachers of translation to collaborate and have more fruitful and effective translation classes. New curricula have been discussed and compiled and are now being implemented for all subjects including Translation.

The teachers of translation according to Zamel (1985: 96-97) should try “to respond by participating in the making of meaning means that we no longer present ourselves as authorities but act instead as consultants, assistants, and facilitators. Thus, rather than making assumptions about the text, taking control of it, and offering judgmental commentary... we need to establish a collaborative relationship with our students, drawing attention to problems, offering alternatives, and suggesting possibilities.”

There is general agreement that translation definitely is a subject that should be discussed and teacher-student communication as well as collaboration amongst colleagues within a cooperative learning environment are basic elements of the process.

More should be done in terms of fund allocation from the government so that the publication of a journal on teaching translation research is enabled and continuous in-service staff training should be put in place. More initiatives should be coordinated and arranged in order for the students to receive information on potential exchange programs such as ERASMUS.

These recommendations would contribute to have useful and fruitful training of future translators, both for teachers of translation courses as well as future translator, who will be updated and well aware of the developments occurring in both translation studies as well as teaching theories.

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## **The Semantic Flourish of Symbols in “The Scarlet Letter”**

### **Abstract**

*Symbolism is one of the most frequently used devices in literature. Hawthorne's “The scarlet letter” is well known for its multiple and interesting symbols. Many critics have assumed that the whole meaning of the novel is based on the decoding of its symbols. As most of the definitions on symbols and symbolism are based on cognitive theories, we are going to use a cognitive linguistics approach to explore and decode the different meanings of each symbol. The paper will prove that based on a specific context each symbol acquires a specific meaning. They also deteriorate or progress as the subject deteriorates or progresses.*

**Keywords:** symbols, semantics, cognitive linguistics, context, American literature

## 1-Introduction

“The Scarlet Letter” is a romantic novel by American anti-transcendentalist, Nathaniel Hawthorne. It uses the 17th century Puritan New England under the colonial rule as the background and reveals a love tragedy taking place in Boston. Hester Prynne, the young heroine who thought her husband had died from a sea accident, had a love affair with Dimmesdale, and gave birth to an illegitimate daughter. Nevertheless, her husband, Chillingworth, safely returned to New England and concealed his identity. He found that his wife was forced to wear a scarlet letter “A” on her bosom. This novel’s interpretation is mostly based on the explorations of the multi faceted symbols used by the author. Through providing different theories on symbolism and incorporating a cognitive approach to the interpretation of symbols we will be able to provide a clearer view on the semantic flourish of symbols in this work.

## 2-Symbolism theories

A symbol is traditionally defined as a sign which has further layers of meaning. However, different scholars share different views on the subject and as a result we encounter multiple definitions of it. Langer states that Symbolization is the essential act of thought...and the symbol-making function is one of man’s major actions, like eating, looking or moving about...it is the fundamental process of his mind, and goes on all the time (Langer). She also made a distinction between symbol and sign; according to her symbol and sign are not the same, the use of symbols as an addition to the use of signs makes humans not only react to their environment but also think about it. Symbols, also allow us to create imagery and ideas not directly related to the real world, so that we can plan, imagine, and communicate abstractions. (Eschholz). For Whitehead, symbolism dominates the men’s thoughts and imagination; he asserts that symbolism is widely connected with the use of pure sense perception in the character of symbols for more innate and primary factors in our experience. Frye assumes that talking about symbolism in ordinary life is thinking of such learned cultural archetypes. According to him the word symbol means any unit of any literary structure that can be isolated for critical attention (Frye). Saussure provides a more structural point of view on symbols. Concerned with semiotics, he distinguishes the

signified, signifier and object as core elements for constructing and understanding symbols. For Saussure, the signified is the intellectual concept represented by the signifier (verbal or non-verbal); the signifier is the visible form that represents the signified; the object is the observed form that is being represented by the signs (Saussure).

### **3-The semantic flourish as a result of cognitive processes**

As it was previously stated in this article the approach to the definition of symbols is mostly a cognitive one. Equally, a cognitive approach to the explanation of symbols would be very useful. Since symbols are considered as signs (by Saussure) and archetypes (by Frye) they can be easily related to the Prototype theory, which assumes that a concept is represented as the abstraction of characteristic features (Keel). As an important theory of cognitive linguistics, it basically states that a concept or an idea is represented by the best example. This best example is the representative of a category. Readers usually identify each category on the basis of a mental picture which typically represents all that the category stands for, and the best example of this idea is the prototype. Members which bear a strong resemblance to the prototype are called central members. However, the prototypes of cognitive categories are not fixed, but may change when a particular context is introduced. The whole internal structure of a category seems to depend on the context and on our social and cultural knowledge. That is the main reason why symbols do not bear universal meanings. Thus their meaning may flourish during the development of the subject. It may evolve or deteriorate, according to the context. The semantic flourish of the symbols in “The scarlet letter” is influenced by the surroundings around the characters. In different social situations, people’s cognitive models towards them are different, thus the prototype of each symbol is different in accordance with the change of context.

### **4-Symbols in “The Scarlet letter”**

In this novel, Hawthorne relies mostly on symbols to show his stylistic mastery. The title itself bears the most striking and multiple meaningful symbol of all romantic literature. The scarlet letter “A” is embroi-

dered in Hester's bosom when she commits adultery and gives birth to her illegitimate daughter, Pearl. Considering the whole novel the symbolic meanings of "A" develop from Adultery to Alone, Art, Able, Admiration (Chen). We notice three categories of meaning here. First, the derogatory category, where "Adultery" belongs which opposes with "Art, Able and Admiration", where the meaning of "A" is in its more evolved state. There is also a transitional category which consists of "Alone". Based on the above mentioned cognitive approach each symbolic meaning can be a prototype. In different surroundings and contexts the letter "A" shows different attributes to Hester's behavior, thus changing the prototype and the category. At the beginning of the novel, for instance, she is accused of "Adultery" which at this phase, stands for the prototype of "A".

*"Here, she said to herself, had been the scene of her guilt, and here should be the scene of her earthly punishment."* (Hawthorne 68)

*"For the remainder for her natural life to wear a mark of shame upon her bosom."* (Hawthorne 53)

Here the scarlet letter symbolizes guilt and shame. Disloyalty and shame are both attributes of the prototype "Adultery". With the development of the novel, new characteristics start to be attributed to Hester, thus changing the meaning of the letter "A". She moves on the outskirts of town with her daughter, until Pearl is seven years old. During this time they lead a life of isolation and nobody visits them.

*"Lonely as was Hester's situation, and without a friend on earth who dared to show himself, she, however, incurred no risk of want"* (Hawthorne 69)

"Alone" becomes the new prototypes of "A". Loneliness is the attribute of the prototype here. However we notice that there is a shift from the derogatory category to a more transitional one. The last part of the sentence, especially, suggests that good attributes are being added to the symbol due to the change of context. In order to make a living, Hester takes up a new skill, embroidery and her reputation among the townspeople changes.

*"Do you see that woman with the embroidered badge?' They would say to strangers. 'It is our Hester—the town's own Hester—who is so kind to the poor, so helpful to the sick, so comfortable to the afflicted!"*

*"The letter was the symbol of her calling. Such helpfulness was found in her—so much power to do, and power to sympathize— that many people refused to interpret the scarlet "A" by its original signification. They said that it meant "Able", so strong was Hester Prynne, with a woman's strength" (Hawthorne 137)*

The new prototypes of "A" thus are Art, Able and Admirable. The new attributes of the prototype are the words Kind, Helpful, Comfortable, Powerful, Strong. These are all commendatory attributes and at this point all the derogatory ones disappear.

*The forest* is another important symbol in the novel. It is very meaningful to the reader since it is the place where Hester and Dimmesdale meet, in order to be alone and far from the eyes of people. According to the puritan community, the forest is a place of darkness and evil. (Kirk)

*"Wilt thou go with us tonight? There will be a merry company in the forest; and I well-nigh promised the Black Man that comely Hester Prynne should make one ...had they taken her from me, I would willingly have gone with thee into the forest ,and signed my name in the Black Man's book too ,and that with mine own blood" (Hawthorne 98)*

The passage suggests that the attributes given to "the forest" are all derogatory ones. Here it symbolizes darkness, gloom and evil. However, moving on with the story a new meaning is acquired for this symbol. Being a place of darkness it hides all sins and secrets, keeping them away from the curious eyes. The semantic attribute of the symbol in this case becomes "freedom", since it allows the expression of the deepest feelings of the characters.

*"Hester Prynne made a step or two towards the track that led through the forest, but still remained under the deep shadow of the trees. She beheld the minister advancing along the path, entirely alone, and leaning on a staff which he had cut by the wayside." (Hawthorne 160)*

It is also considered as a shelter for all the society members who tend to escape their everyday reality.

*The meteor* is another symbol whose meaning can be traced in the puritan culture and tradition. Leaders and religious men would inter-



pret these meteors to be messages from God to give them warning about bad things or offences affecting the community. (Kirk)

*"Dimmesdale had done speaking, a light gleamed for and wide over all the muffled sky. It was doubtless caused by one of those meteors, which the night-watcher may so often observe burning out to waste, in the vacant regions of the atmosphere."* (Hawthorne 130)

In this novel, however, the symbol is used to represent the inner feelings of one character, Arthur Dimmesdale. It represents his sin and adultery, embroidering him with the same mark of shame as Hester.

*"...therefore, solely to the disease in his own eye and heart that the minister, looking upward to the zenith, beheld there the appearance of an immense letter -the letter A- marked out in lines of dull red light .not but the meteor may have shown itself at that point, burning 38 duskily through a veil of cloud ,but with no such shape as his guilty imagination gave it, or, at least, with so little definiteness, that another's guilt might have seen another symbol in it."* (Hawthorne 132)

## 5-Conclusions

To conclude, this paper reveals the semantic flourish of symbols in "The scarlet letter" in different contexts from the perspective of the cognitive linguistics, as a result of which, readers will have an insight into the psychological mechanism behind them. The evolution of those symbolic meanings is also the evolution of the characters. The paper also suggests that symbols acquire different meanings inside the text, based on the context and circumstances surrounding the characters.

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## **Classroom Management and Bullying – A Recent Phenomenon of the 21<sup>st</sup> Century Schools**

### **Abstract**

*When discussing about classroom management, we no longer tend to consider it as a simple technical issue of the schooling system. On the contrary, classroom management is treated as a basic component of schooling and the teaching process. Since school is intended to provide students with the basic desired learning outcomes, then classroom management should not be viewed as an end in itself but as a means for creating and maintaining a learning environment that is optimal in achieving the intended curricular goals.*

*Recognizing that classroom management is a fundamental support for the learning and teaching process, while on the other side bullying in schools has begun to receive serious attention, it is to be admitted that little is known about the relationship between classroom management and bullying in the classroom.*

*The process of exploring this kind of relationship between the two, goes through a detailed investigation among classroom management techniques, students' behavior, physical environment, social factors, teachers' methods and practices etc. The paper intends to find the answer to some questions regarding bullying in our schools. How much is the bullying phenomenon spread in Albanian schools? What are some of the reasons that lead to bullying troubles among students themselves, as well as students and teachers? What strategies do teachers apply to deal with the bullying phenomenon? Under what circumstances is bullying more likely to occur in the school environment?*

*Therefore through this paper by exploring the relationship between bullying and classroom management, by providing an answer to the above questions and discovering the techniques teachers implement to reduce it, we would be able to find out how much bullying interferes in classroom management issues, and how we can solve it. This would undoubtedly offer some help for the teachers in treating with the bullying phenomenon in their teaching practices, in order to achieve well managed classrooms.*

**Key words:** classroom management, bullying, phenomenon, strategies, practices

## 1-Introduction

The art of teaching can be a struggling endeavor not only for novice teachers but also for the professional and experienced ones. It is undoubtedly one of the professions that requires great skills in responding to students' needs in today's society. In recent years school systems are going through important reforms when it comes to the improvement of students' academic achievements. However, there is a list of problems that demand important consideration such as managing the classroom environment and treating bullying, a recent phenomenon in our schools. Bullying has always existed but little attention has been paid to it during the years, when it comes to the impact it has on classroom management and teaching process.

Classroom management is a challenge that many educators constantly face, but when intermingled with bullying phenomenon the situation becomes deteriorated. Teachers need to answer critical questions of whether they are fully prepared or qualified in addressing classroom discipline. (Classroom Management:A California Resource Guide, 2000) Classroom management is an issue that has received little attention in the recent years since more and more focus is paid on students' academic and knowledge perception success. Nevertheless, since bullying interferes and distorts classroom climate, we can not pretend to achieve success on students' results. Nowadays more and more new teachers find themselves unprepared when it comes to mastering management skills, and they are unprepared when it comes to managing behaviour problems in the classroom, directly connected to bullying. This lack of ability in managing misbehaviours and bullying phenomenon has often obliged many teachers in reaching the decision of quitting their profession.

Therefore the need for successful classroom management skills and management of classroom or school misbehaviours has not diminished in this 21<sup>st</sup> century, on the contrary it has put the spotlight on these two related issues which are crucial for the success of the teaching process. Only by providing a positive environment can teachers teach and students learn.

A simple perspective of classroom management would primarily view it as classroom discipline, classroom physical organization and management of students' misbehaviours. However, it goes further than that, it includes teacher's actions in dealing with these behavioural

interventions, avoiding bullying phenomenon as much as possible, and in establishing a positive learning environment, bully-free classroom climate, which would support productive learning.

So the purpose of this paper is not merely distinguishing and identifying bullying phenomenon in our 9<sup>th</sup> grade system, but the paper also aims at finding out strategies and techniques teachers apply in these schools in order to reduce the phenomenon, create a pleasant and well managed classroom where teaching and learning occur naturally.

## 2-Historical background

### 2.1-What is Bullying? What does it consist of?

In different books we can find different definitions on bullying such as:

- “Bullying includes teasing, harassment, and intimidation. Bullying among boys involves themes of intimidation, power, domination, control and humiliation. Bullying among girls involves themes of social cruelty, deception, character assassination and hurt feelings.” (Classroom Management: A California Resource Guide, 2000)
- “Bullying is a subjective experience that can take many forms” (Robinson, G. and Maines, B. 2008)
- “Bullying is commonly defined as repeated aggressive behavior in which there is an imbalance of power or strength between the two parties.” (Rimerson J. Sh.)
- “Bullying is defined as physical, emotional, or verbal abuse by one or more students intended to intimidate or torment a particular child.” (Flicker S. Eileen and Hoffman J. Andron, 2006)

This list of definitions would be endless when consulting a variety of books, but the core remains the same, that is bullying is teasing or physically and emotionally abusing, hurting somebody intentionally; it encompasses an *aggressive behavior* with the intention of hurting someone. Since aggressive behaviours are an inseparable part of classroom management, then bullying issue needs high consider-

ations when it comes to this topic. Bullying is not a recent problem, although it has only recently been paid much attention. In fact Olweus (Sanders E. Cheryl, Phye D. Gary, 2004 ) , considered as the pioneer of the field, was the first scientist to focus on the topic and contribute scientific data regarding this issue. If we ask our parents and grandparents they would tell us stories on bullying or being bullied in their school years. Just like nowadays they might have experienced, or even participated in teasing, pushing, threatening behaviors in their class, in the playground, in the school hall etc. Kids have teased each-others for generations. For many years people believed that bullying was a crucial part of growing up, often making the general statement “Kids will be kids”. (Murphy G. Alexa, Murphy M. Madonna, Banas L. Sharon, 2009)

If kids were fighting they were often left to sort it out by themselves, as a good way of learning how to survive in the tough world of the school yard or classrooms. However, people’s attitudes on bullying have changed a lot in the recent years, taking it more seriously. Parents’ have come to realize that bullying is not the right path in children’s life, on the contrary they have become more and more convinced that the more bullying is tolerated the more unsafe the society becomes and the less productive teaching is in the classroom.

Bullying can occur in the classroom, in the school yard, in the school toilets, on the way to school and home, in the school corridors etc. However, for the purpose of this study we are going to focus more on *bullying in the classroom* and its impact in classroom management and classroom academic success.

## **2.1-What are some of the types of bullying?**

There are many different forms of aggressive or harmful behaviors between people who learn, play, work or live together and not all of them fall in the category of bullying. Some are conflicts, some of them are random aggression, however all should be taken seriously especially in the classroom or school atmosphere. Managing our social relationships is a difficult skill, for many of us it is otherwise considered as a lifelong learning opportunity. Children go to kindergarten and then to school too young to manage the complex processes of sharing, taking turns and socializing.

Out of these endless learning experiences, some soon learn that dominance works and in many walks of life it is often rewarded and admired by humans. (Robinson, G. and Maines, B. 2008). Friendships are strengthened by the formation of groups, teams, clubs and these organizations often define themselves by exclusion, that is setting barriers to who they accept in their groups.

It is not important identifying who belongs in these groups, it is more significant to identify who does not belong. Combining in this way the leading dominance, and the nature of group process, it is easy to see how bullying begins by identifying a target who is excluded and harmed by a range of behaviors, among peers, classmates, friends in the street etc.

So bullies are ordinary, dominant and often quite popular people who behave in a way that is intended to cause harm in order to establish high status in every environment.

Bullying can be of three different types. When people think of bullying, they usually think of a child or group of children teasing, pushing or even hitting another child. This kind of bullying is known as **direct** bullying. (Murphy G. Alexa, Murphy M. Madonna, Banas L. Sharon, 2009) Direct bullying can be verbal such as name-calling, insulting, teasing or threatening; or it can be physical such as pushing, hitting or any other form of hurting someone.

Another type of bullying, the second one is indirect bullying which is less visible but as painful to the victim as the first one. Indirect bullying is also known as **relational or social bullying**. (Murphy G. Alexa, Murphy M. Madonna, Banas L. Sharon, 2009) It includes social actions such as purposely excluding someone from a group or spreading rumors about someone intentionally, especially common among girls.

The third kind of bullying is **cyberbullying** (Shariff, Shaheen. 2008) mainly evident in the last decades emerging from the development of technology.

Cyberbullying is when an individual is harassed, humiliated, threatened or tormented by people using the internet and other interactive technologies such as the cell phone. It includes sending multiple insulting or threatening messages or emails, to a person's email ad-

dress or cell phone, creating a page for humiliating a person and sharing someone secrets on a board. Cyberbullying is a powerful form of bullying since it reaches hundreds of people as a short period of time, and of course it can be done anonymously by every person, similarly to what is often happening nowadays with the various social networks.

## **2.3 Who bullies more boys or girls?**

There exists a common myth about bullying, according to which bullying occurs only among boys and not girls. However, this is not true, since both boys and girls bully in their school or classroom environment. Boys tend to use direct forms of bullying, meanwhile girls have the tendency to use indirect forms of bullying among each-others. So in general boys are more likely to get engaged in physical bullying than girls, however girls on the other side tend to use more relational aggression that is relational bullying. (Espelage L. Dorothy, Swearer M. Susan, 2004)

Furthermore bullying by girls might be even more hurtful than that of boys. Girls differently from boys, tend to harass within a tight network of friends, making their damage to victims even more intense and harder to identify. Girls often use exclusion, rumors, name calling, manipulation etc to cause psychological pain. Girls fight with body language and not with fists, and knives. ( Flicker S. Eileen and Hoffman J. Andron, 2006 )

What is to be emphasized is that girls' bullying is more cruel and destructive, with effects felt psychologically for years beyond those of school.

### **1. Methodology and results**

In writing this paper a questionnaire was conducted to pupils of 9<sup>th</sup> grade school in order to find an answer to the questions mentioned in the abstract, regarding bullying phenomenon. The study was focused only on the children of the 9<sup>th</sup> grade school and not in secondary school which could cover another entire study due to the teenage problems of this age. The survey, having this target group at focus, aims at finding out where and when bullying happens most often, if it happens more between girls or boys, what strategies teach-



ers apply to deal with it etc. Two schools were chosen to conduct the survey: “Sul Misiri” and “Jorgji Dilo” 9<sup>th</sup> grade school. There were delivered 10 questionnaires per class, each questionnaire consists of 10 questions, the results of which will be analyzed below. The questionnaires were completed by the students from the third grade up to the ninth grade, since first and second grade pupils of elementary school are not mainly characterized by bullying actions in their classes due to their age. This methodology in writing this paper was selected for two basic reasons: firstly it was easy to be conducted in practical terms (delivering and gathering surveys), secondly since the survey was completed by the pupils, the purpose was to collect as much information as possible, beyond teachers’ opinions. The interpretation of all the data collected, serves as a rich source of unexplored information, through which teachers can efficiently achieve well managed classrooms despite bullying troubles.

**The questionnaire consists of the following ten questions (the original one was also accompanied by the alternatives to be ticked or completed by the students):**

The pupils interviewed included boys and girls of two age groups; the first one belonging to pupils from 6-9 years old and the second one included pupils from 10 -12 years old. Nearly 80 % of all the questioned pupils had experienced the bullying phenomenon. Some of them only once or twice and others still did, even at the moment of completing the questionnaire.

Most of the surveyed pupils admitted that bullying happened mainly in two school environments, the classroom and the playground.

*\* (The questionnaire was downloaded at [archive.teachfind.com/ttv/static.teachers.../Bullying%20questionnaire.pdf](http://archive.teachfind.com/ttv/static.teachers.../Bullying%20questionnaire.pdf), downloaded on 23.03.2015)*

The classroom was considered a bullying environment not only during the 5-minute-breaks, when the teacher was not there but even during the 45 minutes of lesson. The most common forms of bullying experienced were calling names, throwing folded papers during the lesson with offensive words, excluding from a group (mainly found between girls) etc. Meanwhile in the playground if girls bullied by excluding or offending their friends, boys on the other side used push-

ing physically sometimes even seriously hurting each others, why not even doing this deliberately while playing together.

What the questionnaire highlighted, especially among pupils from 10-12 years old pupils was the spread of cyberbullying, a quite recent phenomenon, not only in their mobile phones, but even in the social network, facebook. Also, during the teaching process pupils admitted texting and cyberbullying their friends without paying attention to what the teacher is explaining. Another kind of bullying experienced was that because of race, especially in one of the schools “Sul Misiri” which is surrounded by a gipsy community living there; as well as bullying caused by religion. Some of the children whose families belonged to the Muslim religion were bullied by others, by offending their family members for their particular clothing characteristics and their frequent attendance of Muslim rituals in the mosque.

Since this paper is focused on bullying and its impact on classroom management, it is necessary to concentrate on the impact it has on classroom atmosphere and the teaching process. Calling names during the lesson, offending pupils during the teaching process, as well as outside it, using cell phones as a means of bullying classmates, excluding friends from certain groups of friends all influence students psychologically and emotionally making them lose their motivation for the lesson, sometimes causing conflicts within the 45 minutes of teaching. The situation can become even worse by forcing pupils to drop out of school. Bullying is often the primary cause of aggressive behaviors in the classroom, forcing teachers unwillingly to pay more attention to fixing disruptive behaviors rather than focusing on the academic success of the students. Several teachers, including foreign language teachers too claim that in many cases they spend their teaching time dealing with bullying troubles, rather than dealing with homework, lesson activities and explanation.

In many schools, there is no anti-bullying policy preventing this phenomenon. However, many teachers try to use different strategies to avoid it.

Some of them try to discuss in advance with their pupils at the beginning of each school year the *bullying phenomenon*, in order to prohibit any unpleasant events in the classroom. Other teachers use the extra curricular hours to introduce bullying topics. Meanwhile another possible strategy applied by teachers is talking to bullies’ parents,

or talking to bullies themselves about the aggressive behaviors they reflect versus their peers. The same thing should also be applied to the pupils being bullied, in order to calm them and reduce as much as possible the psychological bullying impact it might have on them, even in the following years of their adulthood.

## 2. **Conclusion**

Bullying in schools is not a recent phenomenon, but only recently has it started to be included widely in contemporary literature, and treated seriously for its impact on pupils and the classroom management or school environment. Researchers and educators all over the world have started not only to address bullying in their researches but they have also attempted to understand the concept of bullying by providing cross national studies, treating it in much more details. Teachers on the other side, try to do their best by identifying bullying situations, and treating them carefully based on their classroom circumstances.

However, despite the recent increase in the amount of research addressing bullying, much more remains to be discovered and understood regarding assessment and measurement of bullying in our schools in Albania, both 9<sup>th</sup> grade schools and secondary ones, as well as how to create and apply successful prevention or intervening programs improving in this way the quality of the teaching process by achieving an efficient classroom management.

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## **The Correlation Between Register And Cohesive Devices Of The Text - A Comparative Approach In English And Albanian Language**

### **Abstract**

*The paper presents a study of the use of cohesive devices (their distribution and frequency) across different registers. The topic was chosen due to the fact that the correlation between register and cohesive devices has not been thoroughly investigated in linguistics. In addition to the fact that each language has general preferences for certain cohesive devices, it also has specific preferences for certain cohesive devices that are sensitive to text type. Different genres and registers are characterized by particular kinds of cohesive devices and may make different uses of them.*

*The work consists of two parts. The first part deals with the theoretical background on the concept of cohesive devices. The second part which is the practical part deals with the results of an analysis of cohesive devices across registers. Three different registers were analyzed: fiction (a novel), technical and scientific style (legal text), newspaper style (Daily Telegraph). The results obtained prove that distribution of different types of cohesive devices is influenced by register.*

**Keywords:** text, cohesive devices, register, frequency, register-dependent,

## 1-Introduction: What are cohesive devices?

The concept of cohesion is linked with the process of text -formation. There have been studies in this area and different linguists have expressed their ideas on this concept and on cohesive devices. Its simplest definition made by Halliday and Hasan in their book "Cohesion in English" is that it "refers to relations of meaning that exist within the text and that define it as a text" <sup>1</sup>. It is realized through such relations as reference, substitution, ellipsis, conjunction (grammatical cohesion) and repetition, synonyms and antonyms collocations, superordinate's/hyponyms (lexical cohesion.) Lexical cohesion is not taken into account in this research.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The two elements presupposing and the presupposed are potentially integrated into a text making it a unified whole.eg:

**Doctor Foster** (presupposed) went to **Gloucester** (presupposed) in a shower of rain. (**Doktor Foster** shkoi ne **Glocester** ne nje rrebeshe shiu)

**He** (presupposing) stepped in puddle right up to his middle

( $\Delta$  Hodhi hapin ne nje pellg deri ne gjysem)

And never went **there** (presupposing) again. (grammatical cohesion)

(Dhe kurre  $\Delta$  nuk shkoi me **atje**)

Alice caught **the baby** with some difficulty, as it was a queer-shaped little creature, and held out its arms and legs in all directions, 'just like a star-fish', thought Alice. The poor **little thing** was snorting like a steam-engine when she caught it. (lexical cohesion)

(Elisa e kapi **foshnjen** me veshtersi, sepse dukej nje krijese me forme te cuditshme, dhe

i hapte krahët dhe kembet në të gjitha drejtimet, tamam si peshk-yllmendoj Elisa.

**Gjeja e vogël e gjore** po gerhiste si nje makine me avull kur ajo e

<sup>1</sup> A.K, Halliday & Ruqaiya Hasan "Cohesion in English" Longman 1976 p 4

*mori ne krahe.)*

Different linguists explain the elements of cohesion with the economy of the language. A. Martinet speaks about the economy of speech. In his book "Elements of General Linguistics" he says that "the linguistic development "can be conceived dictated by the permanent contradiction between communicative needs of the human and his tendency to minimize his physical and mental process"<sup>2</sup> Quirk and Greenbaun in their interpretation of the elements of cohesion consider them not only "economy" but also as a means of clarity. In their book "A Student`s Grammar of English Language" they point out that these elements make the message more clear because the new information is on focus.<sup>3</sup>

Cohesive relations are found in texts as "particular features—repetitions, omissions, occurrences of certain words and constructions—which have in common the property of signaling that the interpretation of the passage in question depends on something else. If that 'something else' is verbally explicit ex: "*Did the gardener **water my flowers?** He said **so***" then there is cohesion"<sup>4</sup>

The unit of analysis for cohesion is the cohesive tie. One simple example of a cohesive tie is a pronoun and its antecedent. Pronoun/antecedent ties and other cohesive ties may occur within a single sentence, but they also occur across sentences.

Reference is a device which allows the reader or hearer to trace participants, entities, events, etc. in a text.ex:

*"People still very much enjoy living in Hong Kong." He says .**This** is a city of many choices.*

*(Njerezit akoma pelqejne te jetojne ne Hong Kong" Ai thote ." Ky eshte nje qytet i shume mundesive)*

2 Andre Martinet "Elemente të gjuhësisë së përgjithshme", Dituria, Tiranë 2002 p149

3 Sidney Greenbaun Randolph Quirk "A Student`s Grammar of English Language"1993 Longman p 247

4 M.A.K,Halliday & Ruqaiya Hasan "Cohesion in English" Longman 1976 p 3

Reference is textual or situational. What is essential to every instance of reference is that there is a presupposition that must be satisfied . In textual reference the full form is recoverable from a neighboring part of the text.eg:

*Tell **Mary** I miss **her**.*

*(Thuaji **Merit** se kam mall per **te**)*

In situational reference the full form is recoverable from the extra- linguistic situation. In the example :

*Is **she** badly hurt?*

*(Eshte demtuar (**ajo**) rende)*

One can imagine someone saying **she** on arriving at the scene of an accident in which a girl has been struck down by a car The identity of **she** is then obvious from the situation.

The items used for reference are personals, demonstratives and comparatives

According to Halliday and Hasan personal reference is reference by means of function in the speech situation through the category of person. Demonstrative reference is reference by means of location on the scale of proximity and comparative reference is indirect reference by means of identity or similarity. The referential element is not identified but compared with the presupposed item.

*Ten per cent of **insomniacs** sleep soundly when **they** come to a sleep clinic*

*(personal reference)*

*(10 perqind te tepagjumeve flejne rende kur (ata) vijne ne nje klinike gjumi.)*

*I read **his first novel** ,and **that** was boring too.(demonstrative reference)*

*( E lexova romanin e tij te pare . Ajo ishte e merzitshme gjithashtu)*

*Who would be the king? **The strongest** among us.( comparative reference)*



( *Kush do te ishte mbret? **Me i forti** ne mes nesh* )

Substitution and ellipsis, unlike reference, are grammatical rather than semantic relationships. They are processes within a text. Ellipsis is interpreted as a form of zero substitution. Some linguists consider them as variants of the same type of cohesive relation. When ellipsis is used, we presuppose something by means of what is left out. A substitute serves as a place-holding device or some pro-form, showing where something has been omitted and what its grammatical function could be.

In substitution, an item is replaced by another item eg:

*She might **sing tonight** but I don't think she will **do so**. (do so - sing tonight)*

*(Ajo mund të këndojë sonte, por unë nuk mendoj kështu) [zëvendësim( substitution)]*

In the above example, *do so* is a substitute for *sing tonight*. Items commonly used in substitution in English include *do*, *so*, *not* and *the same*.

*Yesterday I **felt under the weather** and today I feel **the same**. (Dje **nuk ndjehesha mirë, njësoj** ndjehem dhe sot.)*

There are three types of substitution. Nominal Substitution, Verbal Substitution ,Clausal substitution

There are three nominal substitutes: one, ones, same. Ex:

*I've heard some strange **stories** in my time. But this **one** was perhaps the strangest of all.*

*A: I'll have two **poached eggs** on toast, please. B: I'll have **the same**.*

*The verbal substitute is **do**. This operates as head of a verbal group .ex:*

*The words **did not come the same** as they used to do .*

In clausal substitution the presupposed is not an element within the clause but an entire clause. So and Not are clausal substitutes Ex:

*Is there going to be an earth quake? - it says **so***

Ellipsis involves the omission of an item. In other words, in ellipsis, an item is replaced by nothing. This is a case of leaving something unsaid which is nevertheless understood. It does not include every instance in which the hearer or reader has to supply missing information, but only those cases where the grammatical structure itself points to an item or items that can fill the slot in question.

*Joan **brought** some carnations, and Catherine? Δ some sweet peas.*  
(Δ brought in second clause is elliptical<sup>5</sup>)

*(Xhoana **bleu** disa karajfila dhe Katerina disa bizele te embla)*

*What have you been doing? Δ working non-stop all day*

*(Cfarë ke bërë? - Δ Kam punuar pa pushim tërë ditën.)*

There are also three types of ellipsis: Nominal , Verbal and Clausal ellipsis.

*Ten Δ Δ killed in gun attacks (Δ = people Δ = were) ) (nominal ellipsis)*

*(Dhjetë Δ të vrarë në sulm me armë)*

*Have you been swimming - Yes I have Δ(Δ=been swimming). (verbal ellipsis) (Po notoje?-Po. Po notoja.)*

*Is your sister alright, is she safe? - I don't know Δ*

*(Mirë është motra, është jashtë rrezikut?-nuk e di.Δ)*

Conjunction involves the use of formal markers to relate sentences, clauses and paragraphs to each other. Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before.

*She was never really happy here . **So** she is leaving.*

*(Ajo nuk ishte shume e lumtur ketu . **Keshtu** po largohet)*

5 “URL:<http://accurapid.com/journal/28edu1.htm>”

Four are the categories of conjunction: additive, adversative, causal and temporal

*a- For the whole day he climbed the steps mountainside almost without stopping! And in all this time he met no one (additive)*

*(Gjate gjithe dites ai ju ngjit malit ne kembe pa ndaluar,Dhe gjate kesaj kohe nuk takoi njeri)*

*b-Yet, he was hardly aware of being tired.(adversative)*

*( Megjithate,nuk e kuptoi se ishte lodhur.( kundershtese)*

*c-so by night time the valley was far below him(causal)(Keshtu afer nates lugina ishte shume larg poshte tij).( shkakore)*

*d- Then, as dusk fell, he sat down to rest(temporal)(Pastaj.me renien e muzgut u ul per te pushuar).( kohore)*

As it can be seen from the examples conjunctions reflect the writer`s positioning of one point in relation to another in creating a text.

## 2-What is the frequency of cohesive devices across registers

In addition to the fact that each language has general preferences for certain cohesive devices, it also has specific preferences for certain cohesive devices that are sensitive to text type. Different genres and registers are characterized by particular kinds of cohesive devices and may make different uses of them.

The results of the analysis of cohesive devices in fiction and scientific texts as well as newspaper articles prove that cohesive devices depend directly on the type of register chosen for a particular situation or audience. The texts were chosen taking into consideration the fact that registers vary from an open-ended register, to a restricted register ,and something in the middle. The cohesive devices taken into account were referential cohesive devices, ellipsis /substitution-type cohesive ties, and conjunction or discourse markers i. e. grammatical cohesion

**a- The frequency of cohesive devices across registers.**

	Novel	Newspaper texts	Legal text
Reference	41%	12%	4%
Ellipsis/Substitution	3%	1%	2%
Conjunction	4%	5%	3%

**Figure 1**

The figures in figure 1 show that : Reference comprises 41% of all cohesive devices in the novel , 12% in the newspaper article, and 4% in the legal text.

**b- The frequency of referential items across registers**

	Novel	Newspaper texts	Legal text
Personal pro-nouns	49%	51%	25%
Possessives	14%	7%	2%
Comparatives	3%	20%	50%

**Figure 2**

Figure 2 shows that the prevailing type of referential items in the novel( 49%) and newspaper texts( 51%) is personal pronouns, while in the legal text their percentage is twice lower.( 25%) Ex:

*1 But now **Doug Hamilton** `s voice starts to impinge on my consciousness.What `s **he** saying?*

*"Can you keep a secret?"*

*( Por tani zeri i Dag hamiltonit fillon te trazoje vetedijen time.C`po thote?*

2 **Dawn Mullany ,71,and Laurence Mullany-Mills** died in the pond in Holywell village after spending the holiday together. Police believe **they** stopped to feed ducks before driving back home less than 10 miles away in Ketton. *Daily Telegraph*, Feb, 18, 2012

( **Don Mullani ,71 dhe Lorenc Mullani-Mills** humben jeten ne pellg ne fshatin Holiuell pasi kaluan pushimet sebashku. Policia beson se **ata** ndaluan per ti dhene ushqim rosave ndersa ishin duke u kthyer ne shtepi me pak se 10 milje larg ne Ketton.)

3 **The constitution** guides American society in law and political culture .It is the oldest charter of supreme law in continuous use and it influenced later international figures establishing national constitutions.

“History of the United States Constitution”

Literary text, as well as a newspaper article, being more person-centred, involves more personal pronouns compared to other referential items. Personal pronouns he, she, it, they, etc. most often refer to characters, people described, items discussed. But the scientific text (legal document) due to its nature ( involving comparison) gives preference to comparative reference(50%).(fig 2) In the newspaper the percentage is lower (20%)(Fig 2) and in the novel it is even lower (3%).( Fig).Eg:

It is **the oldest** charter of supreme law in continuous use and it influenced **later** international figures establishing national constitutions  
“History of the United States Constitution”

(Ajo eshte karta **me e vjeter** e ligjit suprem ne perdorim te vazhdueshem dhe ka influencuar figurat **e mevonshme** nderkombetare te theme- lojne kushtetutat e vendeve te tyre.)

2 **Benjamin Franklin** summed up addressing the Convention, “There are **several parts of this Constitution** which I do not at present approve , but I am not sure I shall never approve **them**.” **He** would accept the Constitution ,” because I expect no **better** and because I am not sure that it is not **the best**. “History of the United States Constitution”

( **Benxhamin Frenklin** perfundoi perpara Konventes.” Ka **shume pjese te kesaj Kushtetute** me te cilat une nuk bie dakort, por nuk jam

*i sigurte se nuk do te jem gjithmone dakort me to.” Ai do ta pranonte Kushtetuten,” Sepse une nuk shpresoj per nje me te mire dhe sepse nuk jam i sigurte se kjo nuk eshte me e mira.)*

*The following figure show the distribution of possessives in the three registers:*

A major difference among registers can be noticed in the case of possessives which also predominate in the novel(14%).( Fig 2)These referential items express either the relationship of “ownership” between two lexical items, e.g.

*Emma had to quickly cut all the labels out of her clothes( **Em**a preu me shpejtesi te gjitha etiketat e rrobave **te saj**) .“Can you keep a secret?” or the so-called “inalienable part”, eg.*

*Career advancement . At the thought , **Emma** feels a familiar stab of longing in **her** chest*

*( Te besh kariere. Kur i shkon mendja atje, Emes i duket se nje sem-bim i njohur i pervelon gjoksin)*

But a much lower percentage of possessive pronouns in the newspaper article( 7%)( Fig 2) and legal text(2%)(Fig 2) can be accounted for by the fact that they cannot allow ambiguities. Instead, the nouns in the genitive case are used eg:

***The Constitution of the United States** is the supreme law of the United States of America.The first three articles **of the Constitution** establish the rules and separate powers of the three branches of the federal government. “History of the United States Constitution”*

*(**Kushtetuta e Shteteve te Bashkuara** eshte dokumenti ligjor suprem i Shteteve te Bashkuara te Amerikes.Tre nenet e para **te Kushtetutes** perbejne rregullat dhe pushtetet e ndara te tre degeve te qeverise federale.)*

Demonstrative reference is more typical of the newspaper(22%)(Fig2) and legal discourse(25%)( Fig2). For example, in the newspaper article demonstratives function as devices connecting bigger portions of discourse, e.g. That means..., This compares...

In the novel the use of demonstratives is less frequent(7 %)(Fig 2). Eg:

*The Preamble sets out the origin ,scope and purpose of the Constitution. Its origin and authority is in “ **We ,the people of the United States**”. **This** echoes the declaration of Independence. “History of the United States Constitution”*

*( Parathenia percakton origjinen, vendin dhe qellimin e Kushtetutes. Origjina dhe autoriteti i saj eshte ne “ **Ne, populli i Steteve te Bashkuara**” Kjo perserit Deklaraten e Pavaresise.*

As it is seen the difference in the percentage depends on the registers texts belong to. More restricted registers require clarity and avoidance of ambiguity which can easily occur with referential items because they tend to be connected to the wrong antecedent<sup>1</sup> Thus the language of the newspaper article and the documentary demonstrates a lower percentage of referential links. Consequently, unlike the language of the novel which allows greater variation in the choice of cohesive devices, both the newspaper article and the scientific text rely more on lexical cohesive devices to ensure textual cohesion.

***Congress** could print **money** ,but by 1786, **the money** was useless. **Congress** could borrow **money** ,but could not pay **it** back. “History of the United States Constitution”*

*( **Kongresi** mund te priste **para**,por nga viti 1786 **paraja** ishte e pavlefshme.**Kongresi** mund te merrte **para** borxh ,por nuk mund ti kthente **ato** )*

### c-The Distribution and Frequency of Ellipsis /Substitution-type Ties

Ellipsis as well as substitution help to avoid repetition and depend entirely on the hearer's / reader's ability to retrieve the missing information from the surrounding context. But they both can only be used when there is no doubt as to what is being substituted or ellipsed. Otherwise, the result might be a total confusion. As it can be seen from Figure 1, the need to be precise and avoid confusion accounts for fewer cases of ellipsis / substitution in scientific (2%) (Fig 1) and newspaper (1%)( Fig 1) styles in order to avoid ambiguity and misunderstanding,while this type of cohesion is more typical

of conversation and literary texts. (3%)(Fig1) A higher percentage of this type of cohesive devices in the novel demonstrates that it is more characteristic of conversation, dialogue, or the representation of thought in fiction.eg

*The thing is I propably will **get to like jazz one day** .In fact I am positive .I will **Δ**” Can you keep a secret?”*

*( E di si eshte puna, mbase nje dite **do ta pelqej xhazin** .Ne fakt kam shprese se **do ta pelqej**.)*

*Some **delegates** left before the ceremony,three **Δ** remaining refused to sign. “History of the United States Constitution” (Disa **delegate** u larguan perpara ceremonise,tre **Δ** u refuzuan te firmosin. I had wet in one eye and dry in the other and they **had to do these injections** and I think it`s arrested it .I hope **so**. “ Daily Telegraph” Feb 18,2012*

*( Nje sy me lengeshtohet dhe tjetri me thahejdhe me duhet te beja injeksione dhe mendoj se e kane ndaluar .Keshtu shpresoj.*

## **d-The Distribution and Frequency of conjunctions (discourse markers).**

The last group of analyzed cohesive devices is conjugation or discourse markers. Some linguists argue that discourse markers are purely conversational but there are language researchers who claim that the term discourse markers embrace not only conversational words but also conjunctions. They connect ideas in the text. They are categorized into four groups to express additive adversative causal and temporal relations between sentences .They have almost the same distribution in the analyzed texts : 4%(Fig1) in the novel , 5%(Fig1) in the newspaper article, and 3%(Fig1) in the scientific text.. eg

*So it`s Christmas eve ,**and** we are exchanging presents and I unwrap this pair of gorgeous pale pink knickers, size eight **and** I basically have two options. “ Can you keep a secret?”*

*(E pra, ishte mbremja e krishtlindjeve ,**dhe** ne po shkembenim dhuratat, **dhe** une zbulova kete pale breckash roze te celur,prej mendafshi. **Tani** kam vetem dy variantwe.)*



*The navy commander did not say how many vessels had crossed the canal or what missions they were planning to carry out ,but said flotilla had previously docked in the Saudi port city of Jeddah “Daily Telegraph” Feb.18,2012.*

*( Komandanti marines nuk raportoi se sa anije kishin kaluar kanalin ose c`far misionesh kishin planifikuar te kryenin ,por tha se flotilia ishte futur ne dokun e qytetit portual Saudi te Xhedahut.)*

*3 The new national Constitution would not take effect **until** at least nine states ratified. “History of the United States Constitution”*

*(Kushtetuta e re kombetare nuk do te hynte ne fuwi derisa te pakten nente shtete te ratifikonin.)*

The lowest percentage of discourse markers in the documentary could be explained by the fact that since it is a material on legal system and has to do with rules , the need of discourse markers to connect different parts of discourse is not so relevant.

### 3-Conclusions

The distribution and frequency of cohesive devices depend directly on the degree of “openness” of a register, i.e. the more open the register, the more various cohesive devices are being employed and vice versa.

Reference, constituting the first major group of grammatical cohesive devices, is clearly register-dependent: restricted registers employ more lexical ties at the expense of referential cohesive devices, while in open registers reference is used extensively. The novel belonging to a relatively free register, naturally employs a higher number of referential cohesive devices and appeals more to the reader’s emotions than to precision, while the newspaper article, being more restricted, and the documentary, the most closed register type, employ considerably fewer reference items. The prevailing type of referential items is personal pronouns, while possessive pronouns are much fewer due to the fact that they are restricted in their grammatical distribution: they require a recoverable head noun, or they are limited to special construction types. This explains the overall frequency of these forms in relation to personal pronouns.

Demonstrative pronouns refer, mostly in more restricted registers, back to bigger parts of discourse – preceding sentences or paragraphs – relating them in this way.

Substitution and ellipsis type ties are also register-dependent – more usually employed in open registers and avoided in the restricted ones. The analysis also shows that ellipsis / substitution tend to occur in open registers more often than in restricted ones. It is universally acknowledged that substitution and ellipsis belong to the realm of conversation, dialogue or fiction. Consequently, it is predictable that the language of the novel includes more instances of ellipsis / substitution.

Conjunctions (Discourse markers) are used more or less equally in all registers because they do not hinder the interpretation of the message and can be considered neutral in comparison to other cohesive devices. All the discourse markers in the texts of analyzed registers demonstrated a unified tendency to connect larger parts contrasting, linking parts within a sequence or presenting some result.

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## **Inclusive Education For Children With Autism- The Need For Change**

### **Abstract**

*Children with Autism are immersed in environments that make little to no sense to them. For educators attempting to meet the diverse range of learning needs for children with ASD, the lack or limited knowledge regarding the type of interventions to implement in the classroom can be both misleading and confusing. Interventions need to address the issue of competence in inclusive settings by creating positive, predictable environments that allow the child to develop and expand their ability to successfully impact the environment around them. Educating children with autism simply because the law demands it and the increase of the social awareness is not enough. Education has resulted in unrealistic and unreasonable expectations for students and has hindered the potential progress of students with ASD. Although every child with autism is different and the behavioural manifestations of the cognitive impairments are variable, there are certain key issues which make the education of these children within mainstream schooling a particular challenge. The 'dyad of impairment' summarizes the difficulties of the autistic child, but the actual manifestation of these in the dynamics of the classroom can vary from situation to situation and child to child. It is important for teachers, administrators, and other school personnel to be knowledgeable about evidence-based approaches to adequately address the needs of students with autism. The purpose of this article is to suggest to inclusive education system and educators themselves with an overview of evidence-based practice, outline effective teaching practices, and highlight specific resources that teachers can use.*

**Keywords:** *Autism, inclusive education, evidenced-based approaches, effective teaching practices, teachers.*

## 1-Introduction

Autism is a lifelong developmental disability that affects the way a person communicates and relates to those around them. Their ability to develop friendships is impaired as is their capacity to understand other people's feelings. Some people with autism have accompanying learning disabilities. Everyone with the condition shares a difficulty in making sense of the world. The failure of schools to provide appropriately for children with autism can have seriously negative consequences on a child's behavior, which can lead to exclusion from school. The lack of understanding and appropriate provision means that children with autism are losing out which leaves the whole family with no resources and hopes. Children with autism often meet with failure after failure when trying to positively impacting the world around them. Despite their level of confusion the child with ASD is largely left to fight for themselves.

Children with autism are considered disabled under the WHO definition for People with Disabilities. Historically, students with disabilities have been segregated from their peers, even from society as a whole (Karagiannis, Stainback, & Stainback, 1996). More recently, however, there has been an increasing trend to include students with autism and other disabilities in general education classrooms along with their typically developing peers (McDonnell, 1998).

Many studies have asserted that children with autism can benefit from participation in inclusive classroom environments. International conventions claim that inclusion is a civil right and is responsible for nurturing appropriate social development. However, autism mostly requires specialized supports to experience success in the educational contexts. Providing an appropriate education often requires a degree of specialist understanding that is not present in Albanian mainstream schools. Children with autism may also need significant additional support, such as a classroom assistant or regular sessions of speech and language therapy.

## 2-Rationale

In Albania, according to the National Strategy for People with Disability, the number of people with mental, physical and senses disability is: Total 35547, Urban Areas 15166, Rural Areas 20381. There is no evidence published about the number or prevalence of children with

ASD in Albania. The Ministry of Education and Science of Albania has started collecting information on the number of students with disabilities, but there is no official data published yet on the number of students within ASD (World Vision Report, 2012). The small numbers the few autism centers existing in Albania might offer are not representative to all population. A national survey to estimate the prevalence of ASD hasn't been developed yet. We can assume however that the rate of children with autism in Albania is the same with that of other countries.

On the Autism Day, 2<sup>nd</sup> of April 2015, the Albanian Children Foundation declared on media that there are 500 children with autism attending schools and that there are 65 only teachers with Special School background who have been inserted as assistants to these children. These teachers have limited or no knowledge on autism and consequently no training on evidenced – based interventions designed for teaching autism.

At system level, educational system has made progress in terms of law knowing the right of education, of promoting inclusive education and of the right of having assistant teacher within the classroom. The law No. 69/2012 “For the Pre-University Education System in the Republic of Albania” that entered in force in 2012, specifically articles 6, 19, 20, 57, 63, 65 regulate the rights to education of students with special needs. There are no special education programs in place and there is no University in Albania that offer programs that prepare teachers to work with students with Autism.

Educators are called to educate all children, regardless of race, gender, or ability. In Albania, students with autism spectrum disorders were once isolated at their homes, than educated in alternative settings in extreme situations, in the special education classroom in moderate cases, or in the regular educational classroom if undiagnosed. As public policy is shifting and more knowledge is being gained about appropriate education of individuals with ASD, parents are striving to find the most effective way to educate their children.

Although the traditional model of lecture in the classroom tend to be no longer the norm, classrooms instruction is not as individualized as these special students need in order for them to achieve success. Many of these students are lost in the shuffle of special education, or lost in a regular education setting that focuses heavily on learning

methods that are difficult for them. Classroom teachers are rarely educated to differentiate instruction and recognize the needs of a student with ASD. There is overwhelming evidence of a shortage of teachers and other professionals who have the knowledge and skills to serve the needs of children and youth with autism spectrum disorders (Simpson, 2003). Preparing qualified teachers and other professionals to educate and otherwise support students with autism spectrum disorders is the most significant challenge facing the autism field (Simpson, 2003).

At the systems level, inclusion can only work well if the educational system (at the district, school building and classroom levels) is designed to encourage and support its success.

### **3-Method**

The article provide the education system and educators themselves with an overview of evidence-based practice and outline effective teaching practices that teachers can use.

First, debate on inclusion as an independent variable will be briefly reviewed.

Second, intervention strategies that have been documented as successful in the process of including students with autism in general education classrooms will be presented.

### **2.1 Inclusive Education**

The autism spectrum occurs along with mental retardation and language disorder in many cases. Thus, educational planning must address both the needs typically associated with autistic disorders and needs associated with accompanying disabilities. Education, both directly of children, and of parents and teachers, is currently the primary form of treatment for autistic spectrum disorders.

The question the Inclusive Education poses is whether we should discuss about the need for inclusion at all if the regular classroom teacher is not fully equipped to provide accommodations for a stu-

dent with an autism spectrum disorder (ASD). Perhaps we can continue the previous trend of sending all of those students to the special schools to be educated by the special education teacher. What can be gained in a larger setting? Individuals with an ASD are often recognized first by their ineptness in social interactions with others. They often say things that are inappropriate or they may speak only rarely if at all. In play, they may remain off in a corner inspecting rocks while their peers are carrying on a game of tag. If the student remains in the special educational setting with fewer interactions with mainstream classmates, he will undoubtedly experience little or no growth socially. The child may grow into an adult who has difficulty in the work environment because he has still not learned effective communication skills. The regular educational setting will, of course, only be as effective as the adults who are caring for the child, but with intentional teaching of social skills in this setting, more positive growth is likely.

One of the contributing factors in the controversy over inclusion has been the limited number of studies that have focused directly on procedures for facilitating educational inclusion (Hunt & Goetz, 1997). Before considering effective strategies, however, it is reasonable to question the extent to which inclusion results in the benefits that its proponents anticipate. The little research available that considers inclusion as an independent variable has documented generally, though not exclusively, positive results. With regard to the potential social outcomes of students placed in inclusive education, researchers have evaluated students with autism on a number of dependent variables, holding educational placement as the independent variable. For example, researchers have documented that students with disabilities, including students with autism, who are fully included (a) display higher levels of engagement and social interaction, (b) give and receive higher levels of social support, (c) have larger friendship networks, and (d) have developmentally more advanced individualized education plan goals than their counterparts in segregated placements (Fryxell & Kennedy, 1995; Hunt, Farron-Davis, Beckstead, Curtis, & Goetz, 1994).

Authors often note that the mere placement or proximity to typical peers and the general education curriculum may be beneficial, but it is insufficient in achieving an appropriate education for students with disabilities (e.g., Hunt & Goetz, 1997; Kohler, Strain, & Shearer, 1996). For this reason, many researchers have advocated for educa-



tional inclusion as a reallocation of specialized educational services, not merely as an intervention in and of itself (Sailor, 1996). Thus, the focus of the inclusion debate may best be reframed from segregated versus inclusive education to how to provide appropriate supports in inclusive settings. For inclusive placements to be successful, educators must have knowledge of and access to empirically validated strategies that will assist them in this process. Therefore, the following discussion provides a review of intervention strategies that have been documented as effective in supporting students with autism in inclusive educational contexts.

### **3.2 Facilitating Strategies for the Inclusive Education of Children with Autism**

Teaching individuals with ASD how to form relationships and understand the feelings of others is likely more important than academic learning when considering the future potential of an individual. Because this is the greatest area of weakness, schools carry an important responsibility to work this into the curriculum. Schools do not always recognize this responsibility. Many professionals do not believe enough attention is being given to the social and emotional needs of children with ASD in the school setting (Bryson, Rogers, & Fombonne, 2003).

Education in general is characterized by simple features like:

- ✓ Learning is based on the ability to understand;
- ✓ Involve constant and high level of language inputs;
- ✓ Focus on group interactions and cooperation;
- ✓ Assume that the child has the inner desire to learn/give/interact;
- ✓ Ratio staff/student;

Whereas educating children with autism requires different and additional applications like:

- Repetition;
- Simple language inputs like: “come here”;

- Removal of distracters;
- Consistent teaching approach;
- Greater commitment of staff (ratio included);
- Assistance with behaviour issues;
- Learning of many skills that typically developing children learn independently, e.g.: play skills & self-help skills;

As for all children, an intervention program must be individualized and tailored to the specific needs, strengths, and weaknesses of the individual child. In addition, children with autistic spectrum disorders often present special challenges for intervention.

From the time of Kanner's (1943) definition of autism, social deficits have been consistently identified as an, if not the, essential feature of the condition. Social interaction requires careful attention to multiple, shifting strands of information; an ability to perceive the thoughts, feelings, and intentions of others; and coping with novel situations on a regular basis. In children with autistic spectrum disorders, social difficulties persist over time, although the nature of the social difficulties may change with age and intervention (Siegel et al., 1990). These social difficulties,

as reflected in relationships with teachers and particularly in relationships with peers, are different from those seen in all other developmental disorders and present special difficulties for programming. For a child with an autistic spectrum disorder to be able to be included in mainstream settings, the child must be able to manage social experiences. This requires careful consideration on the part of school staff. While children with an autistic spectrum disorder can be served within many school environments, even for more cognitively able individuals this can be a challenge. The characteristic difficulties in social interaction require special teacher training and support beyond knowledge concerning general developmental delays or other learning disabilities.

As has been widely noted, autism is a highly heterogeneous disability with regard to level of functioning (G. Dunlap & Bunton-Pierce, 1999; Gillberg, 1999; Koegel, Valdez-Menchaca, Koegel, & Harrower, 2001). Thus, the level and intensity of supports required for a given

student with autism will depend largely on the characteristics of the student's functioning. The below is a very short description of documented strategies that can then be individually tailored to meet the idiosyncratic needs of particular students with autism participating in inclusive educational placements.

➤ **Antecedent Procedures**

By modifying discriminative stimuli for both appropriate and inappropriate behavior, antecedent procedures can be designed to prevent and reduce challenging behavior. One very positive aspect of antecedent procedures is that they are proactive.

➤ **Delayed Contingencies**

It is the generalization of behavior in the absence of direct supervision. One goal of education is to increase the independent academic functioning of students. This has often been a daunting goal for educators working with students with autism. While successes have been well documented for students with autism under conditions of close adult supervision, there has also been evidence that the removal of supervision often leads quickly to a reappearance of challenging behavior and/or a decrease in appropriate behavior (Marholin & Steinman, 1977; Stahmer & Schreibman, 1992).

➤ **Self-management strategies**

Self-management has been described as a viable intervention strategy for promoting independence in the classroom, as it shifts some responsibility for behavior management from the teacher to the student (L. K. Dunlap, Dunlap, Koegel, & Koegel, 1991), increasing a teacher's ability to focus on instruction. As a result of this decreased dependency on adult intervention, the student has increased opportunity to interact with classmates without the potential stigma of having a one-on-one aide. Thus, self-management allows students with disabilities to become actively involved in the intervention process and more involved in their classroom environments. For these reasons, self-management has been suggested in the literature as an ideal intervention for children with disabilities participating in full inclusion classroom settings (Reid, 1996).

➤ **Peer-mediated interventions**

Due to common deficiencies in the social relationships of children with autism, peer-mediated interventions have been advocated as potentially useful approaches for facilitating the participation of children with autism in general education classrooms.

#### **4-Conclusion**

Children with autism can benefit from participation in inclusive classroom environments, and many experts assert that inclusion is a civil right and is responsible for nurturing appropriate social development. However, most children with autism require specialized supports to experience success in these educational contexts.

Inclusion can only work well if the educational is designed to encourage and support its success. For instance, systems need to have workable strategies to be used in inclusive classrooms, and the teachers responsible for implementing special strategies need to have adequate resources and social support. Appropriate training for all special educators, specifically in the field of autism, is imperative. Teacher preparation programs need to ensure that future teachers are provided with the tools to accurately evaluate research to identify evidence-based practice; how to implement that practice in their daily teaching strategies.

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## **How Efficacy Feel Student Teachers during Pedagogical Practice**

### **Abstract**

*Faculty of Education at the University “Alexander Xhuvani” in Elbasan, is primarily aimed “teacher education”. Pedagogical practice is an important component that affects the professional development of student teacher. Efficiency of teachers is an important variable in the development of a teacher. Efficiency is connected with teaching and learning. How efficacy feel student teachers during teaching in pedagogical practice? This study undertakes to answer this question by stating attitude of student teachers in connection with variables of the Teachers’ Sense of Efficacy Scale during teaching in pedagogical practice. This finding may serve to improve the organization and planning of pedagogical practice. In this study participated 92 student teachers whose selection was done randomly. The data were collected through Teachers’ Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001). The collected data were analyzed by using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze the results of the respondents. Findings showed that as before and after practice, student teachers feel efficacy in the same aspects of teaching. Involving pupils is the aspect in which student teachers feel less efficient.*

**Keywords:** *student teachers, efficacy, pedagogical practice.*

## 1-Introduction

Faculty of Education at the University “Alexander Xhuvani” in Elbasan, is primarily aimed “teacher education”. Pedagogical practice is an important component that affects the professional development of student teachers. Teaching has been shown to be important in the construction of teaching efficacy (Woolfolk and Hoy, 1990). Bandura (1997) emphasizes that the efficacy of teaching beliefs created easily in the early stages of the teacher training program.

Tschannen-Moran and Woolfolk Hoy (2001:783) in their study defined teacher efficacy as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated”

Results of studies on the efficacy of teachers have shown that it is a powerful tool for understanding the success of teachers and students. The teacher efficacy is powerful because of its clinical nature. This means that if a teacher has high levels of efficacy, it tends to give a large amount of energy and effort, which provides a better performance, thus increasing the efficacy of teachers. But, the teacher efficacy can go in the opposite direction. If the teacher has a low efficiency, it tends to give less effort featuring a poor performance as a result a reduction in efficacy of teachers (Tschannen-Moran, Hoy & Hoy, 1998).

Tschannen-Moran et al., (1998: 23) emphasize that in the initial teachers and student teachers, belief in the efficacy is related to attitudes toward students and keeping control. Students with a low sense of efficacy of teaching tend to have an orientation towards the control of the class taking a pessimistic view of pupils’ motivation, relying on strict rules, inappropriate rewards and use punishment to make students learn. After involved in teaching belief in the efficacy of the student teacher has an impact on behavior. Teachers with high efficiency are less critical of the students, when they fail (Ashton and Webb, 1986). Interns student with higher personal efficiency of teaching, are evaluated more positively about their behavior in the presentation of learning, classroom management, teaching questions from supervisors, as well as their evaluation in practice (Saklofske, Michaluk and Randhawa, 1988).

Experienced teachers have the highest confidence in efficacy of



teaching, rather than beginning teachers as the efficacy of teaching strategies and in efficacy for classroom management, but no differences in efficacy for student engagement (Tschannen-Moran and Woolfolk, 2007). Teaching and student management are concerns that frequently dominate the time and thoughts of beginning teachers (Pigge and Marso, 1997). Roberts, Harlin and Ricketts (2006), examined the Teachers' Sense of Efficacy Scale (Student Engagement, Instructional Strategies and Classroom Management) and concluded that student engagement have resulted in lower efficiencies in the four measurement periods during semester.

The study aims to answer the following questions:

- How efficacy feel student teachers during teaching in pedagogical practice?
- Are there differences in their efficacy before and after pedagogical practice?

## **2-Materials and Methods**

### **a-Participants**

Participants in this study were students of Elbasan University, Albania. The sample of this study consisted of 92 students enrolled in the third year of the Bachelor study program: "Elementary Teacher" and "Preschool Teacher". 95 % are female and 5% are male. 84% of the samples are at the age of 22. 60% are students in Elementary Teacher program study and 40% are students in Preschool Teacher program study.

### **b-Procedures**

Students were given a self-report questionnaire containing two sections: demographic information, Teachers' Sense of Efficacy Scale (TSES). The questionnaire was distributed to the participants during the meeting between the students and the coordinators of the teaching practice. The administration of the questionnaire took about 10-15 minutes.

Measurements were made at two stages of development Pedagogical Practice, at the end of serial practice and the end of 8-week practice.

### c-Instrument:

The instrument used was a two-page self-report questionnaire with demographic information including gender and study program as well Teachers' Sense of Efficacy Scale (TSES) short form, an instrument known and developed by Tschannen-Moran, & Woolfolk Hoy (2001) and adapted into Albanian. Previous research reported adequate reliability and validity evidences.<sup>6</sup>

Teachers' Sense of Efficacy Scale- TSES is designed to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. TSES (short form) is made of 12 items, for each item asked teacher to assess their ability to influence the outcome ("How much can you do?") and assessed by a 9-point Likert scale from 1 to 9, ranging from 1= Nothing, 3= Very Little, 5= Some influence, 7= Quite A Bit, in the 9=A Great Deal.

### d-Data Analysis

The data were entered in the statistical analysis program SPSS version 17 and analyzed using Descriptive statistics: averages, standard deviation, frequency.

## 3-Results and Discussion

Descriptive statistics used to analyze the results of the respondents to Teachers' Sense of Efficacy Scale to student teachers (before and after practice).

Participants in the study, before the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers' Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum e efficacy).

<sup>6</sup> Bilali, O. (2015). *Teachers' sense of efficacy scale: the study of validity and reliability*. Journal of European Academic Research (EAR), Volume 2 / Issue 12, ISSN 2286-4822, ISSN-L 2286-4822, **Impact Factor: 3.4546 (UIF)**, **DRJI Value : 5.9 (B+)**.

Table 1 describes mean, standard deviation, minimum and maximum for each statement. Higher means  $M = 6.76$  has item 5, which relates to the possibility of designing good questions during the teaching, so the efficacy of Instructional Strategies. Subsequently the following item 3 ( $M = 6.50$ ), which relates to efficacy of Student Engagement in school affairs, followed by the item 1, which has mean  $M = 6.32$  and has to do with keeping the behaviors of concern class, ie Classroom Management. Item 11, which deals with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean ( $M = 5.51$ ), the aspect in which student teachers feel less efficient.

**Table 1. Descriptive statistics for item in Teachers' Sense of Efficacy Scale (before block practice)**

	N	Minimum	Maximum	Mean	Deviation Std
Item 5	92	4,00	9,00	6,7609	1,06254
Item 3	92	3,00	9,00	6,5000	1,14354
Item 1	92	4,00	9,00	6,3261	,98459
Item 10	92	3,00	9,00	6,1413	1,09526
Item 6	92	3,00	8,00	6,0217	1,04806
Item 4	92	3,00	9,00	5,8804	1,21205
Item 2	92	2,00	9,00	5,8587	1,11515
Item 9	92	3,00	9,00	5,8587	1,07501
Item 7	92	3,00	8,00	5,8261	,97900
Item 8	92	3,00	9,00	5,8043	1,02966
Item 12	92	3,00	8,00	5,8043	1,02966
Item 11	92	3,00	7,00	5,5109	,87070

Participants in the study, after the pedagogical practice were asked to evaluate their sense of efficacy about 12 items that included the Teachers' Sense of Efficacy Scale (Moran and Hoy, 2001), in a Likert scale from 1 to 9 points (minimum efficacy) to 9 (maximum e efficacy).

Table 2 describes mean, standard deviation, minimum and maximum for each statement. Evident that, as before practice and after practice aspects in which students feel more efficient, represented by the same item 5, 3, 1 before practice and 5, 1, 3 ( $M = 7.26$ ,  $M = 7.21$ ,  $M = 7.18$ ) after practice. Similarly both before and after practice the same aspect of effi-

cacy, which is represented by the statement 11, which has to do with the help can provide student teachers to families to help their children to be good in school, is the item which has the lowest mean ( $M = 5.91$  after practice), the aspect in which student teachers feel less efficient.

**Table 2. Descriptive statistics for item in Teachers' Sense of Efficacy Scale (after block practice)**

	N	Minimum	Maximum	Mean	Deviation Std
item 5	92	4,00	9,00	7,2609	,88789
item 1	92	5,00	9,00	7,2174	,76784
item 3	92	5,00	9,00	7,1848	,87617
item 10	92	5,00	9,00	6,9674	,81808
item 9	92	4,00	9,00	6,8913	,84459
item 12	92	4,00	9,00	6,6304	,79445
item 6	92	4,00	8,00	6,5543	,83025
item 2	92	4,00	9,00	6,5109	,76308
item 4	92	4,00	9,00	6,4130	,97386
item 8	92	4,00	9,00	6,2609	,83692
item 7	92	4,00	8,00	6,2391	,80342
item 11	92	4,00	8,00	5,9565	,76909

Based on the attitudes of student teachers noted that as before the and after the practice block student teachers feel the same effective in teaching aspects. Involving students is the aspect in which student teachers feel less efficient. But, before and after practice teaching, student teachers feel less efficient in relation to one aspect of efficacy associated with efficacy in Student Engagement – item 11: “How much can you assist families in helping their children do well in school?” This conclusion is consistent with Roberts, Harlin, and Ricketts (2006) who concluded that Student Engagement, have resulted in low efficiency in the four measurement periods during the semester.

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## **Patterns of the Technical Elements of Calvino's Folktales - a Perfect Play of Combining Words**

### **Abstract**

*Calvino - one of the masters of the contemporary literature and rewriter and transcriber of Italian folktales used an original way of narration, with combining and straightforward findings at the limits of the literary game and functional to fulfilling his inquisitive, coherent and literary journey. This article will specifically focus on analysing, basing on scientific criteria, the features of the Italian folktales, the patterns of its technical elements as well as the ways it has been concerted, rewritten and transcript by Italo Calvino. The writer has wisely selected the most beautiful, original and rare versions of the Italian folktales. He translated them from different dialects enriching them with a variety of approaches from the selected version while preserving their character and inner unity untouched so rendering them more complete and articulable. He managed to integrate, with a mastery hand, the invention of words in case of ellipses or in cases of disintegrations of the lines, by organizing narration with a dexterous language which reflects the dialect roots while avoiding “cultivated” expressions. The elastic language used by Calvino is well- intertwined with the dialect, the images, and the expressed rephrasing. In some of its folktales Calvino changed names and lines from the original or changed narration while still respecting the traditions of the original region, or named anonymous characters in order to incite readers’ curiosity. Patterns of the technical elements of the Calvinian folktales have been realized with technical intelligence and artistic mastery.*

**Key words;** *Folktale, fantastical, fabulous, version, transcription.*

## 1-Introduction

Italo Calvino is a modern apologist (Asor Rosa, 2009, 423), and the most important narrator of the first half of the XX century, both in the Italian and international literature, for his bringing and contribution into the European literature. The French newspaper *Le Monde* dated 19 September 1985 would write: *The Italian writer Italo Calvino – author of Visconte dimezzato Barone rampante e il Cavaliere inesistente should be considered as one of the masters of the contemporary literature* (Corriere della sera, 2010). As a contemporary writer, Calvino considered literature as a cultural unifier and the means to experiment various narrations as well as new ways of interpreting reality. According to Giulio Nascimbeni, Calvino was a lyrical –epic writer, an ethnologist, anthropologist and heraldic, the writer of space and geometry. Umberto Eco would name him as the writer of his generation; Geno Pampaloni would name him as the fantasy writer, the Balzac of the human comedy and scientist. Calvino has been a new Von Braun. However, the one discovering Calvino's talent would be another writer, called Cesare Pavese, who spotlighted the fantastic and fabulous tone of Calvino's stories. Italo Calvino himself (Ghidetti, 1985, 871), in the introduction of his novel, *Il sentiero dei nidi di ragno*/The path of the spider's nest wrote; "*Cesare Pavese has been the first to speak about the fantastic and fabulous tone of my style, whereas until that moment I had not made it out and later I tried to reinforce this definition*".

At the beginnings of his art Calvino enters into the Italian literary landscape as a neo-realist narrator in a quite original way. He managed to find a new linguistic and stylistic code (Rosa, 2009, 554), with combining and straightforward findings at the limits of the literary game, as never before in the Italian literature. This prerogative of the code – according to the judgment of Rosa, the literary critic, (2009, 555-558), *sources from the tangling of different mental factors, each of them considered on its own, which is very rare in the contemporary Italian literature, but their relation is unique in its own kind, in the European and even in world level, rendering an unforgettable distinction of this Italian writer.*

Adaptation of this new linguistic and stylistic code is functional to the literary writing, namely, it served to express what Calvino could not have achieved to evince with the previous criteria in literature (*Autografo*, 1985). The code was associated with the taste of fantasy and

irony which managed to transfer reality, basing on the folktale model, the apologist's one, (narration of morality) and utopia. Calvino is the figure of the ethnologist, anthropologist who, as a specialist of folktales managed to collect, rewrite and interpret the Italian folktales, paying a special attention and passion to them. These folktales were, later on transferred to a bestseller in the remote continent –the USA and, in these terms, he should be considered as a second Ariosto for the Italian literature.

*Focus of the research:* this article will specifically focus on the Italian folktales, the technical elements of its pattern as well as the ways it has been perceived rewritten and transcribed by Calvino. *Fiabe italiane – Italian Folktales* is the title of the literary summary of Calvino's Italian folktales. Italian folktales have been perceived in three volumes with 200 folktales. In the summary have been presented all documented types of folktales, whose existence in the Italian dialects, as well as all regions of Italy. They are not collected from oral tradition of the people but from materials compiled and published in books, specialized magazines, etc, which also had unpublished manuscripts from museums and specialized libraries (Zaccharia & Benussi, 2002, 194).

However, why did Calvino undertake the initiative of rewriting folktales?

The reason is that Italy and the literary world panorama needed a new Italian Grimm. The writer himself would state, in the introduction of his volume of *Italian Folktales* that the urge to compile the folktales summary has really come from an Italian inner necessity. Italy needed an edition of the summary of Italian folktales deign to be ranked alongside the great books of foreign folktales and it was precisely the work of Grimm brothers which inciting rewriting and transcription of the Italian Folktales while respecting scientific canons, the folklore, oral lores and the preservation of the stenographic loyalty to oral narration.

Calvino commenced his work by having, as a base scientific material, the scientific work inherited by folklorists who had written folk narrations down, on paper and out of this infinite pile of materials the writer has wisely selected the most beautiful, original and rare versions. He translated them from different dialects enriching them with a variety of approaches from the selected version while preserving their character and inner unity untouched so rendering them more complete



and articulable.

He managed to integrate, with a mastery hand, the invention of words in case of ellipses or in cases of disintegrations of the lines, by organizing narration with a dexterous language which reflects the dialect roots while avoiding “cultivated” expressions. The elastic language used by Calvino is well- intertwined with the dialect, the images, and the expressed rephrasing which in some cases were unusual for the specific dialects and it is in this point that the folktales plots have been completed with specific Calvinian technical elements, as a combining play of words. The folktale, as a magic and wonderful narration, narrates about Kings, beautiful places, palaces, animals, tells stories, local and religion legends, anecdotes, etc. Tales enjoys the great privilege of been translated mostly as compared to the other literary genres and as such, it is accessible by all the world fantasy readers (D’Aronco, 1953) and be they Italian or foreigners. However, their accessibility would have been difficult if they are written in dialects because of the difficulties in deciphering dialectical language. Tales absorb a lot from the place of origin while narrating about landscapes, customs, the moral or a local tincture. At the bottom of each tale is written the name of the respective location in which it was written down and the region it originates from. Precisely the denomination of locations that shows the most beautiful, the reaches and the most narrated version in the folktales rewritten by Calvino.

*Rewritings of the Tales:* In his rewritings Calvino has implemented the Prop’s scheme, placing a positive hero in the center of the plot and apposing him is a negative antagonist, there is an initial positive situation, departure of the hero from home in search of the fate, his denunciation, spying, harming, the function of donor, willing or unwilling reaction to help, providing a magical means, hero’s fight and victory, magic acting in some tales and the conviction of the antagonist and the triumph of justice. It is known that tales are the same everywhere. The international circulation, (using an expression by Vittorio Santoli (1953, XX), *in community does not exclude diversity expressed by selecting or refusing certain motives, preferences for certain kinds, creation of certain characters, the atmosphere around narration, the features of which reflect a certain and formal culture.* Are considered Italian the tales the ones which have been narrated by the Italian people, have become part of their oral tradition of the Italian narrative folklore and are divided according to the locations of origin in Tuscan,

Themes of the Italian folktales rewritten by Calvino are different; serving identity and futurity, suffer, exhaustion and struggle to achieve happiness, the virtue of the good hero and the evil antagonist vices, triumph of justice, unity, solidarity among people and elements of nature, the endless possibilities for change. Heroes in tales are young boys and girls, generous in their spirit but even intelligent, clever, cunning, the ones who always manage to leave home in search of the fate, they either must be freed by the magic or should face strong and perilous trials. These heroes should fight the evil enemy, which might be devil, the magician, the witch or any other *force majeure*. Heroes are destined to win even though old women, water beasts and strong flowing water offer them spontaneous magic support. At the end returning home crowned with the necessary fortune for their happiness and love.

Calvino attempted to find “the different” from one folktale to another, the one coming from the way of narrating about location and the individual tone of the oral narrator, whereas, on the other side, eliminating the “different” by means of the ways materials have been collected as well as by means of the direct intervention of the folklorist. In some tales Calvino has changed names and lines from the original, such as in the tales *Il bambino nel sacco- Child in the sack*, *Diavolozoppo- The laming boy*, *Sant’Antonio –Saint Anthony*, he changed narration so respecting the traditions of the Liguria region folktales by supposing the text in dialect. In other cases Calvino gave characters new names, anonymous which incite the readers’ interest and functional to passing from one step to another in the scale of poetic involvement, so realizing patterns of technical elements very well by turning it into a perfect play of words combination. Considering the proverb of the other folktales collector, Gherardo Nerucci “*La novella nun è bella se sopra nun ci si rappella*”- “The novel is worth while being repeatedly added new stuff as it is told again and again”, overall for the new elements added to it by passing from one mouth to the other. In this aspect the writer consider himself as an anonymous hook of the infinite chain of folktales’ transmission. In most cases, tales repeat historical motives and subjects from folk poems from ‘A thousand and one nights’ as for instance, *Il figliol del re di Francia, The boy of the king*, *Paolina da Perugia-Paolina from Perugia* repeat *Andreuccio da Perugia-Andreuccio from Perugia* of Boccaccio, or motives by *Il*

*figlio del mercante di Milano- The boy of merchant from Milan* an ancient tale, since tales are from all the regions of Italy.

However, the most privileged are Toscana and Sicily for the quantity and the quality of the collected material, Venice for the colors of the world of fantasy for places, water canals, etc, whereas Trentino is prone to grotesque and the fearsome as well as the morale from their narration. The Italian tales have their distinctive features, as well, regarding foreign influences; the German world with Grimm brothers and France influence the tales of the North of Italy whereas the South of Italy tales have Arab-oriental influence.

*Characteristics of Italian Tales:* Italian tales do not narrate about castles but about palaces, they never maintain the word 'prince' but 'King's son', 'King's daughter', etc. Denominations of superhuman beings depend on the region, namely, there are different words for 'witch'; *masca* - Piemonte, *mamma draga* - Sicilia, *om salbadgh* - Romagna, *nanni-orcu* - Puglia etc. What is noticed in all tales is the medieval print of the folktale remains still strong. The elements of metamorphosis as in *Ragazza mela*, *Apple girl*, *Rosmarina*, *Rosmarin*, *Bambina venduta con le pere*-*The girl sold with pears*, they evoke the metamorphosis of the woman and the fruit, woman and the tree, etc. The secret of the tale is the approach to metaphor, elicited by the fresh image of the apple and the girl or that of the pears, at the end of the basket serving to add more weight. The other element of the Italian folktales is that solutions come as mender of the fate or making justice. The motive of love is found in *Bellinda e il Mostro*, *Bellinda and the monster* or in *Il pappagallo-Pappagale*, in the pattern of those tales, in which is reflected the technical intelligence shaped by folk narrators and Calvino and which is actualized, in terms of historical meaning, in the parody of the tales. Tales, often give similar actions to various characters or the repetition of functions is glamorous, (Propp, 2004, 27). The techniques tales have been structured is important since it is the correct use of rules and norms alongside the looseness of fantasy and imagination, and this is what the writer did. While considering the theme, there exist a series of mandatory passing to go to the resolution of the "motives" being swapped from one "type" to the other, for instance, the horse's skin picked up by the eagle, the water well in which one can descend to go to the other word, the pigeon girls whose garments were stolen while they were bathing, magic boots and vanished coats taken stealthily from thieves, three

nuts that should be broken, the house of winds where one can find information about his way, etc. It is the narrator's duty to organize them and hold them together just like the bricks of the wall put on the other, passing over lines which have no evolvment, by accelerating in points where there is no narration, especially in case interruptions and narrations takes anew, always using his art masterly and adding hues and content to narration.

The writer should manoeuvre in a fantasy world, e.g. the King in the Sicilian folktales and the King in Tuscan ones. The court of folktales King is in general something abstract, desired symbol of power and fortune. In Sicily the King, the court and nobility are concrete institutions, well consolidated in their hierarchy, with etiquettes and a moral code of their own. In Sicilian folktales Kings do not make important decisions per se, without prior consultations with the Council. In Tuscany, folktales have other features regarding the concepts, mentioned above, there have been no Kings there so, the word King is too general which does not intertwines any kinds of institution, the word simply entails a rich man, referring to him by *nystagmus* such-like 'as a King' the same in meaning with 'as a rich man', with no other shapes of meaning or any royal attributes.; in analogue reasoning is also used for court. In Tuscany, neighbouring gentlemen exchange visits, can wave each-other from their windows as two polite local bourgeois, another world described by Calvino-s folktales is the world of peasantry. Randomly, folktales commence with certain initial situations; (Propp, 2004, 34), some of them beginning with descriptions from the countryside, as a starting point they exhibit the extreme conditions of poverty, famine, unemployment etc, this being a feature of Italian narrative vocabulary which Calvino has complemented and respected. The initial motive in many folktales, especially those from the South, which in Sicilian dialect have been termed as "cavolicid-daru", there is a poor family which has nothing to cook at home and they begin to wander around the village, father the first and then the mother and daughters, "to ask for some soup"; a uprooted cabbage, bigger than the others opens the spiral, the route of an underground world where one can find supernatural grooms or a witch which has imprisoned a girl, a jealous androphagus, (man-eater).

Other scenes might be in the coastal locations, in which, instead of the unemployed and landless villager, is the figure of the unfortunate fisherman, who one day catches, in his net, a big fish which can

speak. However the realistic situation of misery is not only an opening motive the folktales begin with, it also is a trampoline for jumping to the wonderland, a contrasting term with the world of the Kings and super naturals. There are peasant tales, from beginning to the end, in which the peasant, the farmer and the hero keep working with their hoe, until in a certain moment they have been given provisional magic powers, thanks to the force of their arms and the virtue of their persistence.

These rare but even unrefined folktales, entailing distributed traditions, fragments of a meditative epoch which perhaps come out of beings devoid of any forms or shape, borrowing their motives from equestrian events while replacing chivalrous braveries in order to win and reach the hand of princesses, giving up their wooden plough, hoe and their land to live in royal palaces.

Examples for illustrating the aforementioned can be the folktales *Sperso per il mondo – Cast away from the world*, or *Giuseppe Ciufolo che se non zappava suonava lo zufolo – Jeff the Forelock didn't hoe and played his fife*, *Il regalo del vento tramontano – a present from the wind overthere*, *Quattordici - Fourteen, the unfortunate, etc*, which tell the long odyssey of the filthy deeds of the King's girl, her overstrains, as well as in the *Due cugine – Two Cousins* telling about the sufferings and overstrains of the two tailoring girls, etc.

As a conclusion, it can be said that the pattern of the technical elements of Calvinian folktales were realized with proficient intelligence and high artistic mastery. The writer's will to tell people the way out from the research labyrinth of the chaos' logo, to lead history in a way out of the dark magic paralyzing them, remains strong, so both the fabulous transfiguration of the reality, therefore, "the catalogue of the braveries where people are tried and investigated to outdo the nature's condition (Boarini & Bonfiglioli 1976, 565) is functional to achieving the potential success even when this success is not always secured.

According to Calvino, in reality tales are "true", so this is what he writes in the introduction of *"Italian Folktales"*; "all have been taken together, in their fortuity of human events, a general explanation of life which was born in ancient times and has been preserved in this convolution of the peasantry conscience to our times; they are the catalogues of the fate of men and women, especially what belongs

*to the human side and the one related with the destiny; the youth, right from its birth which expresses and keeps in itself a wish or a conviction, far from home, bringing to trials to grow and mature, to be confirmed like a human being. And in this sketch everything has been brought together; the drastic division of beings into kings and poor, yet their equity remains essential; prosecution of the innocent and his compensation as the term of the inner dialectics of life, love met before knowing it in reality and then the pain of sufferings as a missing good; the common destiny of submission to magic, namely, being determined from the complex and unknown forces, the torment to get free and the self-decision understood as an elementary work alongside the liberation of others; loyalty to an engagement and the purity of heart as basic virtues leading to salvation and triumph; the beauty as a sign of grace which can hide, underneath, the ugliness of the frog's body; and overall, the common content of everything men, animals, things, infinite possibilities of metamorphosis of everything persisting..." (Calvino, 2009, XV). These words have been written in the Preface of the book entitled *Italian Folktales*, which isn't merely an introduction of a summary of folktales but a poetic composition and a life program, a personal ethic declaration expressing the genuine serious and original engagement of the Italian writer.*

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## **Semantic Approach of Polysemy**

### **Abstract**

*This article is concerned with the linguistic semantic phenomenon of polysemy. Treated together with homonymy both represent quite complex linguistic phenomena, which deserves proper treatment. In this article we mainly deal with the main sources and cases which create polysemy both in English and Albanian language in order to have a better understanding of the polysemy itself and in relation with homonymy. Using all the time a comparative approach, we have tried to group the main sources of polysemy, illustrating them with relevant examples from both languages.*

**Keyword :** *polysemy, homonymy, polisemantic word, diachronic, synchronic, lexical semantic polysemy, etymology*



## 1-Introduction

The study of semantic movements finds it impossible not to include matters of polysemy. *"Polysemy study is of fundamental importance to any inquiry study into the semantic structure of a language"*<sup>7</sup>. This for the main reason that semantic transformation do not mean simply replacing meaning with another one, but a growing number of meanings within the semantic structure of a word. While older meanings may limit their scope of use or may disappear entirely.

Coexistence of semantic components constitutes a linguistic reality which exists more in linguistic competence of speakers, as part of the language system, rather than in his linguistic performance, during the discourse. Each speaker of a language selects automatically the proper variant, helped of course by the context (linguistic or non-linguistic).

So, polysemy as etymology of the word itself suggests, is the *ability of linguistic sign to have more meanings synchronically*<sup>8</sup>. This does not mean that polysemy is only a phenomenon, which is studied only in synchronic level, on the contrary, it can be studied even in the diachronic level.

Polysemy study seen from diachronic approach is regarded as the development and change of semantic structure of the word: a word can save its previous meanings and at the same time, arises and develops new meanings. Diachronic study of polysemy examines the interdependence and connection that exists between the individual meanings of a polisemantic word, which are the primitive and derivate words and how are the meanings related to each – other.

Seen in synchronic approach, polysemy means the coexistence of different meanings in a period of historical development of a language. Here is taken into consideration all the semantic structure of the word, the place that each meaning takes in this structure, the way in which they appear in the dictionary, even the weight of importance

7 Nerlich, B, Zazie, T. Dhe Clarke, D.D. (2003), Emerging patterns and evolving polysemies: the acquisition of get between four and ten years. In Nerlich, B, Zazie, T, Herrman, V. And Clarke, D.D. (eds.), Polysemy : flexible patterns of meaning in mind and language, Mounton de Gruyter, pg. 349

8 Memushaj, R. (2006), Hyrje në gjuhësi pg 168

of each semantic component. The importance of a semantic component, can be determined depending on the frequency of their use. The main meaning and most important appears more in use than its other semantic components.

Being too complicated as a phenomena, even the polysemy concept presents more challenges of lexical semantic, as for example determining the number of meanings, transfers of meaning and difficulties that represents the difference between polysemy and homonymy.

## 2- Sources of polysemy

Separation of meanings is more relative. *"The rate of approaching and recession of the meanings from each – other, the rate of their recognition and type of dictionary which distinguishes the meanings of a polis mantic word, make that borders between meanings of a given word not to be punctual and checked"*<sup>9</sup>. Through comparing dictionaries in different periods is clearly seen that the same words have different meaning quantity. *This ambiguity of meanings*<sup>10</sup> includes not only the different semantic components of the word but also aspects of semantic differences within the same meaning or semantic component. For example, in English, the word *child or cousin*, not clearly defined word's gender and during their use in sentence, come out two possible meanings of this word.

Ashley went to meet her cousin.

( Eshli shkoi për vizitë te i afërmi i saj. )

But exist also the case where meanings of one lexeme are not only those which exists in the dictionary. For example the verb *ha* ( eat ) -1. *Përtyp dhe kapërdij diçka për tu ushqyer* ( to put food into your mouth and swallow it )- ; within this meaning we may distinguish some different variety of meaning. So, when we say *ha arra* ( eat nuts ) dhe *ha supën* ( eat soup ) in the first action we use only our fingers,

9 THomai, J. ( Leksikologjia e Gjuhës Shqipe, Botimet Toena, pg. 129

10 Ravin, Y. and Leacock, C . (2000), Polysemy : An Overview to Polysemy, Theoretical and Computational Approches, edited by Ranvin, Y. and Leacock, C. Oxford University Press pg. 2

while in the second action we use the spoon, but simply we drink it because it is liquid; or *ha portokall* ( eat an orange ) dhe *ha mollë* ( eat an apple ) the first meaning may sometimes be only liquid suction, while the second meaning chewing the fruit. Therefore, the verb *ha- eat* must have different meanings for each type of food we use or the semantic field of the verb – *ha* (eat) may have an overlapping with semantic field of the word *pi* –( drink)<sup>11</sup>.

Thereby, a word must have its primary meaning, but we can talk about a transfer of meanings, like in the above example or in the case of metaphor “*Birth of a new meaning of a word generally passes through a comparison. The way is: from comparison to metaphor, from metaphor in lexicon, when it starts to lose emotional connotation, when it becomes a general use, sustainable and compulsory for language speakers*”.<sup>12</sup> This approach highlights once more the difficulty of determining the exact number of meanings that a word can have. For example, the word *prush* –( ember) – *grumbull thëngjijsh të ndezur, por pa flake* we have the emergence of a new meaning, comparing not only the physical appearance but also the feeling that causes *ishte bërë prush me vaporet*; or in figurative way for the intensity of feelings or desires we have *prushi i dashurisë*; moreover we find comparisons of the new meanings : *është prush i nxehtë*, or *e kishte shtëpinë prush me fëmijë*; and here we mention new meanings arising from the use of this word in various phraseological expressions as : *është saç pa prush, vë dorën në prush, e do si prushin në gji* etc..

One of the most troubling consequences that this uncertainty of semantic components causes in language, is ambiguity, as a result of various readings that these variants cause. Numerous examples to illustrate this argument are presented by Cruse, where he deals with ambiguity, and some of its sources and the role that context plays in the selection, restriction and adoption of semantic variants<sup>13</sup>. As in the following sentence in which the word *position* – *pozicion* depending on context can be used to indicate the location of someone

11 Jackson, H. and Amwela, Z. E (2007), words, Meanings and Vocabulary. An Introduction to Modern English Lexicology, Atheneum Press, pg. 70

12 Thomai, J. (2006), Leksikologjia e Gjuhës Shqipe, Botimet TOE-NA, Pg. 126

13 Cruse, A. D.( 1986 ), Lexical semantics, Cambrige University Press, pg 61

or someone's position in relation to a particular issue.

A. Has Peter changed his **position** ?

i. Yes, he is now sitting next to the judge.

ii.No, he still supports death punishment.

Also in Albanian we found the examples as follows :

- Po xhanëm, ti e bitise punën tënde që kur e mbarse, e tashti na e lë neve të heqim barren. ( J. Xoxe, " Lumi i vdekur", fq.25)

Since, that polysemantic words are one of the causes of the ambiguity some scholars like Aristotel have been critical on it , saying that ambiguous words are used mainly to mislead the listeners. Since then, philosophers have called polysemy a shortage of language and as a major obstacle to communication. All these views were dismissed by Breal, under which ambiguity was an indicator of the superiority of one language. The expansion of the semantic structure of words, is a vocabulary enrichment, is one of the internal ways of the expressional and communicational growth of language. Words used in a speech are related to other words and thus create contexts within which every word builds only one of its meanings.<sup>14</sup> Later, polysemy began to be studied under the light of etymology, lexicography and historic semantic. On the other hand, different scholars like Lici Laisen, and Lipka studied the polysemy phenomenon, focusing on the difference between polysemy and homonymy.

However, the study of polysemy from cognitive linguistic<sup>15</sup> brought a new approach in the study of the meaning, cognitive processes and existing experience in the study of language. This approach toward polysemy was based in new theories related the definition of the categories on the basis of prototypes where semantic components are related to each – other focusing on cognitive principles like metaphor, generalization and specialization. The relation between them is like a relationship network in radial shape, the advantage lies in the connection that all semantic components have with the primary

14 Thomai, J. ( 2006), Leksikologjia e Gjuhës Shqipe, Botimet TOE-NA, Tirane pg. 129

15 Croft, W and Cruse, A. D ( 2004), Cognitive Linguistics, Cambridge University Press, pg 109 - 140

meaning. Even though meanings are not always related directly with the primary meaning, like we have seen in the examples above, again they remain connected with that meaning through semantic node, which traverses all possible meanings of a word.

Consequently, within the context of cognitive approach, the difference between polysemy and homonymy was based in the systematic relations of meanings within polysemy.

According to these researchers, the meanings of polisemantic words are related with each – other in systematic and natural way, creating in this way a radial category, where one or more are prototypical than the others.<sup>16</sup>

Let us illustrate with an example :

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16 Lakoff, G. ( 1987 ), *Women, Fire and dangerous things : What Categories Reveal about Mind ?* University of Chicago Press pg. 418 - 439

Another aspect of cognitive analyses toward polysemy is that of the study which was done beyond the lexical plan and was considered the organizing principle of other linguistic levels, like morphology, phonology and syntax. Even though, we must say that polysemy is more a conceptual category rather than linguistic one. It appears in a systematic manner in all levels of language, that we can identify a lot of common things between lexical, morphological and syntax organization.

Furthermore, in relation to the causes of polysemy are posed different hypothesis, as the mismatch of language and thought, linguistic economy, the disproportion between limited number of linguistic signs and endless character of human experience etc.. But a main factor which prohibits the clear appearance of polysemy is the relation with features of human recognition. In this process of recognition, we approach to the new one, based on the previous experiences, from the known we go to the unknown, from the concrete to the abstract and in every step of this process is done with the language help, and for the new things we usually use the existed labels.

## I. Cases how polysemy was created

Well, polysemy is an essential feature of the language and the causes of her existence in the language can be summarized as follows :

### I. The same word takes different meanings and use

Since the same word carries different aspects which can be used from the context, some of this new meanings that the word takes are temporary or are changed into permanent semantic nuances and as they move away from each – other, we consider them as different meanings of the same word. Even though this phases of development of new meanings are written and identified in dictionaries, in reality they are imperceptible and undifferentiated. In English, the adjective *handsome* throughout its use has had this meanings as follows :

*People :1. I aftë, i zgjuar; 2. I përshtatshëm, si duhet, i duhuri; 3. I bukur me dinjitet*

<sup>17</sup> Geerarests, D.( 2010) Theories of Lexical Semantics, Oxford University Press, pg 195

*Size/Amount* : 1. *Mesatarisht e madhe*; 2. *Mjaftueshëm, tepër bujar*

*Action /discourse* : 1. *E përshtatshme, e duhur, me zgjuarsi*

*Behavior* : 1. *E duhur, e përshtatshme*; 2. *Fisnike, me trimëri*; 3. *Bujare, zemërgjerë*

*All these meanings have come from the use of the word in different contexts, and also in its figurative use. Nowadays, the adjective handsome is used only in three meaning which have survived respectively “ i, e bukur”, “ bujar (e)” and “ mjaftueshëm”.*

## **II. Specific meanings based on usage field**

*Polysemy appears because in every situation, in every profession, every word takes a specific use. So the word letër (paper) do not refer only to the material, but it may refer to a legal document : newspaper, the questions in a test, in plural it refers to identification documents etc..*

## **III. Figurative meaning of the word**

We have approach beforehand the metaphor and other linguistic figurative form, as important factors in meaning motivation, but at the same time for the positive and negative connotations the meaning has. A word can take more than one figurative meaning, but never losing the primary meaning; for examples : *kujtime të megjullta, e shkon jetën mjaltë, e kam kokën plumb, time is money, he has a heart of stone, eye of the law.*

## **IV. Borrowings**

A great effect in creation of new meanings have also the borrowings. In this case, can be borrowed a word as phonetic complex together with the proper meaning, such as borrowings from Greek or Latin, in English and in Albanian : symbol, synonym, phonology. Or may be borrowed the foreign meaning, in the cases where we do not have a local word<sup>18</sup> and can happen that the borrowed mean-

ing replaces the existed meaning. For example, in English language, specific meanings of the words, *propoganda*, *reaction* in political field were provided from French impact. Semantic borrowing happens generally between those languages that have a strong relation with each – other and where one serves as a model for the other. Good examples can be seen in mutual borrowings of English and American as : homely – “ e zakonshme, familjare, e rehatshme”; except these meanings this word in American english is used with the meaning “ e shëmtuar” ose “ tardy” – “ i vonuar “, in British English this word i used for those people who have mental problems, in American English is used for someone who comes late in school. In Albanian language we see a new meaning of the adjectives i majtë/ i djathtë borrowed in relation to political meaning.

## V. Re –interpretation of homonymy

In the same way as homonymy is created from disintegration of polysemy, there exist cases where polysemy is created from homonymy. So, for those words which have not had any visible semantic difference between them, but have been the same from the phonetic side, speakers of a language are inclined to consider them as single word with different meanings. Based on diachronic aspect, we are dealing with the phenomenon of homonymy, because we have different etymology sources.

On the other hand, in synchronic aspect, where the discourse is developed, we never think of the words etymology, but we are keen to establish a connection based on psychological identity rather than linguistic one. This kind of polysemy is quit rarely, consequently examples given might not be categorical, because they are based on subjective attitudes of a language speaker, if considering these meanings as two different words or different semantic variants of the same word. For example, the word *corn*, one of the meanings is *misër* ; the etymology of this meaning may be searched in old English, while the other meaning *kallo* comes from old French. From the physical similarity, both meaning are considered as polisemantic meanings of the same word *corn*.

## 4-Conclusion

This phenomenon is known as **folk etymology** which serves as the basis for the classification of a lot of polisemantic meanings as part



of homonymy within a language. Taking in consideration this, the issue of difference between polysemy and homonymy is essential to linguistic semantic study. It is one of the issues that often posed dilemma not only to linguistic semantic researchers but also to lexicography during dictionaries preparation. Because of the importance that this issue bears, we will necessarily have to stop longer and try to handle all its complexity.

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## **The Comparison of Psychological Counselling Students who had Social Skill Education Course and the Students Who did not**

### **Abstract**

*The aim of the study was to examine whether social skill education course had positive effects on social skills of psychological counselling students. Research group were subjected to social skill education course but control group did not. Study participants were 134 university students attending to Psychological Counselling Department. Research group included 78 of the participants who had social skill education course. Control group consisted of 56 participants who were not subjected to social skill education course. All of the participants were the third grade students studying at Karadeniz Technical University, Fatih Educational Faculty, and Psychological Counselling Department.*

*The major instrument in the study was Social Skills Scale, which was adapted for the university students by Galip Yüksel (2004). Also, a personal information form prepared by the researcher was utilized. Social Skills Scale included six sub-scales. T-test was used in the process of data analysis. The findings revealed that there was a correlation between the social control sub-scale and social skill education course. The study also revealed that the male participants in experiment group had significantly higher scores than the female students when emotional expressionism was regarded.*

**Keywords:** Social Skills, Psychological Counselling Students, Social Skill Training

## 1-Introduction

Social skill is an ability which affects the whole life of people and might be accomplished by the individual throughout their lives. The skill might be acquired by different factors such as gender, status and the culture which people belong to (Fontana, 1992). There are different concepts defining social skill (Korkut, 2004). In the study, social skill is defined as a skill which might compel positive responses and prevent negative responses, as well (Yüksel, 2004). Although there are many definitions of social skill, whole literature agrees on the idea that it can be acquired (Bacanlı, 2012). So, it is expected that social skill be taught to students primarily by the educators (Avcioğlu, 2007). Especially when preventive counselling is taken into consideration, it might be necessary to give social skill education to pupils by the psychological counselors at schools in the frame of the preventive counseling services (Korkut, 2004). Psychological counselors at schools are expected to own social skill as they ought to teach it. The aim of the study was to find out whether there was an effect on social skills of the psychological counseling students who attained social skill education course. The aim was also to examine whether there was a difference on social skill levels between the students who attained social skill education course and the ones who did not. Moreover, whether there was a difference in sub-scales of Social Skill Inventory was examined.

## 2-Method

The study aimed to examine the social skill levels of the Psychological Counseling students who attended and who did not attend the social skill education course. The research was an experimental study with post-test control group. The design of the research was based on the post-test which was given to both experiment and the control group as suggested by Karasar (1991).

The study was carried out on 134 third-grade students studying Psychological Counseling at Karadeniz Technical University in 2014-2015 academic year. Experiment group consisted of 78 students who selectively had social skill education course whereas control group involved 56. Control group enrolled in a different optional course. Data were collected by using Social Skill Inventory first developed by Riggio (1986) and adapted to Turkish by Yüksel (2004). Personal Information Form adapted by the researcher was also used for collecting

data. Social Skill Inventory developed for Turkish university students included 90 items and six sub-scales. The sub-scales of the Inventory were; Emotional Expression, Emotional Sensitivity, Emotional Control, Social Expressionism, Social Sensitivity and Social Control.

Cronbach alfa reliability values obtained for six sub-scales of Social Skill Inventory varied from .56 to .82. Re-test test reliability for six sub-scales ranged from .81 to .89 ( $r=.81$  ve  $r=.89$ ). The correlation between Social Skill Inventory and Self Monitoring Scale were found to be .63 ( $r=.63$ ).

Experiment group was subjected to social skill education course for 14 weeks. The courses were three hours each week. Social skill education course was given by the researcher. The scales were given to experiment group and control group at the same time at the beginning of the Spring term. Since the students in experiment group were in the same class except for the optional courses, a similar program was beneficial to both groups. The courses the students attended differed only in one optional lesson when they were at second or third grade. Data were collected after the forms had been given to the students during the lessons. Data were analysed using SPSS 22. T-test, frequency, and arithmetic average were used in order to obtain findings.

### 3-Findings

As a result of the T-test given to the students attained the social skill education course and the ones who did not, the scores were shown in Table 1.

**Table 1: The scores of the T-test results**

		N	X	S	Sd	t
Social Skill	Subjected to Social Skill Education	78	252,37	26,73	132	,704
	Not Subjected to Social Skill Education	56	249,05	27,19	117,40	,702
Emotional Expression-im	Subjected to Social Skill Education	78	37,69	6,19	132	,030
	Not Subjected to Social Skill Education	56	37,66	5,74	123,62	,030
Emotional Sensitivity	Subjected to Social Skill Education	78	47,55	6,63	132	1,208
	Not Subjected to Social Skill Education	56	49,08	8,07	103,78	1,170
Emotional Control	Subjected to Social Skill Education	78	41,51	5,86	132	,029
	Not Subjected to Social Skill Education	56	41,48	6,34	112,92	,028
Social Expressionim	Subjected to Social Skill Education	78	44,44	7,30	132	,015
	Not Subjected to Social Skill Education	56	44,42	7,88	113,02	,015
Social Sensitivity	Subjected to Social Skill Education	78	43,34	6,959	132	1,60
	Not Subjected to Social Skill Education	56	41,50	5,945	127,97	1,65
Social Control	Subjected to Social Skill Education	78	37,82	6,52	132	2,719
	Not Subjected to Social Skill Education	56	34,89	5,57	127,93	2,790

As it is seen in Table 1, arithmetic mean of the social skill level of experiment group was 26,7, arithmetic mean of the social skill level of experiment group was 27,1. When sub-scales of Social Skill Inventory were taken into consideration, in social control sub-scale, there was a difference between the means of two groups. In other sub-scales,

the mean scores of both groups were close to each other. Whether there was a difference between the mean scores of experiment and control groups was determined by independent T-test. There was a significant difference between experiment and control group when Social Control trait was taken into consideration [ $t_{(132)} = 2.71, P < .01$ ]. Social Control levels of the experiment group was higher ( $X = 37,82$ ) than Social Control levels of control group ( $X = 34,89$ ). This finding reveals that social skill education course has a positive effect on social control.

**Table 2: T-test scores according to gender after conducting Social Skill Inventory**

		N	X	S	Sd	t
Social Skill	FEMALE	89	250,29	25,45727	132	,418
	MALE	45	252,35	29,73914	77,336	,398
Emotional Expressionism	FEMALE	89	36,89	5,68899	132	2,151
	MALE	45	39,22	6,31337	80,741	2,079
Emotional Sensitivity	FEMALE	89	48,95	7,69284	132	1,714
	MALE	45	46,68	6,18952	106,952	1,840
Emotional Control	FEMALE	89	41,26	6,21538	132	,619
	MALE	45	41,95	5,74043	94,942	,635
Social Expressionism	FEMALE	89	44,35	7,45936	132	,174
	MALE	45	44,60	7,72069	85,780	,172
Social Sensitivity	FEMALE	89	42,64	6,35368	132	,162
	MALE	45	42,44	7,12089	80,066	,156
Social Control	FEMALE	89	36,16	5,88958	132	1,109
	MALE	45	37,44	7,01801	76,091	1,047

The study revealed no significant difference in social skill levels of psychological counselling students based on gender. However, it displayed a significant difference between the sub-inventory of Emotional Expressionism and gender [ $t_{(132)} = 2.15, P < .01$ ]. Emotional expressionism levels of the male psychological counselling students were higher ( $X = 39,22$ ) than the levels of female psychological counselling students ( $36,89$ ). This finding revealed that male students had higher emotional expressionism trait in comparison to their female counterparts.

#### 4-Discussion

In the study, the effect of social skill education course on the social skill levels of psychological counseling students was examined. According to the data obtained from the study, there was no significant difference between the social skill scores of experiment and control group. However, when Social Control sub-scale of Social Skill Inventory was taken into account, that there was a difference between the groups was remarkable. It might be concluded that social skill education course had positive effects on students who were subjected to social skill education course when social control was taken into consideration. The results of the study showed differences in comparison to the similar studies in literature (Karahan, 2008; Yuksel; 1997). In both studies, it was clear that university students who had social skill education course displayed an improvement on their social skill levels when their total scores for social skills were taken into account. But based on the study conducted by Yuksel (1997), in sub-inventories, only in emotional sensitivity was seen a difference whereas no differences were depicted in other sub-scales. When sub-scales were taken into consideration, the study was consistent with literature.

While social skill education course was being given, the behaviours under consideration were not supposed to be known by learners and the learners were assumed to be frightened of displaying these behaviours (Yuksel, 1997). Eventually, social skill education course was supposed to enhance social skills of students enlightening them about how social skill knowledge might be presented. The findings in the study showed that social skill education course had positive effect on social expressionism which is a sub-scale of Social Scale Inventory. Furthermore, it should be considered that there are many factors which affect social skills. Accordingly, it is recommended that future researches might include studies including other sub-scales. The study revealed that there was no relation between social skill level and gender. This finding showed consistency with other studies in literature (Sahin and Yeşil; 2010; Yuksel, 1999). It can be concluded that one of the reasons for the result might be because psychological counselling students share similar social skills. It is salient and necessary for Psychological Counselling students to have social skills in their professional life. The study also revealed that there was a positive relation between emotional expressionism and gender in favour of male students. This is consistent with Ozbulak and Serin's (2011)



study when emotional expressionism is regarded. In the study, the school psychological counselors had higher scores than the school teachers in social control, social expressionism and emotional expressionism.

To sum up, the social skill levels of psychological counselling students attended the social skill education course were higher than those of the students who did not attend to the social skill education course when sub-scale social control was taken into consideration. This showed that social skill education course had a positive effect on social control levels of the students. However, social skill education course showed no effect on social skill levels of the students. In order to understand the effects of social skill education course better, a future study with a pre and post-test for the research and control group should be conducted. It might be said that social skill education course can be a preference by the students who assume that they lack social skill.

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## **Examining Students' Perceptions of Effective School Characteristics in Relation with Certain Variables**

### **Abstract**

*Education is one of the oldest activities in mankind history. In practice, it is divided into two as formal and informal education. The ultimate goal of schools is student learning. The aim of this study is to determine perceptions of secondary school students regarding effectiveness of their school in terms of effective school characteristics and to find out if their perception varies depending on gender and grade level of students. Present study is a sample of descriptive research as it attempts to highlight relationships between circumstances and whether such relationships vary depending on certain variables. In the study, the Scale for Effective School (SFES), which is developed by Günal (2014), was used as data collection instrument. The validity evidences of the scale, which was administered to find out students' perceptions about school effectiveness, were obtained by Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). As an evidence of internal reliability of the SFES, Cronbach's alpha coefficient for total scale was also calculated and found to be  $\alpha=0.91$ . Study group was taken from 13 secondary schools in Trabzon province during the 2012-2013 academic year. As a result of the study, relatively the most important subscale of effective schools was found to be "Teaching Leadership". The second most important subscale was "Positive School-Parent Relationship".*

**Keywords:** *Effective school, Effective school characteristics, Quality in education*

## 1-Introduction

Education is the oldest area of activity in humankind history. It has relationships with so many disciplines that it is a multidimensional concept which is difficult to explain. Despite lacking one single definition agreed upon by all parties, education is accepted as the “process of purposefully bringing desired changes in individuals’ behaviours by means of their own experiences” (Ertürk 1988). In the society, individuals go through two types of education as formal and informal. Schools are the main places where formal education is carried out continuously. Formal education is a purposeful and planned activity performed in a controlled manner within a special setting through instructional activities. The special setting is the school (Özer and Atik, 2014)

The ultimate goal of schools is student learning. Such a service-related goal constitutes schools’ reason of being (Hoy and Miskel, 2012; Senge, 1990). Schools are supposed to bring up students who are able to understand and meet the needs introduced by current age. Rapid changes in social and technological structure cause considerable pressure for restructuring of schools (Çelik, 2002), and society’s expectations from schools is gradually increasing. Since schools are left behind to fulfil these high expectations, many countries have been attempting to change this situation. Driven by these attempts, educational scientists have initially set out to seek an answer for the question “What factors affect school effectiveness?” (Edmonds, 1979; Bashir, Sass, Katzir and Margolin, 1990; Sammons, Hillman and Mortimore, 1995; Heneveld and Craig, 1996; Townsend, 1997; Scheerens, 2005; Zhao, Lustick and Yang, 2005; Bergeson and Davidson, 2007; Yanık, 2008; Şişman, 2011, Lezotto and Snyder, 2011; Balcı, 2011). Effective schools aim at educating students at all levels with all skills.

Coleman, Pettigrew, Sewell and Pullum (1973) dealt “Equality of Opportunity in Education” in their study. Teachers, students and managers from nearly 4000 schools were included in the study which was conducted as a survey at national scale, and school characteristics were examined in those schools. As a result of the study, the distinctive factor in academic achievement was found to be learners’ family and community rather than the school itself.

Following publishing of findings from Coleman and Plowden reports, it has turned out a main concern in educational environment whether or not schools really make difference; if so, what school characteristics lead to such difference; and under what circumstances the difference would be the highest. As a result, the effective schools movement was launched to show the role played by schools in education and instruction (Edmonds 1979, Sammons, Hillman and Mortimore, 1995; Scheerens, 1989; 2000, Bergeson and Davidson, 2007; Lezotte and Snyder, 2011).

Effective schools have typical characteristics in terms of management, teachers, students, school culture and parents. Effective school characteristics agreed by all researchers are given below (DCPS Effective Schools Framework, 2009)

### **1.1-Secure and Regular Environment**

Maintaining security in school and feeling secure by students, teachers and other workers in school is a prerequisite for sustainable instruction at school (Pişkin, Öğülmüş and Boysan, 2011).

### **1.2.Teaching Leadership**

Countries are revising their education systems in the direction of contemporary requirements. Within the framework of restructuring in education, school principal's teaching leadership is one important aspect attracting much attention.

### **1.3.High Academic Expectations**

In effective schools, personnel hold the belief that all students are capable of gaining basic school skills and they reflect such belief.

### **1.4. Monitoring School Learnings**

According to Lezotte (1991), students' academic achievement needs to be frequently measured by means of assessment and evaluation instruments in effective schools. The measurement results should be used for improving students' performance and developing curriculum.

### **1.5. Positive School-Home Relationship**

There are a large number of scholastic and extra scholastic factors which affect students' academic achievement. Scholastic factors include physical, social and cultural facilities offered by school. Among extra scholastic factors; family affects students' both social and academic achievement (Aslanargun, 2007).

### **1.6. Learning Opportunities Offered to All Students**

In effective schools, teachers allocate much time for teaching basic skills in classroom. At the same time, they need to spend extra time for backwards (Hopkins and Levin, 2000; Lezotte, 1991).

The aim of this study is to determine perceptions of secondary school students regarding effectiveness of their school in terms of effective school characteristics and to find out if their perception varies depending on gender and grade level of students.

## **2-Method**

### **2.1-Participants**

The study group was comprised of 4300 secondary school students attending grades 5-6-7 in 13 schools in Trabzon.

### **2.2-Instrument and Data Collection**

For research objectives, a measure of perceived school effectiveness

was needed. For this, the scale for effective school-SFES- was developed by Günal (2014) which is a five- dimension rating scale. In this research, data on perceptions about school effectiveness were collected by SFES. The validity evidences were obtained by Explanatory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). As a result of the CFA, good fit indices were found ( $RMSEA_{(0.042)}$ )  $GFI_{(0.92)}$  and  $AGFI_{(0.90)}$ . These results supported the construct validity of SFES. As an evidence of internal reliability of the SFES, Cronbach's alpha coefficient for total scale was computed as 0.91. After scale construction stage, data were collected by SFES and also obtained students' GPAs from e-School database with schools' official permissions.

First of all, descriptive statistics were computed for subscales of SFES to determine the importance level of effective schooling dimensions from students' point of view. Independent t-test was applied to find out whether or not students' perceptions regarding subscales of effective schooling differ by gender. Also a one-way variance analysis (ANOVA) was implemented in order to find out whether students' perceptions regarding subscales of effective schooling vary depending on grade level.

### 3-Results

Descriptive statistics regarding students' responses to the statements under subscales of the Scale for Effective School (SFES) are given in Chart 1.

**Chart 1: Descriptive Statistics for Students' Scores under Subscales of the SFES**

Subscales		Median	Mode	Min.	Max.	ss	Range
Teaching Leadership	17.13	18	19	7	21	3.12	7
Parent-School Relationship	16.60	17	18	7	21	3.16	7
Secure and Regular Environment	9.21	10	10	4	14	2.05	10
Learning opportunity	7.60	8	9	3	9	1.48	6
Monitoring School Learnings	7.51	8	9	3	9	1.55	6
High Academic Expectations	6.81	7	8	3	9	1.70	6
Total Score in Previous Scale	64.70	67	68	27	81	12.92	54

As seen in Chart 1, "Teaching Leadership" (=17.13) was found to be the relatively most important subscale of effective schooling from students' perspective. It was followed by "Parent-School Relationship" (=16.58). These were followed by other subscales as "Secure and Regular Environment" (=9.21), "Learning opportunity" (=7.60), "Monitoring School Learnings" (=7.51) and "High Academic Expectations" (=6.81).

Independent t-test was applied to find out whether or not students' average scores in subscales of the SFES vary significantly by "gender". The results of the t-test are given in Chart 2.



**Chart 2: T-test results regarding female and male students' average subscale scores in the SFES**

Subscale	Gender	N		ss	t
Secure and Regular Environment	Female	2210	9.41	1.92	6.38*
	Male	2250	9.02	2.17	
Teaching Leadership	Female	2210	17.49	2.94	7.63*
	Male	2250	16.78	3.25	
Learning opportunity	Female	2210	7.68	1.37	4.56*
	Male	2250	7.48	1.55	
High Academic Expectations	Female	2210	6.97	1.63	5.96*
	Male	2250	6.66	1.75	
Monitoring Students Learnings	Female	2210	7.67	1.45	7.02*
	Male	2250	7.35	1.62	
Parent-School Relationship	Female	2210	16.83	3.03	5.36
	Male	2250	16.33	3.26	

$p \leq .05^*$

According to the independent t-test results in Chart 2; there was found a significant difference between average scores of “Female” and “Male” students in all subscales of the SFES except in “Parent-School Relationship”. It was found out that average scores obtained by females were significantly higher than males in subscales as “Secure and Regular Environment”, “Teaching Leadership”, “Learning opportunity”, “High Academic Expectations” and “Monitoring School Learnings”. In other words, according to female students, school is perceived to be more effective than by males except in the subscale “Parent-School Relationship”.

Also results of the one-way variance analysis (ANOVA) which shows if there is significant difference between students' perceptions regarding subscales of effective schooling by their grade level are given in Chart 3.

**Chart 3: Results of ANOVA Testing Difference of Students' Scores in SFES Subscales by Grade Level**

	Grade Level	N		ss	F	p	Difference (Scheffe $p \leq .05$ )
Secure and Regular Environment	(1) 5 <sup>th</sup> Grade	1040	9.63	1.88	20.53	0.00*	<b>1-2,3,4</b>
	(2) 6 <sup>th</sup> Grade	1040	9.06	1.90			
	(3) 7 <sup>th</sup> Grade	1024	9.19	2.03			
	(4) 8 <sup>th</sup> Grade	1360	9.02	2.26			
Teaching Leadership	(1) 5 <sup>th</sup> Grade	1040	18.19	2.77	72.81	0.00*	<b>1-2,3,4</b> <b>2-3,4</b>
	(2) 6 <sup>th</sup> Grade	1040	17.36	2.70			
	(3) 7 <sup>th</sup> Grade	1024	16.71	3.20			
	(4) 8 <sup>th</sup> Grade	1360	16.45	3.37			
Learning opportunity	(1) 5 <sup>th</sup> Grade	1040	7.90	1.33	59.13	0.00*	<b>1-3,4</b> <b>2-3,4</b> <b>3-4</b>
	(2) 6 <sup>th</sup> Grade	1040	7.85	1.29			
	(3) 7 <sup>th</sup> Grade	1024	7.45	1.44			
	(4) 8 <sup>th</sup> Grade	1360	7.23	1.62			
High Academic Expectations	(1) 5 <sup>th</sup> Grade	1040	7.32	1.68	46.72	0.00*	<b>1-2,3,4</b> <b>2-3,4</b>
	(2) 6 <sup>th</sup> Grade	1040	6.82	1.62			
	(3) 7 <sup>th</sup> Grade	1024	6.56	1.69			
	(4) 8 <sup>th</sup> Grade	1360	6.61	1.69			

Monitoring School Learnings	(1) 5 <sup>th</sup> Grade	1040	8.08	1.32	106.79*	0.00*	1-2,3,4
	(2) 6 <sup>th</sup> Grade	1040	7.71	1.40			2-3,4
	(3) 7 <sup>th</sup> Grade	1024	7.36	1.53			3-4
	(4) 8 <sup>th</sup> Grade	1360	7.03	1.66			
Par- ent-School Relation- ship	(1) 5 <sup>th</sup> Grade	1040	17.23	3.03	26.16*	0.00*	1-2,3,4
	(2) 6 <sup>th</sup> Grade	1040	16.67	2.92			2-4
	(3) 7 <sup>th</sup> Grade	1024	16.45	3.19			3-4
	(4) 8 <sup>th</sup> Grade	1360	16.10	3.31			

$p \leq .05^*$

As seen in Chart 3, students' perceptions regarding effective schooling differ in all subscales by their grade level. It was found out that fifth grade students have a significantly higher level of perception regarding subscales of "Effective School" than the sixth, seventh and eighth grade students. Specifically, perceptions of the students in the sixth grade were found significantly higher than those of the seventh and eighth graders under the subscale "Teaching Leadership". In the light of these findings, the students in the eighth grade have the lowest degrees of perceived "Teaching Leadership". As a summary, students' perceptions regarding subscales of effective schooling decrease as grade level increases.

#### 4-Discussion

'Teaching Leadership' is perceived relatively more effective by students. It is one of the most important subscales for effective schools movement. Lezotte and Snyder (2011) underline principals' teaching leadership role and their transferring such a mission to their staff, students and parents in an effective and continuous manner in effective schools. School leaders have a particularly important role to play in offering high-quality education. Schools are complex organizations

where strong leadership support is needed (OECD, 2009; Lezotte, 1991). The second effective subscale was “Parent-School Relationship” from students’ point of view. Though schools are mainly held responsible for preparing the circumstances and mind-set for students’ achieving in school, it is a fact that the responsibility should be shared by other stakeholders today (Beydoğan, 2006). It is possible to mention many scholastic and extra scholastic factors affecting students’ academic achievement. Among extra scholastic factors, family plays an important role in both social and academic achievement of students (Aslanargun, 2007). Lezotte (1991) points out those parents need to understand and support the main mission of schools in an effective school.

According to students’ perceptions, the least effective subscale was ‘High Academic Expectations’. In effective schools, personnel believe that all students have the capability to acquire basic schooling skills and show such belief. Besides, personnel hold the belief that they are capable of helping all students acquire such proficiency (Lezotte and Snyder 2011). This subscale was perceived as the least effective subscale by students, which requires questioning the student-teacher relationships in schools. High academic expectations play a crucial role in effective schools (Edmonds, 1979). In a study carried out in two schools in New York in 1974, Edmonds found out that in high performing schools, teachers and principals have high academic expectations for students; while personnel in low performing schools are pessimistic about their capability of affecting student success. Rosenthal and Jacobson (1968) found after hundreds of trial that teacher expectations are influential on student performance.

Female students perceive school more effective than males in all subscales other than “Parent-School Relationship”. In addition, students’ attitude regarding school might affect their positive perception of school. In a study by Sözbilir, Akıllı and Ozan (2010), female students were found to have higher attitudes regarding their school than males.

It was seen that students’ perceptions regarding subscales of effective schooling decrease as grade level increases. Due to the fact that students go to other educational institutions for exam preparation after the sixth grade, it can be inferred that they gradually become distant from school and schooling culture. The frequency of attending such educational institutions for high school and university entrance ex-

aminations increases in parallel with increasing grade level (Siyaset, Ekonomi ve Toplum Araştırmaları Vakfı [SETA] 2011). Furthermore, students' attitude towards school can also affect their perception of effective schools. In a study by Sözbilir, Akıllı and Ozan (2010), students' negative attitudes towards school were found to increase as their grade level increases. It suggests that students' positive attitude towards school decreases as their grade level increases. They found a wide gap between students' attitude towards school in elementary and secondary grades. It can be suggested that the direction of students' attitude towards school might account for such a result.

## 5-Conclusions and Suggestions

In this study, 'Teaching Leadership' was found to be the most effective subscale according to students' perceptions. On the other hand, the least effective subscale was found as 'High Academic Expectations'. Thus, schools might hold several activities to improve this subscale. Teachers, school principals and parents' high academic expectations regarding students and their expressing such expectations might have an effect on positive sense of self and self-confidence of students. Therefore, guidance services in schools can give seminars on students' psychology, positive sense development, self-confidence and self-efficacy targeting school principals, teachers and parents. Perceived subscales of effective schooling were found to vary significantly by gender. Female students obtained higher scores than males in such subscales as "Safe and Regular Environment", "Teaching Leadership", "Learning Opportunity", "High Academic Expectations" and "Monitoring School Learnings" at significant level. The reason for relatively lower scores obtained by male students regarding effective schools can be investigated via focus group discussion. Can we suggest that students' preparing for high school entrance examinations has been influential on relatively lower levels of perceived school effectiveness against increasing grade levels? In-depth focus group discussions can be held on this proposition. School management can organize various social activities inside and outside school so that students can feel attached to school and like the school. Lastly, in relation with students' preparing for high school entrance examinations, they can be supported with classroom teaching supplementary activities so that they can be less prone to go to other educational institutions than school.

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