Kolegji **AAB**
PRISHTINË

International Research Journal

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Quitting with Style: Linguistic Analysis of Political Resignation Speeches

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Abstract

Political discourse mainly serves as a platform where a struggle for power takes place. Nevertheless, political resignation speeches stand out because their purpose is completely different – politicians relinquish power to other political actors. Quitting a high-ranking public position is never a simple matter; consequently, politicians are extremely cautious in coming forward with well-structured and well-phrased speeches. This research looks into the syntactic formula politicians apply in announcing their resignation. The focus is placed on determining the types of sentences (both according to function and structure) the resigning politicians prefer; their usage of syntactically marked sentences versus sentences in which the SVOCA rule is observed. Finally, the different realizations of the Subject and the use of passive voice are analysed, since these are deemed to have a direct bearing on the amount of responsibility politicians assume. The study offers a linguistic analysis of the resignation speeches of the last three British Prime Ministers and is directed at finding commonalities and differences in the syntactic features of their resignation speeches.

Keywords: *resignation speeches, politicians, linguistic analysis, syntax*

Introduction

Delivering effective and persuasive speeches is vital for politicians to keep themselves afloat in the political waters. Making a proper choice of words and expressions and constructing grammatically correct, and, sometimes, even syntactically atypical utterances on purpose to draw the attention to a specific point, are perhaps among the most necessary skills of both aspiring and well-established politicians. In other words, given that politics and language go hand in hand, a perfect mastery of language and very skillful language use are instrumental for all those who have entered the domain of politics. Practice has shown that politicians who are adept at using language effectively fare much better not only when it comes to obtaining and maintaining power, but when they have to relinquish power as well. In that respect, Chilton (2004) rightfully remarks that most political actors are normally acutely aware of the importance of their language use for their political career.

Resignation speeches of departing politicians, who have held prominent state positions such as President, Prime Minister, etc., present a special type of political discourse. If the primary goal of every political speech is to convince the public of the truthfulness of the statements made by the political actors so that the public will support to those politicians, the goal of a resignation speech is strikingly different. Apart from informing the general public about their intention to resign, the departing politicians with their resignation speeches set out to explain the reasons for their 'failure' to deliver a specific assignment. It goes without saying that, at the same time, they also try to salvage their personal and political reputation, in the hope of avoiding condemnation, humiliation and criticism (Neshkovska, 2019b).

At the core of this research are three relatively recent resignation speeches given by the last three British Prime Ministers – Gordon Brown, David Cameron and Theresa May, who announced their resignations at 10 Downing Street in front of the media representatives. The socio-political factors underlying their resignations, as might be expected, due to the brevity of the time period within which their resignations occurred (2010-2019), are essentially very similar. Brown gave up his position as PM over the 2008 depression which hit the world hard, the UK included; whereas, Cameron and May both 'fell prey' to the Brexit deal, i.e. the UK's plan to leave and modify the nature of its relationship with the European Union. Being a strong advocate of the Stay option, Cameron submitted his resignation immediately after the 2016 referendum on Brexit. His successor, May, having failed to convince the MPs in the British Parliament to endorse her Brexit deal, left the office as British PM in 2019.

In this study, these three speeches are subjected to a thorough analysis of a quantitative and qualitative nature. Since the main unit of analysis is the sentence, the transcripts of the three speeches were parsed into sentence segments and each sentence was analysed independently. The sentence was placed in the center of this research, as the study is based on the premise that in making a political speech sound logical, reasonable and persuasive, it is not just the wording that matters, but the actual sentence structure too. To put it differently, it is not just the content, but the form through which that content is delivered that enables politicians to achieve their goals, which in the context of resigning include: informing the public that they are stepping down; explaining the reasons why they do that along with saving their personal and political reputation.

Theoretical background

Political resignation speeches as a special type of political discourse is a subject matter that still awaits a more profound and elaborate research. A confirmation for this claim is found in Dobel's (1999) "The Ethics of Resigning", where the fact that "very little has been written about resignation despite its importance" has been particularly stressed.

Politicians resign over a wide variety of reasons. Dumm (1998) notes that "individuals have many reasons to leave office and not all are ethically based". In his research, however, he focuses on the moral reasons for resigning, which occur when a person fails "to live up to the obligations of office", emphasizing the fact that resignation can gravely "affect a person's reputation and employability" in the long run. Felice (2009), too, mentions some of the key reasons why a politician may feel the urge to resign:

 "… inability because of age to fully perform the tasks of the job, failure to master the technical competencies required, … or resigning over principle—reaching the decision that the demands of the government are in conflict with an individual's basic moral beliefs. When one's ability to impact policy is gone, it is hard to accept staying in government and supporting a policy the individual believes is morally bankrupt."

Political resignation, as in the case of any other resignation, is not a one-sided act. Dumm (1999) defines resignation as "a collaborative act undertaken by the resigner and those who are charged with the duty of accepting it". In the context of high-ranking politicians, despite the officials, the general population also has to give a green light (not formally of course) to the resignation because they voted for and endowed that politician with an authority to make decisions on their behalf.

Consequently, the resigning politician has a special duty to make his/her resignation speech acceptable, convincing and even appealing to the general public.

Reisigl (2008) investigates the features of different types of political speeches, and comes to a conclusion that resignation speeches should be subsumed under a joint category alongside with inaugural addresses, speeches of appointment, speeches of award, welcoming speeches and farewell addresses, since all of them have performative/illocutionary quality, i.e. they can all be easily recognised as "deeds done in words".

Literature overview shows that research on political resignation speeches, which deals with resignation speeches from a linguistic point of view, is definitely very scarce. Collins & Clark's (1992) study is one of the few studies dedicated to this issue. The study looks into the resignation speech of an American congressman, and sheds some light on the possible reasons why his resignation speech failed to come out as convincing and effective. Collins and Clark suggest that through his *choice of lexis* the politician tried to re-legitimize himself, presenting himself as a victim, and simultaneously, delegitimize the Congress, depicting it as "blood-stained" and in need of cleansing. Eventually, they conclude that not acknowledging personal guilt and pointing the finger at somebody led merely to further delegitimisation of both the departing politician and the institution he represented.

Another study relevant for the research at hand is Charteris-Black's (2005) study in which they argue that successful speakers in political contexts need to appeal both to the attitudes and emotions of their listeners. This, he claims, cannot be done solely by *lexical means* although these are the most important factors for delivering a successful political speech (Charteris-Black, 2005). According to Charteris-Black effective political speeches are often a result of many distinct

strategies combined together such as the use of *metaphors, metonymy, analogy, pronouns, active versus passive voice, contrast or antithesis,* etc.

Irimiea (2010) also investigates the usage of *pronouns* in political speeches and states that the pronouns that political speakers use to refer to themselves can be a significant part of the message, as they use them either to foreground or to obscure their responsibility and agency. Thus, according to her, the first person pronouns 'I', 'Me' and 'My' are used when the political leader is expressing his personal views and opinions. The use of the pronoun 'we' can become fairly complicated in that it can refer to a number of different people. Pennycook (1994) sees 'we' as always simultaneously inclusive and exclusive, as a pronoun of solidarity and rejection, of inclusion and exclusion.

There are other recent studies on political discourse, which, unfortunately, do not dwell on political resignation speeches, but which offer valuable insights that can serve as a solid basis for launching research on political resignation speeches. Thus, Dlugan (2009) investigates Martin Luther King's "*I have a dream*" speech, and finds that special effects are achieved through the techniques of *repetition*, particularly by repeating the key theme words. Dlugan also marks that the frequent use of *direct quotation, allusion* and *metaphor* makes King's speech particularly effective. Bird (2011) investigates the rhetorical style in President Clinton's speeches delivered during harsh moments of domestic tragedy and concludes that these speeches are memorable due to the frequent *religious connotations, the use of repetition* and *metaphorical expressions*. Ayeomoni (2012) looks into the Nigerian military coup speeches of three military political rulers and focuses on *the lexical items* (*repetition, synonymy, antonym, hyponymy,* and *collocation*) used in their coup speeches, his final purpose being

to discover the relationship between the lexemes and the political ideologies of the politicians in question.

Clearly, the above-discussed studies dwell on various linguistic features of political speeches, but mainly, on the lexical level. The fact that none of them deals solely with the syntactic features of the political speeches provides further legitimacy to the research at hand which aspires to yield some salient insights into the syntactic features of this specific genre of political speeches – resignation speeches.

Research Methodology

As mentioned previously, all three political resignation speeches were analysed from the point of view of syntax with the sentence being the main unit of analysis. The main questions addressed here were whether the departing politicians in their final speech observed the rules of syntax and what sorts of syntactic preferences they had in building their sentences, in view of the goals they wished to accomplish – to provide valid reasons for their failure to accomplish the task they were entrusted with, as well as to preserve their personal and professional integrity and repute.

The sentences in the three resignation speeches were analysed from several different perspectives. Firstly, the focus was placed on the function of the sentences, i.e. whether the departing politicians were making statements (declarative), asking questions (interrogative), expressing emotions (exclamative), or issuing orders and directives (imperative). Secondly, the sentences were analysed in terms of their syntactic structure. In other words, what was inspected was whether the departing politicians packaged their final messages in the form of simple, compound, complex or even compound-complex sentences. Thirdly, the syntactic structure of the

sentences was put under scrutiny in order to establish whether the regular pattern of sentence elements in English known as SVOCA (Subject + Verb + Object + Complement + Adjunct) was observed, or, whether perhaps, the sentences were syntactically marked, i.e. atypical and did not follow the SVOCA rule. The realisations of the Subject in the analysed sentences was investigated as well, in order to ascertain whether the politicians preferred speaking in their name (by using the personal pronoun 'I'), or on behalf of the political faction they represented (by using the personal pronoun 'we'), which, in this context, could be interpreted as an attempt to share the blame and relativize the gravity of their 'failure'. Finally, the sentences were explored with regard to the usage of the passive and active voice, since this sentence feature is also deemed to be in a direct correlation with the extent of responsibility a politician wishes to assume for his political deeds. The ultimate goal of the analysis was to discover whether any recurrent patterns of linguistic behavior in terms of syntax in the speeches of all three departing MPs were traceable, and whether that specific linguistic behavior was somehow relatable to the goals the politicians wished to achieve with their resignation speeches.

The corpus is obviously not very extensive, but we believe that a thorough analysis can provide some key insights into the syntactic features of political resignation speeches. More specifically, Gordon Brown's speech[i] is the shortest – it lasted only 3 minutes – and contains 459 words. Both David Cameron's speech[ii] and Theresa May's speech[iii] are about 7 minutes long and contain 932 and 1099 words, respectively. This basically means that 17 minutes of oral discourse and about 2490 words were subjected to analysis for the purposes of this study.

Bas Aarts' (2001) "English Syntax and Argumentation" provided the foundations for this research as this textbook intended for English majors offers elaborate explanations on most of the syntactic features (sentence types, sentence structure, marked sentences, etc.) explored in this study.

Results

A) Types of sentences in the resignation speeches according to their function

The first syntactic feature explored in the three departing MPs' speeches was the type of sentences politicians used according to their function[iv]. More precisely, the aim was to detect whether they preferred using **declarative, interrogative, exclamative** or **imperative** sentences, and to what extent they did that in their resignation speeches.

The analysis of the three resignation speeches in this respect showed almost completely identical results (see Chart 1 below). Namely, all three resignation speeches were chiefly, or rather almost exclusively, composed of declarative sentences. Also, no instances of interrogative and exclamative sentences were found in the analysed speeches.
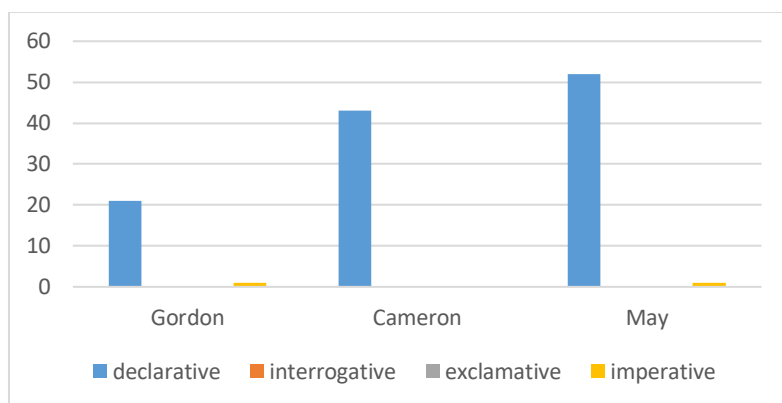
Chart 1 Types of sentences according to function

In Gordon Brown's speech, almost all of the sentences were of the declarative type (90%) (e.g. *My resignation as leader of the Labour party will take effect immediately.*) and there were only a few instances of imperative sentences starting with 'let me', which in fact is not a true imperative but only a polite way of beginning a new statement (e.g. *And <u>let me add</u> one thing also!*). David Cameron's speech consisted only of declarative sentences (100%) (e.g. *I have spoken to Her Majesty the Queen this morning to advise her of the steps that I am taking.*). In May's speech, also, all sentences (98%) were declarative (e.g. *So I am today announcing that I will resign as leader of the Conservative and Unionist Party on Friday 7 June so that a successor can be chosen.*), apart from only one imperative sentence (2%) (e.g. *Never forget that compromise is not a dirty word*!), which again was not a real issuing of a directive in the given context, but simply a quotation of somebody else's directive issued previously[v].

These results come as no surprise considering that all three analysed speeches were resignation speeches, in which the departing MPs, covered, more or less, the same topics (e.g. they explained the reasons for their resignations; expressed

gratitude to their supporters and collaborators; praised their country; made positive and bright predictions about their country's future, etc.) (Neshkovska, 2019b), and in doing that they made statements, understandably, in the form of declarative sentences with which they wanted, first and foremost, to inform the general public about their decision. Also, since none of the three departing MPs tried to shift the blame and criticize their political opponents for their failure, and none of them tried to incite their supporters to be disrespectful towards their unlike-minded political rivals, it is little wonder that no interrogative nor exclamative sentences were used, as it is generally the case, for instance, with pre-election speeches (Neshkovska, 2019a).

B) Types of sentences according to structure

The next analysed feature was the types of sentences used in the resignation speeches according to their syntactic structure. Namely, the aim was to inspect whether the departing PMs preferred using **simple, complex, compound** or **compound-complex sentences** in their resignation speeches.[vi]

The three analysed speeches, in this respect as well, demonstrated more similarities than differences (see Chart 2 below). The *simple sentences*, composed naturally of one independent clause, and the *complex sentences*, composed of one independent and at least one dependent clause, were the two predominant types of sentences in all three speeches. The compound sentences which comprise two or more independent clauses and the complex-compound type of sentences which are rather complex as they include at least two independent and one dependent clause were used considerably less frequently. Finally, it is interesting to note that there were some instances of incomplete sentences, composed either of a list of words or

phrases or of a dependent clause, but these were the rarest type of sentences used in the analysed political resignation speeches.
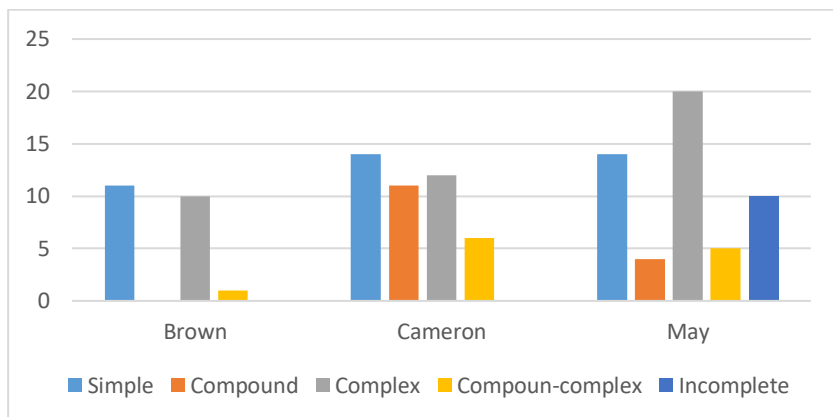
Chart 2 Types of sentences according to structure

In Gordon Brown's speech, the majority of the sentences were **simple** sentences (50 %) (e.g. *My resignation as leader of the* Labour *party will take effect immediately.*). Nevertheless, half of the simple sentences were, in fact, a bit longer (54 %), as they contained either an adjunct or an object realized as a longer phrase or a clause (e.g. *Only those that have held the office of prime minister can understand <u>the full weight of its responsibilities and its great capacity for good</u>.* (DO)). The other half of the sentences in Gordon Brown's speech (45 %) were **complex**, meaning they comprised one independent and one dependent clause (e.g. *In the event that the Queen accepts, I shall advise her to invite the leader of the Opposition to form a government.*). Merely 5 % of the sentences in this resignation speech were **compound-complex**, i.e. a combination of at least two independent clauses and a dependent clause (e.g. *And now that the political season is over, let me stress that having shaken their hands and looked into their eyes, our troops represent all that is best in our country and I will never*

forget all those who have died in honour and whose families today live in grief.).

David Cameron's speech was composed mostly of **simple** sentences (33 %) (e.g. *The will of the British people is an instruction that must be delivered.*). Here as well, 21 % of the simple sentences were not that short since they contained clauses and longer phrases, functioning as adjuncts, subject complement and objects (e.g. *There will be no initial change <u>in the way our people can travel, in the way our goods can move or the way our services can be sold</u>. (Adjunct))*.

In Cameron's speech 28 % of the sentences were classified as **complex**, since they contained one independent and one dependent clause (e.g. *I will attend the European Council next week to explain the decision the British people have taken and my own decision.*). A significant number of sentences in Cameron's speech were **compound** sentences (26 %). More specifically, they were either **copulative,** i.e. joined with the conjunction "and" (e.g. *Delivering stability will be important and I will continue in post as Prime Minister with my Cabinet for the next three months.).* In some sentences 'and' was only implied (e.g. *I have also always believed that we have to confront big decisions, (and) not duck them.*). The rest of compound sentences were of the **adversative type,** i.e. joined with the conjunction 'but' (e.g. *I will do everything I can as Prime Minister to steady the ship over the coming weeks and months <u>but</u> I do not think it would be right for me to try to be the captain that steers our country to its next destination.*). Of all the compound sentences 50 % were in fact longer since they consisted of more than two independent clauses coming one after the other (e.g. *I love this country <u>and</u> I feel honoured to have served it <u>and</u> I will do everything I can in future to help this great country succeed.*). Finally, in Cameron's speech there were also instances of **compound-complex sentences** which were considerably longer than the rest of the sentences

(13 %) (e.g. *I want to thank everyone who took part in the campaign on my side of the argument, including all those who put aside party differences to speak in what they believe was the national interest and let me congratulate all those who took part in the Leave campaign for the spirited and passionate case that they made.*).

As to May's speech, the analysis showed that about one third of her sentences were **simple** (26 %). Almost all of May's simple sentences were rather short (e.g. *Back in 2016, we gave the British people a choice.*) and only few (21 % of the simple sentences) were slightly longer because they contained an adjunct realized as a longer phrase or an object realized as a clause (e.g. *My focus has been on ensuring that the good jobs of the future will be created <u>in communities across the whole country, not just in London and the South East, through our Modern Industrial Strategy</u>.* (adjuncts)).

The majority of the sentences in Theresa May's speech were **complex** (40 %) (e.g. *I believe it was right to persevere, even when the odds against success seemed high*), and consisted of at least two and sometimes (although much more rarely) of more than two clauses. Only 8 % of the sentences were **compound** and consisted of 2, and rarely of more than 2 independent clauses. Again some of them were **copulative** ones, i.e. joined with the conjunction 'and' (e.g. *At another time of political controversy, a few years before his death, he took me to one side at a local event <u>and</u> gave me a piece of advice*), and some were **adversative**, i.e. joined with the conjunction 'but' (e.g. *Our politics may be under strain, <u>but</u> there is so much that is good about this country.*). May only came up with longer **compound-complex sentence** several times (9 %) (e.g. *I have kept Her Majesty the Queen fully informed of my intentions, and I will continue to serve as her Prime Minister until the process has concluded.*). Interestingly, only in May's speech there were atypical, or incomplete sentences (17 %). These atypical

sentences can also be ascribed to the fact that May, at points, was abandoning her previously prepared speech, and being evidently overwhelmed by emotions, she ended up producing a number of grammatically incomplete sentences (e.g. *So much to be proud of./So much to be optimistic about.*).

To conclude, all three departing politicians predominantly made use of either simple or complex sentences. Most of their complex sentences consisted of two clauses (an independent and dependent one), which means that they were not very long. The majority of the simple sentences of all three politicians, on the other hand, were also relatively short as they were composed only of SVO; but, about 30 % of them were slightly longer and contained finite and nonfinite clauses functioning as object, subject complement or adjuncts. Compound sentences were, generally speaking, much rarely used, and using long compound-complex sentences was almost completely shunned. All these findings clearly point to the fact that the resigning politicians clearly avoided using long compound and complex sentences. This means that they aimed at making their points in a relatively straightforward manner, in order to make sure that everybody could fathom the messages they wished to impart.

C) Regular versus syntactically marked sentences

The analysis of the three resignation speeches was also directed at discovering whether the departing politicians had a more pronounced tendency towards producing regular (in which the SVOCA rule is observed) or stylistically marked sentences (in which the SVOCA rule is somehow bended).

The close inspection of the sentences yielded the following results – in two of the analysed speeches the syntactically marked sentences prevailed over the regular ones (see Chart 3 below). Namely, in Gordon Brown's speech, the

sentences were predominantly syntactically **marked** (73 %). The same was the case with the sentences in Theresa May's speech (60 %). In David Cameron's speech, however, somewhat more than half of the sentences were **regular** (56 %), whereas the other half were categorized as syntactically **marked** (44 %).
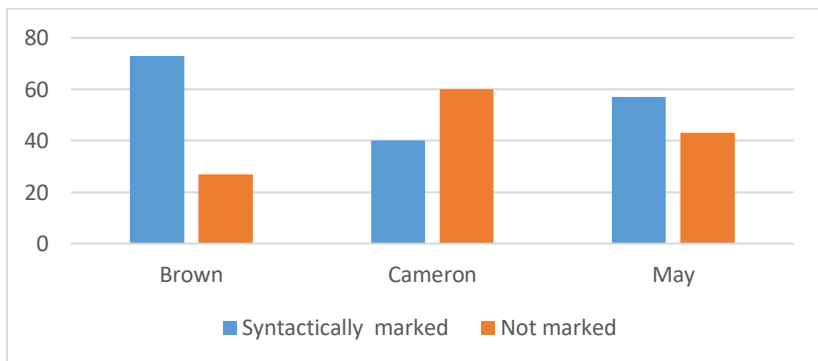
Chart 3 Regular versus syntactically marked sentences

The syntactically marked sentences were of several different types (see Table 1 below). Namely, some of the sentences had atypical beginning, i.e. they had **a conjunction 'and'**, or '**but'**; or a **phrase** such as **'above all'** in sentence initial position. Another instance of a syntactically marked sentence was when the usual word order – SVOCA – was neglected, as the **adjuncts** which are expected to be used at the end of the sentence, were dislocated and placed either at the beginning or in the middle of the sentence. Given that movability is one of the core features of adjuncts, these sentences, strictly speaking, were not grammatically incorrect; their dislocation was done only for stylistic reasons, i.e. for emphasis. Also, among the syntactically marked sentences there was an instance of sentences in which **extraposition from noun phrases** was detected[vii]. In the category of syntactically marked sentences we also included

those in which a particular part was **omitted**, although still implied in that specific context.

Table 1 Different types of syntactically marked sentences

	Conjunction at the beginning	Dislocated adjuncts	Extraposition from NP	Omission	Total
Gordon Brown	9	2	1	0	**16**
David Cameron	6	2	0	1	**19**
Theresa May	7	7	1	12	**32**
Total	**22**	**11**	**2**	**13**	**67**

In Gordon Brown's speech the majority of the syntactically marked sentences were sentences which began with **a conjunction** ('and' or 'but') (56 %) (e.g. *And let me add one thing also.*). Moreover, there were just a few syntactically marked sentences in this speech in which **dislocated adjuncts** (13 %) (e.g. *In the face of many challenges in a few short years, challenges up to and including the global financial meltdown, I have always strived to serve, to do my best in the interest of Britain, its values and its people.*) and **extraposition from NPs** (6 %) (e.g. *I said I would do all that I could to ensure a strong, stable and principled government was formed, able to tackle Britain's economic and political challenges effectively.*) were tracked down.

In David Cameron's speech also the predominant type of syntactically marked sentences was the one with **a conjunction** in the beginning (32%) (e.g. *But above all this will require strong, determined and committed leadership.*). Less frequent syntactically marked sentences were the ones which contained **dislocated adjuncts** (11 %) (e.g. *I love this country and I feel honoured to have served it and I will do everything I can in future to help this great*

country succeed.) and **omission** (5 %) (e.g. *Britain is a special country - we have so many great advantages - a parliamentary democracy where we resolve great issues about our future through peaceful debate, a great trading nation with our science and arts, our engineering and our creativity, (which are)* <u>respected</u> *the world over*).

Omission of a part of the sentence was the most frequent type of syntactically marked sentences in May's resignation speech (38 %) (e.g. *So much to be proud of.* – the subject is omitted). May was also quite frequently producing syntactically marked sentences which contained **a conjunction** at the beginning of the sentence (22 %) (e.g. <u>*But*</u> *the unique privilege of this office is to use this platform to give a voice to the voiceless, to fight the burning injustices that still scar our society.*), **dislocated adjuncts** (22 %) (e.g. <u>*For many years*</u> *the great humanitarian Sir Nicholas Winton - who saved the lives of hundreds of children by arranging their evacuation from Nazi-occupied Czechoslovakia through the Kindertransport - was my constituent in Maidenhead*). The least frequent types of syntactically marked sentences in May's speech was the **extraposition from NPs** (3 %) (e.g. *My focus has been on ensuring that* <u>*the good jobs of the future*</u> *will be created* <u>*in communities across the whole country, not just in London and the South East*</u>*, through our Modern Industrial Strategy.*).

Overall, the results show that, on the one hand, by using predominantly syntactically marked sentences, the resigning PMs most likely wished to draw the audience's attention to what they were saying. On the other hand, considering the types of 'irregularities' they were introducing to their sentences, such as starting the sentence with **a conjunction** ('and' or 'but'), which was the most frequent type of syntactically marked sentence in the analysed corpus; **the adjunct being placed in sentence initial or medial** instead of final position, and the **omission** of a major sentence element, both of which were used with moderate frequency, clearly point to an attempt on the

part of the speakers to simplify the manner in which they imparted their messages. In other words, given the fact that the resigning politicians evidently avoided using other types of syntactically marked sentences such as cleft and pseudo-cleft sentences, for instance, reveals that they were not particularly obsessed with producing atypical sentences that will make their speech sound more elevated and pompous.

D) The realization of Subject ('I' vs. 'we')

The aim of this part of the research was to detect to what extent the departing PMs used the personal pronouns 'I' and 'we', and whether they used some other linguistic means as realization of the subject apart from these two personal pronouns. Investigating the realisations of the subject in the context of political resignation speeches is particularly important as it reveals how much responsibility politicians wish to assume for their political dealings.
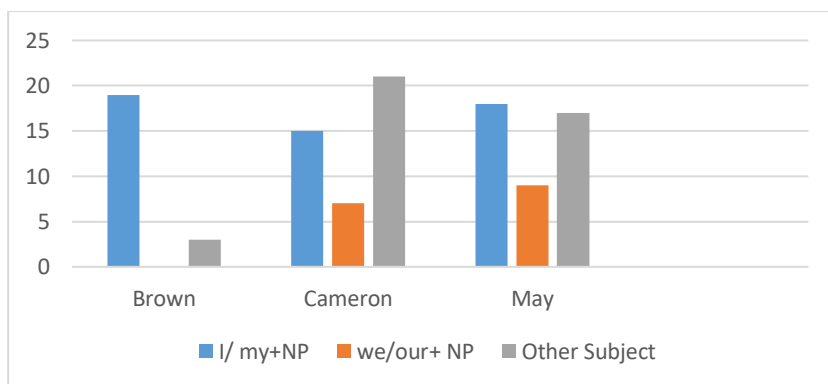
Chart 4 Realizations of Subject

Almost all of Gordon Brown's sentences had **the personal pronoun 'I'** as their subject (86 %)(e.g. *I said I would do all that I could to ensure a strong, stable and principled government.*) or **my +**

noun (e.g. *My constitutional duty is to make sure that a government ...*) The instances where the subject or the doer of the action in the sentence was somebody else and not the speaker himself were rather rare (14 %) (e.g. <u>*Only those that have held the office of prime minister*</u> *can understand the full weight of its responsibilities and its great capacity for good.*). This implies that in his resignation speech, the speaker drew almost all the attention towards himself. He never used the personal pronoun 'we' as sentence subject, which implies that he avoided making references to his Cabinet members and his government in general, or any other party for that matter.

In Cameron's speech, the role of subject was most frequently attributed not to himself or his Cabinet, but **a third party** – the British people and Britain (50 %) (e.g. <u>*The British people*</u> *have voted to leave the European Union and their will must be respected.*). As can be seen in the examples above, by using Subject realisations that referred to a third party, the speaker was mainly honouring his country and his countryman, but, at the same time, he was also shifting the focus away from himself. He uses **the personal pronoun 'I'** in subject position in 35 % of his sentences (e.g. <u>*I*</u>*'m very proud and very honoured to have been Prime Minister of this country for six years.*). The **personal pronoun 'we'** in this resignation speech was found merely in 15 % of the sentences, which indicates that Cameron only occasionally showed readiness to share the credit for what was achieved in his country during his time in office with the rest his political collaborators *(e.g. That is why <u>we</u> delivered the first coalition government in 70 years....*).

The analysis of May's speech shows that that she too strived in her speech not to place the entire stress on herself. Thus, although she used **the personal pronoun 'I'** as a realization of the subject in about a third of her sentences (34 %) (e.g. <u>*I*</u> *will shortly leave the job that it has been the honour of my life*

to hold – the second female Prime Minister but certainly not the last.), very frequently, she shifted the attention to **some other** party by using other linguistic means as subject realizations (32 %) (e.g. *For many years <u>the great humanitarian Sir Nicholas Winton</u> – who saved the lives of hundreds of children by arranging their evacuation from Nazi-occupied Czechoslovakia through the Kindertransport - was my constituent in Maidenhead.*). Only occasionally did she show an inclination to share the successes achieved during her term with her **government** by using **the pronoun 'we'** (17 %) (e.g. <u>We</u> *have helped more people than ever enjoy the security of a job.*). Finally, it is worth noting that 17 % of May's sentences, being of the incomplete type of sentences, were subjectless (e.g. *So much to be proud of. So much to be optimistic about.*).

In view of the above discussed findings, it is obvious that the usage of the personal pronoun 'I' prevails. This implies that the politicians in their resignation speeches mainly placed the stress on themselves, but they did that in a positive context, i.e. by discussing their achievements and the contributions they have made to the well-being of their country. In other words, since they barely touched upon the reasons for their failure as PMs, they had practically no reason to avoid using the personal pronoun 'I' as realization of the subject. It is also worth noting that quite often the role of the subject in their sentences was played by a third party, most commonly the British people and Britain in general; this was done mainly in the context of praising them and predicting a bright future for them. This can be interpreted as an attempt to make the resignation speeches appealing to the audience, and consequently, convincing. The personal pronoun 'we' was the least frequently used as subject in the three departing MPs' speeches, overall. This unveils a clear inclination on the part of the resigning PMs not to mention their government or their political allies in their resignation

speeches. However, whenever they did that it was done in the positive light and through the prism of their achievements.

E) Active versus passive voice

The final point of interest in this research was the usage of **passive** and **active voice**. Given that passive voice is also generally deemed suitable for formal speech and particularly useful when the speaker wishes not to disclose the identity of the doer of the action or to distance himself/herself from the action[viii], it was assumed that the departing politicians would prefer using passive over active voice in their sentences, especially, when they disclose the reasons for their failure as PMs.
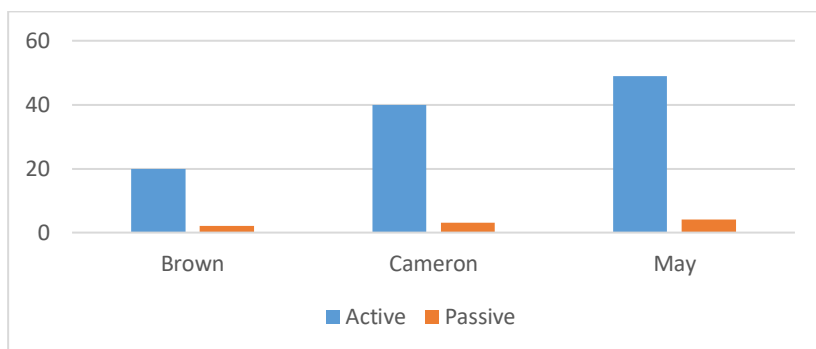
Chart 5 Active versus Passive Voice

Interestingly and quite unexpectedly, in all three speeches only active sentences were used (95 %) (see Chart 5 above). More precisely, only few instances of passive voice were detected (5 %) (Cameron: *It was not a decision <u>that was taken lightly</u>, not least because so many things were said by so many different organisations about the significance of this decision.*/ May: *<u>Such a consensus can be reached</u> if those on all sides of the debate are willing to compromise.*/

Cameron*: The British people have voted to leave the European Union and <u>their will must be respected</u>.).*

These findings present a clear indication that the departing MPs had no intention to be overly formal in their resignation speeches. Furthermore, given that all three of them did not dwell too much on the reasons for their failure, but, instead, focused on praising their country, their successfully completed projects, etc., logically, the right conditions were created in which rather than hiding their agenthood the politicians felt like promoting it.

Conclusion

The study looked into a selection of syntactic features of three political resignation speeches. Although each departing politician undoubtedly had his or her personal preferences as far as the form in which he/she was imparting their messages, still, there is no doubt that some general and recurring patterns in the three analysed speeches emerged, which can be interpreted as indicators about the syntactic features of political resignation speeches in English in general. Thus, for instance, one of the insights gained from this research is that resigning politicians, in general, tend to use mostly short and simple declarative sentences. They also seem to have a clear preference of complex sentences composed of one dependent and one independent clause, which are also relatively short, over using compound and long complex-compound sentences, where they would simply string independent and dependent clauses one after the other.

These findings indicate that the departing politicians are aware of the fact that their points should be simple and clear, so that their audience can understand and accept them. Long and clumsy sentences are clearly avoided as politicians seem to

know that their audiences might find them irritating, difficult to follow, and, consequently, confusing.

The politicians know that their statements should be well-formulated, so very frequently they resort to versifying the syntactic structure of their sentences by using not just the regular SVOCA sentences but also by producing syntactically marked sentences. Additionally, they have demonstrated clear preferences for certain types of syntactically marked sentences (e.g. starting with a conjunction, omission, etc.) which again points to a tendency of simplifying the form in which the message is imparted.

Given that the politicians dwell much more on their achievements than on the reasons for failure in their resignation speeches, it is no wonder that the personal pronoun 'I' was more frequently used in their speeches than its plural counterpart 'we' and the other possible realizations of the Subject.

Finally, quite unexpectedly, the passive voice is only rarely used and the active voice prevails in the analysed resignation speeches. This might be attributed to the topics discussed which were mainly positive (e.g. praise of UK, their achievements, predictions about their country's bright future, etc.), which means that the departing PMs did not find it not necessary to hide their agenthood, i.e. their contribution to all those positive developments in their country.

All these findings could be correlated very nicely with the main goals of the departing politicians. Namely, the tendency to use short and rather simple sentences, mostly of the declarative type; the inclination to bend the SVOCA rule and produce syntactically marked sentences with which the message is imparted in a rather straightforward and simplified manner is in line with their goal to ensure that their speech and the arguments in it are understood and accepted by the general

public. The politicians' clear preference for the personal pronoun 'I' and the active voice in the majority of their sentences, is also in favour of their quitting with 'style' as they point to the politicians' efforts towards self-legitimation, i.e. saving one's personal and professional reputation, and, consequently, avoiding condemnation, humiliation and criticism.

Two obvious shortcomings of this study are: a) that it is not an exhaustive one as other syntactic features can be explored as well (e.g. repetition of words/phrases, the use of various tenses, etc.), and b) the size of the corpus is rather limited (only three resignation speeches were analysed). The findings discussed above would definitely gain far greater relevance and objectivity by enriching the corpus, i.e. by investigating a larger sample of political resignation speeches.

Endnotes

i https://www.theguardian.com/politics/2010/may/11/gordon-brown-resignation-speech

ii https://www.telegraph.co.uk/news/2016/06/24/david-cameron-announces-his-resignation---full-statement/

iii https://www.businessinsider.com/full-text-theresa-may-resignation-speech-2019-5

5 Sentences can be classified on the basis of their function as declarative, interrogative, imperative and exclamative sentences. Declarative sentences are used to make a statement. They are syntactic configurations which usually display an unmarked (i.e. expected) order of the functional categories Subject, Predicator, Direct Object, etc. Interrogative sentences are normally used to ask questions. There are several types of interrogatives: yes/no interrogatives, Wh-interrogatives and alternative interrogatives. Imperative sentences are sentences that are normally interpreted as directives, i.e. someone is telling someone else to (not) do something. They do not normally

contain Subjects and that their verb is in the base form. Exclamatives, like the open interrogatives, are formed with an initial Wh-word (Aarts, 2001).

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^v Theresa May: "*For many years the great humanitarian Sir Nicholas Winton ... was my constituent in Maidenhead. At another time of political controversy, a few years before his death, he took me to one side at a local event and gave me a piece of advice. He said, 'Never forget that compromise is not a dirty word. Life depends on compromise.*"

^{vi} Sentences can be classified into 4 categories according to their clause structure: simple, compound, complex and compound-complex sentences. Simple sentences consist of only one independent clause. They may, however, contain more than one phrase, often making them lengthy and therefore more difficult to identify as a simple clause. Compound sentences contain two simple sentences, i.e. two independent clauses. Complex sentences include one independent clause and one or more dependent clauses. Compound-complex sentences include elements of both compound and complex sentences, i.e. they include two or more independent clauses and one or more dependent clauses (Aarts, 2001; Janeva, 2009).

^{vii} Long and complex NPs, usually functioning as direct objects, can be split into two parts with the first part remaining in its original position and the second part being removed to sentence final position (Aarts, 2001).
^{viii} By putting sentences in the active or passive voice the speaker shows to what degree he/she wishes to be related to various ideas. The active voice demands an actor, or an active subject, while the actor does not have to be mentioned in the sentence with passive voice (Beard, 2000 in Kulo, 2009).

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Inclusion of Children with Emotional Disorders in Lesson Planning by Educators

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Abstract

All children are entitled to equal conditions for a normal life, regardless of their health issues or disorders. Therefore, we consider that educators should give attention to children with emotional disorders while performing their lesson planning, including the organisation and implementation of activities indoors and outdoors relevant to their overall development. The treatment of children with emotional disorders is an important process and currently their situation is not satisfactory; therefore, educators should work harder to improve their conditions, getting to know more about the sensitive situation of these children. The study highlights the work performed by educators in preschool institutions in cooperation with parents to offer a better development for children with emotional disorders in all the areas. The research is based on the data collected in preschool institutions in Prishtina through questionnaires with educators and parents of children with emotional disorders and with no disorder, and interviews conducted with the directors of preschool institutions. From the data analysis, it results that currently, the treatment of children with emotional disorders is not at the

required level and much work needs to be done. We come to the conclusion that directors should require more training to be organised for educators in order to improve the conditions of children with emotional disorders, and also raise the awareness of educators so that they may help children to overcome their difficulties, by including activities in their lesson planning that are relevant for children with emotional disorder.

Keywords: *children with emotional disorders, lesson planning, preschool institutions.*

Introduction

The concern about the increasing number of children with emotional disorders and the low level of care provided in institutions for these children was the motivation to carry out a research with this topic. The study is focused on six preschool institutions in the Municipality of Prishtina, aiming to observe more closely whether the educators manage to plan and implement activities for children with emotional disorders, involving seventy parents, fifteen educators and six directors. Emotions, including anger, fear, sadness and joy, accompany us everywhere; we express them all the time in different events and decisions we make. It is our duty as adults to help children by transmitting positive messages to them so that they understand why we feel emotions, how to control them and how to avoid the negative ones (Biddulph, 2006). According to Keren & Tayno, "emotional problems and depression in children and adolescents may occur at any age, in certain cases starting from infancy" (Shavers, 2014). Children with attention disorder mainly have a reduced focus in activities, they are hyperactive and often harsh on others, get bored quickly and shift from an activity to other, without finishing any of the activities started (Kulla, Remaçka & Ndrio, 2014). Findings

from Margaret & Alice show that problems in socio-emotional development of children starting at an early age are considerably accompanied by behaviour problems at an older age, because it is proved that disorders in children having emotional disorders in school started from the age 12-36 months. (Gowan, Margaret & Carter, 2008)

Based on the Law No. 02/L-52 on Preschool Education, "The education of children with special needs refers to special education of children with feeling impairments, physical impairment, learning impairment, socio-emotional impairment and communication disorders" (Article 28.3). Lacking the competent staff foreseen by Article 28.2, "preschool education groups including children with special needs can be educated by a preschool educator having a degree in general preschool education and additional education or training for children with special needs" **(**Law No. 02/L-52 on Preschool Education, 2006). Although equal inclusion of all children in pre-primary classes is important, no proper attention is paid to children with emotional disorders, therefore, we say that there is a lack of studies related to inclusion and progress achieved by these children following the completion of the preschool level.

Research question RQ1. Are educators sufficiently informed about children with emotional disorders?

RQ2. Are children with emotional disorders included in lesson planning?

RQ3. Is activity planning by educators helpful for children with emotional disorders?

RQ4. Is there a true cooperation between educators and parents to help children with emotional disorders?

In addition, there are four Research Hypotheses. H1. The issue of children with emotional disorders is not included in the lesson planning performed by educators. H2. Educators are not sufficiently informed about children with emotional disorders

and this results in failure to provide them with the necessary help. H3. Activity planning and implementation by educators does not help children with emotional disorders. H4. There is no true cooperation between educators and parents about children with emotional disorders.

This study aims to demonstrate the inclusion of children with emotional disorders in pre-primary classes, presenting a study about the work of educators in classroom with such children, and cooperation with parents. Based on the research results, we come to discussions and conclusions that educators should include activities designed for children with emotional disorders in their lesson planning, in order to help their development in all areas at the level required along with the other children, and also emphasizes the importance of cooperation among educators and parents.

Theoretical Context

"Socio-emotional development of children is a special area in early childhood development and learning, which along with the other development areas plays an important role in the process of children personality development and their preparation for the education process." (MASHT, 2011)

The inclusion of children with special needs in preschool institutions is very important since the most rapid development of children is noted during the preschool years. "The development process of individuals with emotional and behavioural disorders should focus on mastering intellectual skills, social skills development and awareness-raising, self-respect and control" (Pesamaa & Zogu, 2003, p. 20). Preschool institutions are considered the first level in the educational process where children disclose their individuality and understand their feelings, interests, skills, inclinations in

different areas and subjects; therefore, it is considered that "Early childhood, including preschool education, is a period of rapid physical, intellectual, emotional and social development of children." (Deva-Zuna & Nimonaj-Hoti, 2017, p. 156) According to Avramdis, Bayliss & Burden (2000), working with children with emotional difficulties is difficult, since they tease and disturb the other children and teachers in inclusive classrooms (Woolfolk, 2011). The educators should know that they have to simplify, clarify and correct every mistake children make while learning until they get the knowledge required. (Montesori, 2009) "…students and their ability to learn are the focus of a teacher's work". This means that the focus should be more on the learning process rather than content, because "the content and teachers should adapt to students rather that expect the contrary" (MASHT, 2008, p. 35). It is important for the educator to plan and implement learning activities for children based on their skills, interests and learning styles, using methods, tools and materials suitable for all children. In addition, it is important to use different learning ways for children requiring special treatment, children with special educational needs, including children with learning difficulties and behaviour issues." (MASHT, 2016, p. 102)

Every child has different needs and skills. Therefore, the educator should have sufficient information about the children so that the lesson planned and implemented is in line with the individual needs and interests of every child. Therefore, "as per the provisions of this Law, a teacher is considered a qualified person with academic and professional background, engaged to offer educational services for students" (Law No. 04/L-032, On Pre-university Education in the Republic of Kosovo, 2011), and good relationship should be established so that it is easier for children to overcome difficulties faced during their life. Therefore, we may say that educators have a special role in

preschool institutions in educating children in different areas of life, analysing their behaviour in order to notice whether any positive changes are achieved in children's behaviour. "…A good teacher should have the ability to effectively use various educational strategies and methods, so that objectives defined in their planning are achieved and children feel the satisfaction their achievement provides" (Cekani, 2010, p. 13). When children are motivated to learn in preschool age, they should be provided with knowledge about social and emotional skills, and love towards learning should be rooted. (Miller, 2005)

Based on different viewpoints, we note that the inclusion of children with emotional disorders is necessary and indispensable, because the emotional development of children is as important as their physical, cognitive, social and linguistic development, and it requires care and support by parents in family settings and by educators in classrooms. It is important for the adults to cooperate with children, so that they understand their feelings and the feelings of others, orienting them to use a constructive approach in handling different emotions they experience (Sznaton, 1997).

It is important for the educators to plan and implement classroom observation in order to identify children with emotional disorders, with the aim of improving their concerning behaviour (Kogan, 1999). The Core Curriculum document on individual needs of children emphasizes that "teaching shall be adapted for a successful learning process of students, … during their work teachers supervise, assist and facilitate student learning, ….follow up the individual changes occurring in students by observing them and cooperating, ….a quality work of schools includes a regular and continuing cooperation with parents to support students in achieving the key learning results and competences" (MASHT, 2016). The educators should demonstrate willingness and establish

cooperation with the parents, focusing on the progress, success and the needs of children. (O. Office of Student services 2002) All children should have equal rights in all areas, including the children with difficulties. Parents have organized themselves to represent the rights of their children with difficulties to have educational services provided to them in public schools. (Reynolds & Fletcher, 2002)

Children with disorders have issues in physical and psychic aspects, requiring a greater care and more commitment for their treatment. Children with emotional disorders have unstable behaviour and find difficulties in establishing relationship with the others, because they feel unsafe, therefore experiencing learning difficulties. Children with this difficulty express verbal and physical aggression towards their peers and teachers, showing no cooperation with the others in the classroom or making gestures and noise to distract the others (Kogan, 1999). Children with emotional disorders are not able to manage their emotions because they do not know how to behave with other children, consequently they may fail to adapt in preschool environment, showing signs of inferiority, insecurity, anxiety, depression and irritability. These children are disturbed and this can be noted in many ways: they rarely laugh, they eat their nails, put in their mouth anything they hold in hands, have no close friends, stay quiet, withdrawn and insecure in the setting they are. (Dragoti, 2012)

According to social psychologists, preschool age (5-6) is a very delicate and sensitive age, where children begin to understand everything. "Education professionals define behaviour disorders as behaviours so deviated from the norms that they do not allow for a normal child development and growth, and have an impact on the life of others." (Woolfolk, 2011) Having in mind that children grow up, change and develop rapidly, they can experience various anxieties that will

make them change their behaviours, and when acting non-properly they should be taught to take responsibilities for their behaviour (Reynolds, 2001). The most frequent characteristics of children with emotional disorders include hyperactivity, aggression towards others and themselves, disturbance, immaturity, non-adaptation in different circumstances, difficulties in learning, and lack of socialisation with the others. (Pesamaa & Zogu, 2003)

The mission of the school is to prepare children to face various issues and successfully function as part of the society (Përlala, 2010). Vigotski stated that games help children interact with others, giving their maximum. Games are essential for the child's mental development, they help in building social and cognitive skills, contribute to social development, building children self-esteem and motivation for the school (Singer, Golinkoff & Pasek, 2006). Therefore, we say that an environment adequately projected for children, where different activity centers are planned and various games are organised has a positive impact in children's emotional development. Both activities organised indoors in Maths, literacy, Arts center, blocks, cooking, project work, drama plays and activities implemented outdoors have an impact in developing their awareness for emotional safety and providing an orientation for their inclination (Coughlin, 1997). Since all children want to have fun, it is important to practice games as an important communication tool and have children participate actively, enabling them to release their excessive energy (Pango, 2004). Games are the best way to teach children because they learn while playing and play while learning (Cekani, 2010).

While working with children, effective strategy should be used to instill in them the self-control of their behaviours; therefore, it is important to plan and implement different

methods in order to solve the behaviour issues they have (Reynolds & Fletcher, 2002).

Methodology

Using a quantitative method, the study describes and analyses the lesson planning performed by the educators in preschool classes and the inclusion of children with emotional disorders in their planning. Statistical analysis is used to present the data processed and their description to explain the verification of hypothesis (Matthews & Ross, 2010)

Quantitative methods have been used in this study to collect data, with a questionnaire used with educators to see whether they include children with emotional disorders in their activities planned during their lessons and a questionnaire used with parents to get data on the systematic inclusion of their children in the learning process. Whereas, the qualitative method, namely the interviews with directors, are used to get data about the extent of their knowledge about the inclusion of children with emotional disorders in schools and care provided to them during their daily activities. The research is carried out in six preschool institutions in Prishtina: "Filizat", "Planet Kids", "Lapsi", "Ora", "123" and "Kiddie College", with seventy parents, fifteen educators and six directors from these preschool institutions. The aim of the research is to get acquainted with the difficulties faced by children with emotional disorders during their education, how the work with them is carried out, whether they are treated properly in preschool institutions, and whether educators include their activities with children with emotional disorders in their daily planning.

Data Collection and Analysis

Based on the research questions and hypothesis, the data are processed, analysing them deeply and listing them in two levels:

Value distribution in the high level is done in three values: high values from 81 – 100%; mean values from 66 – 80% and low values from 50 – 65%.

Value distribution in the low level is done in three values: high values from 36 – 49%; mean values from 21 – 35%; low values from 1 – 20%.

On the other hand, thematic analysis is used to analyse the quality data, and identify and interpret the ideas from the data (Matthews & Ross, 2010) received from the interviews with preschool institution directors.

Results

Study results are based on the data collected through the questionnaires planned and used with the educators and parents for the two variables: the dependent variable – achievements of children with emotional disorders, and the independent variable – lesson planning by educators.

From the data, we understand whether educators working in pre-primary classes include the children with emotional disorders in their planning. The results of the research with the educators and parents will be explained in regards to: a) inclusion of the issue of children with emotional disorders on the lesson planning performed by educators, b) attention paid to children with emotional disorders by educators, c) activities implemented by educators with children with emotional disorders, d) cooperation between educators and parents of children with emotional disorders, e) communication between educators and children with emotional

disorders, f) adequate training of educators for children with emotional disorders, g) what more can be done for children with emotional disorders in preschool institutions.

Table 1. Interpretation of data from interviews with the directors of preschool institutions

Previous Topics	Activities offered to CHED	Education and trainings that helped educators in working with the CHED	Organisation of meetings with parents of CHED	The plan that will have a positive impact for CHED
INT1 Filizat	Visiting attractive sites – parks and different playgrounds for CHED	No specific training related to CHED attended. Three educators with a degree in education and one education with a degree in psychology	Once a month	They will organise more trainings specifically related to CHED
INT2 123	Different experiments organised through games, asking them about their favourite fruits and food	No such training provided. Two educators with a degree in education and one education with a degree in psychology	Whenever needed	Adequate training to improve quality of care for CHED
INT3 Planet kids	Visits of different parks and playgrounds for children	No adequate training related to CHED attended. One educator with a degree in education and one educator with a degree in psychology	Once a month	Trainings for CHED
INT4 Lapsi	Visits of farms, animals and poultry	They attended trainings, but not specifically	Whenever needed	We are reviewing the long-term

		related to children with special needs. Two educators with a degree in education		plan for all CHEDs
INT5 Foleja jonë	Stories and tales that are related to their fragile world	No trainings organised for CHED. One educator with a degree in education and two educators with a degree in psychology	Whenever needed	Trainings for CHED
INT6 Kiddie collage	Activities in Arts – drawings and handwork for CHEDs	We attended no special training for CHEDs, only for children in general. One educator with a degree in education and one educator with a degree in psychology	Whenever needed	We will organise trainings specifically related to CHED.

Results from the interviews correspond to the results from the questionnaires with parents and educators, but differences are also noticed. The directors of the six preschool institutions claimed that educators organise different forms of activities for children with emotional disorders, whereas from the answers of parents from the questionnaire with the parents we understand that educators rarely organise activities, whereas educators state that they organise activities whenever necessary. In addition, only a small number of parents and educators state that activities organised by them help children with emotional disorders.

Directors also stated that educators have a high level of education, with ten of them having finished their studies in

education, and five having finished their studies in psychology and working as educators, and they attended no training specifically related to children with emotional disorders. This response corresponds to the answers given by educators themselves, who stated that they have no adequate training for children with emotional disorders. In regards to cooperation with parents, the directors claimed that they organise meetings with parents "whenever necessary", but this is considered insufficient. In addition, the directors think that much work needs to be done with children with emotional disorders, to offer them the best conditions, by drafting a more advanced curriculum to ensure their welfare.

Table 2. Reliability statistics for the questions in the parents' questionnaire – Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.944	.962	9

From the data presented in the Table 1, we see that the value of α=0.944 is between 0.80 and 1.00 and we may say that it is a measure with a high reliability rate of questions from the questionnaire for parents.

Similar questions addressed to both parents and educators in their respective questionnaire include:

The second question to parents: Are there relevant activities organised by educators to help children with emotional disorders?

The second question to educators: In your role as an educator, do you organise activities to help children with emotional disorders?
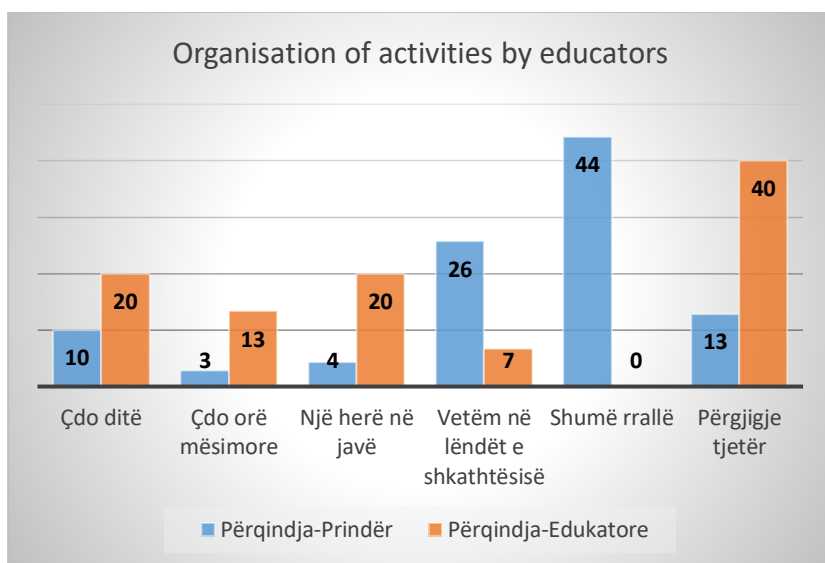
Chart 1. Organisation of activities by educators

Referring to mean values, it results that:

In the lowest level, the response '*activities are organised rarely*' given by parents and '*whenever necessary*' by educators have high values, the response '*in skills subjects only* answered by parents has mean values, whereas the responses '*every lesson*', '*every day*', answered by parents and educators have low values.

Therefore, based on the answers provided by parents, showing a high percentage, we say that educators do not plan and implement relevant activities for children with emotional disorders, and these answers confirm the first and the third hypothesis. In addition, the first hypothesis that activities planned and implemented by educators do not help children with emotional disorders and the third hypothesis that the issue of children with emotional disorders is not sufficiently included in educator's daily lesson planning is also confirmed by the educators themselves.

The fourth question to parents: Activities organised by educators in the preschool institution help:

The fourth question to educators: Activities organised by you as an educator help:

Activities organised by educators in preschool institutions

	54	60
20	20
16	7
10	13
0	0

I ndihmojnë të gjithë fëmijët në klasë

i ndihmojnë fëmijët me çrregullime emocionale

I ndihmojnë të gjithë fëmijët të socializohen mes vete

I ndihmojnë fëmijët të shprehin ndjenjat e tyre

Përgjigje tjetër

■ Përqindja-Prindër ■ Përqindja-Edukatore
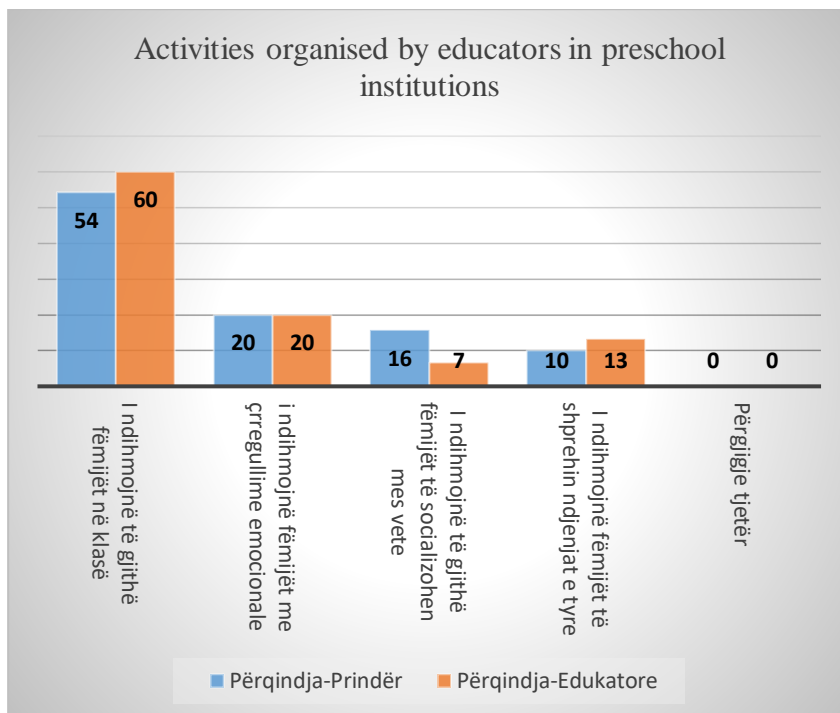
Chart 2: Activities organised by educators in preschool institutions

Referring to mean values, it is found that:

In the highest level, the answer '*activities organised by educators help all children in the classroom*' has a low value.

In the lowest level, the answers '*activities organised by educators help children with disorders*', '*help children to socialize between them*' and '*express their feelings*' answered by parents and educators have low values.

Based on these data, the first hypothesis that relevant activities planned and organised by educators do not help children with emotional disorders is confirmed, the second hypothesis that educators' level of knowledge about children with emotional disorders is low and the third hypothesis that educators do not plan and implement activities that are relevant for children with emotional disorders are confirmed as well.

The fifth question to parents: How are activities organised by educators to overcome the situation of children with emotional disorders?

The fifth question to educators: How do you (as an educator) manage to help children with emotional disorders?
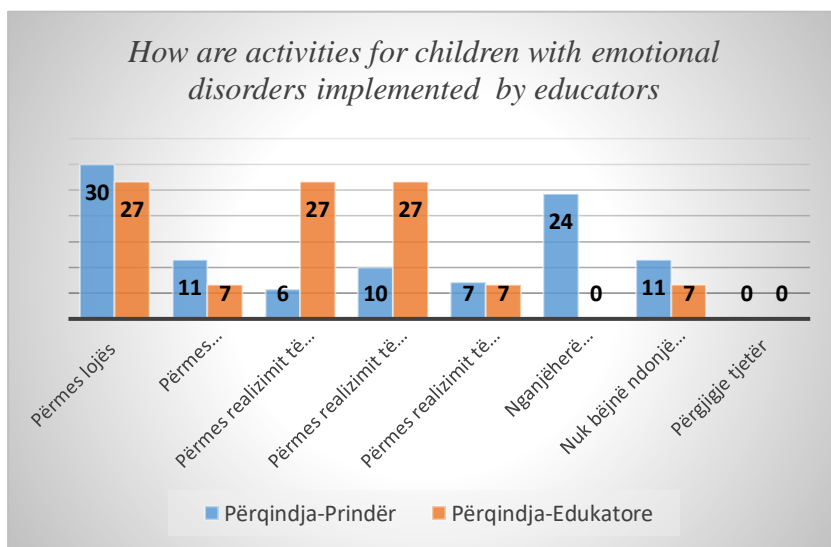
Chart 3. How are activities for children with emotional disorders implemented by educators?

Referring to mean values, it results that:

In the lowest level, the educators and parents' answer '*they manage to help children with emotional disorders through*

games', educators' answer '*they achieve to help them through activities mostly organised outdoors (in nature) and by organising relevant activities inside the classroom'* has a mean value, whereas '*through cooperation with parents'*, '*educators do not organise any activity for children with emotional disorders'* and '*sometime they organise activities with children with emotional disorders'* have low values.

From the analysis, it is understood that the first, second and third hypothesis are confirmed, i.e. that the educators do not plan sufficiently, have insufficient knowledge and they do not constantly organise activities relevant to children with emotional disorders.

The sixth question to parents: Meetings with educators for children with emotional disorders are organised:

The sixth question to educators: Meetings with parents for children with emotional disorders are organised:
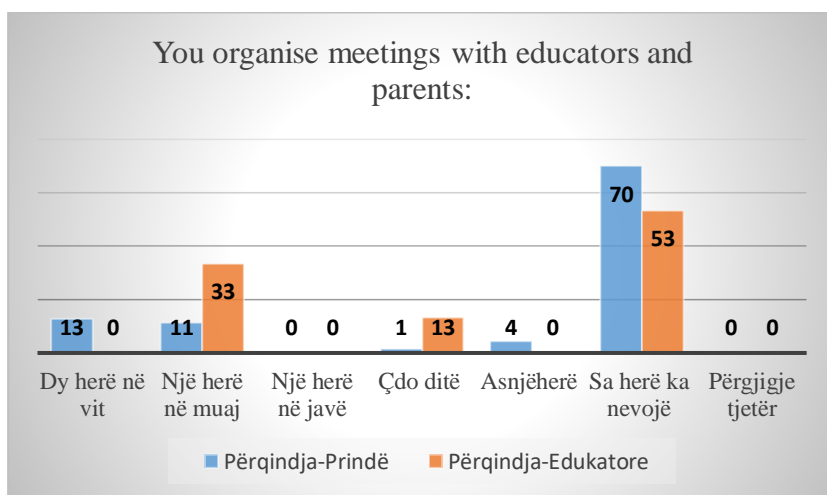
Chart 4. You organise meetings with educators and parents:

Referring to mean values, it results that:

In the highest level, parents' answer '*they organise meetings with educators whenever needed*' has a mean value, whereas the educators' answer has a low value.

In the lowest level, educators and parents' answer '*they organise meetings once a month*' has a mean value, whereas '*twice a year*' and '*every day*' has a low value.

From the data analysis, the fourth hypothesis that the educators do not continually plan frequent meetings with parents and cooperation between educators and parents is not satisfactory is confirmed, because meetings are organised randomly or subject to children's needs and not regularly as they should, at least once a week, in order to have a good child development and improve the behaviour of children with emotional disorders.

The second question to parents

Write it down, if you have a different answer
4%

Organise different activities
22%

Communicate and organise drawing activities together for the benefit of children with emotional disorders
10%

They are not given proper attention
64%
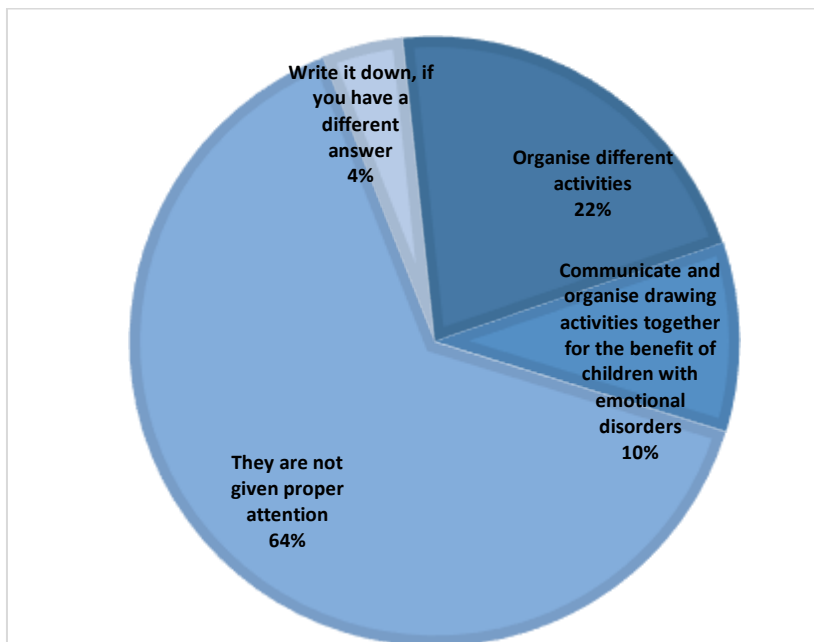
Chart 5. Is there proper attention given to children with emotional disorders by educators in the classroom?

Referring to mean values, it results that:

In the highest level, parents' answer '*proper attention is not given to children with emotional disorders*' has a low value.

In the lowest level, parents' answer '*they organise different activities*' has a mean value, whereas '*they communicate and organise drawing activities together for the benefit of children with emotional disorders*' has a low value. No proper attention is given to children with emotional disorders by educators in the classroom, and this confirms the second and the third hypothesis.

Table 3. Correlation of questions for parents between the chart 1, 2, 3 and 5

Correlations

		A_organizohe n_nga_eduka t_aktivi_për_f ëmi_me_çrre g_emoc2.1	A_u_ofrohet_ vëmendja_e_ duhur_fëmi_ me_çrreg_e moci_nga_ed u3.1	Aktivitetet_që _i_realizon_e dukatorja_në _inst_parash k4.1	Si_reali_aktivi _nga_eduk_p ër_tejkali_e_v ështir5.1
A_organizohen_nga_edu kat_aktivi_për_fëmi_me_ çrreg_emoc2.1	Pearson Correlation	1	.851**	.647**	.795**
	Sig. (2-tailed)		.000	.000	.000
	N	70	70	70	70
A_u_ofrohet_vëmendja_e _duhur_fëmi_me_çrreg_ emoci_nga_edu3.1	Pearson Correlation	.851**	1	.581**	.783**
	Sig. (2-tailed)	.000		.000	.000
	N	70	70	70	70
Aktivitetet_që_i_realizon_ edukatorja_në_inst_para shk4.1	Pearson Correlation	.647**	.581**	1	.875**
	Sig. (2-tailed)	.000	.000		.000
	N	70	70	70	70
Si_reali_aktivi_nga_eduk _për_tejkali_e_vështir5.1	Pearson Correlation	.795**	.783**	.875**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	70	70	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation analysis of questions for parents, as seen in the Table 2, it is noted that there is a positive significant correlation between the questions (r = 0.851, r = 0.647, r = 0.795, p < .05) and all the hypothesis are confirmed. From the data, it is understood that educators' level of knowledge about children with emotional disorders is low, they rarely plan and implement activities relevant to children with emotional disorders, that activity planning and organisation by educators takes places for all the children at the same time and does not help children with emotional disorders, that the issue of children with emotional disorders in not included in educator's daily lesson planning, and that educators do not plan constantly frequent meetings with parents and cooperation with them is not at the required level. The data show that meetings of educators with parents are not organised regularly, as they should, in order to ensure a good development for children with emotional disorders and improve their behaviour.

Referring to mean values of parents' answers about the activities planned and organised by educators with children with emotional disorders, as per levels, it results that: 1) in the high level of correlation, questions '*is there proper attention given to children with emotional disorders*', '*activities implemented by educators in preschool institutions*' have mean values (r = 0.647); '*activities by educators to overcome the difficulties of children with emotional disorders*' and '*is there proper attention paid to children with emotional disorders*' have mean values (r = 0.795); 3) '*activities implemented by educators in preschool institutions to overcome difficulties faced by children with emotional disorders*' has high values (r = 0.851). All the values are above the average, meaning that the correlation between questions is very high.

Table 4. Correlation of questions for educators between the chart 1, 2 and 3

Correlations

		Aktivitetet_me_fëmijët_me_çrregullime_organizohen2.1	Aktivitetet_që_ju_i_realizoni4.1	Si_i_ndihmoni_fëmijët_me_çrregullime_emocionale5.1
Aktivitetet_me_fëmijët_me_çrregullime_organizohen2.1	Pearson Correlation	1	.729**	.832**
	Sig. (2-tailed)		.002	.000
	N	15	15	15
Aktivitetet_që_ju_i_realizoni4.1	Pearson Correlation	.729**	1	.905**
	Sig. (2-tailed)	.002		.000
	N	15	15	15
Si_i_ndihmoni_fëmijët_me_çrregullime_emocionale5.1	Pearson Correlation	.832**	.905**	1
	Sig. (2-tailed)	.000	.000	
	N	15	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Pearson correlation analysis of the questions for educators, as seen in Table 2, similar to correlation of questions for parents, it is noted that there is a positive significant correlation between parents' questions (r = 0.729, r = 0.832, r = 0.795, p < .05) and all the hypothesis are confirmed. From the

data, it is understood that educators do not plan and implement activities relevant to children with emotional disorders, that activity planning and organisation by educators does not help children with emotional disorders, that the issue of children with emotional disorders is not included in the educator's daily lesson planning to understand the difficulties faced by children with emotional disorders in their classroom and to ensure a good development for them. Referring to the mean values of answers from educators about the activities planned and organised by them with children with emotional disorders, as per levels, it results that: 1) in the high level of correlation, questions *'activities with children with emotional disorders are organised'* and *'activities that you organise as educators in the preschool institution'* have mean values (r = 0.729); 2) questions *'how do you help children with emotional disorders to overcome the difficulties'* and *'activities with children with emotional disorders are organised'* have a high value (r = 0.832); 3); in addition, questions *'activities that you implement as an educator in the preschool institution'* and *'how do you help children with emotional disorders to overcome difficulties'* have high values (r = 0.905). All the values are above the average, meaning that the correlation between questions is very high.

The eighth question for parents
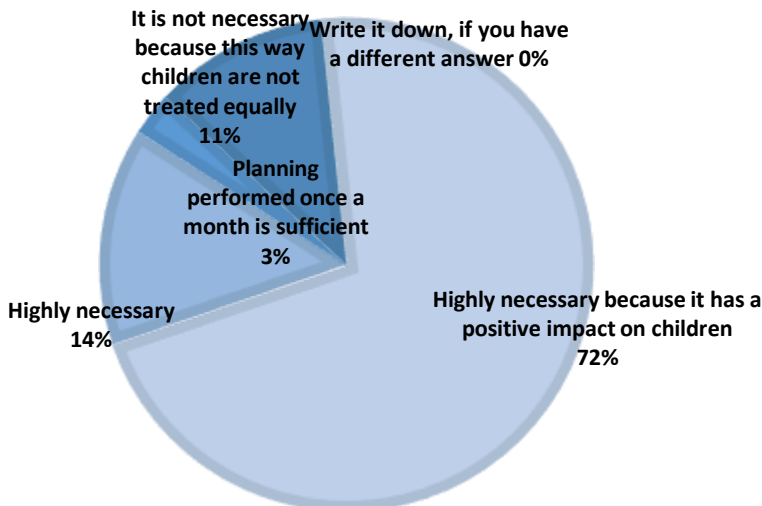
Chart 6. Is it necessary for educators to include the observation of children with emotional disorders in their lesson planning?

In the highest level, parents' answer '*it is highly necessary to include the observation of children with emotional disorders in their daily planning because it has a positive impact on children*' has a mean value.

In the lowest level, parents' answer '*it is highly necessary*' and '*it is not necessary to include the children with emotional disorders in their lesson planning because this way children are not treated equally*' has a low value. The first hypothesis stating that the issue of children with emotional disorders is not sufficiently included in lesson planning by educators is confirmed.

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The ninth question for parents
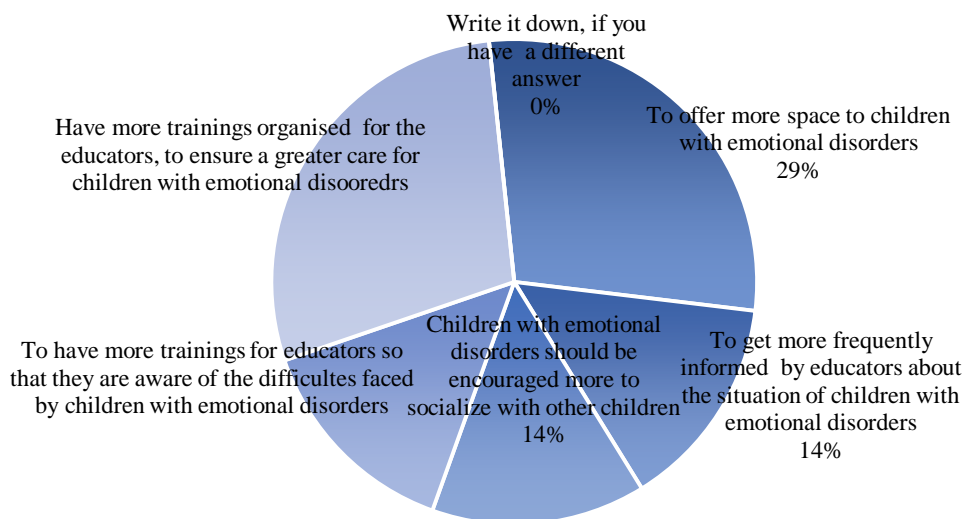
Chart 7. What more do you think should be done for children with emotional disorders?

In the lowest level, parents' answers '*more space should be offered to children with emotional disorders in institutions*' and '*more trainings should be organised for educators to ensure a greater care for children with emotional disorders*' have mean values. Whereas, '*they should be informed more frequently by educators about the situation of their children*', '*children with emotional disorders should be encouraged more to socialise with other children*' and '*more trainings should be organised for educators so that they are aware of the difficulties faced by children with emotional disorders*' has a low value.

The second hypothesis and fourth hypothesis, namely that educators' level of knowledge about children with emotional disorders is low, resulting in a lack of proper help provided to this category of children and that there is no

cooperation with the parents to get more information about the activities implemented with children, are confirmed.

Table 5. Reliability statistics for the questions in the questionnaire for educators - Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.948	.958	8

From the Table 3, we see that the value α=0.948 is between 0.80 and 1.00 and we may say that it is a measure with a high reliability rate of questions from the questionnaire for educators.

The eighth question for educators

I attended trainings relevant to children with emotional disorders — 13%

I attended no relevant training — 0%

Write it down, if you have a different answer — 0%

I have relevant education to work with children with emotional disorders — 0%

I attended lectures organised for educators related to children with emotional disorders — 87%
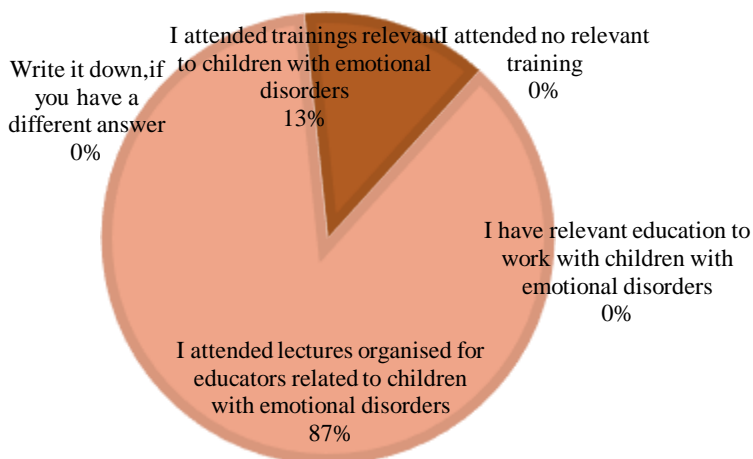
Chart 8. Do you have the adequate education/training to work with children with emotional disorders?

In the highest level, the educators' answer '*they attended several lectures related to children with emotional disorders*' has a high value.

In the lowest level, educators and parents' answer '*they attended trainings relevant to children with emotional disorders*' has a low value. This result also confirms the second hypothesis that educators are not sufficiently informed about children with emotional disorders and this results in a lack of proper help provided to them.

Discussions

Based on the theoretical aspect, the educators should work in partnership with the parents, respect the rights and

responsibilities of every child, manage to assess every child and apply strategies and methods to have the inclusive classrooms function effectively. In addition, the parents of children with different disorders should be informed about the inclusion of their children in activities, they should cooperate with all the stakeholders to overcome different emotional situations faced by their children while socialising and learning. (Deva-Zuna & Nimonaj-Hoti, 2017)

The research mainly focused on getting the data from parents, educators and directors of preschool institutions about the activities planned and implemented by educators for children with emotional disorders.

According to the quantitative analysis carried out through questionnaires with parents and educators in this survey, it results that the values of the percentage of answers were approximate and low for all the answers of parents and educators. This shows that, through this research, we managed to confirm the research questions and hypothesis, with different answers presented in Tables 1, 2, 3, 4, and 5, and also in Graphs 1, 2, 3, 4, 5, 6, 7 and 8. This means that educators work hard with children in their classrooms, but (1) the issue of children with emotional disorders is not included sufficiently in the educators' daily planning, that the educators' are qualified, but (2) their level of knowledge about children with emotional disorders is low and this results in a lack of proper help offered to them, that they plan their activities based on different documents, but (3) planning and implementation of activities by educators does not help children with emotional disorders, that they cooperate with parents whenever needed, but (4) the cooperation of educators with parents for children with emotional disorders is not at the required level. Therefore, it is understood that the inclusion of the issue of children with emotional disorders in educators' daily planning has not

become an established practice yet in preschool institutions in our country.

From the theoretical and practical data of this study, it is understood that children can be more successful in preschool institutions if a true social and emotional development is ensured, because in this way they manage to be more focused during the learning process and communicate more effectively. In addition, they manage to express themselves and communicate with their peers with a higher self-esteem, connecting much more emotionally. (MASHT, 2011)

From the qualitative analysis, namely interviews with the school directors, it is understood that children with emotional disorders attend preschool institutions, that the educators organise activities for children with emotional disorders; however, this statement is in contradiction with the answers from the questionnaires, where only 20% of parents and educators answered "they help children with emotional disorders". Therefore, we say that the number of parents and educators claiming that activities organised by educators help children with emotional disorders is low. The directors stated that the educators have a high level of education, but in relation to children with emotional disorders they attended only several lectures in order to get familiar with their condition, and this corresponds to educators' answer, where 87% of them stated that they attended several lectures for children with emotional disorders, whereas 13% claimed that they attended trainings relevant to children with emotional disorders. Whereas, in regards to the cooperation with parents, the directors claimed that they organise meetings "whenever necessary", an answer similar to answers in the questionnaires where 70% of parents – 53% of educators say that meetings with parents are organised whenever necessary and this is considered insufficient. In addition, the directors think that more work has to be done for

children with emotional disorders to offer them the best conditions, by drafting a more advance curriculum for the well-being of children with emotional disorders, and parents (29%) also say that more space should be offered to children with emotional disorders in the institutions, and more trainings should be organised for educators to provide a greater care for them.

Conclusions and Recommendations

Based on the research results, we come to the conclusion that for children in general and especially for children with emotional disorders, an effective strategy should be developed in regards to their training, taking into account the strengths and weaknesses of children, sources of problem, relationship with the social group, etc. Cooperation among parents and educators would be of great help for children with emotional disorders. Parents should inform educators about the difficulties of their children, because in this way it is easier for the educator to help children by planning and implementing different activities to overcome their difficult situation.

As a conclusion, including the tendencies from the high, mean and low levels, it results that answers from the questionnaires mainly provide us with mean and low values for all the levels. Based on the quantitative and qualitative data, from the analyse of the results of the dependent variable, namely achievement of children with emotional disorders, it is understood that their development is not achieved as required since the educators' level of knowledge is low and they do not plan relevant activities. In addition, they lack communication and cooperation with parents for the development of children in different areas. Based on quantitative and qualitative data, analysis of the results of the independent variable, namely

lesson planning performed by educators, leads us to the conclusion that the educators are highly qualified, but their level of knowledge about the children with emotional disorders is low and this results in a lack of proper help provided to children, by not including them in their lesson planning. We come to the conclusion that directors should require more trainings relevant to children with emotional disorders organised for educators in order to improve the conditions for children and also raise the awareness of educators to overcome the difficulties experienced by children, including activities that are suitable for them in their lesson planning. Therefore, to help children with emotional disorders, the following steps need to be undertaken:

More importance should be given to the treatment of children with emotional disorders, familiarisation with the issue or their psychological, social and emotional conditions.

Educators should be provided assistance from professional consultants, such as the psychologists in preschool institutions; it is necessary to have an assistant educator in the classroom in order to have a timely development of children with emotional disorders.

Preschool institutions should cooperate more with partners that support educator professional development.

A true cooperation with parents should be achieved, making the approach to their children easier for them to ensure the development of children in all areas.

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The Republic of Objects: Prolegomena to an Object-Oriented Reading of A Tour on the Prairies

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Abstract

This article has two purposes. First, it attempted to introduce 'flat ontology' and 'withdrawal', two of many concepts of object-oriented ontology (OOO), as effective intellectual devices to dissect a literary text, especially in order to investigate the complexity of contacts between/among various existences on a horizontal surface. Second, it examined how the narrator of *A Tour on the Prairies*, one of the underappreciated texts of Washington Irving, gradually begins to doubt the naive human/nonhuman binary and broadens his horizons through an encounter with another object, wild bees in this case. In conclusion, it demonstrated that, when read from an object-oriented outlook, this text proved to offer a rich world in which every single object acts and exists on its own right, and thus to entice its readers to rethink humans' position within the 'republic of objects'.

Keywords: *Literary Criticism, American Literature, Washington Irving, A Tour on the Prairies, Object-Oriented Ontology.*

Introduction

> There are more things in heaven and earth, Horatio,
>
> Than are dreamt of in your philosophy. (Shakespeare, 2006, p. 225)

When one judges from an array of accounts in the current publications (Gilmore, 1994; Jones, 2011; Sullivan, 2012), it would not be wide of the mark for her or him to pronounce that Washington Irving has been habitually associated with *The Sketch Book*, a collection of thirty-four vignettes, or with a number of famous short stories contained in the work such as "Rip van Winkle" and "The Legend of Sleepy Hollow"; literary scholarship concerning the writer has also concentrated on the masterpiece in the main (Pollard, 2007; Wyman, 2010). This, of course, does not mean that the other works have been altogether neglected by academics in the literary studies; admittedly, as has been repeatedly pointed out, a handful of his earlier pieces, among which *A History of New York* is relatively familiar, have drawn a fair amount of attention (Sondey, 1993; Wood, 2005; McGann, 2012).

Notwithstanding, it is difficult to gainsay that the works which Irving produced at the later stages of his career have not received condign consideration heretofore. This might be on account of the fact that the principal portion of these productions is composed of less romantic and seemingly nonfictional travel writings and biographies, rather than imaginary stories, which, though understandably, are more typical texts for literary criticism (McCarter, 1939; Robillard, 2016). But indeed, on slightly closer inspection, one will realize that they are similarly exquisite narrative texts which are worthy of more earnest criticism in terms of their world-presenting capacity, meta-cultural competence, and philosophical profundity.

A Tour on the Prairies is definitely one of such hitherto unappreciated but writerly texts. Being the first of Irving's three texts which portray diverse scenes in the extensive western regions of the still young United States, this text purports to be a record of its narrator's journey with a band of frontiersmen cruising on horseback. The route of their trek lies through the territory which he dubs the Far West. We now know the region as Oklahoma. There the narrator encounters a vast variety of objects, most of which are alien to him. Among them are Native American people, undomesticated animals, insects, plants and forests, and inanimate things like turbulent rivers and boundless prairies. When bearing this peculiarity in mind, one would think it somewhat odd that surprisingly little scholarship has been dedicated to the text from the perspective of the 'nonhuman turn', though Linda Steele's exceptional study pays attention to geographical characteristics of the prairies and their influences upon both the narrator and his language. Her conclusion that "the frontier is not a place, but the prairie is" gave me an inspiration for this study (Steele, 2004, p. 101).

As is becoming widespread in multiple disciplines these days, the 'nonhuman turn' is a broad term which Richard Grusin (2015), who is the chief editor of the book entitled *The Nonhuman Turn*, defined as follows:

> Intended as a macroscopic concept, the nonhuman turn is meant to account for the simultaneous or overlapping emergence of a number of different theoretical or critical 'turns'—for example, the ontological, network, neurological, affective, digital, ecological, or evolutionary…. Each of these different elements of the nonhuman turn derives from theoretical movements that argue (in one way or another) against human exceptionalism…. (pp. ix-x)

In short, it is a label which can be affixed to a varied assortment of approaches which commonly attempt to decenter the conventional human subject in the hope of incorporating more positively other kinds of existence such as animals, plants, and inanimate matters into a discussion. As has been rightly pointed out, it has likewise produced movements in literary studies in the shape of "ecocriticism and the study of literature and science" (Kaakinen, 2018, para. 3).

Presuming that such a thinking should provide some beneficial lens through which one can identify hitherto unobserved facets of *A Tour*, the author of this paper recurs specifically to two ideas of a theory which belongs to the general category in analyzing the text: 'flat ontology' and 'withdrawal' advanced by theorists of object-oriented ontology (OOO).

More specifically, the foremost argument of this essay is that, viewed from the perspective informed by the object-oriented ontology, the text proves to present an abundant universe in which every single object, whether it be a human, an animal, an insect, a plant, or inorganic matter, stands, moves, and withdraws on the flat surface, and thus to invite its readers to reappraise and be critical about the naïve anthropocentrism which often goes unquestioned.

With this purpose in mind, the author of this article will address himself to analyzing the two chapters in which the narrator confronts the community, or rather "republic" of wild bees in his words. At the outset of the sequence, the narrator has doubtless put them down as nothing more than suppliers of honey acquired by men, but later, given a moment in which he can weigh up both the bees and the humans flatly, he perceives that the bees possess a plethora of dormant properties, that the distinction between them is not as obvious as had been assumed, and that a subjective reduction to one quality

sometimes results in untruth. In this way, this paper propounds, this text induces us to rethink humanity's position within the republic of objects.

Theoretical Foundations: Flat Ontology and Withdrawal

Before moving on to the main discussion, it seems appropriate to brief here the analytical framework introduced just above in relation to the argument of this essay.

The reading of this article derived inspiration from two of several ideas promoted by object-oriented ontology: 'flat ontology' and 'withdrawal'. After having been initiated by Graham Harman and then refined by himself and other figures, OOO has already developed its unique system of thought, and influenced diverse disciplines. One of the theorists, Ian Bogost (2009) succinctly defined it as follows:

> Ontology is the philosophical study of existence. Object-oriented ontology…puts things at the center of this study…. Nothing has special status… everything exists equally…. In contemporary thought, things are usually taken either as the aggregation of ever smaller bits…or as constructions of human behavior and society…. OOO steers a path between the two, drawing attention to things at all scales…. (para. 9)

Simply put, it suggests a "flat ontology" (Morton, 2011, p. 165) as a new weltanschauung, trying to even out all hierarchical relations between/among 'objects'; an object "means any reality that is irreducible to its parts" (Marques Florencio, 2014, p. 108). Hence, they include "humans, natural and cultural entities, language, nonhuman beings, cosmic bodies, as well as subatomic particles which, in their entanglements, constitute 'Being'" (Iovino and Opperman, 2012, p. 79); meanwhile, 'withdrawal' is the concept substantiating the validity of the

radical contention. By interpreting Heidegger's tool analysis in a respectably creative but by no means illogical manner, Harman demonstrates that every entity always exceeds what is then present, retains hardly expected latent talents, and is never to be reduced to any list of traits, parts, or relations; consequently, the more one attempts to grasp an object completely, the more it retires away, namely withdraws (Harman, 2002; Harman, 2005).

Besides its simplicity, there may seem little difference between OOO and other critical modes endeavoring to decenter the human such as ANT, NM, and ecocriticism. But its most salient trait is that it categorically enjoins us to regard the status of each object as utterly equal, or 'flat', and an object as remaining autonomous and independent from each other. With this outlook, one can avoid pitfalls into which other nonhuman approaches might fall: excessively favoring the nonhuman and devaluing the human, or overemphasizing relations between/among objects rather than the objects themselves.

In reading literature, the perspective enables one to analyze every item with more impartial mindset, and at times to perceive the liberal worldview of a text through which its readers can have an opportunity to expand their cognitive scope. The author of this essay would like to conclude this section by adding that his reading, which focused on the bees in order to unveil the unique outlook of *A Tour*, was indebted to these concepts, and that the usage of the terms like 'flat' and 'object' in this article are based on them.

Objects Withdrawing: Bees never Reducible

In this section, the author of this paper is going to demonstrate how the text allures its readers to see their world from a fresh, object-oriented angle. Here the sequence which consists of

chapters eight and nine of the text, which are titled "The Honey Camp" and "A Bee Hunt" respectively, is to be investigated chiefly.

In this episode, readers see the narrator, who initially embraces the human subject/nonhuman object binary without questioning its naivety, gradually change and enlarge his horizons through an encounter and experience with another object, that is, a horde of wild bees. Faced with a chance of observing the ravaging men and the smashed republic of the insects upon even ground, he notices that human's apparent mastery over the bees in no way grasps their inexhaustible substance. In spite of the repeated attempts to comprehend them by dint of anthropomorphic portrayals, he does not succeed in reducing them to a single readable thing until the end.

By this way, the text intimates that many apparently plain objects which surround us and often come across as present at hand and accessible are at no time simple, and that, in point of fact, a subject never reaches an object in the sense of exhaustively comprehending all of its qualities, with the object remaining independent and withdrawing.

<div align="center">***</div>

On the fourth day (October 12th) of his journey into the then-rarely-explored districts of the Far West, the narrator and the members of his party, which is mostly composed of boorish rangers of the frontier, are hurrying on their way in order to catch up with a more powerful contingent which departed a couple of days earlier and is to afford them protection against perils in the trackless wilderness. It is of first note that the approach to the detachment is represented symbolically by the discovery of a tree which was evidently hewn down by human hands, with the narrator reporting:

> We had not ridden above three or four miles when we came to a large tree which had recently been felled by an axe, for the wild honey contained in the hollow of its trunk, several broken flakes of which still remained. We now felt sure that the camp could not be far distant. (Irving, 1835/2013, p. 28)

Soon after the finding of the fallen tree which contains honeycomb, they are to merge with the preceding group. In the wild encampment of the more robust frontiersmen, the narrator and his party are regaled with a medley of vulgar cuisines, or rather, crude fare including meat broiled on the spits thrust directly into the ground; in the scene, one ought not to disregard the fact that honey is described as the stuff which consummates the feast. Thus the narrator states, "to crown our luxuries, a basin filled with great flakes of delicious honey, the spoils of a plundered bee-tree, was given us by one of the rangers" (Irving, 1835/2013, p. 30).

   Although chapter eight is a relatively short one and there is no further remark about honey other than the two excerpts quoted above, one should not overlook the way in which not a single bee, without whom there could be no honey and who very likely should be there or near the spot at least, appears throughout the series of his reports. Here some would watch bees incur a gross demotion. For the narrator and his rough comrades in the encampment, their raison d'etre is as plain as the nose on a person's face; it is *honey*, not a bee, which is worth of mentioning and procuring. It seems palpable that the narrator is definitely in the shadow of simple anthropocentrism.

   It would be natural for one to be inclined to raise skepticism toward the presumption which is founded upon such a small number of quotations. Still, that the reasoning is not strained will be apprehended as soon as one moves onto the next chapter which bears the title "A Bee Hunt" and reads its very first sentence pronouncing, "The beautiful forest in which

we were encamped abounded in bee-trees; that is to say, trees in the decayed trunks of which wild bees had established their hives" (Irving, 1835/2013, p. 30). Albeit the narrator refers to the presence of wild bees in this sentence, it is fairly easy to recognize that what counts more for him is *honey* which is acquired through pillaging of beehives in bee-trees, which humans hack down simply for the sake of gratifying their appetite.

After entertaining himself by reflecting on desultory subjects like the correlation between bees and civilization, and the resemblance of the western landscape to the mythical Promised Land in the Bible for a while, the narrator recounts an experience in which he himself accompanied a band of uncouth rangers in quest of a bee-tree, of course, ultimately for securing honey. By having a bee which had fallen into the snare set by the men shepherd them, they presently locate an oak tree inside which a generous quantity of honey must be hoarded. Before the further discussion of the text, the author of this paper would like to again point out that heretofore the narrator has understood the bees in a unilateral, human-centered manner, reducing them to one function as mere suppliers of honey, whereas many other latent aspects of them have never engrossed his attention.

Following the discovery of the apt target, two of the bee-hunters begin to exert themselves eagerly with their axes to cut down the oak tree, while other men are waiting on tiptoe, harboring anticipation for the coveted prize soon to be captured and devoured. In the meantime, the narrator, while maintaining some distance from the scene lest the imminent collapse of the felled tree should smite at him, is furnished a serendipitous opportunity to contemplate both the doomed community of the insects and the humans who will beget calamitous woes to them in a single view from a somewhat detached position, both

physically and psychologically. This incident is of crucial consequence in that it precipitates at once a substantial alteration of the tone with which the narrator represents the bees and irrevocable reorientation of his outlook.

To be specific, the narrator, fortuitously sighting the two objects on an even plane, becomes aware that the honey bees can by no means be comprehensible only by the hierarchical relation which had been thitherto prima facie, nor be reducible to one quality as mere sources of honey, but are in actuality as complex, elusive, and replete with a diversity of attributes as humans are. Then he commences laboring to (re)approach the wild bees which are abruptly manifesting themselves into his consciousness; he is to take assiduous pains in describing the bees by comparing their characters with those of humans which he assumes are well-known to him. In the course of the string of comparative portrayals, he comes across one similitude between them after another. He delineates the subsequent sight as follows:

> The jarring blows of the axe seemed to have no effect in alarming or disturbing this most industrious community. They continued to ply at their usual occupations, some arriving full freighted into port, others sallying forth on new expeditions, *like so many merchantmen in a money-making metropolis, little suspicious of impending bankruptcy and downfall.* Even a loud crack which announced the disrupture of the trunk, failed to divert their attention from the intense pursuit of gain; at length down came the tree with a tremendous crash, bursting open from end to end, and displaying all the hoarded treasures of the commonwealth. (Irving, 1835/2013, pp. 31-32; emphasis added)

It must not be left unnoticed that at this point the narrator, as was pointed out just previously, begins to represent the bees not as a prerequisite for honey ravened by humans. The tack he

adopts is to depict their conduct in language mixed with metaphor and simile which likens them to men, that is to say, anthropomorphism. This suggests not only that the narrator should begin to notice that the bees share not a few traits with humans, but also that the boundaries between the two kinds of existence are now blurring in his mind.

The next paragraph which describes the bemused bees who suddenly find themselves bereft of their country and the rangers rushing to the felled tree to consume the yearned treasure proves to be likewise meaningful, because it confirms that the cognitive oscillation on the part of the narrator is not transient or mercurial one which often can supervene upon some facile pity. He writes:

> One of the hunters immediately ran up with a wisp of lighted hay as a defence against the bees. The latter, however, made no attack and sought no revenge; they seemed stupefied by the catastrophe and unsuspicious of its cause, and remained crawling and buzzing about the ruins without offering us any molestation. Every one of the party now fell to, with spoon and hunting-knife, to scoop out the flakes of honey-comb with which the hollow trunk was stored… Such of the combs as were entire were placed in camp kettles to be conveyed to the encampment; those which had been shivered in the fall were devoured upon the spot. Every stark bee-hunter was to be seen with a rich morsel in his hand, dripping about his fingers, and disappearing as rapidly as a cream tart before the holiday appetite of a schoolboy. (Irving, 1835/2013, p. 32)

It should be difficult for one ignore the stark contrast which the two forms of life make to one another. In this scene, 'buggier' and more 'beastly' are evidently the rangers, to wit human beings, whose scientific name is ironically Homo Sapiens, which means "wise man" in Latin. On the other hand, the bees,

albeit of course partly out of discomfiture, cut a serene figure. In the face of this inversion, the narrator is not able to join the "every one" for depredating the demolished commonwealth and continues to narrate the occasion unfolding before him, probably knowing that he would have also been in the plunder as a member of the marauders, if one or two conditions had been different slightly. In the following account, one can descry the magnitude of the impact which the realization engendered in him:

> Nor was it the bee-hunters alone that profited by the downfall of this industrious community; *as if the bees would carry through the similitude of their habits with those of laborious and gainful man*, I beheld numbers from rival hives, arriving on eager wing, to enrich themselves with the ruins of their neighbors. *These busied themselves as eagerly and cheerfully as so many wreckers on an Indiaman that has been driven on shore*; plunging into the cells of the broken honey-combs, banqueting greedily on the spoil, and then winging their way full-freighted to their homes. As to the poor proprietors of the ruin, they seemed to have no heart to do any thing, not even to taste the nectar that flowed around them; but crawled backward and forward, in vacant desolation, *as I have seen a poor fellow with his hands in his pockets, whistling vacantly and despondingly about the ruins of his house that had been burned.* (Irving, 1835/2013, pp. 32-33; emphasis added)

For the narrator, drawing a distinction between humans and bees is getting harder and harder, not to speak of maintaining the preconceived hierarchy. Actually, well over a quarter of this passage is recounted in either metaphor or simile making an analogy of humans' conduct to that of bees. Now it should be clear for him that the frame of thinking in which a human is always the subject and every other entity is the thing objectified by the former does not endure in the way it had gone

undisputed theretofore. The narrator maintains this recognition till the end of this chapter, stating:

> It is difficult to describe the bewilderment and confusion of the bees of the bankrupt hive who had been absent at the time of the catastrophe, and who arrived from time to time, with full cargoes from abroad. At first, they wheeled about in the air, in the place where the fallen tree had once reared its head, astonished at finding it all a vacuum. At length, as if comprehending their disaster, they settled down in clusters on a dry branch of a neighboring tree, whence they seemed to contemplate the prostrate ruin, and to buzz forth doleful lamentations over the downfall of their republic. It was a scene on which the "melancholy Jacques" might have moralized by the hour. We now abandoned the place, leaving much honey in the hollow of the tree. (Irving, 1835/2013, p. 33)

In this quotation, one will be able to discern both that the narrator is carrying on detecting various features of the bees which come into his cognition, and that the ontological discrimination between the two objects is ever more flattened. Supposedly, if several of those words which directly or characteristically bespeak bees' presence (e.g. hive, buzz, wheel, and honey) are supplanted with some expressions which can be employed to represent both bees and humans, it would not be easy for a person who reads solely this paragraph to accurately determine which of the two is described.

Meanwhile, some will submit a by all means fair-minded and reasonable suspicion whether it can be persuasively argued that the text genuinely presents an object-oriented worldview which fosters a reappraisal of readers' human-centered bigotry, inasmuch as the narrator's efforts to level off the hierarchical relation end in a rather sudden manner, neither squarely communicating the definitive transformation in the mind of the

narrator nor propounding a forceful argument, say, for decentering the human subject.

Nevertheless, this particular modesty which one might regard even as reticence is exactly why this text can be reckoned as object-oriented; in other words, the precise fact that his attempt is interrupted in midstream itself is cogent evidence of his espousal of the object-oriented perspective, because it attests that the narrator should be cognizant that neither bundles of observations nor an accumulation of anthropomorphic metaphors can exhaustively describe a different object which is evermore withdrawing from any analogy, signification, or totalizing unification whatsoever, hence his departure without any concluding remark.

Lastly but not least, readers ought not to slight the closing dialogue between the narrator and one of the rangers as an irrelevant chat, because it is an ingenious and incisive admonition in that it implies without an explicit reference to humans that a subjective reduction of another object may occasionally lead to pernicious and literally destructive hubris. It goes as follows:

> "It will all be cleared off by varmint," said one of the rangers. "What vermin?" asked I. "Oh, bears, and skunks, and racoons, and 'possums. The bears is [sic] the knowingest varmint for finding out a bee-tree in the world. They'll gnaw for days together at the trunk till they make a hole big enough to get in their paws, and then they'll haul out honey, bees and all." (Irving, 1835/2013, p. 32)

Indeed, their conversation is about several sorts of animals in the wilds, bears inter alia, and not about humans at all. But one may experience a sense of déjà vu in the portrayals of the bears. The ranger offers a report of the way the huge mammals wreak havoc on the bees and the tree inside which they ensconce

themselves. The bears, who indubitably reduce the bees to sources of honey, present a marked similitude with the men who just committed the same kind of atrocity to the commonwealth of bees. The overt irony is that the person who perpetrated the outrage seems not in the least conscious of the parallel.

One possible and temperate interpretation of the segment will be the one which deems it prods its readers to regard other objects as their equals by means of highlighting similarities between them; yet, more critical would be that it alludes to enormities which an existence that subjectively demotes another entity to a subservient object can beget. Corroborating this explication is, aside from the descriptions already discussed, an account of an encampment which the men have just left. The scale of the devastation which humans can inflict onto different life forms would strike one as far from humane:

> [T]he deserted scene of our late bustling encampment had a forlorn and desolate appearance. The surrounding forest had been in many places trampled into a quagmire. Trees felled and partly hewn in pieces, and scattered in huge fragments; tent-poles stripped of their covering; smouldering fires, with great morsels of roasted venison and buffalo meat, standing in wooden spits before them, hacked and slashed by the knives of hungry hunters; while around were strewed the hides, the horns, the antlers, and bones of buffaloes and deer, with uncooked joints, and unplucked turkeys, left behind with that reckless improvidence and wastefulness which young hunters are apt to indulge when in a neighborhood where game abounds. (Irving, 1835/2013, p. 123)

Considering the disposition among them which is articulated above, what fate should have befallen the tree and the republic

after the rangers left can be visualized with ease, that is, a literally complete wreckage.

Conclusion

As might be expected, the narrator dares not share the pleasure of devouring delectable honey with his confreres. One would not have difficulty in fathoming out the reason behind it, when one peruses the text with meticulous attention with a flat, object-oriented mindset. The narrator, albeit with a similar spirit to that of other members at the outset, is driven to reconsider his, or humans' position amongst other existences by degrees through the encounter of another object, bees, and then offers a flat worldview which endows every entity with the same ontological status.

A Tour on the Prairies, a long underestimated text as it has been, presents a rich world where diverse individual objects stand, act, and withdraw for themselves, and allures its readers to review its long-held anthropocentric angle and move to an object-oriented worldview.

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However commonplace and quotidian the conclusion of my reading appears to be, it matters little, because a universal message of a classic text *must* be humdrum when enunciated. Although it always exists somewhere in the mind of each person, it seldom enters into our recognition, since comporting oneself according to such an ordinance requires one to relinquish ordinary comforts (e.g. a thinking rooted in the idealistic schema which makes an objectified being obedient to the subject) which simplify one's life—at the cost of other objects. It will not endure; we must reorient our course, reincorporate objects into the agenda of our discussion, and

begin to view our position not as dominating at the top of the ladder of being, but as standing on a flat plane as one object with other objects. *A Tour* gently encourages us to adopt the course.

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The Impact of Professional Practice Standards in the Professional Development and Performance Assessment of School Directors

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Abstract

Professional practice standards for school directors serve as a strategic tool to train and prepare school directors, and to improve the quality of education in institutions they lead. Over the last two decades, the education sector in Kosovo has been experiencing continuous changes so that a higher quality and genuine education of new generations is achieved, and having in mind that a school director is a key factor in coordinating the processes within school institutions, there are requirements for their professional development. To verify the usage and the impact of professional practice standards in professional development practice and performance assessment of school directors, a theoretical and empirical research has been carried out with primary and lower secondary school directors (N=26) and upper secondary school directors (N=11) in Prishtina and its suburb. From data analysis resulting from the quantitative approach (N = 37) it has been confirmed that, in Kosovo, the

professional practice standards are used in average by school directors. These standards are not used to the extent required as an instrument for school directors' performance assessment, neither by themselves through self-assessment, nor by the relevant institutions responsible for evaluating the performance of directors.

Keywords: *director, professional development, standards, assessment.*

Introduction

Good governance or leadership is one of the most important characteristics of successful schools, and this requirement can never be emphasized enough. It should be taken into consideration that the director is the key person in schools of high level, because headed by a strong leader in teaching, who is able to plan, organize, establish pedagogical staff and manage the entire school environment, every school could quickly shift from a school with a low level of results into a learning institution with a high progress (Bäckman & Trafford, 2007). At the same time, the whole aspect of current organisation towards the administration and supervision of public schools is increasing the responsibilities of school directors (Berry & Otto, 1954).

Increase of management and leadership capacities in schools in Kosovo has been and remains one of the priorities of institutions both at national and municipal levels. The Ministry of Education, Science and Technology (MEST), in cooperation with universities, Municipal Education Directories – MEDs, institutions and organisations providing support to education, has developed and delivered a considerable number of training programs in order to enhance leadership capacities in educational institutions in Kosovo (MEST, 2016).

As known, the focus is on building capacities that will enable the creation of a positive working environment for both teachers and students. Also, when it comes to a talented school director, this is associated with the creation of strong and sustainable icons (Coplan, 2003). Taking into account these data, this research addresses the aspects of performance assessment of school directors in the area of educational leadership in Kosovo, identifying the practices applied so far and finally, it aims to compare these practices with other schools from developed countries and provide recommendations for further progress. Therefore, lack of such analysis was the main reason this topic was chosen to be researched and the study aims at testing the following hypothesis.

Hypothesis: 1] Professional practice standards are a basic tool for professional development and performance assessment of school directors; 2] There is a positive correlation between institutional commitment and performance assessment of directors and deputy directors in pre-university educational institutions.

At the same time, the study tends to answer the following research questions: 1] To what extent and how are professional practice standards for school directors in Kosovo used for their professional development and performance assessment? 2] What is the correlation between institutional commitment and performance assessment of directors and deputy directors in pre-university institutions in Kosovo? 3] How do school directors and deputy directors in the Municipality of Prishtina perceive their experience of performance assessment by relevant authorities?

Towards School Directors' Professional Development

In recent years, policymakers have been increasingly interested in building school leadership (Kafka, 2009). Therefore, the role of education leaders in Kosovo changed over time, being crucial in terms of school system organization and leadership, taking into account the lack of appropriate conditions after the war. In fact, today, a leader should possess a more strategic, holistic and synergy thinking, looking at things as a whole (Shaked & Schechter, 2013). During these years, educational leaders and school directors continuously tried to reform the education sector, build capacities towards a sustainable change in the sector of education in Kosovo (Buleshkaj, 2013).

In post-conflict Kosovo, many programs of professional development for educational leaders were offered by locals and internationals. The aim of these programs was to address issues related to school leadership, but it is considered that they had many gaps in terms of addressing specific needs of educational leaders in certain educational areas. Whereas, with regard to issues related to educational leaders' recruitment, their capacity building though a sustainable professional development system and the contributions of an effective school management, there was no research because no studies were carried out in this area in Kosovo (Buleshkaj, 2013).

International Practices in Regards to School Directors' Training and Preparation

With a focus on analysing the international practices applied to train and prepare school directors, examples of several countries that fully apply professional practice standards for professional development and performance assessment of school directors have been presented. Most of these countries consider performance standards for school directors to be a

strategic tool, used not only to train and prepare school leaders, but also to improve the quality of education in their countries. Education is one of the priorities of the Organisation for Economic Cooperation and Development (OECD), which among eight chapters of Education Today: OECD Perspective 2010, includes Improving School Leadership, as a priority in the work of OEDC Education Directory (Istance, 2011).

In these countries, professional practice standards for directors serve as a reference point to develop professional development strategies for directors. There are two different ways to implement these strategies in the countries researched (CEPPE, 2013):

In general, standards for school leadership are focused on school directors (excluding deputy directors), but there are specific cases, such as British Columbia (Canada), where the same indicators are implemented for both directors and deputy directors (same as in Kosovo).

Not all countries in the research, which implement the standards in school directors' professional practice, use them to evaluate directors' performance. For example, although Chile and British Columbia apply standards, their aim is to help directors to professionally lead the schools and be trained accordingly (CEPPE, 2013). Therefore, standards in these countries are not used as an instrument to evaluate directors' performance.

Some countries have developed specific mechanisms to evaluate the compliance with the standards by directors. The results usually determine whether a school director is capable or not to perform hir or her role. So, they are related to directors' re-election and are the main reference point during the assessment (same as in Kosovo).

The example of England - The National College for School Leadership – NCSL in Nottingham, England, is an example of

school leadership development program and the support demonstrated for a shared leadership philosophy. The NCSL, established in 2000, is responsible to prepare and develop educational leaders for primary and secondary education in England. The NCSL was established to bring a national focus, the energy and mechanism to ensure that current leaders and school inspirers get the support, recognition and development they need and deserve (NCSL, 2008). Certification by the NCSL is now a requirement to enter leadership (University of Cumbria, 2016).

The example of Slovenia - The National School for Leadership in Education – NSLE is responsible for training and professional development of school directors and candidates for directors. The NSLE is a public service and its implementation is of public interest (Erčul & Peček, 2007). The central program of the NSLE is the implementation of the Licensing Program for School directors.

The program consists of six compulsory modules covering leadership and organisational theory, staff building, learning modes, professional development, planning and decision-making, school directors' skills, human resources and legislation (The National Leadership School, 2005). The highlight of this programme is the mentoring programme, since it provides a systematic support to school leaders, creating networks of expert groups at directors' level (Koren, 2007).

The example of Portugal - School directors' performance assessment is focused on their tasks and it involves a combination of self-assessment, internal and external assessment. The director does a self-assessment of his/her performance, internal assessment is carried out by the School Board, whereas external assessment is done by the Education and Science Inspectorate. Directors' assessment is based on two

broad parameters: director's engagement to increase quality and his/her management skills (Erasmus +, 2015).

The example of New Zealand - directors' assessment is based on the contract signed between the director and school board, defining the specific characteristics of the position, objectives to be achieved and assessment mechanisms. This assessment, although defined and applied at a local level, should include standards for directors from the entire education system (Robinson,.& Hohepa,.& Lloyd, 2009).

Practices in Training and Preparing School Directors in Kosovo

The Administrative Instruction 08/2014 provides a solid basis to avoid ambiguities, gaps and legal constrains so that the role of management positions at schools is professionalised and not considered technical and administrative (MEST, 2014).

Moreover, the curriculum reform, which resulted in a new Curriculum Framework of 2011, reinforced the concept of school-based development. The new curriculum foresees additional responsibilities and greater autonomy for the schools in defining curriculum contents (MEST, 2011).

To summarize, all these aspects lead towards the need to professionalize the role of directors and to change the perception that the role of directors is not administrative but a leadership and development role. This is also regulated legally with the Administrative Instruction 04/2012 on professional practice standards for school directors (MEST, 2012).

Situational analysis: As a developing country, Kosovo has many challenges ahead in the field of education as well, One of those challenges is the change of curriculum, which also affects the work of school leaders (GIZ, 2013). In this case, the responsibility of school directors increases, with the quality

teaching staff being a priority. To achieve this result, a school leader should support the teaching staff throughout the learning process, and understanding and implementing the new curriculum. To emphasize this, the authors (Mitchell and Castle, 2005) also highlight the three qualities that distinguish the conceptualisations of school directors: curriculum expertise, formal aspect of professional development and creation of an informal culture. Therefore, a considerable expertise is expected from school directors related to the mentoring of teaching staff (GIZ, 2013).

Definition of the knowledge basis and standards for the programs for school directors' preparation and training is the key element in the efforts to improve the quality of training programs for school leadership (Buleshkaj, 2013).

A Atep Towards School Directors' Performance Assessment in Kosovo – Based on Legal Provisions

As mentioned above, in the past, the role of school management was considered administrative and consequently their selection was done based on technical dimensions. This meant election of a successful teacher for the position of school manager (Gjoshi, 2016). In addition, the school directors' professional domain is related to responsibilities and workload, and is considered quite challenging (Poirel & Yvon, 2014). This is due to the fact that schools, being complex and dynamic, constantly require different management models, and leaders need to use a variety of frameworks to solve the problems (Gaziel, 2003).

With the aim of building capacities of school directors, the Ministry of Education, Science and Technology adopted the Administrative Instruction on professional practice standards for school directors. These standards focus on six main areas of school leadership, summarizing what school directors are

expected to know, and the activities they need to perform in order to achieve each of the standards (Buleshkaj & Mehmeti, 2013).

Professional development of educational leaders according to legal provisions: Based on the Law No. 04/L-032 on Pre-University Education in the Republic of Kosovo, Article 20, item 1, the director and deputy director of an educational institution shall be appointed based on the Law No. 03/L-068 on Education in Municipalities of the Republic of Kosovo, 21 May 2008, based on the criteria set by MEST through a by-law (MEST, 2011). Experience in education, teacher's licence and professional development trainings attended are the main requirements for school managers (MEST, 2008). According to these legal documents, criteria such as directors' previous trainings and level of education are deemed more valuable when deciding on their selection; the candidates have to prove their knowledge about education, leadership and the context of the school they compete for, and their professional development activities should continue even after their appointment. The implementation of professional practice standards by directors is legally used as an instrument for directors' self-development and as a reference point for their performance assessment system and instruments.

According to the Law on Pre-University Education in Kosovo, the Ministry of Education, Science and Technology is the main body responsible to plan, define standards and to ensure a quality pre-university education system (MEST, 2011)

According to the legal provisions of this Law, namely Article 20, item 2: "The director of an educational institution shall have executive responsibility for the management and general administration of the institution." (MEST, 2011)

This Law, providing a legal basis to improve management professionalism in pre-university educational institutions,

encourages future school directors to be trained and professionally developed, for purposes of understanding and implementing professional practice standards as per the legal requirements (MEST, 2011).

Therefore, directors are responsible to define their goals for professional growth that are directly related to the progress and achievements of the school and students in particular.

Harmonisation of school directors' professional practice standards as per <u>administrative instructions:</u> According to the Administrative Instruction 08/2014, the selection of management staff in schools in Kosovo is based more on the academic background of candidates, their working experience, but also on the development plan for the school institution the candidate applies to. In addition, for the selection of school directors, hours of professional development are also of primary importance (MEST, 2014).

Therefore, the Administrative Instruction 08/2014 offers a solid ground to avoid ambiguities, gaps and legal constrains in oerder to have the role of management positions at schools professionalised and not considered as technical and administrative, strengthening the need to have the role of directors professionalized (MEST, 2014).

The Administrative Instruction 04/2012 focuses on school directors' professional practice standards that will serve as a reference point for the employment policies and practices, and school managers' professional development. In regards to professional development, these standards will be used for the following purposes (MEST, 2012):

- To develop, accredit and evaluate school managers' professional development.
- As a reference point for the performance assessment system and instrument for school managers.
- As an instrument for school managers' self-development.

The Standards specified in this Administrative Instruction include (Buleshkaj & Mehmeti, 2013):
- Standard I: Leadership and Motivation
- Standard II: Quality Teaching and Learning
- Standard III: Planning and Management
- Standard IV: Cooperation and Interaction
- Standard V: Legislation and Society
- Standard VI: Professional Ethics.

General overview of assessment practices: According to the Law on Pre-University Education, Article 8, the Ministry of Education, Science and Technology has a duty to inspect schools and, among others, assess the performance of directors. The inspection should be organized in annual planning cycles, with potential special inspections in cases specified by the Inspection Departments within the Ministry (MEST, 2012).

School directors' performance assessment should be done in compliance with the professional practice standards, as defined by MEST, and these standards should serve as assessment instruments.

According to the Kosovo Pedagogical Institute (KPI) document, self-assessment by the director can be done for one standard only, and this implies self-assessment for every standard (for example, Leadership and Motivation standard) as per performance indicators (Buleshkaj & Mehmeti, 2013).

Methodology

The approach applied in this study is the quantitative approach. This approach refers to objectives, hypothesis and research questions, for which quantitative data are needed, and the comparative and assessment study model.

37 school directors from the city of Prishtina and its suburb participated in this research. To have clear conclusions

about the issue researched, the research has been carried out in 37 schools below, including 26 primary and lower secondary schools and 11 high schools. 25 schools are located in urban areas, whereas 12 schools in rural areas[i].

A questionnaire was used to collect the data and opinions of research participants in regards to the role of directors' professional practice in directors' work and usage of standards in their performance assessment.

The questionnaire was drafted based on the research problem addressed and theoretical aspects of the problem presented in the Literature review chapter.

The data from the questionnaire have been calculated using the SPSS program, descriptive statistics-frequencies have been derived, to continue with the correlation ones to confirm whether variables could be related.

The assessment model that is used in the paper to evaluate whether the process worked, whether certain intervention or change has brought the results intended, examines how an intervention or a process can be improved (Matthews & Ross, 2010).

Research Results

The data from the participants involved in the research are presented below based on research objectives and research questions, although they are interrelated. The first questions are of a general nature, collecting information from the interviewees so that the researcher could have a closer look on their characteristics.

Based on the responses given to the specific Question No. 5, whether the surveyed directors attended trainings about educational leadership, the findings are the following: 34 cases or 91.8 % had attended trainings, only 3 cases or 8.11% had not

attended trainings (see fig.1), because they were new in their posts.
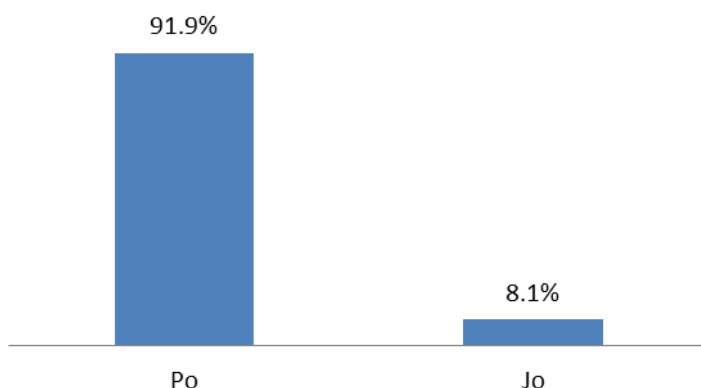
Figure 1. Division by attendance of trainings on educational leadership

One of the key issues in this study concerns the response to **research Question No.1,** which is: To what extent and how are professional practice standards for school directors in Kosovo used for their professional development and performance assessment?

To the Question No. 7 (see fig. 2.) in the questionnaire, which is about the usage of professional practice standards for directors' professional development and performance assessment, the directors responded as follows: 22 directors (59.5%) stated "Somewhat"; 10 (27 %) stated "Much"; 3 (8.1%) stated "Little", 1 (2,7%) stated "Never" and 1 also stated "Always". This question confirms the hypothesis of this research that: in Kosovo, professional practice standards are used for professional development and performance assessment of school directors and deputy directors, but their usage based on the survey results is average (somewhat).
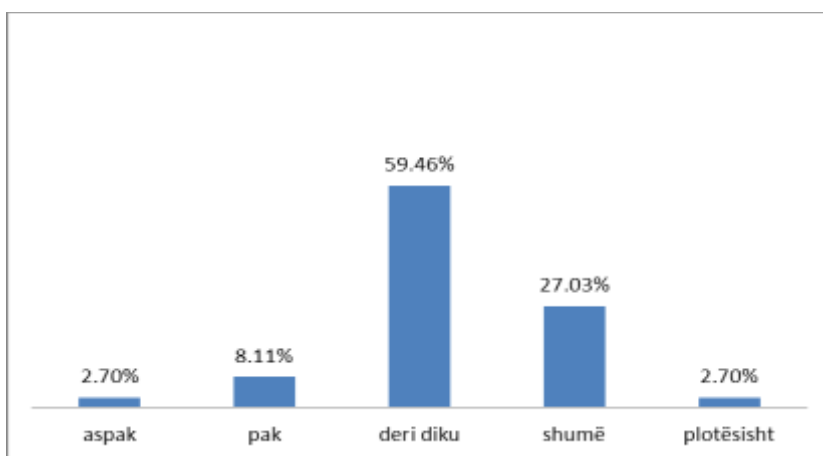
Figure 2. Division by directors' satisfaction with the usage of professional practice standards for their professional development and performance assessment

The following (Table No. 1) is an analysis of correlation between the responses in regards to the usage of professional practice standards[ii] in professional development practice and performance assessment of school directors. Responses to all questions prove that these standards are used, and this supports **hypothesis 1.** Professional practice standards serve as a basic tool for directors' professional development and performance assessment.

The following table shows that there is a significant positive correlation between the four questions asked, respectively 14.1, 14.2, 14.3. and 14.4. This is due to the fact that the higher the agreement with the usage of Directors' Performance Assessment System (DPAS) in Kosovo as a reference point and an assessment tool to document the effectiveness of the work carried out by directors through annual assessments, the higher the agreement that the DPAS serves as a tool to help directors focus on the performance areas

and behaviours related to student learning (r=.714; p<.001). In addition, high agreement in the question 14.1 increases the chances to have a high agreement in the question 14.3 that DPAS serves as a tool for continuous learning and development *(r=.613; p<.001)* and question 14.4 that DPAS serves as a tool of collective accountability for school purposes, for directors' objectives and improvement of school *(r=.483; p <.0.01).* On the other hand, there is also significant positive correlation noted between the question 14.2 and 14.3 *(r=.607; p<.001)*, and between 14.2 and 14.4 *(r=.544; p<.001).).* Significant positive correlation has been found also between the question 14.3 and 14.4 *(r=.542; p<.001).*

Table 1. Correlation of questions with regard to the agreement for the usage of standards

| | | Agreement for the usage of standards | | | |
		Question 14.1	Question 14.2	Question 14.3	Question 14.4
Question 14.1	Correlation	1	.714**	.613**	.483**
	Significance	.	.000	.000	.002
	Number	37	37	37	37
Question 14.2	Correlation	.714**	1	.607**	.544**
	Significance	.000		.000	.000
	Number	37	37	37	37
Question 14.3	Correlation	.613**	.607**	1	.542**
	Significance	.000	.000	.	.000
	Number	37	37	37	37
Question 14.4	Correlation	.483**	.544**	.542**	1
	Significance	.002	.000	.001	.
	Number	37	37	37	37

**. Correlation is statistically significant at the 0.01 level (2-tailed)

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Table 2 of the following correlations leads us towards examining **the hypothesis 2,** stating: There is a positive correlation between institutional commitment and implementation of performance assessment of directors and deputy directors in pre-university education institutions. Results show that the analysis that was carried out to examine the situation from the perspective of the survey participants for the **research question 2.**: what is the correlation between institutional commitment and implementation of performance assessment of directors and deputy directors in pre-university education institutions in Kosovo, proves that there is no statistically significant correlation in regards to responses for the question 10 and 12[iii]. According to the results, no correlation is noted between the reporting about the experience during performance assessment by authorities and the perception about the quality of this assessment *(r=.107; p>.05).*

Table 2. Correlation of questions related to institutional commitment to implement directors' performance assessment.

Institutional commitment to implement directors' performance assessment.

		Question 10	Question 12
Question 10	Correlation	1.000	.107
	Significance	.	.546
	Number	34	34
Question 12	Correlation	.107	1.000
	Significance	.546	.
	Number	34	36

In the open responses to question 12, the reasoning provided by survey participants includes: "performance assessment has been formal and he/she did not receive any assessment report"; "it should be done more frequently and the assessment report should be provided, so that it can be used to reflect and improve the performance"; "I cannot answer the question because no performance assessment of me was done"; "relevant authorities consist of incompetent individuals, there is no motivation to advance the processes and there are no regular procedures"; "there is no specific regulation, and this creates misunderstanding and undermines the assessment processes".

Apart from the assessment by relevant authorities, the directors were asked (question 13) whether they did a self-assessment of their performance, as defined in the professional practice standards for school directors. According to figure 2, there is an average level of self-assessment by directors, 15 cases (40%) "somewhat", followed by 10 cases (27%) "Much", 5 cases (13.5%) "Always", 4 cases (10.8%) "Little", and 3 cases (8.1%) "Never".

This proves that in Kosovo school directors do not perform self-assessments, not even after their first year of work, as practised in other countries that have been analysed in this research in order to make a comparison between them and the approach in Kosovo about this issue.
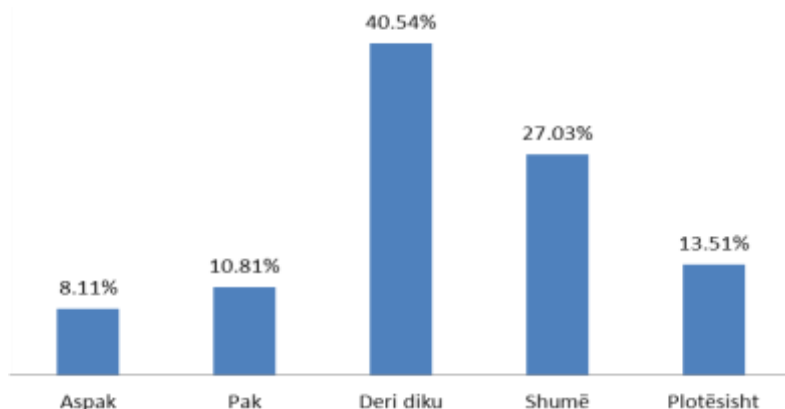
Figure 3. Percentage with regard to self-assessment practised by directors

In regards to the **research question 3**: What is the perception of school directors and deputy directors in the Municipality of Prishtina about their experience of performance assessment done by relevant authorities?, we managed to define it through question No. 9 in the questionnaire (open question type) about the usage of professional practice standards in directors' performance assessment, and the participants mainly stated that they did not have the chance to be assessed as per professional practice standards. They even asserted that no external assessment ever took place, but based on their knowledge, that say that these standards should serve as a reference point for their performance assessment. Standards are used by directors only for self-assessment purposes. According to them, they try to implement these standards in their work and that someday their activities within the school will serve as a proof and will be used as a reference point whenever an external assessment is done. In addition, there were cases when directors described how the standards should be used, not

because they had their performance assessment done that way, but based on the knowledge attained in trainings they attended and by referring to the Administrative Instruction 04/2012 on Professional Practice Standards for School Directors. One of the directors says that "these standards are used by the Municipal Education Directory (MED), by Inspectorate, and based on these standards they draft the performance report for a director over the years of his/her mandate, after the External School Performance Assessment has been analysed. One of the directors says that "these standards are used to measure the quality of his work in relation to teachers, students and community, the progress achieved in his school with him as a director".

Based on the responses received, directors' perception about their experience during their performance assessment by relevant authorities is below satisfactory and expectations.

Discussions

The following is a summary of research results, which will be analysed and commented upon in the part dedicated to discussions. The analysis is based on the research questions and their respective hypothesis, divided in two subtitle categories.

Professional Practice Standards for School Directors and Policies, Procedures and Approaches for Professional Development

Professional development of directors that were part of this research is based on knowledge, understanding and performance indicators of professional practice standards.

The engagement is not only individual, school directors are not the only ones to aim at and strive for professional development for their staff, but from the literature review, it

has been concluded theoretically that relevant institutions also are constantly making efforts to support school directors in this direction. The results of these efforts, according to directors, will be seen in the coming years.

In line with the Kosovo Education Strategic Plan 2017-2021, and based on PISA 2015 Recommendations, it is noted that considerable efforts were dedicated to the professional development of teachers and school directors in Kosovo. From the direct meetings, we personally noticed the directors' very professional approach and adequate knowledge about the topic being researched.

The directors surveyed stated that they intended to follow the standards and be developed professionally, but they did not do that convincingly, based on response rates (59.46 somewhat, 29.73% positive). On the other hand, when the depth of the responses is measured, correlation analysis affirms that standards are considered the main tool to document the effectiveness of directors' work, to help directors focus on performance areas and behaviours related to student learning, continuous learning and development, collective accountability for school purposes, directors' objectives and school improvement. Therefore, the **hypothesis 1** is considered **to be supported**: Professional practice standards serve as a basic tool for directors' professional development and performance assessment.

So, results show that every standard is recognised and intended to be achieved, but still implementation of policies and approaches to professional development and performance assessment of directors in pre-university education institutions is fragile.

Anyhow, in regards to the implementation of policies for professional development of school directors in Kosovo, we may say that the implementation of professional practice

standards for directors has been presented by the MEST with an Administrative Instruction (AI 04/2012), stating that school directors are legally obliged to implement them. But the results prove that only half of the schools surveyed implement these standards. Implementation of these standards in the work of directors does not happen in practice because it results that half of directors have no knowledge about these standards. They might have been in trainings where standards were mentioned, but apparently no initiative has been taken by directors and no incentive and institutional support has been given to implement them.

It is believed that relevant institutions have observed only a number of pilot schools to see whether requirements from the Administrative Instruction 04/2012 are being implemented, whereas the other unmonitored schools, which represent the majority of schools, do not apply such standards.

From the results, it is noted that directors attended all the trainings offered over the years to be updated with the requirements of local professional development policies and they state that during the trainings they were informed about the standards. In addition, from the questionnaire, it is noted that they have been profiled also through their Master studies in educational leadership, in order to be as competent as possible for the job.

Therefore, we may say that in practice educational leaders' professional development results to be successful, it even has an impact in improving school leadership. The advancement of leadership in schools has been a huge investment area for international donors and local in-service training providers.

This is confirmed by the participants' responses to Question No. 5 in the questionnaire, where the directors stated that they had professionally benefited from the following

trainings: Management and Leadership in Education, provided by GIZ; Finnish Support for Development of Education in Kosovo (FSDEK); and The Leadership by the NGO "DRIT"; Kosovo Educator Development Project (KEDP); Education Participation Project by the Kosovo Education Center (KEC); Basic Education Program trainings (MEST).

Performance Assessment of Directors and Institutional Commitment

Performance assessment of school directors in Kosovo and institutional commitment to this process have been the key issues researched in this study.

As research findings above suggest, professional practice standards are used to a certain extent to evaluate the performance of directors. There are cases when directors have never been assessed or cases when assessment was done, but it is unknown whether assessment standards were followed. In many cases, directors were not informed about assessment results; they never received an assessment report. This is not a situation noted in European countries analysed above (see the Theoretical Framework). A low number of school directors try to apply professional practice standards in their work.

Since less than half of the participants stated that they had had a positive experience during their performance assessment by relevant authorities, it can be concluded that institutional commitment to implement the performance assessment of directors in pre-university education institutions in Kosovo is average. This conclusion **fails to support the research hypothesis 2**, which states that there is a positive correlation between institutional commitment and implementation of performance assessment of directors and deputy directors in pre-university education institutions.

On the other hand, a problem which was identified in this research is the low level of self-assessment practised by school directors, which also aims to respond to research Question No.3. No reasons have been identified, but apparently directors do not consider self-assessment a way to reflect on their performance. They simply expect to be assessed by authorities at the end of their mandate and the assessment feedback given verbally is acceptable by them, therefore they do not ask for an official report. On the other hand, the public has no access in assessment reports for directors, and enabling this in the future would be positive (see the practice of England above).

The results mentioned above strongly highlight the responsibility and the role of directors, and according to Leithwood, Jantzi, & Steinbach (1999), a good and a democratic director encourages staff participation and delegates maturely, but never forgets that he/she holds the main leadership responsibility.

Conclusions and Recommendations

From a general perspective, the research focused on verifying whether professional practice standards are used for professional development and performance assessment of directors in schools.

Following the data analysis, we have reached the conclusion that:

School directors in Kosovo have had the opportunity to attend at least one training on educational leadership, and they were informed about professional practice standards for school directors. In regards to procedures and directors' approach to their professional development, it has been concluded that they constantly try to advance in the area of professional development.

The directors intend to follow standards and be developed professionally, but a considerable number of them have no sufficient knowledge yet about professional practice standards, and consequently, although they consider that standards are a basic tool for efficiency in their work, a number of them have dilemmas in applying these standards. Usage of professional practice standards for school directors in Kosovo for professional development and performance assessment is satisfactory. Standards will be used more when awareness is raised about their usefulness.

On the other hand, the satisfaction of school directors with performance assessment done by relevant authorities is below average, since more than half of directors have never been evaluated. The others only received a confirmation of positive assessment, but no suggestions and recommendation were provided to improve their practices in line with the standards in areas needing improvement. Authorities in charge of performing assessment are not sufficiently committed to this process. This is due to several reasons, but above all due to the rapid transition in the area of education over the last years and all these new approaches and policies require some time and space to be understood and applied as expected.

Performance assessment of directors by relevant authorities is not considered as a provocation (judgement) by directors. They consider that this process is necessary to help them have an overview of their work and would help them to improve the quality of work when necessary.

Cases of practices of directors' self-assessment based on professional standards are rare. Less than a half (40% only) of the directors have done a self-assessment of their performance. No clarification was provided, but despite the fact that the directors believe that performance assessment is needed, still they do not apply it.

Policies and approaches to professional development and performance assessment of directors in pre-university education in Kosovo are similar to countries that have performance standards for school directors.

In conclusion, we may say that the first hypothesis of this research has been supported, whereas the second hypothesis resulted incorrect.

Based on this research, we can make the following recommendations:

- A state program of measures for school directors' professional development should be drafted.
- Mechanisms to motivate school directors to implement the professional practice standards in their work should be applied.
- Trainings for school directors should be developed so that they can exchange their experiences with other countries that successfully apply professional practice standards for school directors.
- A precisely defined timeline for self-assessment and external assessment should be developed.
- Relevant authorities should be more committed to the performance assessment for school directors. The assessment should be done based on standards, school directors should be informed on time about their performance results and professional support should be provided to fill in the gaps, if necessary.
- School directors should apply self-assessment more frequently and use the findings from this process to increase their work quality and efficiency.

ⁱ Participating schools in this research: PLSS "Afrim Gashi" Hajvali; PLSS "Qamil Batalli" Prishtina; PLSS "Nazim Gafurri" Prishtina; PLSS "Elena Gjika" Prishtina; PLSS "Xhavit Ahmeti" Prishtina; PLSS "Ali Kelmendi" Barileva; PLSS "Asim Vokshi" Prishtina; PLSS "Dituria" Shkabaj; PLSS "Pjetër Bogdani" Prishtina; PLSS "Faik Konica" Prishtina; PLSS "Hilmi Rakovica" Prishtina; PLSS "Shkëndija" Hajvali; PLSS "Isa Boletini" Busi; PLSS "Shkolla e Gjelbër" Prishtina; PLSS "Emin Duraku" Prishtina; PLSS "Hasan Prishtina" Millosheva; PLSS "Ismail Qemali" Prishtina; PLSS "Migjeni" Siboc; PLSS "Ditët e Minatorit" Kishëz; PLSS "Rilindja"Keqekollë; PLSS "Gjergj Fishta" Prishtina; PLSS "Iliria"Prishtina; PLSS "Pavarësia" Siboc; PLSS "Nexhmi Mustafa" Besi; PLSS "Ibrahim Rugova" Obiliq; PLSS "Avni Rrustemi" Mramor;"Abdyl Frashëri" High School Prishtina; "Prenk Jakova" High School Prishtina; "28 Nëntori" High School Prishtina; "Amet Gashi" High School Prishtina; "Ali Sokoli" High School Prishtina; "Shtefën Gjeqovi" High School Prishtina;"Sami Frashëri" High School Prishtina; "Gjin Gazulli" High School Prishtina; "Eqrem Cabej" High School Prishtina, "Gjimnazi Matematikor" High School Prishtina; "7 Shtatori" High School Prishtina

Question 14. To what extend do you agree with the following assumptions: Directors' Performance Assessment System (DPAS) in Kosovo: 1. Serves as a reference point and as an assessment tool to document the working effectiveness of directors through annual assessments; 2 Serves as a tool to help directors focus on performance areas and behaviours related to student learning 3. Serves as a tool for continuous learning and development; 4. Serves as a tool for collective accountability for school purposes, for directors' objectives and improvement of school.

ⁱⁱⁱ 10. What is your opinion about the performance assessment process performed by relevant authorities?

12. Do you think that your performance assessment by the relevant institutions/competent persons was at the level required?

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Understanding Virtuality: A Mixed Method Study Using Virtuality Index in Teams of Global Outsourcing Sector

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Abstract

In the light of ICT revolution, horizontal organizational structures and team-based work units have become more prevalent in global businesses and resulting rise of outsourcing industry. This study tested the extent of the virtuality of teams in Global Outsourcing Sector, and identified their virtual features using Virtuality Index and applying sequential Mixed-Method Research approach. Triangulation of findings generated composite set of virtuality features. Findings revealed that teams in the outsourcing sector are characterized as virtual teams having a significant extent of virtuality featuring workplace mobility, variety of practices, team distribution, interdependence, and ICT utilization, working across different time zones, dissolvable nature, resources pooling and knowledge sharing. This study lays a foundation for the researchers to begin their investigations with teams in outsourcing companies for further penetration of virtuality. Future researchers may simply carry out their investigations in

the global outsourcing sector with a clear assurance that they are in fact, virtual teams.

Introduction

The electronic revolution has changed businesses in various ways so that the old structure of organizations is not adaptable any more (Gibson & Gibbs, 2006). The high rate of globalization and rapid changes in the present world necessitate a business structure which can use these conditions in the best way. The new market needs a constant reaction and a continuous adaptation. It is one of the competitive indices. Those organizations are successful in the modern market, which can utilize modern experts, technology, and knowledge. Approaches such as minimizing, centralization, and re-engineering are of great value for the modern organization (Lurey & Raisinghani, 2000). In response to these changes, organizational systems, structures, and processes have to become more flexible and adaptive. Horizontal organizational structures and team-based work units have become more prevalent, and with advances in internet technology, there is an increasing emphasis on geographically distributed "virtual" teams as organizing units of work (Gilson et al, 2015).

In a global marketplace, more and more companies need international presence, therefore the need for creating virtual teams is widely acknowledged (Blaise, Bergiel, & Balsmeier, 2008). By dynamically allocating people to projects, based on expertise rather than location, organizations can assign the most qualified people to appropriate projects (Ropolyi, 2016).

Literature has granted ample space to defining virtuality. The term "virtual" primarily describes "a spectrum of

alternative concepts of future" (Stanney et al., 1998). Moreover, "virtual" can mean everything in a general sense, "potential new spaces, artificial data processing, and digital information medium" (Sandbothe, 2001). "Virtuality" defines space to create new identities similar to the real ones. Walsham (1994) believes that "virtuality" is a space where the alternative is reflected in the real world (Walsham, 1994). Explanation of the term "virtual" can be done from many perspectives of knowledge areas such as computer science or philosophy. Michael Heim defines the term "virtual" as "the possibility in the future but not now" (Heim, 1993). In the same way, Sotto defines virtuality as a sequence of "features that do not exist in reality, but are still there, having the ability to be found in reality" (Sotto, 1997). In all philosophical explanations, virtuality represents an event or entity that generates real effects, but is not actually real. And this philosophical approach is in line with today's approach concluding that the virtual organization is intangible, without borders and physical boundaries, but the structure consists of actual and traditional effects that are real. In an evolutionary sense, virtual organizations are considered to be extensions of the boundaries, structures and all the components that make up traditional organizations achieved through technological progress (Panteli & Chiasson, 2008).

With the global telecommunications infrastructure, liberalized policies and globalization, most of the European and US multinational companies outsource their non-key activities to countries like India, Sri Lanka Indonesia, and Bangladesh. Back-office functions, such as payroll and benefits administration, customer service, call center, and technical support, are just a few of the processes that the organizations of all sizes have been able to outsource to others who specialize in those areas (Bird & Ernst, 2009).

Most of the countries in the Asian region, including Sri Lanka, have emerged as the most preferred destination for Global Outsourcing Projects (Gunasekare, 2015). Within this industry, people work with multiple teams distributed over different geographical locations. They work across major time zone differences, across internal business units, and across cultures. Some participants in these teams may never meet face-to-face, yet they are working in effective teams. Although the functioning of outsourcing companies seems to be virtual by nature, researchers have not pursued more rigorous investigations to examine the virtuality of outsourcing sector teams. Thus, this study addresses this gap and examines the virtual nature of the teams of global outsourcing companies. This study will then be a baseline study for researchers who wish to embark on their studies of virtual teams in outsourcing sector. In addition to that, the findings are helpful for valid policy decisions in the outsourcing sector, since the study provides verification for virtuality in outsourcing sector teams.

The rest of the paper discusses the methodology adopted. Since the study follows the sequential mixed method approach, quantitative data analysis is presented followed by a qualitative data analysis. Thereafter, the main findings are presented and discussed. The paper concludes with a discussion on the implications of the findings and research areas for further inquiry and understanding.

Method

The working teams in the business process outsourcing companies were selected from fifteen outsourcing companies in Sri Lanka. 314 team members responded to the survey and fifteen team members participated in the in-depth interviews. The team members who participated in the survey were

excluded from the interviews at the qualitative stage, in order to strengthen the triangulation quality. The specific mixed-method design followed in this study is exploratory sequential mixed method design. Investigators using this paradigm are able to probe further into a dataset to understand its meaning and to use one method to verify findings stemming from the other method (Onwuegbuzie & Teddlie, 2003). Therefore, the study was carried out in two different stages; first the quantitative stage and then qualitative stage. Finally, the data were integrated to understand the virtuality nature better. Among the different virtuality models, virtuality index developed by Chudoba et al (2005) is used, since it has been validated and used in several situations (Maznevski & Chudoba, 2000; Cascio, 2000; Ale Ebrahim, Ahmed, & Taha, 2009). Using the concept of discontinuities, Chudoba et al (2005) proposed a virtuality index to assess how "virtual" a given setting is. The virtuality index is a tool to segment aspects of virtuality and their effects on any of the organizational variable (Chudoba et al., 2005). Chudoba et al., (2005) identified three dimensions of virtuality – team distribution, workplace mobility, and a variety of practices – that are overarching discontinuities with important implications for understanding how virtual an organization is. Further agreeing to the existing literature, virtuality index is the only instrument which is available, tested for validity and reliability, and used in many studies (Mei Lu et al.2006).

The three dimensions of virtuality index (VIR) (Mei Lu et al., 2006) are: i. Team distribution (TD) - the degree to which people work in teams that have people distributed over different geographies and time zones, relying upon collaboration technologies. ii. Workplace mobility (WM) - the degree to which employees work in environments other than regular offices, including different office sites, home, travel

routes, and places outside the workplace. iii. Variety of practices (VP) - the degree to which employees experience technology and work process diversity on their teams. This instrument also has 6 scales ranging from Never, Yearly, Quarterly, Monthly, Weekly and Daily.

Concurrent and convergent validity of these measures was established through factor analysis (Campbell & Fiske, 1959), and was found to be at an adequate level. Reliability of the factors was established through the coefficient alpha. For team distribution, workplace mobility and variety of practices the alphs values are 0.678, 0.765 and 0.948 respectively.

The sample size was 350 and the questionnaires returned were only 314. The response rate was 89.7 % which is considerably good. This rate is achieved due to the repetitive interaction with the virtual team members and many reminders for the survey responses.

Results

Quantitative phase

At the data screening process (Saunders, Lewis, & Thornhill, 2008) missing data were identified and treated in a way by using the median replacement method. The Kolmogorov-Smirnova test and the Shapiro-Wilk test were carried out to examine the normality of the two data sets. According to Hair et al. (2013) if the test is not non-significant (p>0.05) it tells that the distribution of the sample is normal. Since these tests were not significant it further confirms that the sample distribution is probably normal.

Table 3.1: Tests of Normality- Virtuality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Virtuality (VIR)	.154	314	.106	.958	314	.090
Team distribution (TD)	.329	314	.090	.769	314	.153
Work place mobility (WM)	.169	314	.067	.931	314	.265
Variety of Practices (VP)	.399	314	.082	.685	314	.087

a. Lilliefors Significance Correction
Source: Survey Data

Further, it was examined whether there is a multicollinearity problem in the analyses. Therefore, the variance inflation factors (VIFs) were calculated. As explained by Hair et.al (2013), maximum VIF values larger than 10 typically indicate severe multicollinearity. Even though some of these values are somewhat higher than desirable, this indicates that multicollinearity was not a major issue according to Hair et.al (2013). They pointed out,

> "*As a rule of thumb, if the VIF of a variable exceeds 10, that variable is said to be highly collinear and will pose a problem to regression analysis (Hair et al., 2013)*".

Thus, according to Table 3.2, the values of VIF do not signal the multicollinearity problem.

Table 3.2 Collinearity statistics - Virtuality

Model		Collinearity Statistics	
		Tolerance	VIF
1	TD	.977	1.024
	WM	.972	1.028
	VP	.992	1.008

a. Dependent Variable: VIR

Source: Survey Data

According to the study objectives following statistical techniques were used to analyse data and achieve the study objectives. Descriptive statistics of Team Distribution, Workplace mobility and Variety of places were calculated. Descriptive data analysis is important to make sense of the data and to summarize in some way, so that the reader has an idea of the typical values in the data, and to understand how they vary (Best & Kahn, 1998). Further in many studies, this is the first step, prior to more complex inferential analysis (Leo, 2012).

The two main types of descriptive statistics encountered in the study were measures of central tendency, (averages) and measures of dispersion. Table no 3.3 presents the descriptive statistics of virtuality.

Table 3.3: Descriptive Statistics – Virtuality

	N	Min	Max	Mean	Std. Dev.	Variance	Skewness			Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Test Stat	Statistic	Std. Error
TD	314	19.0	24.0	22.99	1.26	1.59	-.593	.138	-6.73	-.215	.274
WM	314	22.0	28.0	25.03	1.62	2.64	-.520	.138	-1.81	-.722	.274
VP	314	9.00	15.0	12.57	1.33	1.77	-.613	.138	4.507	.440	.274
VIR	314	53.0	66.0	60.60	2.67	7.14	-.510	.138	-3.65	.416	.274

Valid N (listwise)314
Source: Survey data

Descriptive data for the degree of virtuality and its three constructs are given in table 3.3. The overall virtuality index is skewed moderately to explain the high degree of virtuality since its skewness is between -.5 and −1 (SK = -.510) as indicated in Table 3.3. In observing the three dimensions of virtuality, they are almost in between -.5 and +.5 meaning that all the dimensions are moderately skewed toward medium degrees of virtuality. Data indicate that the virtual team members collaborated with people in different time zones and people who they never met face to face via Internet-based conferencing applications on a daily and weekly basis. However, team members collaborated with people who spoke different native languages, less frequently (on a monthly, quarterly, or even longer basis).

Workplace mobility was also moderately skewed toward high degrees of virtuality with skewness between -.5 to + 0.5 less than -1, (SK = -.520). Virtual team members worked at different sites and with mobile devices on a daily and weekly basis, but they had fewer frequent professional interactions with people from outside the company or working time while

traveling or at home during normal business days (on a monthly, quarterly, or even longer basis).

Variety of practices was moderately skewed with skewness value less than -1 (SK = -.613). Other than working with teams that had different ways to track their work on a daily or weekly basis, team member replacement was less frequent. Team members also worked less frequently with people who used different collaboration technologies (on a monthly, quarterly, or even longer basis).

To see the skewness of the population (Rose, Spinks, & Canhoto, 2015) the test statistic was calculated. Bryman & Cramer (1997) suggest that the critical value of test statistic (Z_{g1}) is approximately 2. (This is a two-tailed test of skewness $\neq 0$ at roughly the 0.05 significance level.) Accordingly, if $Z_{g1} < -2$, the population is very likely skewed negatively. And the test statistic of this study shows -3.69 to infer the population skewness as negatively skewed. It confirms the moderately high virtuality of the population.

Initially, the factorability of the 12 item virtuality scale was examined. At first, 08 of the 12 items were loaded above 0.5 with at least one other item, suggesting reasonable factorability. Secondly, the Kaiser-Meyer-Olkin measure of sampling adequacy was 0.604, above the recommended value of 0.6, and Bartlett's test of sphericity was significant. But it was unable to get a simple structure. During several steps, a total of four items were eliminated because they did not contribute to a simple factor structure and failed to meet minimum criteria of having a primary factor loading of 0.5 or above and no cross-loadings. The three-factor solution was arrived deleting items 2, 5, 6 and 7.

The three-factor solution satisfied all the criteria suggesting KMO measure of sampling adequacy was 0.698 and Bartlett's Test of Sphericity also significant (Table 3.4). The

communalities were all above 0.3, further confirming that each item shared some common variance with other items. The scree plot proposed three factors as well (Figure 3.1).

Table 3.4: KMO and Bartlett's Test- Virtuality

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.698
Bartlett's Test of Sphericity	Approx. Chi-Square	1500.164
	df	24
	Sig.	.000

Source: Survey Data
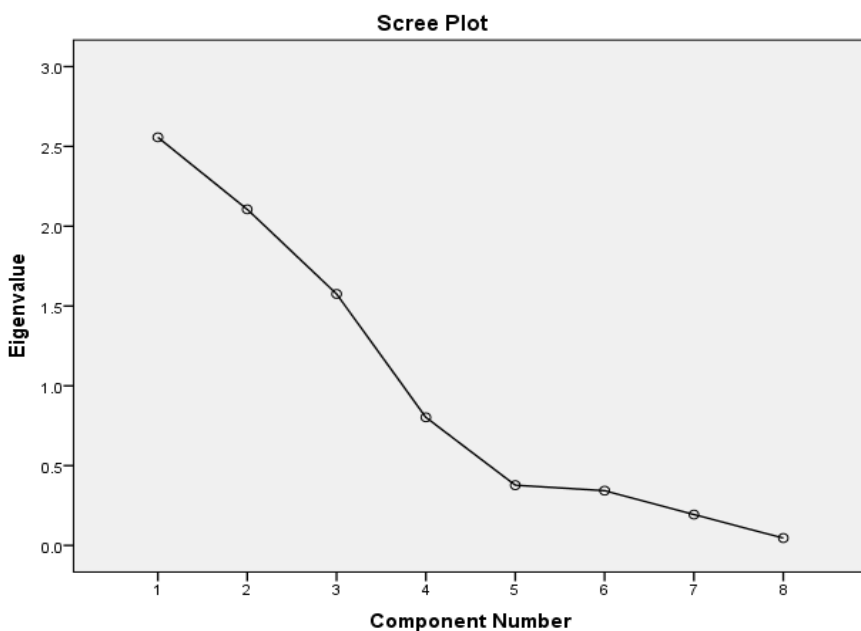
Figure 3.1 Scree Plot- Virtuality
Source: Survey Data

Analysis of the total sample yielded only three clear interpretable factors of virtuality (Table 3.5). The first factor contained three items (item loading ranging from .918 to .857), the second factor contained two items (item loading ranging from .984 to .981) and the third factor had three items (items ranging from .865 to .537).

Table 3.5: Rotated Component Matrix[a]

Items	Component		
	1	2	3
10.VP1 Work on projects that have changing team members	.918		
12.Vp3 Work with people that use different collaboration technologies	.894		
11.VP2 Work with teams that have different ways to track their work	.857		
9.WPM5 Work while traveling, for example, at airports or hotels		.984	
8.WPM4 Work at home during normal business days		.981	
4.TD4 Collaborate with people who speak different native languages or dialects than your own			.865
3.TD3 Collaborate with people you have never met face-to-face			.836
1.TD1 Collaborate with people in different time zones			.537
Reliability Statistics Cronbach's Alpha	.877	.974	.628

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 5 iterations.
Source: Survey Data

The eigen values were 2.55 (factor 1), 2.10 (factor 2) and 1.57 explaining 77.97 percent of the total variance. Each of the three factors represented a subscale measuring the dimensions of virtuality. The reliability coefficients for these subscales are presented in table 4.13. Internal consistency for each of the

factors was examined using Cronbach's alpha. The alphas were .877 for variety of practices (3 items) .977 for workplace mobility (2 items) and .628 for team distribution (3 items).

After examination of the factor structure, the factors were rationally named. In table 3.6 the captured factors were given with the identified names.

Table 3.6: Naming the Factors - Virtuality

Variety of Practices
Work on projects that have changing team members
Work with people that use different collaboration technologies
Work with teams that have different ways to track their work
Work Place Mobility
Work while traveling, for example, at airports or hotels
Work at home during normal business days
Team Distribution
Collaborate with people who speak different native languages or dialects than your own
Collaborate with people you have never met face-to-face
Collaborate with people in different time zones

Source: Survey Data

The factor labels proposed by Chudoba et al., 2005 were well suited to the extracted factors and were retained. But four items were deleted from the original scale based on the responses given by the team members of Sri Lankan BPO industry.

Qualitative Phase

The qualitative data collected through in-depth interviews and focused group interviews based on virtuality index (Chudoba et al., 2005) was analysed to understand the extent of virtuality

in teams in global outsourcing companies. The themes generated via the interview data were presented in table 4.20.

Table 3.7: Common Themes of Virtuality

Themes	Words captured in the interviews
Interdependence.	Cooperation, teamwork, each other, sequential tasks,
ICT utilization	Having Video conference, collaborative software, Internet systems, emails, voice mail. Online, databases.
Geographical dispersion	Remote reporting relationships, being at multiple locations, functionally distributed, job mobility and flexibility, work some part of the week at home,
Working across different time zones.	Members are across multiple time zones, time difference is the major concern, work around the clock
Dissolvable Nature.	Partners may dissolve, move on to new partnerships and teams, movement to another project.
Resources Pooling and Knowledge sharing.	Complement each other by pooling, sharing, and reallocating the resources, dependence on one another, participation in sharing, highly cooperative, facilitates to share knowledge and experience.

Source: Interview Data

The team members described their way of working in these teams, nature of their work environment, etc., in response to the

questions they were posed. All together six themes were captured. They are Interdependence, ICT utilization, Geographical dispersion, working across different time zones, Dissolvable Nature and Resources pooling and knowledge sharing. These virtuality characteristics were observed as common virtuality characteristics in the outsourcing companies.

The concept of interdependence in teams involves cooperation and collaboration between participants in these virtual teams. While sharing skills and information, each member dedicates his/her own contribution to the common goal of customer fulfilments. This results in greater equality in the member relationship. Further, it is a sequential task arrangement in which each member of the group has his/her own task contributions that certainly affect the performance of the other group. Each member has unified skills and corporation which determine each other's work accomplishments as well as the group performance.

With ICT evolvement, the office uses information technology like desktop videoconferencing, collaborative software, and intranet systems to enhance the flow of information among team members. As a result, members can reach one another between different geographically dispersed locations. E-mail is the most frequently used tool by all teams. Per a day, as an average 8-15 emails transactions were taken place. Frequently the return mail is also quick. Responses are limited only to the inquiry. Personal telephone call is another most frequently used tool. Possibly due to cost factor, personal calls also limited only to the matter inquired. Voice mail is used when the personal calls are not connected or the individual is not available. Fax and group telephone conference, standard/express mail delivery, shared databases/groupware are probably used instances when it is unable to utilize other

communication vehicles; maybe a most efficient and cost-effective way to share business information due to the difference in time zones. Videoconference although used on average once a month. It is more prominently used by transnational teams, maybe a most efficient and cost-effective way to share business information with other team members through ''simulated face-to-face interactions''. Other than these tools, represented either on-line data/voice chat technologies or other miscellaneous technology to exchange business information is used by transnational teams, when other communication vehicles are not sufficient; may be perceived as an efficient and cost-effective way to share business information.

Since ICT is a primary communication means, work location is no longer of significance. Innovative technologies have enabled collaboration independently of place or time, and provided connectivity between each other. Being at multiple locations, the team members are functionally distributed, so that the teams are spread across different places. Remote reporting relationships are growing, where some of the employees work in locations different from their managers. Many jobs within these companies do not require employees to come to the workplace, while increasing job mobility and flexibility. Increasingly, people work some part of the week at home, and so it is extremely common for work meetings to occur over the telephone.

Since the team members are at different locations, teams face more complexity when members are across multiple time zones, in large part because of increased difficulties in scheduling and coordinating work activities. The team members are sometimes functioning at far beyond the company, maybe out of the country. In connecting with them the time difference is the major concern. The work tradition of

the outsourcing industry is to work around the clock since it needs to meet the challenge of working across different time zones. In the longitudinal case study of three global virtual teams Maznevski & Chudoba (2000) illustrated the importance of establishing a predictable rhythm of communication exchanges, which becomes increasingly challenging when team membership encompasses different time zones (Kanawattanachai & Yoo, 2002; Yoo & Alavi, 2004).

The team represents the alignment among the partners who aim at a common goal. Naturally, once the objective has been achieved or the opportunity has been exploited, partners may dissolve and move on to new partnerships and teams. In this movement, the team's task is the main priority. The membership sometimes may be different, but the members are known to each other since every one represents the same company.

Participants within a team, complement each other by pooling, sharing, and reallocating the resources since they have realized their strong dependence on one another and the continued participation in the network also necessitates this sharing. The organizational culture reflects highly cooperative, which facilitates the team members to share knowledge and experience among each other to achieve the team goals.

Discussion and Conclusion

The study analysed and triangulated the quantitative survey data collected using virtuality index (Chudoba et al., 2005) and qualitative data collected via in-depth interviews and focused group interviews. The study found that the extent of virtuality in teams of global outsourcing industry is significantly high. It was shown in the analysis of descriptive statistics of virtuality data. The overall virtuality index is skewed left and showed

negative skewness, explaining the high degrees of virtuality. Finally, the qualitative data also showed supportive evidence to conclude that the extent of the virtuality of teams in outsourcing companies is high. The outsourcing work environment, having workplace mobility, variety of practices and team distribution shows more virtual features. Most of the respondents were of the view that their working environment consists of virtual characteristics like interdependence, ICT utilization, and geographical dispersion, working across different time zones, dissolvable nature, resources pooling, and knowledge sharing. This showed that the qualitative findings identified a few more special characteristics. Hence teams in global outsourcing sector can be characterized as virtual teams having a significant extent of virtuality.

This finding is aligned with the findings of May and Carter (2001) in their case study of virtual teams working in the European automotive industry. They have shown that enhanced communication and collaboration between geographically distributed engineers at an automotive manufacturer and supplier sites are characterized in these teams and these teams contribute to better quality, reduced costs and a reduction in the time-to-market (Ale Ebrahim, Ahmed, & Taha, 2009). Further, a study of Indian BPO companies explained that the firms that handle a host of back-office work which includes responding to credit card inquiries, preparation of invoices, payrolls, cheques, reconciliation of daily accounts, writing medical transcriptions, processing applications, billings, and collections extend their services with a highly virtual environment (Swadesin & Kalindi, 2012). 99 out of the Fortune 100 companies use VMware virtualization technology to power their data centres which are in the outsourcing industry (Bird & Ernst, 2009). Based on the case study, Chou explored how knowledge sharing communication

style, interpersonal trust, team interaction, geographical dispersion, workplace mobility, and technology have serious influences on virtual teamwork in this sector. (Chou, 2012).

There are number of implications of this study. This study proposes, the extent of virtuality in teams in the outsourcing sector. The contextual characteristics of teams in outsourcing companies and the way how the team members work within their teams have been widely discussed. This may be a supportive step for the major player of outsourcing teams, in making a variety of team decisions. Verification of virtuality of teams of the global outsourcing sector further confirms the virtuality assumption of these teams. This lays a foundation for the researchers to begin their investigations with teams in outsourcing companies as virtual teams. There are some limitations in this study in terms of collecting data via interviews. Most of the interviews were taken outside places since these outsourcing companies did not permit strangers even to enter into the workplaces. Information is highly restricted and private communications were not allowed in these companies. The findings of this study do not claim to be exhaustive. It is hoped that the findings are a fruitful and helpful basis for further penetration of virtual teams. However future researchers may simply carry out their investigations in the global outsourcing sector with a clear assurance that they are, in fact, virtual teams.

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Teachers' Perceptions of the Curricular Reform Implementation in Kosovo

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Abstract

The perceptions that teachers create about the curricular reform act as determinants of their journey towards the application of the reforms in practice. This research explores the perceptions that teachers have about the curricular reform and its implementation in Kosovo. The research took place in three cities of Kosovo: Prishtina, Istog and Klina, with 225 teachers, where 220 were respondents of the Questionnaire, and 5 were interviewed. The research highlights that the curricular reform is overwhelming for teachers and it is more oriented towards administrative issues. The curriculum is perceived as incomprehensible, challenging and not really easy to be applied. Besides, it did not change the teaching practices, and it did not enhance the students' learning outcomes. Peer cooperation is perceived as one of the changes that the new curriculum has brought to life, and this is an important factor that facilitates the implementation of the curriculum. On the other hand, the lack of resources and the insufficient time available for teachers are seen to be the main obstacles in implementing the curriculum.

Keywords: *perception, curricular reform, teachers, implementation*

Education is considered to be a great instrument for the achievement of the national goals. In order to make education meaningful and suitable for the society and the time, changes must be undertaken continuously. The process of planning and developing the reforms depends on the place where they are being executed. Over the years, the educational system in Kosovo has been subjected to constant reforms. Currently, the educational system in Kosovo is facing the implementation process of the new Curriculum Framework that was approved by MEST (Ministry of Education, Science and Technology) in 2011.

Teachers have a crucial role on the implementation of the curricular reform as they are the main stakeholders of the teaching reforms and successful practices depend on them. Regardless of the way reforms are documented, there is still a major relevance on how teachers interpret and perceive the reform. According to Little (2001) perceptions built about a reform influence and determine the teachers' approach towards it. The understanding of the new reform often comes as a result of their design and presentation, where they are frequently presented by using a traditional approach and teachers are provided with a prepared product and a group of procedures that they must follow. Commonly, technical and external elements are highly focused on educational reforms, which means that the inner part of the teachers, respectively, their perceptions and the changes that they experience in the process of the implementation of reforms are habitually neglected. Hargreaves (1998) emphasized that if the emotional side of the teachers is ignored, that is to say, their work, their voices and their feelings, a chance of improvement may be missed or even lost. Therefore, the research aims to find out the answer of the main research question, respectively sub-questions:

How do teachers perceive the implementation of the new curricular reform?

Sub questions:

- ➢ *How do teachers see the new curricular reform?*
- ➢ *What are teachers' perceptions about the changes that the new curriculum has brought on their work?*
- ➢ *Which are the advantageous and disadvantageous factors that teachers perceive as useful in the curriculum implementation process?*
- ➢ *Does age affect teachers' perceptions of curricular reform?*

Teachers and Educational Reforms

Teachers play an active role during the process of reforms. But their perspectives are rarely introduced, when there is a discussion about the effectiveness of reforms and shifts in schools (Darling- Hammond, 2009). According to Bailey (2000) in the application of educational changes, teachers' voices, perspectives and feelings are often ignored and marginalized. Due to the fact that the educational shifts incorporate many social components including interpersonal relationships, dynamic social interactions (Norman, 2010), emotions are part of the engagement that teachers bring in the process of change. According to Nias (1998) emotions are not separated from perceptions. Emotions imply experiences resulting from teachers' interactions with their professional environment. They are recognized as significant experiences finding out the opinions of the teachers about the reform.

It is undisputable that teachers are the key to success for the curricular reform (Smith and Desimone, 2003). Their knowledge, beliefs and perceptions play a fundamental role in the understanding of reforms (Blignaut, 2007).

Little (2001) argues that despite the way how reforms are portrayed in documents or from their supporters, within or outside the school they have to go through individual, collective and institutional interpretation as well. Regarding the curricular reform, the new formed understandings may not support the new curriculum and this will lead to consequences when applied in the classroom. The new created understandings are often a result of how the reforms were presented. Occasionally, they are presented by a traditional approach, where teachers are provided with a prepared product and a group of procedures that they must follow. The main cause why these reforms fail, seems to be the incapability to accept the teachers' knowledge, pedagogical beliefs and the context of situation as a significant aspect (Knapp & Peterson, 1995). Other studies also suggest that teachers' actual thoughts and beliefs influence the manner in which the reforms are applied (Leigh et al., 2006). Teachers' beliefs reflect the personal comprehension, and the nature of their knowledge that impacts their decision making and their teaching approach (Lovat & Smith, 1995). If teachers have beliefs in accordance with the reforms, they will potentially affirm it easier. Otherwise if teachers have different beliefs or perceive many obstacles in the approval of the curricular reform, it is possible that there can be a disappointment and disapproval of the reform (Burkhardt, et al., 1990).

In a study of Bantwini (2010) about the way how teachers perceive the new curriculum reform, it is claimed that one of the most common teachers' perceptions was that the curriculum is overwhelming, featured with a lot of administrative work. The new curriculum is considered to be rather a burden than a simplified and well-structured program. Different viewpoints that the reform simply requires more work, made it difficult for some teachers to perceive the vision

and the aims of the reform itself. Clasquin-Johnson (2016) presented the feedbacks of the teachers toward curricular changes. Initially, they were skeptical and somehow reserved on their work, and they assumed that some aspects of the curriculum were not appropriate for their students/pupils. Most participants were critical toward the new planning requirements, they considered that they are not useful. The participants described them as very intricate, exhausting and time-consuming. However, the participants identified the benefits too, they stressed that there is a better structure and organization and after a period of implementation they confirmed that they know for the first time what is expected from them and their students.

Hargreaves (1998b) maintains that if attitudes, beliefs respectively the internal components of the teachers are not taken into account, there is a loss of chance for improvement, consequently the reforms may not be very durable.

The Reform and the Practical Work of the Teachers

Educational researches are focused oin the complexity of changing the teachers' thoughts, beliefs and knowledge, so that there can be a change in the teaching practices. Vetter (2012) revealed that sustainable changes and practical transformations happen when teachers redefine and redecide their viewpoints. It is less likely for teachers to modify their teaching practices without changing their values and beliefs (Fullan and Stegelbauer, 1991).

Sikes (1998) suggests that in case teachers face educational changes, they have to change their ideas and practices only if the latter are suitable and useful for their teaching. Darling-Hammond et al. (1981) indicate that teachers tend to see the

educational changes and curricular reforms by some ambivalent means.

Teachers decide how educational changes will impact their teaching practices. It is reasonable to suppose that teachers will accept everything that ensures sustainability in their practices, and everything that risks this sustainability will not be involved in their present practices. Thus, old teaching practices will not be replaced with the new ones.

Nielsen et al. (2008) presents the experiences and the changes that teachers went through, during a two-year reform in writing-reading and professional development for a superior support.

Teachers reported the changes that occurred in the course of a continuity, moving from curriculum-based programs to student-centered practices, and then enhancement of collaboration between teachers, as well as teachers' requirements for policy changes.

As Fullan (2003) has stated, in the process of educational reforms the determination of the success depends on what teachers think and do in practice.

Factors Influencing the Application of Curricular Reform

The experiences of teachers in the application of new reforms are influenced by the surrounding factors. A possible ineffectiveness of educational reform application is generally accepted (Cohen & Ball, 1990; Smith & Lovat, 2003).

Factors that can help or obstruct the application of educational reform can be internal and external. Internal factors can be: *commitment*, *self-efficiency* and *motivation*. Whereas external factors can be: *management*, *professional collaboration*, *time* and *resources*.

These factors can be seen as contributing to the educational reform, but they can also be seen as reform obstacles or determinants of failure, in case there is absence of the above-mentioned features.

Teachers' commitment in the process of reform is an important element in the long-term application. Herscovitch and Meyer (2002) provided a general definition of commitment as "a power (mindset) that connects an individual with ongoing actions that are considered necessary for the successful application of an initiative of change".

Smith and Lovat (2003) believe that teachers' commitment is essential for successful changes in schools. Teachers with greater commitment have more chances to succeed in significant changes in the classroom level, and perhaps they can have an impact in the whole system (Harris and Jones, 2010). The commitment of the teachers is important because committed teachers will be more motivated to give their best for their students/pupils, and this will lead them toward the achievement of school goals. Teachers' commitment is multidimensional. Teachers' individual commitment is supposed to be analyzed to identify centers of engagement in their professional practices. These centers of engagement, currently, are considered to be external for the teachers and they include the engagement toward school as an organization, engaging with students, career continuity and the teaching profession (Nias, 1981).

Swarnalatha (2016) denotes that the engagement of the teachers in their work is very important since they can face the continuous risk of self-consuming and an increasingly intensified working environment, if they do not have this emotional connection, that is to say, commitment.

Self-efficieny is important in every field. Bandura (1997) defined self-efficiency as "human judgements of certain abilities

to organize and apply courses of operation that are required to produce and attain information" which means that self-efficiency can be implied as an individual belief of what one can do successfully. Dellinger et al. (2008) interpreted teachers' self-efficiency as teachers' beliefs in their capabilities to perform specific teaching tasks, at a certain level of quality, in given situation.

Educational researches indicate that teachers with a greater sense of self-efficiency are more innovative and committed in their profession (they serve longer) (Harris & Jones, 2010). According to Bandura (1997) when teachers have a greater sense of self-efficiency, they tend to demonstrate higher levels of planning and organization, they are more open toward new ideas, more willing to experiment with new methods. They work more with students and intensify their efforts when their performance contradicts their purposes.

Motivation of teachers is important for the educational reforms. Motivated teachers are more likely to work for the educational reforms. The most important thing is that motivated teachers ensure an authentic application of reforms starting from the level of policymaking (Jesus, 1996).

Many studies find the motivation of teachers as an internal factor, interrelated to self-efficiency and commitment. Teachers' commitment and self-confidence determine their motivation in their work.

Management during the reform period requires a set of particular capabilities. The creation of sustainable changes at school requires the ability to cooperate, shows responsibility and creates an engaging atmosphere at school (Ylimaki & Jacobson, 2013). Rational reform planning involves conceptual manuals as well as genuine leaders to give instructions and provide results. The most adequate person to deliver the

manuals and fulfill the requirements of curriculum management is the school principal.

The role of the director has changed recently. Requirements toward school principals and educational system have been elevated.

According to Olembo (1992), one of the most important roles of principals is the supervision of the curriculum application. Principals play a great role in the process of planning and adopting the curriculum, managing the classes, adjusting teaching programs and organizing activities outside the school. According to Marlow and Minehira (2006), the effective management of curriculum, through a proper presentation toward other teachers, is an accountability that belongs to the school principals. This means that the principals are not only responsible for the curriculum articulation of the schools and their objectives. They are responsible for the coordination, application, monitoring and evaluation of the curriculum. The establishment of a cooperative managing team, is very successful in the support of educational reforms (Gano-Phillips et al).

Principals must be well prepared with capabilities, expertise and good knowledge of the curriculum so that the application can happen. Taylor (2006) maintains that there are cases when school management is not quite skillful about the curriculum, this affects the teachers by failing to plan some aspects of the curriculum. Cardno (2003) notices that the role of the principals as leaders of the curriculum is wide-ranging and it requires dynamism. Therefore, they are expected to be co-coordinator, who continuously update their knowledge in the curriculum field, by involving relevant teaching methodologies. Principals should demonstrate a wide understanding of contemporary, effective teaching and learning approaches, by transmitting, ensuring and coordinating information about

ideas and recent approaches of the subjects, and evaluation strategies for the staff members. In general, principals must ensure a supportive environment, by orienting the teachers' work towards a professional direction, through progressive and advancing seminars and trainings. Meanwhile, they encourage innovation in class practices. During educational reforms, effective management encourages active participation, in the process of change. It can assist in the sustainability of reform initiatives over time, a field that is often problematic (Harris & Jones, 2010).

Professional learning communities. Collaboration between teachers managed by themselves, within a center, has been a key indication of effective educational environment that supports teachers' engagement in a meaningful change (Burgess, et al., 2010). The model of professional learning communities has been successfully demonstrated in building capacities to change the participants (Harris & Jones, 2010), by transforming their attitudes and beliefs (Burgess, et al., 2010), or serving as a network that supports the participants, expands their professional roles and perceived self-efficiency (Harris & Jones, 2010). All of this will lead to advancement of teachers efficiency who are facing reforms.

Rosenholtz (1989) indicates that the professional support through teachers' network, professional cooperation and the expansion of professional role improved teachers' efficiency and increased their effectiveness. Professional learning communities can stimulate and spread innovation in teaching and learning practices. They can increase professional collective and individual performance. Professional learning communities are groups of connected and engaged professionals, who trigger changes and improvements within and among schools. In this way students can benefit directly. The essential argument is that by fostering professional learning

communities, possibly, schools improve their students' outcomes through changing the teaching practices in the classroom (Hopkins, 2006).

Professional learning communities provide a very powerful way of teachers' engagement towards reflecting and refining their practices. Assuring improvements in numerous schools and classes is an indication of teachers' engagement in the process of change and their sense of possession regarding the results. Having reforms is not enough. There should be a basis of professional and practical changes to ensure that changes are happening.

Time and resources that are available during the change period will influence the abilities of the employees to accept the change. Burgess et al. (2010) found out that during the periods of change, time "is a continuous concern in every educational environment, where teachers try to find time for their professional development … or engage themselves in the beginning phases of the initiative". According to Day et al. (2005), educational reforms are boosting the amount of time that teachers need to spend for administrative tasks. Literature resources are also an important part in the reform process, as they significantly affect the participants' work, moral and pleasure. According to Zeichner (2008), external factors, like limited resources, make the experiences of educational reforms more difficult and usually negative for teachers.

Generally, schools possess basic physical resources that support the application of the curriculum, including classes and teaching/learning materials (Shoba, 2009). Teaching/learning materials are predominantly fundamental for effective teaching, they are directly linked with the application of the curriculum. They help students achieve specific objectives on the content. Curriculum developers emphasize that there cannot be any teaching/learning program, applied effectively and adequately,

without adequate materials of teaching/learning. Likewise, Shiundu and Omulando (1992) agree that a new program requires adequate and relevant objects. Purchased physical objects and materials must be prepared before the implementation, in order to ensure successful program operation. Large-sized classes make learning difficult due to low financial funds; principals cannot hire more teachers to decrease the number of students/pupils per classes (Shoba, 2009). This results in poor and inadequate number of teachers for the application of the curriculum.

Research methodology

This research is a combination of qualitative and quantitative methods. Questionnaires were used to collect quantitative data, whereas interviews were done to attain qualitative data. The research sample was selected among teachers who had been subjects of reforms in three cities of Kosova:, Prishtina, Istog and Klina. There were 225 participants in total, where 220 were respondents of the questionnaire and 5 were interviewees. The selection of the sample was designed randomly, based in categories. Categorization is done on the basis of gender, age, residence and education. Questionnaires and interviews were used to collect data. Questionnaires enabled the collection of the quantitative data on how teachers saw the new curricular reform, what were their perceptions about the changes that they went through and what factors influenced the implementation of the curriculum. The questionnaire was close-ended. The interviews were used to collect qualitative data. The nature of the interviews was semi-structured and they were done with 5 teachers, 3 from the Municipality of Pristina, 1 from Istog and 1 from Klina. The interviews lasted about 30 minutes, and were recorded in audio and transcript.

Descriptive, comparative and thematic analyses were used to analyze the data. Quantitative data attained from the questionnaires were analyzed through descriptive and comparative analysis (analysis of variance ANOVA). On the other hand, the thematic analysis was used to analyze qualitative data collected from the interviewees.

Research Results

Quantitative data analysis

220 teachers were participants of the quantitative data collection, according to the following distribution: 136 teachers from Pristina, 47 teachers form Istog and 37 teachers from Klina.

Regarding the respondents' age group, there were different ages involved. 28 teachers were between the ages 21-30, 55 teachers of the age 31-40, 72 teachers aged 41-50, 55 teachers were 51-60 years old, and 10 teachers above the age of 60.

Regarding the first sub-question of the research, "*How do teachers see the new curricular reform?*" the findings were as follows: responses to Question 6 reached the highest average with M=4.03, with a percentage of 44.5% who responded *strongly agree*; this constituted the highest percentage. It implies that teachers saw their work with the new curriculum as overwhelming and featured with a lot of administrative work.

To Question 8, M=3.92 or 34.5% responded *strongly agree*, which means that teachers perceive the new curriculum as more related to lesson plans than to their current teaching. To Question 10, M=3.77 or 25.9% responded *strongly agree*, if the curriculum is considered as a group of procedures that they must follow rather than a focus of adopting its elements within the context of a situation.

Responses with the lowest averages were found to Question 9 and 2. In Question 9 with M= 2.44 or 25.5%, the highest percentage of *strongly disagree* responses means that teachers think that their thoughts and knowledge were not taken into account when the curriculum was designed. To Question 2, M=2.92 or 6.8% responded *strongly disagree*, which shows that teachers do not see the curriculum easy to apply.

Regarding the second sub-question of the research, "*What are the perceptions of the teachers about the changes that the new curriculum has brought on their work?*" the responses to Question 15 (M=4.00) were found to have the highest average, and also the highest percentage of *strongly agree* answers with 35.9%. This shows that teachers have less time for other activities, as a result of the work that needs to be done with the new curriculum. Responses to question 13 (M=3.79), with 31.4% responding *strongly agree*, indicate that teachers have become more collaborative as a result of the new curriculum.

Responses to Question 20 had tthe lowest averages with (M=3.11) 8.6% responding *strongly disagree*. It shows that the least of what they think is that the new curriculum increased students' outcomes. In Question 11 (M=3.23), 5.9% strongly disagreed that the new curriculum changed their teaching practices.

Meanwhile, in the sub-question, "*Which are the advantageous and disadvantageous factors that teachers perceive as useful in the implementation process*?" the finding was that available resources for teachers were not sufficient and were considered as a disadvantage in the curriculum implementation process. While advantageous factors appear to be self-efficiency, motivation and cooperation among teachers.

Table 6: Factors that impact the implementation of the curricular reform

	N	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Average	Standard deviation
Commitment	220	4.2%	16.4%	25.2%	32.1%	22.1%	3.5152	.88236
Self- efficiency	220	1.7%	5.3%	14.2%	43.0%	**36.8%**		
Motivation	220						**4.0989**	.71485
Collaboration	220	1.4%	4.5%	19.8%	42.3%	32.0%	3.9894	.79979
Management	220	2.4%	8.8%	28.8%	35.5%	24.7%	3.7125	.85242
Time	220	4.1%	17.7%	49.5%	37.7%	37.7%	**4.1182**	.84109
Sources	220	**30.9%**	39.1%	22.7%	6.4%	0.9%	**2.0727**	.93349
Valid N								
Listwise	220							

In the responses to Question "Does age affect teachers' perceptions of curricular reform?" the comparable analysis found that there were no significant differences highlighted between the ages of the teachers and their perceptions of the curriculum implementation.

Table 7: Differences between age groups about the conception of curricular reform

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.168	4	.292	.902	.464
Within Groups	69.602	215	.324		
Total	70.770	219			

Table 9: ANOVA about the factors that impact the implementation of the curriculum

		Sum of squares	Df	Mean Square	F	Sig.
Commitment	Between groups	4.590	4	1.147	1.487	.207
	Within groups	165.915	215	.772		
	Total	170.505	219			
Self-efficiency and motivation	Between groups	2.341	4	.585	1.148	.335
	Within groups	109.571	215	.510		
	Total	111.912	219			
Collaboration	Between groups	4.027	4	1.007	1.591	.178
	Within groups	136.059	215	.633		
	Total	140.086	219			
Management	Between groups	3.457	4	.864	1.194	.315
	Within groups	155.671	215	.724		
	Total	159.128	219			
Time	Between groups	4.500	4	1.125	1.608	.173
	Within groups	150.428	215	.700		
	Total	154.927	219			
Resources	Between groups	4.523	4	1.131	1.305	.269
	Within groups	186.314	215	.867		
	Total	190.836	219			

Qualitative Data Analysis

Qualitative data were taken from the semi-structured interview transcripts which were carried out with 5 teachers, 2 primary school teachers and a middle school teacher from Prishtina, a primary school teacher from Klina, and a middle school teacher from Istog. The thematic analysis was used to analyze the data. The results of the qualitative data are divided in three parts, they are associated with the sub-questions of the research. Three themes emerged from the first part "teachers and curricular reforms"

- Administrative reforms with overburdened teachers
- Challenging curriculum
- A designed document without involving teachers

Topic 1*: Administrative reforms with overburdened teachers*. One of the common perceptions of the teachers is that they consider the curricular reform is more oriented towards administrative issues, respectively focused on designing the lesson plans. They do not think that the curriculum brought new experiences; on the contrary, they declare that the new curriculum is taking too much of their time, by designing lesson plans that are seldom applied in the way teachers planned or foresaw them.

Topic 2: *Challenging curriculum.* At the beginning, all of the interviewed teachers talked about the incomprehensibility of the new curriculum when they faced it. They felt confused, about the things that the new curriculum was providing and what its importance was. They also considered that the curriculum was a misconstrued document and it was not presented very well by the trainers. This caused many difficulties in understanding it. At first, teachers had perceived the curriculum as agitating because of the changes that it brought in subject classes, in some field studies. They were preoccupied for the fact that they were facing something new and they were very concerned whether they could succeed.

Topic 3: *A document designed without involving teachers*. Teachers stated that the new curriculum was designed without taking into account their thoughts, knowledge and experiences. They were introduced with the new curriculum when it was already finalized, and no teacher was involved in the composition process.

Second part – these topics came out from the changes in teachers' work
- Enhancement of team collaboration
- Few changes in practice and results

Concerning the first topic, "*Enhancement of team collaboration*", all of the interviewed teachers stated that there was an increase of collaboration between co-workers, particularly, within the professional subject groups. The new lesson planning methods (annual, two-month, weekly, daily lesson plans) as a result of the new curriculum, seemed to be the reason why teachers became more collaborative. This was considered to be a positive change in their work. Regarding the changes that had been made, teachers stated that they did not change their teaching practices, in fact, they remained faithful to their earlier approaches and methodologies applied in the classroom. They emphasized some slight changes that occurred dealing with daily lesson plans. When they were questioned if there were better learning outcomes, most of them responded negatively, and some did not have a fully clear statement. They assumed that this should be measured in a longer period of time, by external specialists. The change had raised awareness towards students about the new methods of evaluation, but not about their results.

The third part, "Factors", concerns teachers' perceptions about the advantageous and disadvantageous factors in the curriculum implementation process. The following topics came out:

- Team collaboration helped the application of the curriculum
- Lack of physical resources was an obstacle to the application of the curriculum

Teachers saw team collaboration as one of the factors that influenced the application of the curriculum positively. The lack of physical resources at school was apparently a disadvantageous factor. According to the teachers a genuine application of the curriculum requires the necessary and

appropriate equipment, such as technology and laboratory equipment, and allocation of space.

Conclusion

This research analyzed the perceptions that teachers have towards the new curricular reform in Kosovo, their perceptions about the changes that they experienced in their work as teachers, following the students/pupils' outcomes, and advantageous or disadvantageous factors in the curriculum.

In this research, the participating teachers see the curricular reform as more oriented towards administrative issues, most likely it does not bring new experience to their teaching. The curriculum is potentially a burden for teachers because it requires a lot of work on the new methods of lesson planning. According to the teachers this is the main thing that the new curriculum brought to them.

Little (2001) stated that understandings of the new curriculum are often a result of the way in which they are presented. In most cases there is a traditional approach: teachers are given a prepared product and a group of procedures that they must follow. It is apparent that the curriculum was presented to the teachers in its finalized version. Teachers' thoughts and experiences were not taken into account, they simply had to apply it, with or without their consent. For many reasons, teachers perceive the curriculum as a superficial change, mainly focused on designing lesson plans and new procedures to follow.

The methods in which the reform was presented, created confusion everywhere because it was inexplicable and not interpreted well by the trainers during the preparation phase for the new curriculum. There was a need for a detailed

explanation, which was why the application was not easy for teachers.

When reforms are presented, a consideration of the methods used to transmit the information needs to be taken into account because it leads them to build their perceptions and approaches towards it. The reform was perceived as hard to apply, inexplicable, preoccupying and superficial, that it does not bring new experiences and is not quite promising for a greater engagement towards applying it as it was planned in the written documents.

Stikes (1992) suggests that when there is an educational change, teachers change their ideas and practices only if the latter seem suitable and useful for their teaching. It is evident from the study that teachers do not see the curriculum as useful because it did not bring better learning outcomes. It has not changed the content or their teaching practices, they continue to approach the same way as before in relation to their students and other aspects of teaching.

According to Fullan and Stegelbauer (1991) it is less likely for teachers to modify their teaching practices without changing their values and beliefs. Thus, teachers' positive beliefs and perceptions of the curricular reform are a prerequisite for a genuine application of the curriculum. By believing that the new curriculum is not appropriate or useful, and is more focused on administrative work, and is burdensome to teachers, teaching practices will not change in the classroom.

The positive impact that the curriculum has brought to the teachers is the enhancement of team collaboration. Collaboration between teachers has surpassed the initial difficulties that teachers faced. This collaboration comes as a result of the new curriculum requirements, but in practice it is more focused on designing mutual lesson plans. Prior to that, lesson plans were made individually.

The research shows that collaboration between teachers is perceived as one of the main factors that constructively influences the implementation of the curriculum. Team collaboration enables a mutual understanding about the curriculum, it incapacitates teachers' individual interpretations, and generates coordinated learning outcomes, within and among the curricular fields.

The lack of physical resources and teacher's available time, are perceived as disadvantageous factors. According to Zeichner (2008) external factors like limited resources make the experiences of educational reform difficult and mostly negative for teachers. The lack of the appropriate school infrastructure, including lack of textbooks that meet the demands of the new curriculum, affect the implementation process of the curriculum.

When new reforms are planned, there is a must to prepare the physical areas and necessary materials to ensure successful operation, before its implementation.

Burgess et al. (2010) assert that during the changing periods, time is a continuous preoccupation for teachers. The research found that the new demands for lesson plans are perceived as very complex, tiring and time consuming. Excessive lesson plans, for instance, annual, two-month, weekly and daily plans are taking too much of teachers' time. Probably they could use that time for other class activities, or for their professional development.

Recommendations

From the perceptions that teachers showed about the curriculum in this research, it is recommended that:

- Reformers must ensure that the educational reforms will involve teachers in the designing and planning process,

since they represent the actuality of the educational system and the primary needs that are essential for teaching practices.

- Teachers have to be supported constantly in the process for the application of the educational reform, particularly at its initial phase
- Before decisions are made for a new curricular design, developers should take more into consideration the schooling system reality and practice, such as lack of materials, and other limitations.

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Quality of Physiotherapeutic Services in Kosovo: A Comparative Approach between Public and Private Sectors

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Abstract

This paper analyzes the quality of physiotherapeutic services in the public and private sectors in Kosovo, namely at the Rehabilitation Physical Medicine Clinic of the University Clinical Center of Kosovo and two private institutions in the capital, namely the physiotherapeutic clinics "Therapy" and "Physiomed". The study is based on the standard questionnaire for measuring the quality and satisfaction of patients, as compiled by Monnin and Perneger, adapted to national circumstances. Access to the institution, administrative procedures, treatment facilities, equipment and staff professionalism are analyzed. The parameters mentioned were analyzed by gender, age and education level of the respondents. The survey was attended by 90 individuals, with 45 in each sector. Results have shown that patients' satisfaction with facility access, parking space, equipment they possess as well as the comfort that the room provides has been greater in the private sector. There were no significant differences between the two sectors in the professionalism of the staff, the willingness to provide explanations and their politeness. The study has shown the need to invest in infrastructure and equipment as well as better management of waiting lists, to improve the quality of public sector services.

Ariona Dedushaj

Keywords: *Physiotherapeutic services, patient satisfaction, Kosovo.*

Introduction

Health for a relatively long time has not been a priority of the Government of Kosovo. In a war-torn country, where people's basic problems have been housing and the lack of basic living conditions, health has operated at the level of emergencies. In this context, investments in physiotherapy have been quite marginal, that is why the Clinic of Physical Medicine with Rehabilitation (PMR), the highest health institution in this field, has not only failed to follow in the footsteps of other clinics, but has also degraded. For two decades now it stands in the makeshift basement of a building built in the seventies of the last century, with insufficient space to serve its purpose, with outdated infrastructure and equipment. But even under these conditions, the Physical Medicine Rehabilitation Clinic is performing well. According to the Kosovo Clinical and University Hospital Service (KCUHS) report in 2018, though with only 14 beds, this clinic has performed 5726 outpatient visits, 1924 other diagnostic visits, hospitalized 206 patients and provided 161,520 different services (KCUHS, 2018). Meanwhile, progress in the clinic shows that in 2019 these numbers may even increase. The situation in 2019 is also expected to change due to the construction of a new facility for the Rehabilitation Physical Medicine Clinic, which will multiply its capacity and increase its opportunities *(Table 1.)*.

Table 1. *Performance of Physical Medicine Rehabilitation Clinic, UCCK in 2018*

Hospitalizations	Hospitalization days	Specialist visits	Other diagnostic visits	Services
206	3806	5706	1954	161520

The postwar period, however, has not been so bad for Kosovar physiotherapy, at least not in two moments – the increase in the number of physiotherapists and the development of physiotherapy in the private sector. These may rightly be considered positive curves for physiotherapy in Kosovo. The accreditation of physiotherapy study programs in the public sector and subsequently in the private sector has had a significant impact on the growth of the number of physiotherapists (Accreditation Agency, 2015).

The increasing pace of physiotherapy students has been accompanied by an increase in the number of physiotherapists with master's and doctoral degrees, assistants and subject professors, increasing competence in the system. Currently in Kosovo there are 595 graduated physiotherapists or 3.3 physiotherapists per 10,000 inhabitants, which makes us relatively well ranked in the region, with the highest concentration of physiotherapists in Prishtina (Kosovo Physiotherapists Chamber, 2018) **(Graphic 1)**. The second reason is the development of the private sector that has experienced a rapid development under the stagnation of the public sector. Modern infrastructure, new equipment and marketing have made the private sector extremely attractive.

Graphic 1. *Number of physiotherapists by region*
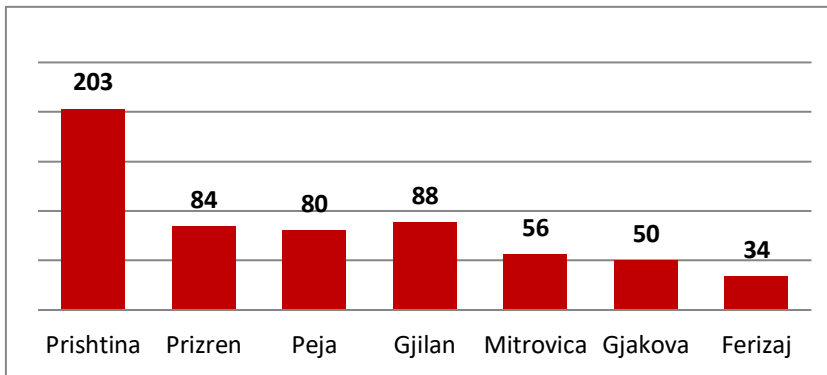
This study focuses on the quality of physiotherapeutic services. So far there have been insufficient studies on this. An exception may be the study of the United Nations Development Program (UNDP) conducted in 2014, which focused on assessing patients' satisfaction with health services at the University Clinical Center of Kosovo. The study has shown a high level of patient satisfaction with the services of health institutions, although it has been subject of public contention shortly after publication, to the extent that it is difficult to take it as a reference for the current situation. The study methodology was contested, as it surveyed patients at the time they left the clinic, asking only two optional and sample questions, dominated by low-income households and low school education respondents (UNDP, 2014).

But the same situation has not been reflected over the years by other research by local and international organizations. In particular, Kosovo has been described as a unique case, due to the fact that after 1999 a new health system was built, facing many challenges. The lack of health professionals and health services in the villages, the overall collapse of the post-war public service infrastructure and the inability to implement

health reforms have been described in various reports as the health challenges in Kosovo for many years (Percival & Sondorp, 2010).

Similar are the findings of the European Commission, which in its 2019 report finds that about 30% of Kosovo's population fails to access health services due to extreme poverty and that only 40% of general needs are covered. According to the report, the funds allocated are mainly spent to cover fixed costs (about 68%), leaving only about 32% of the funds related to diagnosis, treatment and prevention of diseases (European Commission, 2019).

Purpose of the Paper

The purpose of this paper is to compare the quality of physiotherapeutic services and the level of patient satisfaction in the Physical Medicine Rehabilitation Clinic at the University Clinical Center of Kosovo (UCCK) and in two private institutions – physiotherapy clinics "Therapy" and "Physiomed", to identify the necessary interventions in infrastructure, apparatus and equipment, organization and service delivery in public institutions. The paper proceeds from the hypothesis that modern infrastructure and equipment, easier administrative registration procedures and treatment schedules, as well as a more private-friendly atmosphere in the private sector, are defining priorities for the flow of patients from the public to the private sector.

Methodology

The study included patients who received physiotherapeutic services at the Physical Medicine Rehabilitation Clinic at the University Clinical Center of Kosovo and two private

physiotherapy clinics in the capital, namely at the physiotherapeutic clinics "Therapy" and "Fiziomed". The basis of the research has been the standard questionnaire for measuring the quality and satisfaction of patients with physiotherapy services by Monnin & Perneger authors (Monnin & Thomas V Perneger, 2002), modified for our national circumstances. The analysis included variables: access to the institution, administrative procedures, treatment facilities, apparatus and equipment, and the professionalism of health personnel. Parameters were analyzed by gender, age and education level of the respondents. The surveys were anonymous in order to ensure that the answers were genuine and reliable. The relevant departments gave their consent to the conduct of the questionnaire.

The data collected from the questionnaires were first translated into SPSS *(Statistical Package for the Social Sciences)*, coded, processed, analyzed and compared to international standards.

Results

As can be seen from Graphic 2, the majority of patients who received physiotherapeutic services were females. At the UCCK Physical Medicine Rehabilitation Clinic, 25 out of 45 patients surveyed, and in private clinics 27 out of 45 patients surveyed were females. The largest users of physiotherapeutic services were those aged 7 to 21 years (14 out of 45 patients treated in both sectors were of this age group). The graphics also shows that the level of education that dominated the patients surveyed in the Physical Medicine Rehabilitation Clinic was low to average and differed from the level of education of patients in the private sector, where patients with higher education prevailed *(Graphic 2)*.

Graphic 2. *Respondents' gender, age and level of education*
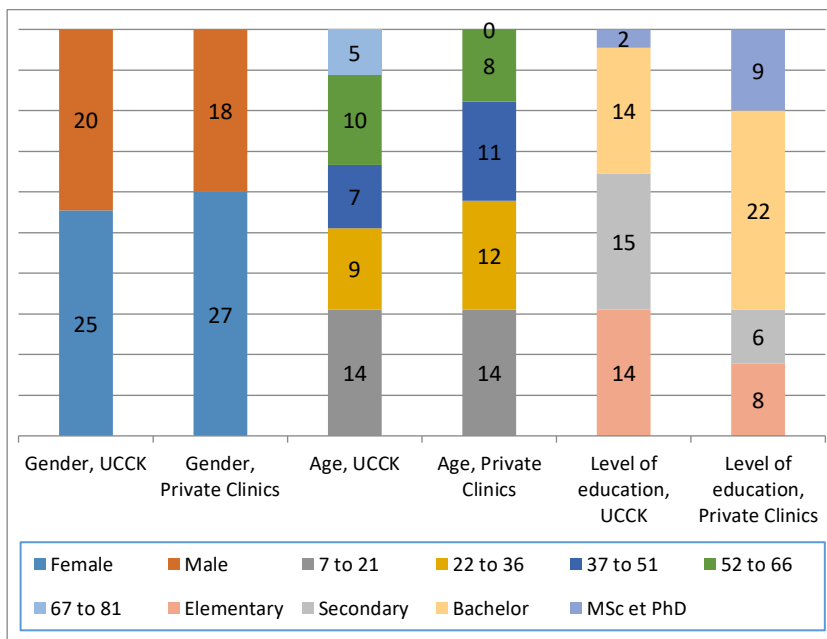
In *Graphic 3* we present patient satisfaction with facility access, parking space, exercise room, apparatus and equipment, and facility security. As the Graphic shows, access to the Physical Medicine Rehabilitation Clinic at the UCC was rated difficult by 17 of the 45, or 38 %, of the patients surveyed, while access to private clinics was rated difficult by only 1 of the 45 patients surveyed. Similarly, 29 out of 45, or 64.4 %, of patients surveyed found finding a car parking place very difficult in the UCC, while in the private sector 12 out of 45, or only 26.6 %, of the patients. From the *Graphic 3*, we also learn that the practice room in the public clinic was rated as inadequate by 21 of 45, or 46.7 %, of the patients surveyed, while the private sector stands better in this regard considering 26 of 45, or 57.7 %, of the patients surveyed rated the exercise room as very comfortable.

The atmosphere in the exercise room at the Physical Medicine Rehabilitation Clinic was rated as not calm and not relaxing by 17 or 38 % of respondents versus 11 or 24 % of respondents who rated it as calm and relaxing. At the private clinics the atmosphere in the exercise room turns out to be calm and relaxing (of 28 respondents or 62 %). On the other hand, according to the responses of patients surveyed in the public clinic, it appears that the equipment used to treat patients in this clinic is outdated (42 out of 45 or 93.3 % of patients). Whereas, in the private sector it turns out to be modern apparatus and accompanying equipment (38 out of 45 or 84 % of patients). The results of the research show that the surveyed patients, both in the public and private sectors feel safe during the treatment they receive from health professionals *(Graphic 3).*

Graphic 3. *Respondents' satisfaction with access to the facility, parking lot, room comfort, atmosphere, apparatus and equipment as well as security*
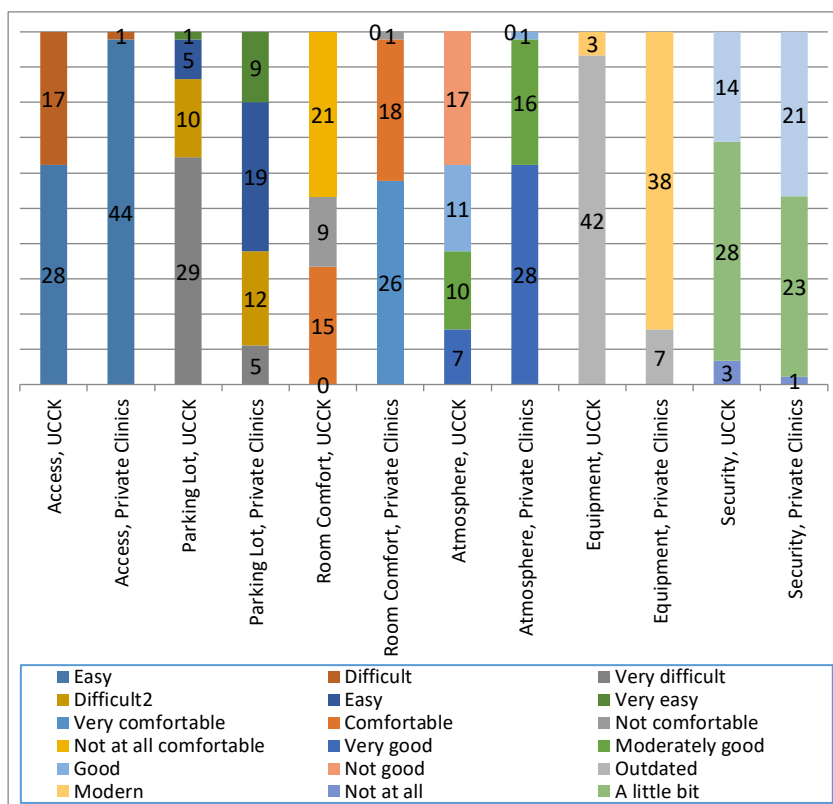
The registration procedure has been evaluated as easy by most of the patients surveyed at the Physical Medicine Rehabilitation Clinic, and we have similar estimates at private clinics, where this procedure has been evaluated as very easy. Waiting time for treatment from the day of enrollment at this clinic lasts days and sometimes weeks, due to overcrowding, while in private clinics the waiting time is usually 30 minutes to sometimes several hours. Adherence to the treatment schedule is found to be better in the public clinic than in the private clinics, 41 out of

45 or 91.1 % of patients surveyed in the UCCK versus 33 out of 45 or 73.3 % of patients surveyed in the two private clinics, respectively. of treatment.

The support and behavior of the staff was rated as highly professional by all respondents in both the public and private clinics. Towards the end of the treatment, the advice of medical professionals to be followed at home was found by most respondents to be very helpful *(Graphic 4)*.

Graphic 4. *Respondents' satisfaction with registration procedures, waiting for treatment, adherence to schedule, staff professionalism and tips after treatment*
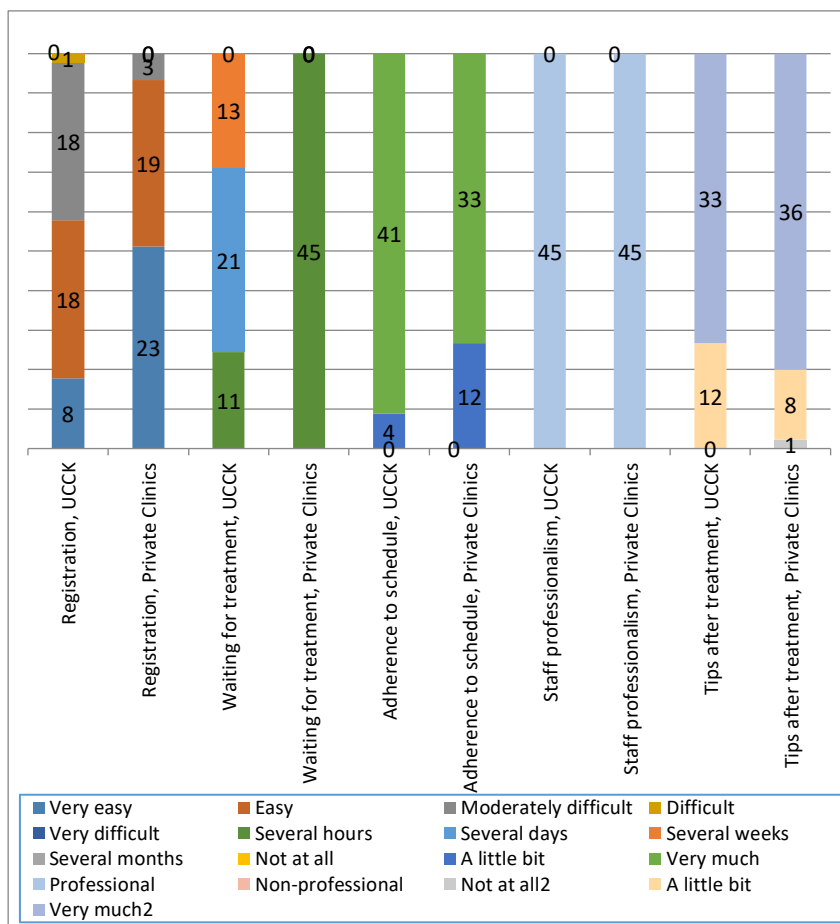
Discussion

The main purpose of the paper was to compare the quality of physiotherapeutic services in the public sector against the same services in the private sector, using a standard and validated

questionnaire. As such, this is the first study of its kind in our country.

The study has shown that the age of patients receiving public-sector services at the Physical Medicine Clinic with Rehabilitation at the University Clinical Center of Kosovo is higher and the level of education of patients is lower compared to those treated in private institutions. The reason for such a difference may lie in the age-related economic conditions and the fact that the elderly need longer-term treatment and sometimes even hospitalization. The association of education level with economic status explains the higher education level of patients in the private sector. The study has also shown that the higher the educational level, the lower the level of patient satisfaction with physiotherapy services are and vice versa. An explanation for this may be the higher standards that individuals with higher education have and their higher expectations.

The same situation holds in Albania, according to a study of 800 patients in the 14 largest hospitals in the country, conducted in the public and private sectors. Even in this study, it was found that mainly persons of old age were more satisfied with health services and the lower the educational level the higher was the satisfaction of patients with the services received (Kalaja, 2016). The results of our study on this issue are also consistent with the studies of author Sitzia and Ibrahim, who emphasized that the older and poorer people are, the lower their expectations are and as result of this they tend to be more satisfied than younger and richer people with health care. On the other hand, higher levels of education are associated with lower levels of patient satisfaction, as educated people tend to have better knowledge of the disease and claim to receive better service and communication from medical staff (Sitzia, 1999; Ibrahim, 2001).

Overcrowding of the public sector with patients, namely smaller capacities than requirements, may be the main reason for the difference found in the waiting time study. While in the public sector the waiting time of patients from registration to treatment was long, in the private sector this time consisted of several hours and in most cases no more than 30 minutes. According to the results of our study, it has emerged that treatment initiation appointments are more widely respected and applied in the public than in the private sector. Assistance, behavior, and willingness of health personnel to respond to patients' questions, on the other hand, are approximately the same in both sectors. These studied parameters relate to the level of education and vocational training that are approximately the same in both studied groups. So physiotherapists have the same perception of responsibility at work, whether they work in the private or public sector. This is also the explanation for the finding that in-home treatment counseling is approximately the same in both institutions.

Safety, which is mostly related to the good theoretical and technical skills and staff knowledge, accurate diagnosis setting, also turns out to be positively related to patient satisfaction. The more confident they are of the service they receive and the way they deliver it, the more satisfied they are with the quality of the physiotherapeutic service, giving very positive results in terms of safety in both sectors.

Access to the facility, access to the parking lot, the convenience of the lounge and the atmosphere inside it have all proved to be the best in the private sector. The reason for this is that the central parking lot at UCCK is far from the Clinic of Physical Medicine with Rehabilitation, while the clinic does not provide wheelchair for its patients. Consequently, clients are forced to walk nearly a kilometer to receive treatment. Regarding the exercise room, it is located in the basement of the

Surgery Clinic and in substandard technical conditions, overcrowded with patients, poor lighting and ventilation, and does not provide sufficient privacy for patients. The situation is different with private clinics, which usually have reserved parking and provide wheelchair alongside modern halls, offer patient privacy, have good lighting and ventilation, and a relaxing atmosphere in treatment rooms.

Almost the same results have been obtained from the study conducted in Albania, where the public sector has mostly rated the safety provided by its staff and its reliability, while equipment and technology have not been well evaluated. On the other hand, equipment and technology have received the highest ratings in the private sector, followed by reliability, accountability and security. The comparative study between the two sectors in Albania has revealed that in all dimensions the public sector has received lower ratings than the private sector. The smallest differences between them are seen in the safety dimension, followed by reliability, and what distinguishes these sectors most is the level of the equipment used in the treatment of patients (Kalaja, 2016).

The results of our study are consistent with other similar studies. Thus, for example, a study of the comparative performance of private and public health care systems in low- and middle-income countries presented the private sector as superior to the public sector. Offering of private sector healthcare to low- and middle-income countries is sometimes considered to be more efficient, responsive, and sustainable than public sector healthcare that has had a limited number of equipment and othershortages. Critics of the private health sector, however, believe that providing public health care is more beneficial to poor people and is the only way to achieve universal and equitable access to health care (Basu, Andrews, Kishore, Panjabi, & Stuckler, 2012).

The higher scientific titles of staff in the public sector do not reflect higher quality of services and this is only due to technical constraints and poor working conditions thus affecting the private sector in Kosovo to be superior to our study. However, the study conducted by the authors (Basu et al., 2012) does not support the claim that the private sector is usually more efficient, accountable, or effective than the public sector, although the public sector often due to overcrowding with patients seems not to have enough time for them and their hospitality as the private sector.

In a survey conducted by the Ministry of Health in Kosovo on citizens' opinions about medical services, namely the differences between the public and private sectors, it was found that 84 % of patients considered the services received as good to excellent, 81 % for the public health sector and 94 % for the private sector (Ministry of Health, 2016). Patient satisfaction with physiotherapeutic services has not been adequately studied, and very limited studies exist, despite the fact that measuring patient satisfaction is essential for improving physiotherapeutic services, and would add to the scarce worldwide literature on this topic.

In Sri Lanka, patient satisfaction with physiotherapy services was studied, with a sample of 150 patients receiving physiotherapy treatment. This study was conducted through a self-administered questionnaire and then the study continued with a focus group discussion indicating that most patients were satisfied with the received treatment. The study discussed patient satisfaction, physiotherapy-related factors, patient-related factors, professionalism of the service provided, and logistics of the treatment environment (Tennakoon & Piyanjali de Zoysa, 2014).

Another study was conducted at the University of South Carolina in the United States in the program of physical

therapy. At the beginning of the study, 191 patients and 1,868 patients in the main phase of the study, using a study instrument developed by the authors, subjects answered global questions about overall satisfaction with physical therapy. Results showed that patient satisfaction was more related to subjects reflecting a high quality interaction with the health professional, in this case with the physiotherapist e.g. respect for time, adequate explanations and guidance to patients. However, environmental factors such as the location of clinics, parking, waiting to receive treatment by the physiotherapist, and the type of equipment used, did not show a strong association with overall satisfaction with care. Physiotherapist time spent with patients and their behavior were important for patient satisfaction, while the emphasis on cost reduction and large number of patients were factors that could compromise satisfaction (Beattie, Pinto, Nelson, & Nelson, 2002).

Given that our study has shown that the private sector is superior to the public one, in almost all parameters, except staff professionalism, its conduct and respect for the appointments, it is not surprising why there are more respondents who would propose to others the private sector rather than the public sector. Although the number of patients who would recommend a public clinic is not small, this is related to their expectation, with 76 % of patients in the public sector reporting that they would recommend a public clinic, while 24 % of them said that they would not recommend a public clinic. In the private sector, however, the situation is different with 98 % of patients expressing that they would recommend the clinic to others or return to treatment if needed.

A study in Albania showed that 89 % of patients interviewed would return to that hospital again for service and would recommend it to others. This is thought to be due to the loyalty of Albanian patients, but also to the fact that their

opportunities to choose other hospital service providers are limited by their financial opportunities, lack of education, inability to move to other areas, or even acknowledging their current situation (Kalaja, 2016).

There is still work to be done to improve the conditions and quality of services in public hospitals in Kosovo, where of course the health budget allocated by the Government of Kosovo should be higher than it has been so far (Tahiri, 2012). We recall the fact that the public health sector in Kosovo is mainly financed by income tax, taxes and co-payments, while private out-of-pocket payments are very high and account for about 40 % of health service spending (Bajrami, 2016). It should be borne in mind that the continuous improvement of quality in the health system is a challenge for many countries, especially those who have been through or are undergoing a difficult transition, from a system where quality was neither recognized nor measured and consequently neither did not improve (Tahiri, 2012). However, this will remain up to the hospital managers to evaluate so that they can improve the conditions for reaching and exceeding patient expectations in both sectors. This is especially required in the public sector, where the need for intervention is greater and this definitely obliges our authorities to invest in infrastructure, environment and better work organization.

Quality improvement is closely linked to patient satisfaction with the health services he receives. Based on some research, the researchers concluded that service quality involves a comparison between expectations and performance. Service quality is a measure of how much a given level of service is in line with customer expectations (Cheng Lim & Tang, 2000; Grönroos, 1984). Based on several other studies it has been found that quality improvement is the most important factor that directly affects patient satisfaction, whereineven

many hospitals are now focusing more on quality of service, in order to achieve the highest levels possible of satisfaction (Kumar, Koshy, Prabeesh, & Rema, 2008). Patients are now seen as consumers of health services, who are already able to decide where to get the service they want, among different providers to meet their health needs. Therefore, the quality of health care and patient satisfaction are two important health products and quality meters (Ygge & Arnetz, 2001; Zineldin, 2006).

Finally, we should bear in mind that the lack of comparison of our results with other similar studies or work done in Kosovo on the quality of physiotherapeutic health services for both sectors, the differences between them and the satisfaction of Kosovar patients, with these services, presents a limitation on the results obtained.

Conclusion

Physical treatment and rehabilitation are important methods for treating a significant number of patients in our country. Unfortunately, however, budgetary constraints and the need to invest in essential sectors have left these well-deserved services, so their level has been seriously undermined and it is imperative that measures be taken to increase them. On the other hand, the private sector in this area has experienced rapid growth and has met some of the requirements that the public sector does not meet. Comparison of these sectors in technical, professional and managerial terms has the potential to identify points of intervention. The data from this study show that the age of patients receiving services and receiving treatment at the Physical Medicine Rehabilitation Clinic at the University Clinical Center of Kosovo is older, while patients receiving services at private clinics are younger. This age difference of patients receiving treatment in public and private institutions

may be due to the conditions offered by the clinics in question and the confidence that these younger patients have created for private institutions. Research results show that patients with higher levels of education have increased trust in private clinics and receive treatment at these clinics, while the level of education of patients attending public clinics is lower.

The registration procedure has been simplified in both institutions, and presents no problem for either private clinic patients or public clinic patients. In addition to the registration procedures that end up quickly, the waiting time to start treatment is relatively short in both institutionsand research has shown that the appointment is more respected in the public clinic than in the private clinic and this efficiency affects patient satisfaction. The help provided by staff and their behavior are among the essential elements of a quality service. Both the behavior of the staff and the help they provide to patients have been highly valued in both private and public clinics. This element is of particular importance and directly affects patient satisfaction. Both public and private clinics should maintain this level of service, and aim for even higher levels.

Access to the facility, parking access, room comfort as well as the atmosphere inside the clinic are all best in the private sector. Regarding the aspect of access to the facility and parking, patients demand positive changes in this aspect, especially in the public sector. As for medical equipment and supplies, the public sector is not at a satisfactory level.

The equipment at this clinic is outdated and the need to invest in new equipment is urgent. However, although better than the public sector, the private sector is nor doing so well in this regard. Some of the equipment is outdated and the assessment of patients is that there is a need to invest in new equipment. Patients in the public and private clinics generally express a high appreciation of the advice they receive at the end

of treatment and generally recommend these clinics to other potential patients.

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Contrastive Analysis of Prenominal Modifiers in English and Albanian Noun Phrases

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Abstract

The objective of this study is to identify English and Albanian noun phrases, aiming a contrastive analysis of their premodifying elements. A qualitative approach has been used to highlight the similarities and differences between premodifying elements of English and Albanian noun phrases. Specific examples from Virginia Woolf's novel *Mrs. Dalloway* and its corresponding translation into Albanian were carefully selected and analyzed. The empirical approach consisted of conducting a two-part test to thirty 8th grade students who were selected randomly. It aimed at investigating their ability to identify prenominal modifiers in given English and Albanian sentences, while observing the most common errors they made whilst translating noun phrases from English to Albanian and vice versa. The results revealed that participants achieved a reasonable degree of accuracy in identifying premodifiers in both English and Albanian noun phrases. Yet, the most common errors made by them were the use of post-modification with preposition in English noun phrases and omission of some premodifying elements.

Keywords: *contrastive analysis, noun phrases, premodifiers, English, Albanian*

Introduction

Represented in different branches of the Indo-European language tree, English and Albanian languages belong to the same linguistic family. The phenomenon considered in this paper has been present in both English and Albanian language as they evolved through centuries.

In the process of learning a second language the learner will encounter areas of difficulty. The purpose of contrastive analysis is to identify the difficulties that a native speaker faces when learning a foreign language by comparing the native and the foreign language systems. Lado in his book *Linguistics across Cultures* affirms that in the process of learning a second language, the learner will find difficulties related to the dissimilarities between the native and target language, while it will be easy for a second language learner to comprehend the elements that are similar to his native language (Lado, 1957, p. 2). Lado focused on comparing two language systems starting with the sound, grammatical structures, vocabulary, writing systems and finally two cultures.

The concept of noun phases (NP) is common in both English and Albanian languages. However, the construction of noun phrases do not follow the same rules in these languages. This may cause difficulties for Albanian students who are learning English as a foreign language. As such, this research paper focuses on the relations between noun headwords and their dependent elements in English and Albanian noun phrases with emphasis on the elements that precede noun headwords, known as prenominal modifiers.

Therefore, the aim of this research is to:
- contrast and compare prenominal modifiers in English and Albanian noun phrases, while investigating the kinds of errors 8th grade students make in translating English noun phrases into Albanian and vice versa.

Concentrated on the constructions inside English and Albanian noun phrases, this research paper intends to answer the following research questions:

1) What position do premodifying elements of a given English noun phrase occupy when translated into Albanian?
2) How well can 8th grade students identify prenominal modifiers in given English and Albanian sentences?
3) What are the most common errors 8th grade students make while translating noun phrases from English into Albanian and vice versa?

Theoretical Background

In grammar, *a phrase* (deriving from Greek – *sentence, expression*) is a word or a group of words that functions as a single unit in the syntax of a sentence. Over the time, the concept of phrase has been defined in many ways. Trask (1999) defines it as "a grammatical unit which is smaller than a clause" (p. 157). In grammatical theory, a noun phrase is a phrase whose headword is a noun (a pronoun, a personal name, or any other part of speech which is used with nominal function), optionally accompanied by other words or group of words that cluster together around it. Based on several perspectives, there are different definitions for a noun phrase (Aarts, Chalker & Weiner, 2014; Avram, 2003; Crystal, 2003; Gómez, 2009; Lyons, 1981). Therefore, a noun phrase can be defined according to its constituent parts, which consists of a noun head and its dependents. Another definition relies on its order relations, which means that modifiers can come before or after a noun headword. Or, according to their dependency relations, which means that modifiers depend on head. Berry (2012) considers a noun phrase as "a noun and all the words that 'go' with it" (p.

14). Tufte (1971) defines noun phrases as "any and all structures headed by a noun or by a pronoun, or any other word or structure that stands in for a noun" (p. 41). On the other hand, Trask (1999) states that "with only a couple of exceptions, an English noun phrase is always built up around a single noun, and that noun is the head of the noun phrase" highlighting that "the most obvious exception is a noun phrase consisting of a pronoun" (p. 137). The headword is an obligatory constituent of a noun phrase. De Mönnink (2000) defines the head of a noun phrase as "the dominant member of the NP" (p. 20). The other words and structures that cluster around and give extra information about the noun headwords are called noun modifiers and are optional constituents of the noun phrase. Depending on the fact whether or not a noun phrase has modifiers, it can be a simple (consisting of its headword only) or a complex one (containing one or more modifiers). Apart from this, modifying structures may precede or follow noun headwords (Carter & McCarthy, 2006; Greenbaum & Quirk, 1990; Rayevska, 1976). Modifiers that precede a noun headword are called prenominal modifiers, whereas those that follow a noun headword are called postmodifiers. In relation to this, this paper investigates only those modifiers that in English and Albanian noun phrases appear before noun headwords – *prenominal modifiers.*

Prenominal Modifiers in English Noun Phrases

The most common premodifying structures of an English noun phrase are determiners, adjectives, participles and nouns, while less common are considered phrases and clauses. Quirk, Greenbaum, Leech & Svartvik (1985, p. 1322) consider adjectives, participles, nouns, genitive, adverbs phrases and sentences as major types of premodifying elements. In General,

in a complex noun phrase, premodification can be accomplished by: *determiners, participles, nouns (noun phrases), adjectives (adjectival phrases), adverbs (adverbial phrases) and clauses.*

Determiners – Determiners are prenominal modifiers that precede the rest of the noun phrase. Berry (2012) explains the reason why they come first in the noun phrase "they specify the most general features of nouns such as their nearness to the speaker/listener, their definiteness, their ownership, their quantity, etc." (p. 19). Sometimes determiners are obligatory modifiers of noun phrases (e.g. *the book that I read* vs. **book that I read*) and the use of one of them excludes the others, (**my this pen, *a that chair,* etc.)

Determiners include articles, possessives, demonstratives, and other parts of speech used with determiner function. Numerals and Saxon Genitive are usually classified under the class of determiners, as well. Quirk et al. (1985, p.1239) classified determiners into three categories: predeterminers, central determiners and postdeterminers. Yet, according to their position within a noun phrase, nowadays grammarians classify determiners into three groups: predeterminers (all, both, half etc.), determiners (articles, possessives, demonstratives) and postdeterminers (cardinals, ordinals, quantifiers, 's Genitive).

Participles – Both past (-ed) and present (-ing) participles can be used as prenominal modifiers in a noun phrase *(the stolen money, a hired car, a burning house,* etc.). The –ed form describes the result of an action, while the –ing form describes an action. Quirk et al. (1995) consider that "the possibility of modification by a present participle depends on the potentiality of the participle to indicate a permanent or characteristic feature" (p. 1325) highlighting that "the premodifying participle usually characterizes a type rather than an instance" (p. 1328).

Adjectives – Adjectives are words that go together with nouns and provide information about them. They usually describe nouns. When used as prenominal modifiers, their function is attributive (*old song, comfortable armchairs,* etc.). In English, it is common to employ more than one adjective before a noun headword (*a silly young fool, a smart energetic woman*, etc.).

Nouns – Prototypically, nouns function as headwords of noun phrases. However, in a noun phrase, the headword can be premodified by another noun (Plag, 2003). Quirk et al. (1995) state that "noun premodifiers are often so closely associated with the head as to be regarded as compounded with it" (p. 1330). However, it was noticed that when having the premodifying function, nouns are used only in their singular form (*summer recess, property owners, etc.*).

Adverbs – Adverbs (adverb phrases) are considered as a minor type of premodification of a noun headword. Adverbs more usually modify adjectives, verbs, or other adverbs. Still, in some rare cases they can premodify a noun headword (*the then style, his far-away cottage, etc.*). Quirk et al. (1995) consider that "the flexibility of this type of premodification tends to be exploited only colloquially" (p. 1336).

Clauses – Though it is not a very common type of premodification of the noun in English, there are cases that a clause can premodify a noun headword. These complex premodifiers generally appear with hyphens in written language (*a-take-it-or-leave-it situation, anxious-to-be-amused bachelors,* etc.).

Prenominal Modifiers in Albanian Noun Phrases

In English, phrases that have a pronoun as their headword are classified under the class of noun phrases. This means that, in

English, a phrase may have a pronoun as its headword and it is still considered a noun phrase. This is not the case with Albanian noun phrases. In Albanian, a phrase that has a pronoun as its headword is called a "pronominal phrase" (Albanian: togfjalësh përemëror) and as such they usually do not take any premodifying elements (Çeliku, M., Domi, M., Floqi, S., Mansaku, S., Përnaska, R., Prifti, S., & Totoni, M., 2002, p.102). This means that, in Albanian, phrases with a pronoun as their headword constitute a group of their own distinct from noun phrases.

The most common words or structures that may pre-modify an Albanian noun headword are: *Adjectives, Pronouns and Numerals* (Çeliku et al, 2002).

Adjectives – In Albanian noun phrases, adjectives are used as postnominal modifiers. However, some of them may precede noun headwords, especially those that provide emotional coloring to the headword, or those that tend to express more powerfully the quality of the noun head. Adjectives usually agree with the nouns they modify in number and gender. Moreover, in some cases, there is case agreement between the adjectives and the nouns they modify *(shpirtziu armik, i shenjti atdhe, e dashura motër, të mjerit djalë,* etc.). As a premodifier, "the adjective is in the most cases preceded by a particle referred to as a "ligature", one of the most salient features of Albanian grammar: një vajzë e mirë 'a good girl'" (Kurani & Muho, 2014).

Pronouns – Pronouns are words that are usually used instead of nouns (Agalliu, Angoni, Demiraj, Dhrimo, Hysa, Lafe & Likaj, 2002). However, in Albanian noun phrases, some classes of pronouns can premodify noun headwords. Such classes of pronouns include: demonstrative pronouns *(ai flamur, këtë shtëpi, këso rrobash, të tilla detyra,* etc.), possessive pronouns *(ime ëmë, yt atë, sat bije, time mbese,* etc.), interrogative pronouns

(*cila detyrë, ç'ditë, çfarë detaje, sa vajza*, etc.), indefinite pronouns (*gjithë qyteti, secila shtëpi, asnjë fjalë, çdo detaj, ca lule,* etc.).

Numerals – In Albanian language, numerals have a fixed position before noun headwords. Numerals are words that denote quantity, size, or an amount of people or things. Traditionally, Albanian linguists included cardinals and ordinals under the class of numerals. Still, recent day authors consider only cardinal numbers as numerals, whereas, ordinal numbers are classified under the class of adjectives (*një laps, dyzet burra, dhjetra shtëpi, gjysmë ore,* etc.). As premodifiers, numerals can themselves be modified by other words, such as particles (*gati pesë ditë, rreth dyqind gra, afro njëmijë banorë,* etc.).

Methodology

This study is a field research that uses the qualitative method. Initially, it will observe the structure of noun phrases in English and Albanian languages through a contrastive analysis. By contrasting the language systems, it will examine the function and position of prenominal modifiers as constituents of English noun phrases and their equivalents in Albanian. It will observe how prenominal modifiers appear in the translation of literary texts from English into Albanian. Specific examples of noun phrases that contain premodifiers were selected throughout Virginia Woolf's novel *Mrs. Dalloway* (the edition published in 2005; first published in 1925) and its corresponding translation into Albanian by Dorian Kroqi as *Zonja Dalloway* (2004). In order to conduct a more detailed analysis, examples of English noun phrases that have only one pre-modifying element were selected.

Apart from Albanian and English grammar and linguistics books on one hand and Woolf's novel on the other, there was also a two-part test on English and Albanian noun

phrases containing prenominal modifiers that served as a research instrument (see Appendix). The tests were given to thirty students of the 8th grade of a primary and lower secondary school who were selected randomly. The participants' native language is Albanian and they were learning English as a foreign language from the third grade. The first test, "Test A" (see Appendix), consisted of English and Albanian sentences containing noun phrase structures. Through this test, it was aimed to investigate the participants' ability to identify noun phrases in given English and Albanian sentences; it also served to examine their competence in identifying the constituents of given noun phrases: the headword and its modifiers – prenominal ones. The second test, "Test B" (see Appendix), consisted of English and Albanian noun phrases that were constructed of noun headwords and prenominal modifiers. The participants' duty was to translate them into respective languages. This test served to identify the most common errors this group of students make when translating English noun phrase structures into Albanian and vice versa. The attention was given to the placement of noun phrase prenominal modifiers, whereas other errors, such as spelling mistakes, were not considered.

Research Findings and Discussion

Findings contributing to the research Question 1:

What position do premodifying elements of a given English noun phrase occupy when translated into Albanian?

Determiners (articles *the and a/an*) – English noun headwords that are premodified by the definite article "the" correspond to the Albanian noun phases consisting of a noun headword only in its definite form.

*"**The war** was over." (p. 130) → "**Lufta** kishte mbaruar." (p. 9)*
*"For it was **the middle** of June." (p. 130) → "Ishte **mesi** i qershorit."*
(p. 9)

In general, grammatical indicators of the Albanian definite nominative case, which are affixed to the noun stem, are representative forms of the English definite article *the*. On the other hand, as far as its meaning and function is concerned, the English indefinite article *a/an* corresponds to the Albanian numeral *një*. In both languages *a(an)/një* – originating from the cardinal number *one/një* – occurs only with singular countable nouns and it loses its original numerical meaning and its emphasis is also weakened.

*"The sound of **an airplane**" (p. 139) → "Zhurma e **një aeroplani**"*
(p. 25)

Demonstratives – Like English demonstratives *(this, that, these, those)*, Albanian demonstrative pronouns *(ky/kjo, këta/këto, ai/ajo, ata/ato)* are placed before noun headwords they modify.

*"**this couple** on the chairs" (p. 143) → "**ky çift** i ulur në stol"*
(p. 31)
*"Oh **these parties**, - he thought" (p. 158) → "Oh, **këto mbrëmje**, - mendoi ai" (p. 55)*

English demonstrative pronoun *such*, functioning as a determiner or predeterminer in English noun phrases, appears prenominally or postnominally in Albanian noun phrases *i tillë*.

*"**such agony**" (p. 191) → "një **agoni të tillë**" (p. 108)*

Possessive Determiners – In English noun phrases, possessive determiners always precede noun headwords they modify. In Albanian noun phrases, possessive pronouns usually postmodify a noun head.

*"Here is **my Elizabeth,** - said Clarissa." (p. 157) → "Ja **Elizabeta ime**, - tha Klarisa." (p. 54)*
*"with **your father**" (p. 154) → "me **babain tuaj**" (p. 48)*
*"to **her servants**" (p. 152) → "**shtëpiakëve të saj**" (p. 45)*
*"The world has raised **its whip**." (p. 136) → "Bota po tund **kamxhikun e saj**." (p. 19)*
*"Then **Our Lord**" (p. 206) → "Më pas **Zoti ynë**" (p. 134)*
*"**their young**" (p. 131.) → "**bebet e tyre**" (p. 11)*

Yet, Albanian possessive pronouns of the first and second person singular can appear prenominally when they modify kinship noun heads.

*"**My mother** is resting" (p. 206) → "**ime më** po pushon" (p. 135)*

Indefinite Pronouns – The class of indefinite pronouns is a large one in both languages. Like in English, this class of words has a fixed position before noun heads they modify in Albanian noun phrases as well.

*"**Some things** were beautiful" (p. 216) → "**Disa gjëra** ishin shumë të bukura" (p. 152)*
*"**Every man** has his ways." (p. 144) → "**Të gjihë** burrat kanë manitë e tyre." (p. 32)*
*"**all heads** were inclined" (p. 138) → "**të gjithë kokat** u kthyen" (p. 22)*
*"without **any effort**" (p. 16) → "shkëputeshin pa **asnjë mundim**" (p. 70)*

Interrogative pronouns – Interrogative pronouns have a fixed position before noun headwords they modify in both English and Albanian languages.

*"**What image** of white dawn" (p. 132) → "**Ç'kujtim** të agimit" (p. 14)*
*"But **what letters**?" (p. 140) → "**Cilat shkronja?**" (p. 38)*

Still, having the category of case, the Albanian interrogative pronoun "kush" appears postnominally.

 *"**Whose face** was it?" (p. 136) → "**Fytyra e kujt** ishte kjo?" (p. 19)*

Saxon Genitive – The English *Genitive*, which functions as prenominal modifier, in Albanian noun phrases appears as a noun (with or without preposition) in its genitive case postmodifying the noun head.

 *"**Shakespeare's plays**" (p. 183) → "**dramat e Shekspirit**" (p. 94)*

Numerals – Like English cardinal numbers, Albanian numerals also precede noun headwords they modify.

 *"They had been married **five years**" (p. 184) → "Ishin martuar që prej **pesë vjetësh**" (p. 97)*

As far as numerals are concerned, it is important to point out that in English numerals include both cardinal and ordinal numbers. On the other hand, recent day grammarians of Albanian language consider only cardinal numbers as numerals. Therefore, what grammarians refer to as ordinal numbers in English are classified under the class of adjectives in Albanian. As such they usually function as postnominal modifiers.

 *"in the **eighteenth century**" (p. 206) → "në **shekullin e tetëmbëdhjetë**" (p. 134)*

Adjectives – In English noun phrases, adjectives premodify noun headwords; whereas, in Albanian, adjectives – being preceded by an adjectival article (i, e, të, së) – function as postnominal modifiers.

 *"**Old ladies**" (p. 136) → "**Zonja të vjetra**" (p. 19)*

Some Albanian adjectives – especially those which tend to give a special emphasis or emotional coloring to the noun heads that

modify – may function as prenominal modifiers in Albanian noun phrases, as well.

*"**Dear Clarissa**" (p. 238) → "**E dashur Klarisa**" (p. 189)*

Nouns – English nouns are placed before noun headwords they modify. On the other hand, Albanian nouns can modify other nouns but only postnominally.

*"the **door handle**" (p. 202) → "**dorezën e derës**" (p. 128)*

Participles – Albanian language does not employ classes of words known as participles. Therefore, the English *–ed* and *–ing* participles correspond to Albanian adjectives or nouns, which usually postmodify noun headwords.

*"**trembling globes**" (p. 199) → "**lëmshat trembëlakë**" (p. 123)*
*"a **retired Judge**" (p. 231) → "**gjykatës në pension**" (p. 176-177)*

Findings contributing to the research Question 2:
How well did 8th grade students identify prenominal modifiers in given English and Albanian sentences?

Results regarding the participants' competence to identify English and Albanian noun phrases in given sentences show that most of the students can at some degree identify a noun phrase within a given sentence in both languages. There were six students out of thirty who identified each headword and all its premodifiers correctly in both languages. As per participants' answers, it was found that noun phrases that have only one premodifier were easily identified. For instance, there was no student who could not identify the English noun phrase *these butterflies* and underline its headword *butterflies* and its premodifier *these*, on one hand, and the Albanian noun phrase *këtë dhuratë* and its corresponding components *këtë* as a premodifier and *dhuratë* as a headword, on the other. However, noun phrases that had more than one premodifier appeared to be more difficult for most participants. The results revealed that

although almost every headword was underlined, some premodifiyng structures were omitted. Most of the students did not underline determiners *a/an* and *the* as premodifiers in English noun phrases with more than one premodifying element. There were also cases where the participants underlined only the closest word to the noun head as a prenominal modifier in both English and Albanian noun phrases.

Findings contributing to the research Question 3:

What are the most common errors 8th grade students make while translating noun phrases from English into Albanian and vice versa?

As far as results about the most common errors 8th grade students make while translating noun phrases from English into Albanian and vice versa are concerned, it was found that there were several types of errors this group of participants made. It is quite remarkable that errors were mostly found in their task of translating noun phrases from Albanian into English language. The most common error was the omission of determiners in translating Albanian noun phrases into English. There were only six students who employed the article *the* while translating the Albanian noun phrase *dita e parë e shkollës* into English **the** *first school day*. This happened probably because Albanian language does not employ any article to indicate the definite nominative case of a noun headword, but there are endings (*–a, –i, –u, –t(ë)*) that are attached to the noun stem instead. Another type of error while translating Albanian noun phrases into English was the use of postmodification with preposition instead of premodification. Instead of *the first school day* almost all participants employed *(the) first day of school*. There were also cases when adjectives were used as postnominal modifiers of English noun headwords. Some participants translated *këto këpucët e vjetra* as *those shoes old.*

Adjectives follow noun headwords in Albanian noun phrases (only in few cases they may come before a noun headword). In English, adjectives precede noun headwords within a noun phrase. Another error identified was the ordering of premodifying elements in English noun phrases. The Albanian noun phrase *ajo shtëpia e madhe e bardhë e drunjtë* was found correctly translated into English in only one test *that big white wooden house.* It is already known that Albanian noun phrases do not employ long strings of prenominal modifiers. In Albanian noun phrases premodifying elements have a fixed position and usually do not allow other words to be placed between them and the noun headword. In contrast, the number of words that may appear as prenominal modifiers within a single English noun phrase is quite large, and the order in which these premodifying elements occur is relatively fixed. In general, it was found that the errors made by this target group of students was due to the fact that their mother tongue (Albanian) and target language (English) have different language systems. Errors mostly occurred as they translated given Albanian noun phrases into English by employing the Albanian language system. Perhaps they know little about the English language system.

Limitations of the Study

This research paper focused only on noun phrase constituents that precede noun headwords. It also aimed at a contrastive analysis of English noun phrases that have only one pre-modifying element and their corresponding translation into Albanian. Yet, the number of words that may appear as prenominal modifiers within a single English noun phrase is quite large and there is a logical order that premodifying elements follow in relation to the noun headword in English.

On the other hand, there were only thirty 8th grade students who participated in this research. This leads to the idea that a higher number of participants would have yielded more wide-ranging results on this issue.

Conclusion

The contrastive analysis and numerous examples given so far have shown that several prenominal structures can be employed in order to recognize and describe the referent of the noun phrase in both English and Albanian languages.

Classes of words that function as prenominal modifiers in English noun phrases are determiners, nouns, adjectives, participles, adverbs, and clauses. In Albanian noun phrases, on the other hand, fixed positions before noun headwords have demonstrative pronouns, indefinite pronouns, interrogative pronouns and numerals. This implies that many words and structures that in English noun phrases function as prenominal modifiers appear as postinominal modifiers when such noun phrases are translated from English into Albanian. Yet, some Albanian classes of words such as possessive pronouns of the first and second person singular, and adjectives that tend to express the quality of the noun head more powerfully can function as prenominal modifiers.

There are similarities in language systems of English and Albanian languages, but there also are differences which may lead second language learners to make mistakes. The findings of the research have proved that 8th grade students performed errors in identifying and constructing noun phrases in both their source language and the target language. The most common error in identifying prenominal modifiers in given English and Albanian noun phrases was the omission of some premodifying elements, particularly articles in English noun

phrases. It was also found that students categorized as a prenominal modifier of an English headword only the closest word to it. Yet, the most common errors found in translating noun phrases from English into Albanian and vice versa, except for omitting the articles in English noun phrases, were the use of postmodification with preposition instead of premodification, the placing of adjectives as postnominal modifiers in English noun phrases and the ordering of premodifying elements in a more complex English noun phrases.

The occurrence of such errors was probably because of the participants' mother tongue influence; they most likely used the Albanian perspective when building English noun phrases, or perhaps because the participants lack knowledge about their source or target language systems.

Recommendations

With regard to the research findings, this paper recommends that teachers of English as a foreign language should make their students aware of the importance of identifying a noun phrase and recognizing its constituents; students, on the other hand, need to read more and practice constructing English and Albanian noun phrases in order to increase their accuracy and reduce their errors when translating noun phrases from English into Albanian and vice versa. The findings of this research can also serve as an additional reference in doing further research on noun phrases.

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Appendixes

TEST A Emri_____

1) *In the following English sentences identify the noun phrase, circle the noun headword and underline its prenominal modifier(s).*

Examples: He had **a very happy childhood**.
The poor man was so tired.

a) He is a clever thief.
b) The museum director was there.
c) It is a very popular snack food.
d) Who won the first football match?
e) She was wearing a beautiful yellow dress.
f) These butterflies are very rare.
g) They organized the very first Women's Day celebration.

2) *In the following Albanian sentences identify the noun phrase, circle the noun headword and underline its prenominal modifier(s).*

Examples: I rrëshqiti **të mjerës vajzë**.
Ajo preku **secilën lule**.

a) Të gjorës grua i humbi zëri.
b) E pësoi keq shpirtziu armik.
c) Të tilla detyra nuk kam zgjidhur kurrë.
d) Nuk dëgjohej asnjë fjalë.
e) Rreth tridhjetë mace ishin mbledhur aty.
f) Vetëm ato fjalë e shëronin.
g) Këtë dhuratë ia bleva time mbese.

TEST B   Emri_____

1) Translate the following English noun phrases into Albanian:

   a) an attractive woman - _____

   b) a very expensive car-_____

   c) his picnic basket-_____

   d) British territory-_____

   e) these difficult questions -_____

   f) an award winning Albanian poet _____

   g) the first two years- _____

2) Translate the following Albanian noun phrases into English:

a) dita e parë e shkollës- _____

b) cilat pyetje- _____

c) ime motër- _____

d) disa gjëra- _____

e) këto kepucët e vjetra - _____

f) më e rënda punë- _____

g) ajo shtëpia e madhe e bardhë e drunjtë- _____

Employment Policies for People with Disabilities in Kosovo

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Abstract

The purpose of the paper is to understand the employment policies related to people with disabilities in Kosovo. Two main methods are used in the paper, first, the method of analysing statistical and administrative data on the situation of persons with disabilities in the labour market, and analysing budget expenditures for disability schemes in Kosovo, and, second, the method of analysing institutional strategies, action plans, and primary and secondary legislation governing the employment of persons with disabilities. The main conclusions of the paper are: (i) Kosovo does not have official statistics regarding the number of persons with disabilities in general, and their situation in the labour market; (ii) expenditure from Kosovo's budget for financing disability schemes has steadily increased in the last three years; (iii) Kosovo has prepared and adopted an advanced legal framework that promotes vocational training, vocational retraining and employment of people with disabilities; iv) Kosovo does not have a strategic document (strategy or action plan) that defines the vision and long-term goal of increasing the employment of persons with disabilities.

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Introduction

Training, vocational training and employment of people with disabilities is guaranteed by international and national acts in the area of the protection of human rights and freedoms. Employment policies for people with disabilities in Kosovo will first be broken down by elaborating theoretical definitions of disability, good examples from other countries regarding the development of employment policies for people with disabilities, continued with the applicable legal framework, strategic framework and other national documents aimed at promoting training, vocational retraining and employment of persons with disabilities, and their integration into the open labour market in Kosovo. The presentation and analysis of the legal and strategic framework precedes a contextual analysis which is based mainly on the available statistical findings regarding the number of persons with disabilities who are registered as unemployed and jobseekers at Employment Offices, the number of persons with disability mediated in active labour market measures and in vocational training and retraining.

The research questions of the paper are the following:

1. What is disability and what are other countries' experiences with disability employment policies?
2. What is the current situation regarding the employment of persons with disabilities in the labour market?
3. What are the legal and sub-legal acts that regulate the training, vocational training and employment of persons with disabilities?

4. Does Kosovo have strategic approaches or action plans that define and break down into a longer-term plan for the employment of persons with disabilities and their integration into the open labour market?

The hypothesis of the paper is the following:

- Kosovo has advanced in terms of drafting primary and secondary legislation regarding the employment of persons with disabilities, but the implementation of these acts as well as the lack of a national strategic approach that would promote the employment of persons with disabilities by supporting employers who employ people with disabilities, remains a challenge.

In the paper we have used two main methods:

The first method is that of statistical analysis to determine the number of persons with disabilities who are registered as unemployed and jobseekers at the Employment Offices, the number of persons with disabilities mediated in regular employment and the measures active labour market through Employment Offices as well as the number of people with disabilities participating in vocational training.

The second method is that of analysis of institutional strategies, action plans, and primary and secondary legislation regulating the employment of persons with disabilities.

Theoretical Framework: What Is Disability and What Are Other Countries' Experiences with Disability Employment Policies?

The term disability is used to refer to physical, sensory, cognitive, and intellectual or mental illness, as well as various types of chronic illness. According to the United Nations Convention on the Rights of Persons with Disabilities, "Persons

with disabilities include persons who have long-term physical, mental, intellectual or sensory impairments which, in combination with various barriers, may hinder their full and effective participation in society on an equal basis with others" (Vornholt et.al., 2018, p. 40).

According to Andrew J. Houtenville and Richard B. Burkhauser (2008, p. 44), "Disability is a controversial concept to define and measure" (p. 44). The US Census Bureau has developed an algorithm to classify a person as disabled or having a 'work disability' as the answer to some questions: 'a person who has left work for health reasons', 'is not in the workforce because of disability', 'has not worked last year due to illness or disability', 'is under 65 and has received income from health insurance' (Houtenville et.al., 2008, p. 44). The census included six questions about disability. The first two questions concerned visual and hearing impairments as well as restrictions on basic activities such as walking, climbing stairs, reaching, etc. The other four questions were related to learning difficulties, remembering or concentration, being out of house, or having a job. More than 53 million Americans in 2013 reported a disability (Courtney-Long et.al., 2015).

France has promoted the employment of people with disabilities by setting quotas in the public and private sectors. Thus, in 1987 France adopted a law aimed at promoting the employment of people with disabilities (Barnay, 2015, p. 39). According to that law, 6% of the public and private sector workforce must be from the category of persons with disabilities. Private sector employers failing to meet the 6% target have been obliged to pay a fine. Also, the 2005 Law on Equal Rights, Participation and Citizenship for People with Disabilities promoted the same objective, which was reaffirmed in 2012. In France, in 2007 the employment rate for people with

disabilities was only 35%, while the overall employment rate was 65%.

The Norwegian case shows that the key factors for employing people with mental disabilities are: the competence and autonomy of these persons (Garrels, Høybråten, 2019, p. 250). Most participants in the Norwegian case study have shown that being competent and effective at work depends on job tasks that are repetitive and predictable rather than challenging tasks for people with mental disabilities. Some participants in the study indicated that they were stressed when faced with the task of not being competent.

It is a trend in all countries that the employment rate of people with disabilities is lower than the overall employment rate. In the UK the employment rate for people with disabilities was 46% lower than the overall employment rate (Berthoud, 2008, p. 129). In Norway, only a handful of people with mental disabilities are employed, and most receive a disability pension (Garrels et.al., 2019, p. 250). In the United States of America only 34.9% of people with disabilities were employed compared to 76% of the overall employment rate in the society; in Canada the employment rate of people with disabilities was 49% compared to 79% which is the general employment rate in society; in the European Union member states the employment rate of people with disabilities was 47.3% compared to the overall employment rate of 66.9% (Bonnacio, Connelly, Gellatly, Jetha, Ginis, 2019, p. 1-24). According to a report by the World Health Organization (2011), a person with a disability is less likely to be employed than a person with no disability (Vornholt et.al., 2018, p. 40). 80% of them live in developed countries. It has often been noted that the promotion of employment of persons with disabilities by law has not been effective in increasing the employment of these persons (Chen, Charlene, Bryan, Vanessa, Wilapon, 2015, p. 185).

Employment of people with disabilities has positive effects on their role in society. Thus, "While employment has different positive effects for all individuals, it has particularly positive effects for the categories of persons from marginalized groups" (Schur, 2002, p. 339). Viewed in chronological terms, people with disabilities have had low employment rates in all countries and have been excluded and discriminated against. Only in the last two decades significant initiatives have been launched to increase the employment of people with disabilities as a result of the action of disability rights organizations.

Employment of people with disabilities has proven to be productive in many other economic aspects: it increases profits and cost effectiveness of employers employing people with disabilities, it increases turnover and retention, employees with disabilities are much more loyal to companies, and it has positive effects on company image (Lindsay, Cagliostro, Albarico, Mortaji, Karon, 2018, p. 13). Employees with various disabilities are reported to be more punctual, reliable and conscientious in their work, which translates into increased productivity and ultimately improved company profitability. Hiring people with disabilities can improve their competitive advantage (for example different clients, loyalty) in certain industries such as hospitality, catering and retail as well as in various other industries.

It is good experience in developed countries that the design and development of a wide information system on employability of people with disabilities by Government for employers has a direct impact on the employment of people with disabilities. (Schooley, 2012, p. 57). Such an information system facilitates communication between government and citizens, supports interaction between government and businesses, and supports government programs aimed at integrating people with disabilities into the workforce, and

removing them from public assistance programs. The employment information system for people with disabilities should contain data on persons with disabilities seeking work, as well as data on job vacancies announced by employers.

It has been proven that workplace accommodations, such as flexible working hours or modified work tasks have the potential to play a major role in the ability of many people with disabilities to participate in the workforce (Anand, 2017). Research shows that non-working people with disabilities often report employment barriers that can be addressed by accommodation, such as lack of transportation and an inaccessible workplace. Workplace accommodations help increase employment for people with disabilities.

Some other authors find that social capital has more potential for employing people with disabilities. Thus, "Social capital in the form of social networks is known to be important in the success of employing people without disabilities, and is likely to be successful in employing people with disabilities" (Blyden, 2005, p. 20). In addressing the high unemployment rate among people with disabilities, work programs focus on making jobs accessible and building human capital for prospective employees, but tend to circumvent the causes of unemployment rooted in the use of social capital to match employees with jobs. Therefore, the use of social networks has great potential for increasing the employment of people with disabilities.

States face challenges in the employment of people with disabilities in adulthood (OECD, 2011). Therefore, there are some key considerations that states must consider before developing policies that promote the employment of people with disabilities. These steps are the following:

1. Mobilizing stakeholders and systems for the future of adults with disabilities in order not to remain marginalized;
2. Promoting synergy between stakeholders and systems involved in the process of transition of people with disabilities to ensure continuity and coherence in the career path;
3. Encouraging adults with disabilities and their families to meet the requirements of transition to adulthood and their employment;
4. Making stakeholders and interested parties to meet the transition requirements from marginalization to employment integration;
5. Providing the necessary mechanisms and tools for policy planning and monitoring of the transition process.

The Context of Employment of Persons with Disabilities in Kosovo

We will focus on the context of vocational training and employment of people with disabilities in two main aspects. First, we will see quantitative data on the employment of persons with disabilities. Second, we will see budget expenditures from the Kosovo budget for financing schemes for people with disabilities. For analysis we will get six main schemes: budget for war invalids, blind budget, budget for people with disabilities, budget for paraplegics and tetraplegics, budget for work disability pension and social assistance budget. With regard to labour market data in general and in this case labour market data referring to people with disabilities in particular, there are two types of data.

1. First, statistical data produced by the Kosovo Agency of Statistics. The Kosovo Agency of Statistics has no data on the unemployment or employment of persons with disabilities.

2. Second, the administrative data produced by the Ministry of Labour and Social Welfare, namely the Employment Agency, which has the responsibility of managing the labour market and manages the Employment Offices network and the network of Vocational Training Centres (Assembly of the Republic of Kosovo (2014a). According to the Ministry of Labour and Social Welfare statistics, the number of persons with disabilities registered at Employment Offices is 457, of which 154 are female (Labour Market Information System). Whereas the number of persons with disabilities who participated in vocational training and retraining programs at the Vocational Training Centres in 2018 was a total of 58 persons (LMIS).

Expenditures from the Kosovo budget for the financing of disability schemes for the year 2018 were only **€ 97,780,000**. Meanwhile, from the data presented in **Table 1** we understand that these expenditures in the last three years have been increasing year by year. This increase has been the cause of the change in the completion of the legal framework that regulates the conditions and criteria to benefit from these schemes and the addition of two new schemes from 2018 (work disability pension and support scheme for paraplegic and tetraplegic persons).

Table 1: Expenditures from Kosovo's budget for disability schemes

Years	War Invalids	The blind	Disability	Paraplegics and tetraplegics	Work disability pension	Social help (where one of the eligibility criteria is the disability of a family member)	In total
2018	38,000,000	5,500,000	19,700,000	1,430,000	1,800,000	31,350,000	97,780,000
2017	38,000,000	5,500,000	19,700,000			27,350,000	90,00,000
2016	37,685,000	3,344,888	18,315,000			30,500,000	89,844,888
In total	113,685,000	14,344,888	38,015,000	1,430,000	1,800,000	89,200,000	278,24,888

Source: Data taken from: Law No. 05 / L-071 on Budget of the Republic of Kosovo for 2016, approved on 14 December 2015, published in the Official Gazette on 31.12.2015; Law No. 05 / L-125 on the Budget of the Republic of Kosovo for 2017, approved on 23rd of December 2016, published in the Official Gazette on 06.01.2017; Law No. 06 / L - 020 on the Budget of the Republic of Kosovo for 2018, approved on 22 December 2017, published in the Official Gazette on 09.01.2018.

There are 150,000 people with disabilities in Kosovo (A comprehensive policy framework on the issue of disability in Kosovo, working group on the issue of disability, 2001). The Agency does not have any data regarding the number of persons benefiting from the blind scheme and the disability. The data on war invalids are not separate, but are together with beneficiaries of other categories.

Legal framework

The international and local legal framework recognizes and regulates the right of people with disabilities to work and employment.

The Convention on the Rights of Persons with Disabilities and the Support Protocol, Article 27, recognize the right of persons with disabilities to work the same as the rest of the population and obliges Member States to protect and encourage the realization of this right (United Nations Organization, 2016). States are obliged to prohibit discrimination at work, guaranteeing equal opportunities in terms of security and working conditions, guaranteeing union rights, full access to rehabilitation and vocational training programs, and policy development aimed at hiring people with disabilities in the public and private sector, and support for different employment programs and projects.

The Constitution of the Republic of Kosovo guarantees the right to work as well as the right to free choice of profession and place of work (Assembly of the Republic of Kosovo, 2008). The Labour Law expressly affirms that "Direct or indirect discrimination of persons with disabilities is prohibited during employment, advancement in work and professional advancement, if a person with disabilities is capable of performing a job adequately" (Assembly of the Republic of

Kosovo, 2010). However, beyond the legal guarantee of the right to work and the free choice of profession for people with disabilities, the question is: what are the legal policies that encourage and promote the employment growth of people with disabilities?

Employment of persons with disabilities is regulated by the Law No. 03 / L 019 on Vocational Training, vocational training and employment of persons with disabilities, as per the Law No. 05 / L-078 on Amending the Basic Law. The legislation regulates and defines the rights, conditions, ways of training, vocational rehabilitation and employment of persons with disabilities, for their integration into the open labour market under the general and special conditions laid down in the applicable legislation.

According to this law, a person with disabilities, a user of financial benefits, who realizes rights and benefits under the legal provisions on social assistance and pensions of persons with disabilities shall be:

1. A person with a disability without professional qualification, who realizes rights and benefits under the provisions on pension and disability insurance;
2. A person with disabilities, who realizes rights and benefits under the legal provisions on the protection of war and civil invalids;
3. A student from the age of fifteen (15) to eighteen (18), with mental, physical, psychological or combined disabilities, in accordance with the applicable legal provisions for secondary education, providing those who need the language of the sign the deaf person and the Brawl of Blind for the Blind;
4. A teenager from the age of fifteen (15) to eighteen (18), with a developing disability, who realizes rights and

benefits under the legal provisions of social assistance and other provisions; and,

5. A person with a disability older than eighteen (18) years old, who has the right to vocational training, retraining and employment, could not have realized according to the legal provisions (Assembly of the Republic of Kosovo, 2009).

The legislation in force recognizes the right to vocational training and retraining of people with disabilities. Training and vocational training activities include the following measures: determination of mental ability to work; information, professional counselling and assessment of professional opportunities; labour market analysis, job opportunities and job market integration; assessment of the possibility of training, vocational training and the design of training and vocational training programs; vocational training, complementary qualification, re-qualification with programs of perfection and maintenance of work and social skills in the period until employment; information and counselling with technological processes during vocational training for employment; own and joint programs for advancing social work and integration into society; (Assembly of the Republic of Kosovo, 2009).

Legislation in force recognizes the right to integration and employment of persons with disabilities in the open labour market. Legislation stipulates employment under general conditions and special conditions. As regards employment in the open labour market, legislation has adopted an internationally recognized practice, which has been implemented in other countries, according to which "state administration bodies, private and public sector employers and non-governmental organizations are obliged to employ people with disabilities under appropriate employment conditions" (Assembly of the Republic of Kosovo, 2009), by setting quotas

as to the number of people with disabilities to be hired. Consequently, "Every employer is obliged to employ one person with disabilities out of every fifty (50) employees." (Assembly of the Republic of Kosovo, 2009) However, employers who fail to employ a person with disabilities for every fifty (50) employed persons "... are obliged to pay for the promotion of employment of persons with disabilities to a separate account in the budget line of the Kosovo Budget, monthly payments in the amount of the minimum salary paid in the Republic of Kosovo for a disabled person who should have been employed." (Assembly of the Republic of Kosovo, 2016)

As one can see from **Table 2**, based on the number of workers declared by employers in 2017, there are a total of 476 employers who have an obligation to employ persons with disabilities based on the relevant legislation in force because they have 50 and more employees. If this law were to be implemented in full, then we would have two main situations.

1. First, the number of disabled workers who would be employed would be 3,414 workers who are also beneficiaries of the disability schemes presented in **Table 1**. Consequently, 3,414 disabled people would leave the schemes and be integrated into the labour market.

2. Secondly, given that it is almost impossible to fully implement formula 50 + 1, then employers would be forced to pay to the state budget a regular monthly payment at the lowest minimum salary (130 Euro per month) for every disabled worker he/she would have to employ, then a fund would be created in the state budget of approximately 5,325,840 Euro. Various active labour market measures, such as employment or entrepreneurship, could be supported by this fund only for people with disabilities. Again, this would be a relief

for the state budget because the amount of funding for disability schemes would thus be deduced.

Table 2: Number of employers who have over fifty (50) employees, the number of persons with disabilities they should employ, and the financial amount they have to pay to the state budget if they do not hire persons with disabilities.

	Number of employers	Number of declared employees	Number of people with disabilities who should be employed according to the law	The financial amount you have to pay if you do not employ people with disabilities
State Sector - Ministry of Finance	1	77,956	1,559	2,432,040
Over 500 workers	29	37,385	747	1,165,320
500 - 400	7	3,451	69	107,640
400 - 300	12	4,416	88	137,280
300 - 200	41	10,441	208	324,480
200 - 100	126	11,632	232	361,920
100 - 50	260	25,572	511	797,160
In total	**476**		**3,414**	**5,325,840**

Source: Data regarding the number of employees to employers were taken based on the number of employees declared during 2017.

If we look at the aspect of critical thinking, approach and political context, adopted through legal and subordinate legal

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acts regulating the employment of persons with disabilities, then we have the following findings. Firstly, there is a huge discrepancy between the times when the basic law on training, vocational training and employment of people with disabilities was drafted and adopted, which is 2008, and the time when the Law on Complementary Amendment of the Basic Law was drafted and adopted, which is 2016. State, public or private sector institutions have implemented the provisions of the Law on the Employment of Persons with Disabilities in the open labour market obliging the employment of one (1) person with disabilities for every fifty (50) persons employed. Secondly, this discrepancy is also from the time of adoption of the law amending the basic law, which is August 2016, and the time when the bylaws for regulating the employment of persons with disabilities were drafted and adopted.

Lack of a Strategic Approach

Training, vocational training and employment of people with disabilities has not been addressed in any of Kosovo's strategic documents. Kosovo lacks a strategic approach that would define the vision of the state and Kosovo society over a longer period of time regarding the employment of persons with disabilities. A systematic approach, a 'gentle' approach would addressing this problem.

The Government of Kosovo has adopted a National Strategy on the Rights of Persons with Disabilities 2013-2023 and the Action Plan for the Implementation of this Strategy (Government of the Republic of Kosovo, 2013). The purpose of this Strategy is to promote, protect and ensure the full and equal implementation of all human rights and fundamental freedoms by all persons with disabilities, and contribute to the respect for their inherent dignity. One of the objectives of this

strategy is social protection, which should support all the people in need by improving the quality of their lives. However, this strategy does not specifically address training, vocational training and employment of people with disabilities, but it addresses them in the context of social policies.

A strategic document with a clear definition of strategic and specific objectives, as well as planned actions of the Government should be undertaken in the field of vocational training and employment of persons with disabilities for a certain period of time. Our idea is that the treatment of the problem of vocational training and employment of people with disabilities should be developed from the perspective of a cross-sectorial approach. The main reason for the development of a cross-sectorial strategy in partnership with the private sector is the fact that the legislation in force determines quotas (50 + 1) regarding the employment of persons with disabilities both in the private sector and in the public sector. Through strategic and specific objectives, the Government would definitely shape the direction of strategic and specific reforms for the identified challenges, and determine the desired future situation in a tangible way. It should also have an ambitious but feasible strategic vision that promotes and inspires changes in the field of vocational training and employment of people with disabilities.

The cross-sectorial strategy for training, vocational training and employment of people with disabilities should be developed based on these key pillars:

1. Identification and accurate description of the current situation - a summary of how this problem has developed over time, using quantitative and qualitative data. Comparison of training and employment of people with disabilities with other countries, international experiences with particular focus on countries' experiences that have

     similar resemblances in terms of disability training and employment as well as existing international standards.

2. Comprehensive - such a strategy should be comprehensive in terms of training, vocational training and employment of people with disabilities;

3. Institutional engagement - all government institutions should make their utmost contribution in defining strategic and specific objectives, identified actions for implementation, and contribute to the implementation of activities;

4. Harmonization with other strategic documents - such a strategy should be included and aligned with other strategic documents in the area of the protection of the rights of persons with disabilities. A special strategy for vocational training, recruitment and employment of persons with disabilities will be complementary to the strategic and legal framework for persons with disabilities, but will give special emphasis to the training, the re-training and employment of persons with disabilities;

5. Budgeting of activities - an overall cost estimate of the activities.

The strategy should have established inter-ministerial coordination structures to ensure regular monitoring of the implementation of strategic documents, including details of the mid-term monitoring, reporting and review, and a final assessment of the implementation of the strategic document (Government of the Republic of Kosovo, 2018). Similarly to other strategies, this strategy should also include a ministry carrying out activities and periodic reports on the monitoring of the implementation of these activities. Reports should provide detailed information on: achievements versus strategic and specific objectives (by setting annual targets), the period and

timeliness of actions undertaken, the use of financial resources, key implementation barriers, and other factors that might be affecting the implementation of the activities.

Analysis of Findings and Recommendations

Analysis of the elaborated components: administrative data concerning people with disabilities in the labour market, budget for financing schemes for the support of persons with disabilities, relevant legislation, and the lack of a strategic approach to vocational training, retraining and employment of people with disabilities. Therefore, the following pillars shoulb be subject of analysis:

1. The Kosovo Agency of Statistics should produce statistics on the situation of persons with disabilities in the labour market. There should be statistics on the number of people with disabilities who receive financial assistance, the number of people with disabilities who are unemployed, the number of persons with disabilities who are registered as jobseekers at the Employment Offices and the private provider of employment services, the number of persons with disabilities involved in vocational training and vocational training programs at Vocational Training Centres.

2. The annual amount of **€ 97,780,000** is too large to finance these schemes. The state should intervene through active labour market policies with a view to facilitating the employment of these beneficiaries based on their ability to work. With a gradual process of allocating monies from this fund to support employment initiatives that come from people with disabilities or financially support employers employing people with disabilities, the state will not only bring about a reduction in the amount of

financial benefits for beneficiaries of these schemes (from **Table 1** we understand that financial expenditures for disability schemes have steadily increased over the last three years), but will increase their integration into life and the labour market in particular, as well as their fulfilment individual.

3. The legal framework governing vocational training, vocational retraining and employment of people with disabilities provides a good basis for regulating the employment of this category, but its implementation should start as soon as possible. There are some benefits from implementing the legislation in this area. First, the assessment of the disability's ability to work by a special Medico - Social Commission will begin. So far, there has been no such assessment for the beneficiaries of the disability scheme. Incidentally, a person may be 40% unsuitable for work, but 60% is fit for work; consequently, such a person can be integrated into the labour market very easily in accordance with his or her ability to work, and not be dependent the entire life on a disability pension which does not provide the basic conditions for subsistence. Secondly, setting quotas for employers from all sectors, like50 + 1, i.e. an employee with disabilities for every fifty employees, is an acceptable legal obligation because it helps integrate people with disabilities into the labour market. Employers who are unable to fulfil such a legal obligation should be obliged to pay the minimum monthly salary to the Kosovo budget, from which a special fund will be created and used to finance employment programs and projects for people with disabilities. It is important that the management of this fund be transparent and be done in cooperation with organizations that protect and promote the rights of

persons with disabilities. Third, the policy of providing tax and customs relief to employers employing persons with disabilities is a good approach, but tax and customs facilities are part of a more general tax or customs system, regulated by a more general legal framework, and it is difficult to become 'interference' within this system from this perspective. Other states develop more affirmative policies to support the employment of persons with disabilities, and these policies should also adapt to Kosovo. For example, if we look at labour supply, some countries offer professional rehabilitation, which includes job skills assessment, case management, training, mediation, workplace remedial measures, provided by the Public Service Employment or contracted non-governmental organizations, and targets people with a low degree of job skills reduction; personalized services, under the heading of individual professional rehabilitation, job placement, and ongoing workplace support provided by the Public Employment Service or contracted non-governmental organizations, and targeting persons with a small-scale reduction skills for work; as well as employment in workshops or housing, which is understood by training and placement in protected workshops, provided by public companies or non-profit making (social enterprises may be such an example), and targeting people with medium-scale reduction job skills. While looking at labour market demand, countries such as Austria, Hungary, Spain, the Netherlands, Serbia, etc., practice the quota system: for example, in Austria it is 25 + 1, i.e. an employee with disabilities out of twenty-five employees; wage subsidies (an active labour market measure), in which case, the

state subsidizes the disability benefit on a monthly basis from 50 to 80% of the total disability payroll.

4. The employment policies of persons with disabilities are not complete without having a strategy or other strategic, national and cross-sectorial document, with a clear definition of strategic and specific objectives, as well as planned Government actions to be undertaken for the field of vocational training and employment of persons with disabilities for a certain period of time.

Conclusion

In this paper we have tried to address the employment policies related to persons with disabilities in Kosovo. In the framework of this approach, we have presented and analysed administrative data, legal framework and an analysis of the lack of a strategy related to vocational training, recruitment and employment of persons with disabilities. From such a treatment we can conclude that, (i) Kosovo does not have official statistics regarding the number of persons with disabilities in general and their situation in the labour market, apart from the administrative statistics of the Public Employment Service; (ii) expenditures from the Kosovo budget for the financing of disability schemes have increased steadily over the past three years, as the number of beneficiaries and the number of disability schemes have increased; (iii) Kosovo has prepared and adapted an advanced legal framework that promotes vocational training, retraining and employment of persons with disabilities, but the implementation of these acts remains a challenge; (iv) Kosovo does not have a strategic document (strategy or action plan) that defines the vision and long-term goal of increasing the employment of persons with disabilities.

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Future Opportunities for Spatial Development of the University in Line with Contemporary City Concepts

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Abstract

The university as a knowledge-intense space-also referred to as the brain of the city-is one of the key urban factors whose role is gradually being repositioned in the city and society during its social and urban transformation. New concepts of cities have entered professional discourses, and six categories were found to be conceptually distinct enough to be seen as supported by a specific body of theories. The research goal for this study is to define three of these-the sustainable city, smart city and resilient city — and the evolving university-city co-influencing relationship. The main methods used for this study are the analytical and descriptive methods, and the research materials are drawn from wide-ranging literature, such as books, research articles, published analyses, reports, urban plans, and other documents. We draw a conclusion that universities are

vital urban actors in terms of sustainable, smart and resilient developments. Through two case studies, including University of Prishtina, dimensions of campus ecosystems critical to sustainability and resilience are highlighted, which should be a component of any comprehensive future spatial development of the university.

Keywords: *university, spatial development, sustainable city, smart city, resilient city*

Introduction

For the first time in human history, the urban population has surpassed the rural population worldwide, and the city is the ideal choice for a place to live. It is chosen for settlement over rural areas. As of 2008, more than 50% of the global population was living in cities, and this number is expected to rise to 68% by 2050 (UN/DESA, 2019). Rapid urbanization adds pressure to the resource base and increases demands for energy and water resources, sanitation and public services, education, and healthcare services. Climate change increases cities' vulnerabilities and puts further stress on the adaptive capacities of the poor cities in particular (United Nations, 2013).

People move from rural areas to urban areas with the hope of finding better job opportunities as well as a better standard of living. The city is an important node; it is the focal point of culture, education, politics, finance, industry, and communications. Although it is very productive, creative, and innovative, the city has also become a center of poverty and violence, pollution, and congestion. Even though city is considered an engine of growth, complex problems come with it. These complex problems directly threaten livability, wellbeing, and prosperity, which are also in direct conflict with the principles of sustainability.

During this time of urban and social transformation, important urban actors and resources are being activated. The university, as a knowledge-intense space—often referred to as the brain of the city—is one of the vital urban actors whose role is gradually being transformed in the city and society (Maurrasse, 2001). The university used to predominately be a sort of isolated cluster that hardly interacted with the surrounding urban environment and society in general. However, the relationship between the university and its host city has been transforming in recent decades in Europe, United States and beyond. The European Commission launched a discussion on the role of universities in its concept of a Europe of Knowledge, describing them as key instruments of regional development. In the United States also, regional engagement has long been a concern particularly for state-funded higher education institutions (Benneworth et al., 2010).

The spatial development of universities is one of the significant agents between the city and university. However, the active relation between the university and the city is a development trend that has not been sufficiently researched in the context of contemporary urban development. The role of universities, their effects, and their countereffects in contemporary cities are not yet defined. Present cities need to figure out new ways to deal with new challenges, activating key urban actors such as universities. When examining the relationship between the university and the city, one must also be aware of the contemporary forms of the city.

The research goal is to define the three characteristic concepts (sustainable, smart, and resilient) of city development and the university-city relationship through various parameters. The study explores the general criteria by examining the two case studies: the campus at Virginia Tech, highlighting dimensions critical to resilience, and the central

campus of University in Prishtina, also named Hasan Prishtina, highlighting dimensions critical to sustainability. The research materials are drawn from wide-ranging literature, such as books, research articles, published analyses, reports, urban plans, and other documents. The main methods used for this study are the analytical and descriptive methods.

Theoretical Background

Contemporary City Concepts

Reflecting contemporary city developments, many new categories of cities have entered various professional discourses. A comprehensive bibliometric analysis investigated how the 12 most frequent city categories are conceptualized individually and in relation to one another in the academic literature. The 12 city categories include sustainable, smart, resilient, green, digital, intelligent, information, knowledge, eco, low-carbon, livable, and ubiquitous cities. Regardless of some degree of overlap and cross-fertilization, of the 12 city categories, six were found distinctive enough to be seen as supported by a specific body of theories: the sustainable city, smart city, eco city, resilient city, knowledge city, and low-carbon city (De Martin et al., 2015). For this study, three of these six categories were chosen—the sustainable city, smart city, and resilient city—to resolve ambiguities in the definitions of their notions and the differences and similarities between these three terms.

The Sustainable City

The Brundtland Commission is credited for the present use of *sustainable development* as a policy term. The sustainable city is conceptualized as a place where a higher quality of life is

grasped in tandem with policies that effectively decrease the daily demand on indispensable resources (energy and materials) drawn from the city's hinterland; a city that becomes a more self-sufficient environmental, economic and social system (Lehmann, 2010). Sustainable development is described by means of a vision of development that includes respect for all life-both human and non-human—and natural resources, as it integrates the present concerns of society, such as poverty reduction and gender equality promotion, human rights and education for all, health and human security, and intercultural interchange (UNESCO, 2005).

It is important that, after the report by the World Commission on Environment and Development as the initial step toward a sustainable perception, many initiatives have evolved since. These are linked to sustainable issues, showing the increased attention of global institutions and the global community as our society is entering a new era of insecurity, where what were previously thought as limitless resources, such as energy, water, and food supply, have started to become crucial.

Sustainability tends to mean two different things in developing countries and developed countries. In developed countries, sustainability emphasizes the need to reduce material and energy throughput. However, in developing countries sustainability emphasizes raising daily living standards and lifting people up out of the condition of material need. There are tremendous economic and social differences between developed and developing countries. Many of the basic causes of these differences are rooted in the history of development of various nations, including social, cultural, and economic variables, geographical factors and international relations, and historical and political elements. Most present studies and research on sustainable cities are based on situations in the

developed countries. Developing countries are defined according to GNI per capita per year, at $11,905 or less (World Bank, 2010). According to the UN, a developing country is a country with a fairly low standard of living, consisting of an undeveloped industrial base, and a moderate to low human development index (HDI). Human development index is a comparative measure of the factors of poverty and life expectancy, education and literacy.

The Smart City

The smart city is a relatively new notion that has become popular in scholarly literature and international policies in the past two decades. This city concept has been interpreted as a progressive successor to the previous city concepts as *information city*, *digital city*, and *intelligent city* (De Martin et al., 2015), although recent academic literature highlights that the smart city concept goes beyond the previous city concepts and is contextualized in social and physical schemes. The term *smart city* is not used in a single holistic way describing a city with certain characteristics, but it is rather used for various features that range from the smart city as an information technology (IT) district to a smart city in regards to the education of its citizens. Smart cities are not static; there is no absolute definition of a smart city. It is not an end point, but rather a process, by which cities become more livable and resilient, and able to respond faster to present and forthcoming challenges. *The smart city* concept brings together hard infrastructure, social capital, and technologies to support sustainable economic development. Disadvantages of the smart city concept have risen, such as extreme dependency on technology and on corporations dominating technology and related services, besides the still-unknown social and economic consequences of introducing

smart technologies into city buildings (Kunzmann, 2014). Additionally, a city can be defined as smart if investment in human and social capital, combined with investment in ordinary transport and up-to-date information and telecommunications infrastructure, leads to sustainable economic development. A smart city concept promotes smart management of natural resources (Caragliu et al., 2009). A smart city embodies innovative solutions facilitated by digital technologies that are able to create and sustain livable and vibrant infrastructure, and ecosystems for socio-economic benefits of communities, enterprises, and governments, effectively and efficiently (Barbar, 2016). A city that acts future-oriented in six characteristics: smart people and smart living, smart economy and smart mobility, smart environment and smart governance. Additionally, a smart city is based on the *smart* combination of equipment and actions of self-determined citizens (Giffinger & Gudrun, 2010).

The Resilient City

Resilience determines the ability of a city to grow as a center of human habitation, production, and cultural development, regardless of the challenges posed by climate change, population growth, and globalization. Urban resilience consists of the capacity of individuals and communities, institutions, businesses, and systems within a city to survive, adapt, and grow regardless of chronic stresses and shocks they may be faced with. City resilience increases when the city has more adaptive capacities, and it decreases when the city is more vulnerable. Vulnerability is defined as city's exposure to shocks in terms of frequency and magnitude (Barkham et al., 2013). Urban resilience is emerging as a critical aspect of sustainability, while cities worldwide continue to grow and

various threats keep increasing. Measuring urban resilience is a challenging issue, since resilience is not absolute. A city's resiliency can alter over time, and compared to another city. While some parts of a city might be more resilient, other parts of it can be highly vulnerable (Hoornweg, 2015). City resilience is defined as the ability of a city to evade or bounce back from an undesirable event that comes from the interplay of adaptive capacity and vulnerability. Some of the possible dimensions of vulnerability are: climate shocks and environmental degradation, shortages of resources, failed infrastructure, and community suffering due to inequality (Barkham et al., 2013). The resilient city illustrates various perspectives of resilience research: responding to environmental problems and dealing with disasters, coping with shocks in the development of urban and regional economies, and promoting resilience through urban governance and institutions (Leichenko, 2011). The *resilient city* is a fairly recent notion in architecture and urbanism research. It remains to be seen whether related keywords in the research will develop into essential components of city's conceptual identity.

The Evolving University-City Co-Influencing Relationship

The university has a long evolving history, starting from the cradle of medieval religious philosophy to a Renaissance nation-builder, to its recent role as a training ground for the world's managerial class and major leading industries. University needs to reposition its role in the city development, discover and define its new mission: to create diverse models of local and global innovation; to assist society in transforming to a new world of free of cars, energy-saving society; and to help

transform the city to be sustainable in general (M'Gonigle et al., 2006).

The university's institutional role in sustainable urban development is shown in spatial aspect through sustainable campus development being considered as a model of sustainable development type, and universities' leadership and guidance in promoting sustainable city development (Goddard & Vallance, 2013). Campus planners and city planners are increasingly joining their forces to accomplish mutual goals as campuses are also being shifted from places to study into places to meet, and gradually becoming vital and essential parts of their host cities. *Building community* and *creating a sense of place* are on the agendas on many university boards, despite *place-independent processes enabled* from smart technologies. In addition to opportunities, there are also threats within these synergies, where cities and campuses are cooperating increasingly, and campus management is becoming much more complex. As the cities have become more complex, they are influencing the campus in all its organizational and functional, technical, and financial aspects (Den Heijer, 2008).

This evolving relation between universities and cities shapes wider processes of urban and regional development. As the spatial relationship between the university and the city is shifting, universities and their host cities are growing into *knowledge cities*. They are being established and recognized as laboratories for a new *Denkkultur* (thinking culture). The goal of this mutual evolvement is to create an environment that can best nurture the dynamic synergies considered necessary to create sustainable centers of knowledge and learning, and innovation incubators (Hoeger & Christiaanse, 2007).

The relationship between the university and the city is a longstanding matter of mutual concern, also defined as the town-gown relation. This town-gown relation consists of the

physical fabric of the university, students, faculty, and host communities. The university affects the city by shaping urban morphology and ultimately promoting urban competitiveness. The university's spatial development influences and is also influenced by host city urban transformation (Liu, 2013).

Communities and higher-education institutions can develop compatible development missions. Various strategies have been used to revitalize local neighborhoods while simultaneously achieving aspects of their institutions' mission. Universities aim for win-win collaboration, in which their mission is also accomplished through partnering with local communities (Perry & Wiewel, 2015).

The importance of universities in today's complex societies is clearly stated by Goddard (2009), who raises provocative questions regarding the role of universities: In the context of the territorial development of a country and development of the city, what are universities for? The notions of the *civic university* or *connected university* are some initiative programs that start to respond to these raised questions.

The spatial development of universities plays an important role as a meeting point between the city and university, and it could further stimulate social and economic development and manage growth. Case studies show that university-city collaborative initiatives focused on university properties reveal an aspiration to create innovative and competitive new urban spaces that reinforce the position of the university in the city, and their partnership has the potential to give results in the global economy. Universities have been expanding successfully in collaboration with their host cities, highlighting the fact that city-university collaboration is advantageous, and can be mutually beneficial, including possible tensions and issues that derive from diverse and complex spatial relations (Benneworth et al., 2010).

Education and the Three City Concepts

The role of universities, as a knowledge-intense space, goes even further than just the spatial conditions in relation to urban transformation. Education is a primary transformation factor for sustainable, smart, and resilient city development because it is able to increase people's capacity and ability to transform their visions for society. Universities play a strategic role in the world, especially in terms of contemporary city development. They act as knowledge and reflection institutions to develop critical thinking and strategy making, in addition to educational institutions that pass on knowledge (Leal Filho et al., 2018). Universities must develop their own models to redefine the curricula of their courses and activities, and to promote integrative, innovative, and diverse approaches in the context of the new city notions. Table 1 shows various educational aspects for the sustainable, smart, and resilient city notions.

Table 1: Educational perspectives for the three city notions.

	City notion		
	Sustainable	Resilient	Smart
Educational aspects	Education for all Multidisciplinary education Education based on sustainability Various ways of providing and receiving education through classes, community workshops, and lectures	Education for all Creative education Affordable education Diverse education	Unlimited sources Unlimited access Smart education Innovation

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A Case of the Virginia Tech Campus: Highlighting Dimensions Critical to Resilience

In terms of spatial layout and organization, universities are either organized on campus or integrated into the city. The term *campus* was first used for the area around Princeton University and refers to a particular territory reserved for university institutions use only. Over time, the original spatial model has assumed more urban characteristics, both through the growth of settlements on the peripheries of the city and through the fact that many of the new university campuses are urban, but with the idea of preserving the concept of the openness of the original model (Lotus, 2018). Numerous case studies in the United States and Europe have demonstrated the evolving relationship between the two models (Wiewel & Perry, 2008). In terms of spatial development, university campuses have evolved considerably from some of the earliest colleges, such as Oxford and Cambridge (known as "Oxbridge") to present-day campuses. The college spatial development is evident from the square and closed campus type, to the present campus developments. The closed campus type model developed in Oxbridge was also applied to some of the first American colleges, which became a characteristic feature of these college campus developments. University campuses in the United States and Europe are now transforming from the isolated type of campus to open campuses, including Columbia University campus. Unlike the gated campus, Columbia University has become an institution with urban character, rooted in New York's city culture. The new campus covers 17 hectares of the Manhattanville neighborhood, and the project includes the construction of an open city campus, on which the ground floors of university buildings will be used for public activities as an extension of the street. A network of open spaces and

pedestrian axes connects the buildings within campus. All streets within the campus remain public, and pedestrian access through the campus will be further enhanced, as it connects the campus to Hudson River Park (Lotus, 2018).

The campus case study, which illustrates the university's resilience and ability to survive and thrive in the face of various *types* of threats, is at Virginia Tech, North Carolina State University, and Florida Atlantic University (Storms et al., 2019). The study highlights three dimensions of a campus ecosystem that are critical to resilience: the built and natural environment, the financial and economic environment, and the broader social environment of resilience, to which universities often contribute leadership, extraction, and resources. The authors estimate that these three dimensions should be part of a comprehensive campus master plan.

The built environment of the campus is extensive and consists of various components: buildings, utilities, transportation networks, and shelters and emergency services are the four most critical areas for the resilience of the campus and communities. The location of an institution is a key to its resilience concerns: coastal universities may be at risk from sea level rise and others from earthquakes or tornados. The key factors for resilience are the age of the buildings, their decay, and the extent to which they are built in line with sustainable design guidelines. A well-maintained and redundant supply infrastructure increases the resilience of the campus. Transport networks help keep people safe and limit the number of negative consequences of dangerous situations. Universities often provide space for students, staff, and residents to protect them during and after catastrophic events.

Financial and economic resilience depend on the size of the university's funding in relation to the number of students. Although not perfect, a currency unit per student funding

provides a useful measure of the financial resources available to a university. The diversity of the university's revenue sources is crucial because excessive dependence on one source of income or another exposes the university to unnecessary risks. This is particularly true of many small liberal arts schools, which rely heavily on tuition as a source of funding and face the challenge of remaining open as the economic environment changes and enrollment decreases.

Decisions about resilience are relevant for the entire campus, which extends to and is connected with the surrounding community. The involvement of the various community participants is critical for ensuring the resilience of a campus, whether in campus operations or future campus spatial planning.

The University of Prishtina–Center Campus: Highlighting Dimensions Critical to Sustainability

Prishtina is the capital city and at the same time the fastest-growing city of Kosovo, an eastern European country that is both a developing country and a post-conflict country dealing with poverty and underdevelopment (Tahiri & Ažman Momirski, 2019). Sustainability is an issue for the post-conflict developing country of Kosovo, and in particular for Prishtina. Numerous analyses have discovered deficiencies in governance, and the distribution of economic, social, and environmental costs appears to be largely imbalanced. Priority has been given to providing broad access to energy (heavily dependent on coal) in the short term while sacrificing long-term social and environmental sustainability (Lappe-Osthege & Andreas, 2017). Kosovo has the fifth-largest lignite reserves in the world, which is being mined since 1922 (KPMG, 2016). The oldest power plant, also known as The Kosovo Power Station, is

the worst individual source of pollution in Europe (KODIS, 2014).

Massive postwar population migration to Prishtina, along with the failure of urban policies and urban plans implementation, has contributed to Prishtina's urban chaos. Massive urban sprawl has resulted in new developments lacking basic infrastructure for social wellbeing (Gallopeni, 2016). Rapid urbanization has also made water supply and solid waste management serious problems. More effective waste management is very important in order to harmonize environmental protection with economic growth (Krasniqi et al., 2013). The country still lacks an organized waste management system; waste is simply transported to dumps without any sorting, treatment, or processing. Many rural areas lack waste disposal systems, and illegally accumulated waste is a persistent issue (GIZ, 2016).

Based on the human development approach to wellbeing, Kosovo falls into the group of countries with high human development, with a rank of 87 out of 187 countries worldwide, but this ranking is still lower than the regional countries (Stanculescu & Neculau, 2014). Prishtina is the educational, academic and knowledge center of Kosovo, with the greatest number of schools and universities, both public and private. The statistics show that the number of students enrolled for the first time in higher education almost doubled between 2008 and 2009, leading to a larger number of private institutions (Richter et al., 2013). The public University of Prishtina is the largest university in the city, with an enrollment of more than 40,000 students. In addition, there are currently 20 other private colleges, some of which have not been accredited recently (Kosovo Accreditation Agency, 2019). Regardless of the increased enrollment rate in higher education, Kosovo lags behind other economies in the region such as Croatia and North

Macedonia in terms of university graduates. The research capacity of universities and research institutes remains weak, and the lack of financial resources and insufficient government support, a non-strategic approach to research and development, and the low absorption capacity of the economy are the current risks to the Kosovo education system (Richter et al., 2013).

The University of Prishtina was founded in 1969 and consists of 17 faculties, the majority of which are sited on the central campus, also known as the University of Prishtina–Center, except for a few such as architecture and engineering, medical, agriculture, some departments of arts, and other disciplines (University of Prishtina, 2019). As an institution with an urban character, it houses over 3,000 students in dormitory buildings, located within walking distance from the central campus.

This study highlights four dimensions of a campus ecosystem that are critical to sustainability: urban planning and transport, socio-cultural features, water and biodiversity, and energy and materials.

The University of Prishtina–Center campus is located in the city center, consisting of the faculties of economics, law, education, chemistry, sports, math and natural sciences, philology, philosophy, and fine arts. A draft campus masterplan was issued in the 1970s, but it was never approved. However, some of the buildings on the campus were nonetheless designed and built based on that plan. The campus is property of the Municipality of Prishtina. The campus is a relatively low-density area, covering more than 15 hectares, 70% of which is open green space. The urban planning of this campus falls under the regulatory plan of the Center 2 zone (Municipality of Prishtina, 2005b). The central location of the campus within the city is key with regard to pedestrian and urban transportation accessibility. Because there are busy

streets on three sides of the campus, there is traffic noise and pollution along these campus edges. There are some parking areas within the campus reserved for staff only. The majority of the faculty buildings built before 1999 have now been renovated and upgraded, in addition to a few new ones.

The campus is not considered homogenous with regard to its usage types. In addition to the facilities that house the majority of the university faculties, there are other facilities such as the Chancellor's Office and University Administration. The National Library, which is also listed as modern architecture heritage and serves as a research center, consists of spaces that host presentations and community events; it is also a tourist attraction. The National Art Gallery further enriches cultural activities with regard to the arts, and there is also the University Library and the Albanian Studies Institute. This mixture of buildings contributes to the vibrancy of the campus, except for the political issue of the Serbian Orthodox Church, which remains a non-functional building. Despite the mixture of building types, the ground floors of buildings such as the Library, Gallery, and even faculty buildings do not coordinate into an open and interconnected campus.

Despite a great amount of open space, the landscape lacks maintenance year-round. There is also a lack of well-designed gathering spaces, a lack of street lighting (which impacts the safety factor), a lack of handicapped accessibility throughout, and a lack of biodiversity. No effort is made for water management on the campus. Per the latest regulatory plans, the campus is supplied with drinking water and a sewage line for the disposal of precipitation and wastewater. There is no water management or water treatment on the campus site (Municipality of Prishtina, 2005a).

The campus does not have waste management plans in action. The waste management falls within the municipal

framework, where the collected waste is gathered and diverted to municipal landfills. There is more progress with regard to energy efficiency than renewable energies. The majority of the building envelopes from the 1970s and 1980s have been improved with insulation and new windows that contribute to energy savings, except for the National Library, which requires exceptional treatment as modern architecture heritage.

Conclusion

As the three of the city notions are defined, distinctive boundaries between them are stated, despite some degree of overlap. Sustainable city is fundamentally keyed on achieving the balance between economy, society and environment. Smart city prioritizes information and communication technologies, and knowledge to stimulate new future developments. Resilient city focuses on responsive and adaptive qualities of urban developments, while ensuring that the original urban structure is not altered. There is no doubt that universities are important urban actors in terms of sustainability, smart development, and resilience, which are three terms that define contemporary city concepts in their larger communities. This represents an increasing opportunity for professionals, university researchers, university leaders, and higher education institutions to take some leadership to either address the future spatial development of the campus or the spatial integration of the university in the city. A better awareness of how the infrastructures, systems, and characteristics of a university contribute to its sustainability, smart development, or resilience to various risks is the key to a proactive and reactive way of university activities addressing university spatial development. Universities should also continue or begin to address the challenges and opportunities for sustainability, smart

development, and resilience on any scale. Only such actions will succeed and continue to meet the needs of students and communities, and support the idea of universities as think tanks for the transformation of their cities. The public and private universities of Prishtina can contribute to the city by developing new models of sustainable economic growth, improving social equality and wellbeing through regeneration and cultural development, and offering new approaches to alternative energies.

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The Tensions Between Scientific Theories and Reality as a Knowledge Mechanism

Physics may be locked in the ivory tower of theories and must return to nature.

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Abstract

In this paper the relation of scientific theories to reality, as a tension for achieving the knowledge of nature, will be elaborated. The focus is on physics, with emphasis on gravitation. Despite continuous successes, it is gravitation that leaves science ununified in explaining the macro- and microcosm. The paper will list the core efforts toward the unification. The main argument raised is about the assumption that perhaps the path being followed is not right. There is no linear direction in science, no predetermined way of development. It should be remembered that Albert Einstein, although not a member of the scientific community of physicists and who did a simple administrative job, was the one who rejected the famous Newtonian theory and caused a revolution in physics. Maybe some brilliant scientist is needed to get physics out of this state and unify it. This will bring about a new revolution in physics. As well in the knowing of reality.

Keywords: *relations between theory and nature, physics, non-unification of macro and microcosm's explanation, Albert Einstein, a new revolution in physics*

Introduction

It is already known that there exists among scientists a tension between belief in theories and reality itself, which inadvertently functions as a triggering mechanism to research reality according to theories, on the one hand, and control theories themselves through reality on the other.

While scientific theories are believed to be true, in the sense that they are consistent with reality, explain it and derive laws from and for it, in fact all scientists know that their theories are never completely true, as usually their authors themselves know some serious riddles of their theories. Karl Popper was distinguished precisely because he emphasized the fact that science progresses when a scientific theory believed to be true is falsified, so it turns out to be erroneous, and therefore the task of scientists, according to him, was to find these errors and on that basis reject scientific theories (Popper, 2003, 18, 55-56; Popper, 2099, 90). But it is not easy to find out where the untruth lies, since the new theory brings new data and phenomena and opens opportunities for exploration, makes scientists able to solve the scientific problems they face, and thus gain the confidence that other problems that are known will be solved.

However, after Popper, almost all scientists have reservations about the veracity of theories and no longer believe them, as, say, they once believed in Isaac Newton's theory of gravitation. His theory was considered a paradigm, in the sense that theory and reality were compatible. But although the theory of gravity is believed by most scientists to be the best one science has so far, nevertheless it has a shortcoming – it is not valid for both macro and microcosm, and all physicists admit it to this day. In the efforts to solve this problem, physicists have put forward new alternative theories, but none are yet acknowledged to have met their intended objectives.

The purpose of this article is to present the problems and challenges associated with the theory of gravity as it is known today, as well as the efforts to find an adequate solution. All this will be accompanied by a critical elaboration, trying to shed light on something that does not go into today's physics.

However well modified, gravity alone cannot explain the universe

Gravity is considered a natural phenomenon which, since antiquity, has been noticed and people attempted to understand it. For example, Archimedes (288 BC - 212 BC) of Syracuse in Italy, was a physicist, mathematician, engineer, astronomer and innovator, who, in his work *Method*, first published at the beginning of the 20th century, states that there is a gravitational center between the two points (Netz & Noel, 2011, ch. 6), or that the cylinder rests where the center of gravity is between the points (Gould, 1955, p. 427).

An attempt to explain the phenomenon of gravity was by Aristotle (384 BC - 322 BC), a philosopher and founder of many sciences including physics itself (Aristotle, 1984, p. 699-978). His explanation, for nowadays, seems very simple: things are weighted down, the time elapsed is proportional to the body weight. Aristotle had tried to understand what is called gravity.

An alternative idea to Aristotle's was put forward by Marcus Vitruvius Pollio (80-70 BC - 15 BC), architect, civil and military engineer, and Roman author. He emphasized that "the gravity of a substance does not depend on the amount of weight but on its nature" (Vitruvius, 1914, p. 215), indicating that it is something more essential that affects the attraction of substances without getting inside. There have also been other scholars who have rejected Aristotle's theory, such as John Philoponus (409-570) who called it "totally wrong" (Cohen &

Drabkin, 1948, 220), as the change in time of two bodies with large differences in weight is very small. This view, though ignored for centuries, seems to have been known by Galileo Galilei (1564-1642).

Galilei made a great contribution to the modern science of physics. In 1638 *Dialogue on Two New Sciences* (2005), he talks about an experiment he did at the Tower of Pisa (Ball, 2005), from which he found that things, regardless of their weight, withdraw equally from the earth, thus rejecting Aristotle's postulate. From Galileo to Einstein, this view has dominated, in the sense that the speed of the fall of bodies depends on acceleration and deceleration.

However, no one had provided a scientific explanation for gravitation, none before Isaac Newton did it in 1687 when he published his *Principia* (1846, pp. 87-114, 397-452). He wrote the inverse square law of general gravity: "I conclude that the forces that keep the planets in their orbits must be reciprocally like the squares of their distances from the centers around which they orbit", whence he derived the well-known "gravitational constant": $F = G\dfrac{m_1 m_2}{r^2}$ (where F - is the force, m_1 and m_2 are the masses of the objects drawn, r is the distance from the center of mass and G is the gravitational constant).

When Newton discovered gravity, science experienced a revolution because, among other things, it was possible to explain the orbiting of planets around the sun, which fulfilled the basic puzzle, marking the triumph of Nicolaus Copernicus' heliocentrism astronomy.

But, however well it was mathematically calculated, something went wrong. It couldn't match reality: there was a mismatch of Mercury's orbit. Although this anomaly was known, not having a better theory, Newton's theory was embraced by the community of physicists – of course, because

they believed it matched other aspects of reality and the scientific community accepted it.

The anomaly of Mercury's orbit more than two centuries later was solved by Albert Einstein (1920) in 1916 with the publication of *Theory of General Relativity*. He showed that the discrepancy was with the advance (for 42.98 arcseconds for a century) of Mercury's perihelion. Moreover, Einstein changed the meaning of gravity: he showed that time and space were not separated and absolute like Newton's, but were one, it was *spacetime* which was relative. And instead of force, he brought the curvature of spacetime. But even this postulate seems to be inconsistent with nature, since, as physics professor Chris Prassnacht says, the Hubble constant (the unit of measure to describe the expansion of the universe) although "constant everywhere in space at a given time, it is not constant in time" (Daily Galaxy, 2019).

Albeit it surpassed Newton's theory and expanded the horizon of scientific knowledge, Einstein's theory of gravity caused a chaotic state in physics but not only. While for the macrocosm it was recognized by scientists that Einstein's gravity was adequate, it did not apply to the microcosm. So, the physics split in two and went in separate directions.

This fact itself indicates that something is erroneous with Einstein's theory. There are many criticisms that have been directed against him (Israel, Ruckhaber, Weinmann, 1931; Adrian Ferent 2019). Moreover, computer experiments have led to the conclusion that "Einstein's Theory of General Relativity may not be the only way to explain how gravity works or how galaxies form" (ScienceDaily, 2019). There is also the opposing viewpoint like Erik Verlinde who says, "At large scales, it seems, gravity just doesn't behave the way Einstein's theory predicts" (The Daily Galaxy, 2019). And Erik Verlinde attempts to find a solution through a radical modification of the theory of

gravity assuming "emergency gravity" (Verlinde, 2016, pp. 2, 43-44).

Yet the fact remains that Einstein's concept of gravity does not apply and does not work in microcosm, and this is its greatest inconsistency with nature, signaling that something fundamental is wrong. This raised the dilemma whether science got any basic principle. (Abazi, 2017).

Most likely, even in the macrocosm something is generally erroneous with the theory of gravity. Just in appearance it explains capitally, for example, the solar system, i.e. the planets orbiting the sun, but logically it contains a shortcoming that is unnoticed. If gravity pulls bodies toward each other, then such pull must continue until something stops that. For example, if Newton's apple was stopped by the earth, then what stops, for example, the Earth from approaching endlessly, until it collides with the Sun?

Nothing from the point of view of gravity theories. In principle, according to today's physics, the sun would not allow any planet to be created because it would attract them to itself. Even if it is assumed that they were nevertheless created, then they should not exist, for the Sun must also have swallowed them up. Herein lies a contradiction.

Theories of gravity in physics are vague and do not have a consistent explanation of *how and why* **celestial bodies stay at certain distances** *and are not attracted by the larger body itself,* for example *why the Sun does not attract planets until they crash into it.* In this context, judging according to the current developments, it seems that theories of gravity, however well modified, will not suffice to explain the existence of the universe.

The lack of this explanation is the Achilles' heel of all gravitational theories. They are not and **they cannot be** *complete*, because no one of them can explain in a sustainable way the staying of celestial bodies at certain distances from the sun.

Despite achievements, unification is lacking

Where does the main problem of physics lie?

As mentioned above, the problem is known, and I will not say anything new about it, but I will only raise some arguments that perhaps the path to the solution, namely the unification of physics as well as a better and closer explanation of reality, may not be appropriate.

It should be noted that although Einstein's general theory of relativity advanced physics for some decades, the division of physics in two parts remains real. Physics rests on the General Relativity Theory (Einstein, 1920, p. 54-71) and Quantum Field Theory (Kaku, 1993, pp. 3-255). Finding a theory that would unify both of them has for three decades was an effort that Einstein tried to achieve himself (Ellis, 2005) but failed, an effort that was figuratively called the "Einstein's Dream" (Bagger, 2014; PhysOrg. 2013). And this is still a challenge.

The development of physics has moved forward in both directions, but the focus, however, seems to have been on the concern with the quantum world, which, as scientific knowledge expands, is becoming ever more mysterious. In these efforts, in the 1960s, string theory was born. This is a theoretical framework in particle physics. Here the point-like particles are replaced by one-dimensional objects called strings, where one of their vibrational states corresponds to graviton, a particle in quantum mechanics that carries gravitational force. Hence, string theory is a theory of quantum gravity (Becker, Becker, & Schwarz, 2007, p. 6-7).

Within this theory, one hopes to find a solution to the problem of the cosmological model, among other things to explain the expansion of the universe, for which there have been and are many different theories (Alles, 2013). One of them, considered the most widespread, is what Fred Hoyle called in 1949 the "Big Bang" (Kragh, 2013), in the sense of "the existence

of an initial singularity (e.g. type "big bang"). This theory was embraced and developed, among other scientists, even by Steven Hawking and Roger Penrose (Hawking & Penrose, 1970, 530; Hawking, 1988). Our universe begat at that explosive moment and it continues to expand to this day. Many scientists believed this explanation and considered it a solution.

But although at first science seems to enjoy a breakthrough, once the problem-solving needs of a theory are satisfied, inadequacies and inconsistencies seem to be detected, which necessitates a different approach, demanding even more because questions are added and answers to them are requested. Something similar happened with the Big Bang theory: its rival did catch up, and an alternative explanation emerged.

In the 1980s, physicist Alan Guth (1981, 1997) formulated a new theory on the cosmic inflation, according to which a particle called "inflation" caused the initial rapid expansion of the universe, which must be explained by string theory (Becker, Becker and Schwarz, 2007, p. 533) as this inflation-theory itself is still in its infancy (pp. 539-543). During this time, several superstrings theories known as Type I, Type II (IIA and IIB) (Green and Schwarz, 1982), heterotic strings, and X8xE8 have been formulated (Gross, Harvey, Martinec, Rohm, 1985). Initiated by Edward Witten, the unification of all strings theories was termed M-theory, where "m", according to Witten (Duff, 1996) has the meaning "magic," "mystery," or "membrane."

In further developments in physics, Edward Witten, in the 1980s, understood that Type I of string theory was inconsistent, but then, influenced by Michael Green and John H. Schwarz, Witten, considered the most brilliant physicist of his generation (Schwarz, 2008), became a proponent of the string theory; hundreds of other physicists joined this trend,

achieving what is known as the first superstring revolution (1984-1994). Scientific research has highlighted the fact that different superstring theories were different limitations of the 11-dimensional theory (Witten 1995), which, as summarized by historian and philosopher Dean Rickles (2014), received a common denominator M-theory. Much knowledge has been achieved, leading to a second superstring revolution (Schwarz, 2008), through theories such as S-duality (which indicates a relation according to which a choice of strong interaction particles in one theory may appear as weak particle interactions in a completely different theory), T-duality (according to which a string propagating around a circle of radius R is equivalent to that of a radius $1/R$, in the sense that all the quantities observed in a description are identified with the quantities in the dual description), supersymmetry (the principle which postulates a relation between two basic classes of elementary particles: bosons having an integer-valued spin and fermions which have a rotation with half rotation), then supergravity and beyond the Standard Model (Dine, 2007).

The Standard Model (SM) (Gaillar, Grannis & Sciulli, 1999) is also highly valued by CERN (2019), and by some, such as Robert Oerter (2006), is regarded as the Theory of All Things. (This SM theoretical is considered by the physicist Glenn Starkman as "The Absolutely Amazing Theory of Almost Everything. That's what the Standard Model really is", because, according to Starkman, it answers what everything is made of and how it is held together (Starkman, 2018). But through experiments it has been shown that neutrino has mass which was forbidden by the Standard Classics Model (CERN, 2010), and with all modifications to explain this, 7 or 8 constants are required to be added (Strumia & Visani, 2010). SM cannot consistently explain gravitation according to general relativity in terms of quantum field theory (Blumhofer & Hutter, 1997). It

is also incompatible with the Lambda-CDM model (cold dark matter), a parameterization of the Big Bang's cosmological model that first includes a cosmological constant denoted by Lambda (Greek Λ) and associated with the black energy; second, it postulates cold dark matter; and third, regular matter.

Despite the numerous theories and large numbers of physicists involved, it seems that the landscape of the string theory (Douglas, 2003) poses more serious problems, such as the fact that there are a large number of false inequivalent vacua - near 10^{500} (Douglas, 2003) which has led to numerous discussions on how this theory could make predictions (Rickles, 2014, pp. 230-235). Co-authors Sujay K. Ashok and Michael R. Douglas (2004, p. 2-3) highlighted that "it is very important to bound the number of string vacua which resemble the Standard Model and our universe, because if this number is infinite, it is likely that string/M theory will have little or no predictive power".

It is interesting to note that although all these theoretical and experimental efforts mark some plausible achievements in realizing some aspects of the microcosmic reality that help even better to explain the macrocosm, they do not achieve the primary goal: *the unification of physics so that it can explain reality in its entirety with the same valuable references to both the macrocosm and the microcosm.*

The way of attempting to unify physics may not be the proper one

Albert Einstein's dream of a Theory of Everything, that is a hypothetical framework, that explains all the physical phenomena of the universe remains. Because though quantum mechanics and relativity theory describe "its respective area of

inquiry — the very smallest and the most massive things in the cosmos — with astounding accuracy, but both quantum mechanics and relativity fail when applied to each other's subject matter". In other words, although physics succeeds in acknowledging the microcosm and macrocosm, it fails to unify itself. It is known that "Albert Einstein spent the last thirty years of his life on a fruitless quest for a way to combine gravity and electromagnetism into a single elegant theory" (APS Physics, 2005). The failure to achieve this goal for a century seems to have aroused mistrust of such possibility: "So far, an overarching theory of everything has eluded scientists, and some believe the ultimate goal is unrealistic." (APS Physics, 2005).

Main efforts and explanations are derived from theoretical approaches, clinging to a segment, making gaps there as well as multiple contributions, but remaining in the same environment - theoretical explication, experiments based on certain theories, different findings (such as the Higgs boson, gravitational waves, etc.). This range of failed attempts over the decades may perhaps be a sign that we are not on the right track looking for a solution. Something absurd is happening: the more discoveries are being made, the more we are moving away from the unifying explanation. Let us remember that scientists in their research have introduced the concepts of antimatter, bigravity, agravity, black matter, black energy, etc., but which, however, appear to be incomplete and deficient.

All those efforts seem to make the following question meaningful: has physics been locked in the "ivory tower" that does not allow it to see beyond itself? In other words, is physics researching in a non-proper way? Are solutions being sought where they are not?

Perhaps we have sunk deep into the theoretical ocean and, in some way, forgotten the nature. In such an allusion, the

physicist Marcelo Gleiser suggests that nature must be heard, because the purpose of physics is to explain nature. It sounds like an appeal to go back to nature, to listen to it, maybe to have a look at nature itself and see if it has something else to say to us, something that science for about a century cannot find. Gleiser writes: "Instead of the traditional view that Nature's secrets are encoded in a Final Theory, which is at the core of superstring theories and other searches for a unified description of Nature, I argue that this age-long search for perfection is misguided…" (Gleiser, 2019.)

Sometimes, even inadvertently, theories, while intended to help us understand and explain the reality, can turn into a hindrance precisely to what they aim to clarify. Maybe we are not understanding something, we are not listening to nature properly?

Nature can sometimes reveal something new to us, and we may not detect it. One must have sharp eyes to distinguish it. This is what, to mention a case, Rontgen's discovery suggests: *nature contains much more than theories say*: no theory predicted the existence of X-rays, but Rontgen occasionally faced them and then, after a lot of experimentations and analysis, constituted them theoretically as scientific fact referring to a given reality – to the X-ray.

To get out of the labyrinth, sometimes the approach needs to be changed. This suggests that *the Book of Nature may not always have been written by its creator in the language of mathematics. This book may have been written in another language that we do not yet know. It may appear to us, but we do not understand it. Therefore, physics may have to start by re-reading the Book of Nature, trying to look at nature in a different way, to see what is there that we cannot distinguish.*

Conclusive Remarks

This paper will conclude with an allegory by Albert Einstein, who in 1954 stated: "I must seem like an ostrich who forever buries its head in the relativistic sand in order not to face the evil quanta" (APS Physics, 2005). This may perhaps be slightly modified to suit the situation and say that *physics looks like an ostrich that has buried its head into the theoretical sand and can no longer see nature.*

When the ways (different theories) that we have been trying for a century do not get us anywhere, then perhaps we should try other ways out, meaning *to set all theories aside for a while and return to nature, requesting answers from nature itself.* Nature is like a chameleon that can conceal itself, camouflage itself so that we cannot discern it, of course giving us hints that something is missing and does not match reality. When René Descartes (2006) made the major turning towards the scientific method (which was in the modern scientific spirit revolution) with his masterpiece *A Discourse on Method* published in 1637, he once threw away all theories without exception, which is a metaphor that he wanted to strip away all theoretical influences and see reality unaffected by them. He did so because he had realized that all authorities hitherto were unworthy to the new science and requested a different basis. And he was right: he discovered a new foundation, a new principle that helped him see things more clearly and better than his ancestors as well as many contemporaries. Cogito, ergo sum – I think, therefore I am. The foundation of judgment was the human mind, also methodological rationality. Even physics seems to require a temporary abandonment of all theories (but keeping them in the background of the mind), *to change the way of understanding and to approach the nature itself. It has a lot to say, revealing quite unknown things so far. New things. Things that can even get physics out of the endless way where it has gone.* Then, on the new basis, all

knowledge to date must be reviewed, reassessed, restructured, some theories have to be retrieved and some others to be removed. But to do all this, first and foremost, the right way must be found.

In conclusion it should be noted that what has just been said doesn't have to sound weird, since it is known that the history of science shows that there is no linear path, no pre-determined development and *not always solutions are found within a given scientific community*. Albert Einstein himself, for example, came to physics from outside the scientific community, and it has been a century since his theories that revolutionized physics still govern this science. *Again, physics now seems to be waiting for some brilliant scientist, one with a keen eye and mind to see nature in a different way and to distinguish something extraordinary, to bring physics out of this state and to unify it.* This will bring about a new revolution in physics. And, most importantly, in knowing the reality. But for these deep changes to occur, the ostrich must raise its head from the theoretical sand and see nature itself.

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The Features of the Macedonian Standard Language in the Journalistic Sub Style (Columns)

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Abstract

The main function of the language is to serve as the most sophisticated means for mutual understanding among people. It is a phenomenon tightly connected with the society and the culture. As they grow, develop and change, the language also changes in order to satisfy the need of its speakers. The language culture is, in fact, part of every individual's common culture. It refers to the correct use and implementation of the standard language norm in every sphere of one's living and functioning, including the articles in the journalistic sub style which should keep and promote this norm. Thus, the aim of the paper is to present the features of the Macedonian standard language in the newspaper columns, and determine whether the language used in them deviates from the already established language features of the journalistic sub style and from the language norm as well. The research has a qualitative paradigm and descriptive design. The sample consists of columns that are published in the Republic of North Macedonia. Analysis, synthesis and comparison are the methods used for processing the data and gaining conclusions. The research reveals that the language features and the deviations from the norm in the columns are identical to the ones already determined in the previous researches of the journalistic sub style. In the same time, the research shows the

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new language features and deviations from the norm in almost every language area (phonology, morphology, syntax, and lexicology).

Keywords: *Macedonian language, features, deviations, columns.*

Introduction

Language is a phenomenon which should be permanently taken care of in order to keep one's identity and to provide its correct use in every sphere of human living and functioning. Thus, care for the language is a task for everyone, and not only for the people who are professionally engaged in its study. The newspapers, especially the electronic ones, are available to almost everyone, i.e. to readers who have different ages, professional, social and cultural backgrounds. That is why the newspapers are obliged to keep and preserve the language norm, contributing to its affirmation, and to its correct use. This implies that the writers of newspaper texts should have a deep knowledge of the Macedonian language norm, and shape their texts according to this norm. This way they assist in having an equally written practice, because the incorrect use of the norm can have an impact on the readers, who can easily adopt these incorrect solutions as correct ones and continue to use them in their further written practice, which means that preference would be given to wrong language characteristics.

The case of the columns. According to Minova-Gjurkova (2003, pp. 277-279), columns belong to the analytical class, together with comments, reviews, polemics etc. Mladenoski (2015), understands columns as a specific journalistic and belletristic genre in which the author periodically (most often once a week, on the same page, in the same journal) exposes his thoughts (attitudes, ideas, suggestions, etc.) for a relevant and significant topic. He adds that columns are written in the first

person singular and that they have ironic and satiric nuances. Regarding the etymology of the term, Mladenoski points out to its Latin root and determines that the column is a pillar of the press. Further, Mladenoski says that a columnist is a witty person and has a specific style and expression which adds to the attractiveness of the column. Furthermore, it is worth mentioning that the columnist does not express the attitudes of the journal's politics; rather he expresses his own view on the subject. Gerovski (1998), analyses the young journalist's texts and concludes that they have problems with grammar, mostly with syntax, lexis and stylistics. He does not analyze the language of columns; rather he gives further direction for the journalists to improve their skills for writing newspaper articles. Gerovski's claim (2005, 2009), which stresses out that the deviation from the language rules should be done unconsciously or on purpose and that the deviations should not be a result of not knowing the language norm is very significant. What is most important is Gruevski's notion (2013) that the column is published as it has been written by the author without the intervention of the editor. Hence, the question arises, if the editor does not intervene in the column's content, shall the proof-reader intervene in the language used in it, bearing in mind that many columns contain inappropriate, vulgar and offensive words in order to be more persuasive, and that wittiness, cleverness, nimbleness, discernment and sarcasm can be achieved using other words. The paper takes the stand that columnists should take in consideration that the language they use should be in accordance with the Macedonian language norm and that proof-readers should intervene in the language used in the columns.

Previous research in the field

It should be stressed out that, so far, there are no articles, which examine the use of the Macedonian language in the journalistic columns. Yet, there are many studies which deal with the characteristic of the journalistic sub style on many language levels, and which are directly connected with this research. In Macedonian linguistics, the stylistic researches of the journalistic sub style started with Minova-Gjurkova (2003). She points out many language features: **a)** On the lexical level: new words in politics, economy, science, culture, etc., connected with the actual period: *partiski pluralizam* [party pluralism], *pravna drzhava* [state of law], *pres-konferencija* [press conference], *implementacija* [implementation], *suverenitet* [sovereignty]; international words, which, according to her, should be replaced with domestic words; words directly taken from the English language: *lider* [leader], *konsenzus* [consensus]; noun groups that are not appropriate for the Macedonian language system: *lobi grupi* [lobby groups], *ketering uslugi* [catering services], *shelter centar* [shelter center]; new meaning of the international words that have already been accepted in the Macedonian language as a result of the influence of the English language: *asocijacija za zdruzhenie* [association as a bogy, club, union]; many cliché words; phaseological expressions (their modified versions, translated directly from the Serbian and English language); many words from the conversational style, jargon and slang words; **b)** On the morphological level: use of all verb forms; use of the passive; c**)** On the word formation level: productivity of certain suffixes; international prefixes and suffixes; compound and semi compound adjectives; **d)** On the syntactic level: developed noun phrases; analytical predicate: *izrazi nadezh* [to express hope], *prezeme chekori* [to take steps]; various types of simple and compound sentences; rhetorical questions. Since then, many Macedonian linguists continue the

stylistic researches of the journalistic sub style, which includes: deviations from the Macedonian language norm in many language segments, such as: the orthography of the capital/small letter, using the Cyrillic and the Latin letter in the same sentence (Miovska, 2000; Pandeva, 2011; Gjurkova, 2006; Janusheva, Dimitrievska, 2014); the deviations from the orthography of various orthographic and punctuation marks (Tanturovska, 2010; Jurukovska, 2016; Dimovska, 2017; Janusheva, Jurukovska, 2017); the order of the words, the presence of international words, the incorrect interchange of some words due to not knowing their real meaning, the presence of acronyms, the presence of phraseological expressions taken from the conversational sub style (Mitkovska, 2011; Janusheva, 2015; Janusheva, Shashko, 2015; Janusheva, 2016; Janusheva, 2018a; Janusheva, 2018b).

Methodology of the research

This research exploits a qualitative paradigm and a descriptive design. The population consists of columns from various electronic media, and the sample consists of 10 randomly chosen columns. The columns have been read and analyzed bearing in mind their language features and the deviations from the norm, and compared with the features and deviations that have already been established in the previous researches in the field. In the same time, the paper stresses out the new features and the new deviations from the language norm.

Results and discussion

The results indicate that the columns are generally written with respect to the Macedonian standard language norm. However, the analyzed material shows that there are many language

features and deviations from the language norm in the columns which are in accordance with the ones already established in previous researches, as well as many new features and deviations that have not been registered yet.

Orthography – a) Using both, the Cyrillic and the Latin letters in the same sentence: *на повидок е бран на politainment* [there is a sign of politainment]; *политички infotainment* [political infotainment]; *сатиричен квиз "Have I Got News for you"* [satiric quiz "Have I Got News for you"]; *Боно од U2* [Bono from U2]; *раскажување приказни (storytelling)* [storytelling]; **b)** Incorrectly written words: *percepira* instead of *percipira* [to comprehend]; *se dodeka* instead of *sè dodeka* [until]; *se ushte* instead of *sè ushte* [still]; *dilirium* instead of *delirium* [delirium]; *uchilishen* instead of *uchilishten* [school]; *chestta* instead of *chesta* [honor]; *observirale* instead of *opservirale* [to observe]; *ne* instead of *nè* [us]; *i tn.* instead of itn. [and so on]; **c)** Incorrectly written words with a capital letter: *Dobro utro* instead of *dobro utro* [good morning]; *Svetska Banka* instead of *Svetska banka* [World bank] and with a small letter: *European union* instead of *European Union*; *republikata* instead of *Republikata* [The Republic]. These findings are in correlation with the previous researches of Miovska (2000), Pandeva (2011), Gjurkova (2006), Janusheva, Dimitrievska (2014); Further, **d)** Incorrectly written compound nouns without hyphen: *shoumen* [show man], *fesjbuk profil* [Face book profile], *boks mech* [box fighting], *blanko paragoni* [blank paragons], *internet prostor* [internet space], *internet komunikaciite* [the internet communication]; **e)** Incorrect use of some orthographic and punctuation marks: **e1)** Incorrect use of the hyphen and dash: *televizija so nacionalna frekvencija - Pink* [television with national frequency - Pink]; omission of the hyphen in double surnames: *Kolinda Grabar Kitarovikj*; the relation *od – do* [from – to] is given with hyphen without margins: *100-200 godini* [100-200 years]; *10-20 godini* [10-20

years]; *vospitno – obrazovniot system* [educational system] – where the hyphen without margins from both sides should be used; „ ...“*!* = the quotation marks should be written after the exclamation mark; **e2)** The names of televisions, pop groups, and newspapers are not given in quotation marks: *Happy*; *U2*; *Sky News*; **e3)** Wrong symbol for the quotation marks; **f)** Acronyms: *VMRO*, *VMRO-DPMNE*, *SAD* [USA], *BDP* [GDP], *SJO* [Special public prosecution]; *NATO*; *EU*; These findings are in accordance with the previous researches (Tanturovska, 2010; Jurukovska, 2016; Dimovska, 2017; Janusheva, Jurukovska, 2017; Janusheva, 2018b).

The results show that there are several language features and deviations from the language norm in the columns, that have not been determined yet: **a)** Incorrect use of some orthographic and punctuation marks: **a1)** Use of the full stop without margins in numbers: 350.000, 60.000 instead of 350 000, 60 000; **a2)** Use of the full stop in the name of the country R. Makedonija instead of R Makedonija [R Macedonia]; **a2)** Omission of the comma before *odnosno* [i.e.]; before *kako shto se* [such as]; the conjunction *ne samo shto… tuku i* [not only… but] is wrongly separated with comma; **a3)** No space between the number and the sign for percentage: *45%* instead of 45 %; **a4)** „ ... “. = In citation, the closed quotation marks should be written after the full stop. Regarding the double quotation marks, it is noticeable that many words are given in quotation marks (though according to the Orthography they should not) in order for the author to stress something that he thinks is relevant. The double quotation marks are often used to express irony or opposition; **a5)** Various words are given in brackets with a question mark or exclamation mark to express wonder, astonishment, surprise, disapproval, indignation etc.; **a6)** The foreign names mentioned in **4.1., e2,** are not transcribed though it is a text in Macedonian language.

Morphology – a) Use of all verb forms and passive, which is in accordance with the research of Minova-Gjurkova (2003). A new feature that is not mentioned in the previous research: **a)** plural forms of nouns which should be used in singular: *prava i slobodi* [rights and freedoms].

Word formation: **a)** Semi compound words made up of an English language acronym and a Macedonian noun: *HR politikite* meaning *Human Resources politikite* [HR politics] which sound strange and are not in the spirit of the Macedonian language and which, if accepted, should be written with a hyphen; **b)** Deviations from the word formation rules: *konjichki trki* instead of *konjski trki* [horse rise], i.e. the derived word *konjichki* is taken from the Serbian language. These are new findings and they prove that mistakes are made even in the word formation level.

Lexicology – a) Use of many English words given with Latin letters: *politainment*, *Happy*, *storytelling*, as well as with Cyrillic letter: *shoumen* [show men], *targetiraat* [to target], *fanovi* [fans], *imidz* [image], *tajkun* [tycoon], *lider* [lider], *trend* [trend], *pedigre* [pedigree], *flertuvashe* [to flirt], *mitinzi* [meetings], *biznismen* [businessman], *samit* [summit], *lideri* [liders], *startna* [starting], *aura* [aura], *link* [link], *frilenser* [freelancer], *bombastichni* [bombastic]; **b)** International words: *politika* [politics], *akter* [actor], *zhongler* [juggler], *komichar* [comedian], *ideologii* [ideologies], *diskutira* [to discuss], *kritikuva* [to criticize], *matrica* [matrix], *logika* [logic], *publicitet* [publicity], *komunukaciski* [communicative], *tehnologija* [tehnology], *debata* [debate], *personalizacija* [personalization], *poeni* [points], *pioneri* [pioneers], *parlament* [parliament], *neologizmot* [the neologism], *manipulira* [to manipulate], *promocija* [promotion], *analiziraat* [to analyze], *spektakl* [spectacle], *legitimen* [legitimate], *mentalitet* [mentality], *transformacija* [transformation], *restrikcija*

[restriction], *normi* [norms], *monstrum* [monstrume], *tretman* [treatment], *kriza* [crises], *klima* [climate], *nonshalantnost* [nonchalance], *urgentnosta* [urgent], *drastichni* [drastic], *generacii* [generations], *reformi* [reforms], *kompromitira* [to compromise], *institucija* [institution], *korupcija* [corruption], *opskurni* [obscure], *konstrukcii* [constructions], *famoznata* [famous], *oficijalna* [official], *frustriran* [frustrate], *koalicija* [coalition], *satisfakcija* [satisfaction], *solidarnost* [solidarity], *unikaten* [unique], *integritet* [integrity], *kompetentni* [competent], *pluralizam* [pluralism], *demokratijata* [the democracy], *senzitivni* [sensitive], *koncept* [concept], *perspektiva* [perspective], *komponenta* [component], *argumenti* [arguments], *konflikt* [conflict], *konstruktivni* [constructive], *praktikuvanje* [practicing], *participacija* [participation], *fenomen* [phenomenon], *akuten* [acute], *filter* [filter], *kodeks* [codex], *sfera* [sphere], *kontaminira* [to contaminate], *monitor* [monitor[, *haos* [chaos], *kredibilitet* [credibility], *intervencija* [intervention], *fokusira* [to focus]. The international character of these words is proven by the Belchev's Dictionary (2002). These international words are taken from Latin or Greek and they are present in various modern languages. Their presence in the columns indicates that the columnists do not follow Minova-Gjurkova's recommendation, i.e. replacement of the international words with domestic ones. Janusheva's research (2015) clearly shows that not every international word can be replaced with a domestic one, and this happens for many reasons, for example, the international word can have a wider meaning than the domestic one. Thus, if a domestic word is use instead, the real meaning can be lost, or simply there can be no domestic words for certain international words. However, the research shows that many international words can be replaced with domestic ones. For instance, the word *promocija* [promotion] in the given context can be replaced with the domestic word *unapreduvanje*

[upgrading]; **c)** Incorrect use of *negov, nejzin, nivni* [his, her, their] instead of *svoj/a/e//i* [his own, her own, their own]: *izjavi na smetka na negovite politichki rivali* instead of *na svoite* [proclamations about his political rival]; *postojano gi navodnuvaat nivnite dvorovi, gradini* instead of *svoite* [constantly watering their yards, gardens] = supposing that someone else's garden are being watered; *aktivni gragjani svesni za nivnite prava, obvrski* instead of *za svoite* [active citizens conscious of their rights, obligations]; *vlada koja se fokusira na zdravjeto i ekonomskiot prosperitet na nejzinite gragjani* instead of *na svoite* [government focused on the wellbeing and prosperity of her citizen]; **d)** Words taken directly from the Serbian language: *poshto* instead of *bidejkji* [because]; *meta* instead of *cel* [target]; *beskichmenite* instead of *bezrbetnite* [without spine]; *spodoba* instead of *chudovishte* [monster]; *vnedri* instead of *vgnezdi* [to nest]; *prilagoduvanje* instead of *prisposobuvanje* [adjustment]; **e)** Phraseological expressions from the conversational style: *za vek i vekov* instead of *zasekogash* [forever and ever]; *pagja na pamet* [to occur]; **f)** Not knowing the meaning of *po* [after] and *posle* [afterwards]: *posle 1945* instead of *po 1945*. These results are in correlation with the research of Minova-Gjurkova (2003), Gjurkova (2006), Janusheva (2015), Janusheva, Shashko (2015), and Janusheva (2016).

There are several new features in the lexicology: a**)** New words or coinages (neologisms): *zabavizacija* > navleguvanje na zabava vo politikata – politainment > the entertainment enters the politics; *infozabavuvanje* [infotainment]; *berluskonizacija* [berluskonization]; *milenijalci* > generacija izrasnata so tehnologijata – milenials > generation raised with the technology; **b)** Words used in the spontaneous communication, i.e. in the conversational style (everyday communication): *aramija* instead of *kradec* [steeler]; *dushmani* instead of *neprijateli* [enemies]; *lapash* instead of *zarabotuva* [to earn]; *bajrakot* instead

of *znameto* [the flag]; *tefteri* instead of *tetratki* [books], *badijala* instead of *e beskorisno* [it's useless]; *muabet* instead of *razgovor* [conversation]; *komshija* instead of *sosed* [neighbour]; **c)** Word plays: *izgrej Zoran na spodobata* [may Zoran (the prime minister) of the ugliness rise, instead of *izgrej zoro na slobodata* [may the dawn of the freedom rise]. It is well known that the dawn presents liberty, freedom, wellbeing, birth of something new etc. However, here, the name of the prime minister is used as a synonym for dawn and the word spodoba [ugliness] is used instead of the word sloboda [freedom]. It is clear that the author suggests that government implements wrong politics which have negative impact on Macedonian citizens.

Syntax – a) Regarding the syntactic features, it is obvious that there are various simple and compound sentences as well as rhetorical questions present in the columns, which is confirmed with the research of Minova-Gjurkova (2003): *Dali znaesh…?* [Do you know…?]; *Dali go pravish toa…?* [Do you do that…?]; *Trka*? *Za kakva trka stanuva zbor*? *Eficasnost za shto*? *Za trupanje…?* [Race? What kind of race? Efficacy for what? For gaining...?]; *Dali navistina umeeme da gi cenime demokratijata, parvednosta...?* [Do we really appreciate democracy, impartiality…?]; *Kolku sme otvoreni i senzitivni…?* [How much open and sensitive are we…?]; *Kolkavo e nasheto znaenje…?* [How big our knowledge is…?]; *Nauchivme li…?* [Did we learn…?]; *Imame li gragjanska svest…?* [Do we have civic conscious…?]; **b)** Use of the conjunction *zashto* [therefore] instead of a question word *why*: *zashto vaka vozi* [therefore he drives that way instead of why he drives this way]; and question word instead of conjunction: *…zoshto go nemate…?* [why you do not have…] instead of *zashto* [because you do not have…]; c) Use of *istite* [the same] instead of niv [them]: *…da se vklopi vo normite i da funkcionira spored istite* […to fit into the norm and to function according to the same]; **d)** The word

order is not in the spirit of the Macedonian language: *1TV* instead of TV 1; *PM10 chestichkite* instead of chestichkite PM 10 [PM 10 particles]; *bilo koj* instead of koj bilo (whoever); **e)** The conjunctions should be as close as possible to the predicate, which is not taken into consideration: *Shto vo izminatiot… period osoznavme za…?* [What in the past period have we learn for…?] instead of *Shto osoznavme vo izminatiov period za…?* [What have we learn in the last period for…?]; These findings are in accordance with the research of Minova-Gjurkova (2003), Mitkovska (2011) and Janusheva (2018b).

However, there are many others features which are not being stressed out: **a)** Incongruence between the parts of the sentence: *…genetskiot kod, negoviot nachin i negoviot system nè dovede do ovaa…* instead of dovedoa in plural form […the genetic code, its way and its system brings us to this…]; *…i go pravat na svojot narod* instead of mu […do to its people]; *i go pravite na Makedonija i na makedonskiot narod* instead of *im*; *Miminalnata upotreba… i obnovlivite izvori… go ogranichuva…* instead of ogranichuvaat in plural [The minimal use… and the renewable sources… limit…]; **b)** Though rare, there are many unclear sentences: *Pottiknuvanje na javnosta za prichinite i nivnoto vlijanie mozhe da dovede do ublazuvanje na rizicite preku nivnite napori kon drzhavnite strukturi* [Encouragement of the public for the reasons and their impact may lead to mollifying of the risks through their efforts toward the state structures]; *Golem del od vlijanieto vrz zdravjeto mozhe da se najde vo Skopje* [A large part of the impact on the health could be found in Skopje]; *Isto taka, programite se otsutni vo stimuliranje* [Also, the programs are absent in stimulating]

Conclusion

The research points out that regarding the language features and the deviations from the language norm, the columns show the same features and deviations that have already been established in the previous researches connected with the journalistic sub style. However, the research indicates some new language features of the columns, which are purposely used in order to bring a column closer to the people, and make it more attractive and desirable for reading. Further, several new deviations from the norm in every language sphere are noticed. In this sense, this article appeals to the columnists to take into consideration the Orthography and Grammar of Macedonian language when writing their columns. This way they will contribute to the preservation of the language norm. The role of the proof-reader should be stressed as well, i.e. the language used in the columns should be proofread.

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The Linguistic Dependence of an Independent Country

State of the native Albanian, the impact of English and the multilingual perspective of Kosovo Albanians

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Abstract

This paper presents an outline of the current state of Albanian language in Kosovo in view of the impact of other languages, English in particular. It attempts to understand the underlying causes for the intrusion of English from a diachronic socio-linguistic viewpoint, by looking at similar phenomena across the world and relevant research by linguistic scholars. The paper seeks answers to the following questions: What are the causes of English expansion in Kosovo, and how is it affecting the Albanian language? What determines the choice of language and the level of tolerance for borrowings? Furthermore, are there suggested approaches on how to treat this type of modern-day bilingualism? The scope of this paper is in keeping with current efforts to see language changes from a constructive angle, that of bilingualism and multilingualism as global phenomena. In so doing, it aims to contribute to the ongoing discussion about the need to view language as organic and inextricably connected to the evolving social and cognitive fabric of its users.

Keywords: *language, bilingualism, Albanian, Kosovo, English*

Language: Definitions and Background

Communication is the means that enables mutual relationships among human beings and the validation of their existence. It materializes primarily in the form of language, as ours is the only species able to verbalize our thoughts by uttering combined sounds. A purely human method of communicating ideas (Sapir, 1921), language as we know it has been around for at least 50,000 years (Harari, 2015), although there is no scientific consensus on the matter. Some form of communication, presumably through language, is thought to have appeared with the emergence of *Homo sapiens* between 200,000 and 300,000 years ago. Precisely this skill set *Homo sapiens* apart from other human species enabling them to survive and thrive (Harari, 2015). With as many as 7000 languages in existence today (Simons, 2019), countless definitions have been formulated about language, yet it remains one of the most complex processes attributed to human beings which is hard to be confined to one definition alone.

Noam Chomsky (1957) relied on his universal grammar to define language as 'a set of [finite or infinite] sentences made of a finite set of elements', Ferdinand de Saussure generally argued that language is a structured system of arbitrary signs, Sir Richard Paget (1930) had a physical-onomatopoeic theory about the origin of language, and Charles Darwin (1871) famously speculated that spoken language may have arisen from our ability to imitate sounds from the natural world. Definitions of language encapsulate a wide range, due to the large number of biological, psychological, social and other human processes related to and/or set in motion by it. Furthermore, advancements in scientific research and technology have carved new paths towards understanding language, unearthing new connections with other processes in humans as well as the world around them. Just a few decades

ago Gauker (1990) affirmed that language is a tool for affecting changes in the subject's environment, while Jackendoff (1996) specified that it is linguistic formulation that allows us a 'handle' for attention to events. Finally, Clark (1998), and Clark and Chalmers (1998) argued for the causal potencies of language and suggested that language complements our thoughts (see also Rumelhart et al, 1986).

The multifaceted nature of language is made more complex by the two forms of expression: spoken and written language. The latter clearly evolved from the need to express spoken language in a variety of agreed-upon symbols (Saussure, 1916). It is spoken language whose origins are still subject to scientific debate by linguists, anthropologists and psychologists. Despite the fact that it comes naturally to human beings, spoken language is a highly sophisticated and intricate process whose manner of birth lacks definitive physical evidence; this has led some to suggest that this question should be dealt with by philosophers (Hawhee, 2006). While written language obeys well-constructed systems and rules of grammar, spoken language is more flexible, it obeys individuals and is subject to social context. Written language is considered the standard which spoken language ought to adhere to in formal communications, although these roles have undergone significant conversion over the past decade.

Although native language provides the foundations of individual knowledge of the world, the need to speak other languages is now an undisputed practical reality. With the advent of modern technology and the overall dynamics of the 21st century, language has also become a matter of personal preference, adding the complexity of human relationships to the challenge of understanding language (J. K. Buda, 2006). In that vein, preference for languages other than one's native tongue is a phenomenon mostly observed in countries where

smaller languages are spoken. The use of English language in Kosovo is one such instant of the informal adoption of a geographically distant language into one of the oldest languages in the world, Albanian (Matasović, 2018). It is the official language in the Republic of Albania, and the main official language in the Republic of Kosovo, where 93% of the population is Albanian; it is also an official language in Montenegro and North Macedonia. This paper will focus on Albanian language in Kosovo, including aspects of linguistic processes in Albania for comparative purposes.

At language's core lays the innate human inclination to belong and be identified with a certain group or community - although identity has constantly been a puzzling phenomenon for scholars of various disciplines due to its abstract nature (Reka, 2016). The language one speaks and the identity of the speaker are inseparable, which shows that every act of language is an act of identity (Le Page & Tabouret-Keller, 1985). Identity as a concept is deeply intertwined with the language spoken by a given community, to the point of being a determinant factor in the distinctiveness of national groups in particular (Reka, 2017). Invariably, it is constantly influenced by social context, and it cannot be viewed as an empty entity without looking at the ever-changing settings in which it operates. In the 21st century identities are mixing as people migrate and resettle. Intense Albanian migrations have been known to occur periodically, most notably Albanians in the 1970-es migrating from Kosovo to Germany and Switzerland, as well as the mass exodus from Albania to Italy and Greece after the fall of communism in the early 1990s. Entire generations of bilingual Albanians are now becoming the new norm of a mixed linguistic identity, often viewed with concern and interpreted with some confusion by native Albanians back home. This process of partial assimilation as a result of

integration is known to occur naturally, and such adaptability in a bilingual or multilingual environment shapes a 'unique identity of the child' (Balák, 2005), a phenomenon which has systematically gained traction among scholars in a wide array of interdisciplinary studies over the past decades.

All languages are equipped with suitable systems to fit the needs of their speakers, and when the needs change the language adapts (Edwards, 2009). The social network theory elaborated by Milroy (1980) pioneered research into the fact that language belongs to the people and it is shaped by the needs of a given community. However, a tunnel view on the matter no longer suffices in today's societies where increased mobility, smaller families, and living in bilingual or multilingual environments is affecting languages in multiple ways, most of them unprecedented.

The opportunity to use one's native language is the essence of freedom, as, unlike animals whose actions are dictated by nature alone, humans contribute to their operations by being free agents who are vocal about their thoughts and intentions (Chomsky, 1973). Like countries and people, languages too have been affected by periods of oppression with lasting impact. In mid-20th century Spain the Catalan language was suppressed under Franco's rule, alongside other regional and minority languages like Basque and Galician (Woolf, 2017). Earlier in the 20th century during the Japanese occupation of Korea, Korean language was outright banned in schools and in the workplace. In the 19th century Ukrainian, Lithuanian and Belarusian languages suffered under the measures of 'russification', despite several uprisings. In the United States linguistic discrimination included forbidding the public speaking of German during World War II and executing Russian speakers after the Alaskan purchase (Kinzler *et al*, 2007). In Turkey linguicide was part of the genocide on Kurds,

and in South Africa imposed language policies were what initiated anti-Apartheid riots (Kinzler *et al*, 2007).

Similarly in Kosovo, part of Serbia under the former Yugoslavia, the Albanian language faced severe restrictions during the 20th century (Vickers, 1998). An intensification of the assimilation policies by the Serbian government in 1990 banned the Albanian as language of instruction at all levels of education. Thousands of Albanian teachers lost their jobs due to their ethnicity, and throughout the following decade about 355.000 Albanian students attended schools in private homes and basements sustaining a parallel system of education. Only between 1991 and 1992 many public libraries closed down and over 100.000 books in Albanian were destroyed, along with 8000 magazines, newspapers and other publications in Albanian.

As of 2008, Kosovo is an independent country recognized by the majority of UN member states (Rohan, 2018). Ever since Kosovo's *de facto* liberation in 1999, Kosovo Albanians are free to use their native language everywhere and be educated in Albanian, which has coincided with the global expansion of the English language. As a result, the linguistic liberties fought for have been diluted by the growing need to learn and use English, mostly for practical purposes, but also due to the absence of adequate promotion and linguistic advancement of the Albanian.

Choice and Circumstance

According to a UNDP report half of Kosovo's near 2 million population is under the age of 25, making the median country age 29.5 years old and making Kosovo the youngest country in Europe. A branding campaign to attract foreign investment in 2010 featured 'Kosovo - The Young Europeans' as the country's

most distinct feature and a coveted asset in an otherwise aging continent. Being so young, Kosovo Albanians are prone to modern trends, they identify with western values and English language is the epitome of everything they aspire to. Many prefer English to Albanian in social interactions, displaying code-switching skills and language mixing with natural ease. Freedom of thought, lifestyle and the impact of multimedia play a major role, and English is the main tool enabling young people to adopt models from the English-speaking world in their quest to be productive members of the global community. Social media occupy the pole position, as one of the key platforms enabling flagrant displays of language mixing like the example below (Fig. 1):

Original excerpt: **English** translation
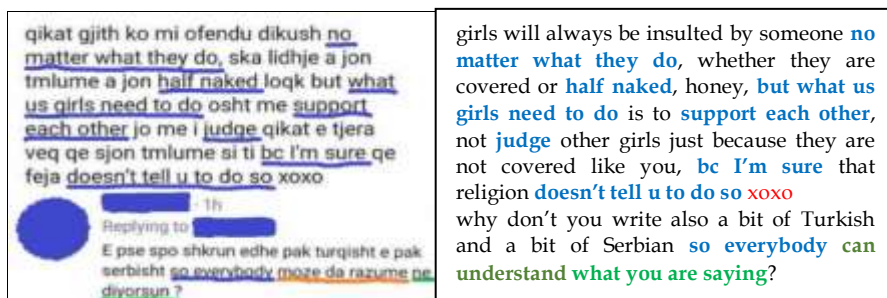   from Alb., **Serbian**, **Turkish**:

Figure 1 (Source: Instagram).

The 'young Europeans' in Kosovo are not the only ones resorting to English, as Kosovo Albanian journalists and politicians also make extensive use of 'anglicisms' in their attempts to sound more profound and appeal to readers and voters in higher measure (Sejdiu & Alla, 2015). The same authors refer to criticism by scholar Rami Memushaj about the

poor quality of trend-setting individuals in public discourse, and the fact that general audiences are prone to follow their example, thus allowing for degeneration of the language (Memushaj, 2011). Language advancement may not be a top priority in times of major transitions but language cannot be left to its own devices, and these matters must be dealt with promptly and strictly by linguistic experts (Nuhiu, 2008).

Albanian is not among the high-impact languages in the world today. Its relevance is equated to the number of speakers worldwide, estimated at roughly 7.5 million in Albania, Kosovo, North Macedonia, Montenegro and Serbia, as well as Greece, Italy, Switzerland, Croatia, Turkey, Ukraine, US, Canada, Argentina, Chile. The Albanian language in Kosovo has its own brand of issues that are multifaceted. Decades of disrupted reading culture in Kosovo, due to various socio-political factors, have produced a dubious relationship between written language and readers. This phenomenon persists, despite a recently increased interest in reading where literature translated into Albanian from other languages, mainly English, is widely preferred. The grammatical complexity of Albanian still taught through bookish methodologies versus the practicality of English grammar does the former no favors, as English constantly comes in attractive ways through modern technology. Furthermore, between the Tosk-based language standard and the prevalent colloquial Gheg dialect, English may be a potentially convenient fix as well as a shorter path towards joining the billion-strong global community of physical and virtual non-native English speakers.

The role of education in formal instruction is another factor that deeply impacts attitudes towards the Albanian language in Kosovo. Poorly written textbooks in schools have resulted in meagre learning outcomes and mass aversion towards education by young and adult students in Kosovo

public schools. A 2013 report by the Balkan Investigative Reporting Network (BIRN Kosovo) revealed severe shortcomings in the compilation of textbooks. The report identified highly abstract and contradictory language and texts overloaded with terminology unsuitable for the children's ages, besides scientific inaccuracies and illogical facts.

The most important scientific event of Albanology in the world, the International Seminar on Albanian Language, Literature and Culture, now in its 38th edition, is the main pillar around which most research evolves concerning the state of Albanian language today. It seeks to promote and advance language research by hosting a wide array of Albanian and international scholars sharing their research and thoughts on Albanian language, culture and literature. This event is held entirely in Albanian and has a high impact on scientific developments in language studies. Especially in recent years the Seminar has gained major prominence as one of the most substantial events of the kind, having consistently kept up its publication tradition. The other event of academic and cultural significance in Kosovo, now in its 18th edition, Prishtina International Summer University, is held entirely in English. It brings together international academics and foreign students, and it appears to serve a diplomatic purpose rather than a domestic one (Saliu, 2013).

English versus Albanian

The reasons for the expansion of English among Kosovo Albanians are manifold and complex. Besides the consideration of English as the *lingua franca* of the Enlightenment era and the underlying notion of freedom and progress it has propagated since, now there is also a distinct cultural dimension attached to the English language facilitating its expansion, bearing in mind

that an entire industry that includes art, education, social values and lifestyle comes in English. The words used and the accompanying narratives influence people's perceptions (Edwards, 2009) and the desire to embrace and identify with progressive global trends follows naturally. From a cognitive standpoint, language helps organize one's knowledge and reflects the needs, interests and experiences of individuals and cultures (Geeraerts and Cuyckens, 2010). As these needs and interests change, so does language.

With over 1.5 billion speakers worldwide, of whom 427 million native speakers (Raine, 2012), the global dominance of the English language extends to every corner of the planet through technology, media, literature, art and culture, as well as in daily conversations of both native and non-native speakers. It is commonly argued that the massive expansion of the English language dates back to the colonial past of the British Empire. By the year 1922 it was the biggest empire in history, holding under its crown one fourth of the Earth's land territories (Fig. 2) inhabited by 450.000 million people (Raine, 2012). The official language of the colonized lands was English, and it continued to be an official or national language even after many colonies gained independence, thanks to leaders who were themselves products of colonial education (Phillipson, 1992).

Figure 2. The British Empire, circa 1922. Image courtesy of WikiMedia.

Another reason for this expansion was the emergence and progress in the 18th century of the United States of America. By pooling together the world's brightest minds to create opportunities for economic and social development, as well as unprecedented scientific and cultural advancement, the U.S.A. provided an extraordinary environment ripe for prosperity to which the English language was perfectly suited. The expression 'linguistic imperialism' is an equally suitable way of describing the events that followed up until today, defined as 'the dominance asserted and retained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages' (Phillipson, 2004). While observing that the use of English was rapidly increasing across Europe, Phillipson (2004) referred to the apparent superiority of English towards other languages, as it continues to evolve at a pace other languages cannot keep up with.

"Imposer sa langue, c'est imposer sa pensée" said the French linguist Claude Hagège, meaning "to impose one's language is to impose one's thinking". A connoisseur of as many as fifty languages and propagator of the idea that the expansion of English poses a threat to the preservation of other

languages, he pointed at the volatility and lack of precision of the English language. This may serve as some explanation of English flexibility in word-formation and the limitless space it provides for free and rich expression. Under these circumstances, when confronted with an English word that best describes something, as opposed to a rare native word, provided such word exists, the Albanian speaker opts for the former as the easier choice (Wheinreich 1953 at Nuhiu 2008).

Since 1999 the Albanian language in Kosovo is freely used in all public and official settings, and education is no longer tarnished by any linguistic or political ideology. Between 1999 and 2008 Kosovo was run by an interim United Nations administration and secured by NATO-led forces, whereby English skills were in high demand. The United States of America and the United Kingdom played a crucial role in Kosovo's liberation, and the culture brought on predominantly by the English language was associated with the values of freedom and democracy. Consequently English established itself as the *de facto* language of business and life. In 1999 English was indeed formalized, besides Albanian and Serbian, as an official language with extraterritorial status (Rugova, 2015). The new criminal and civil codes of Kosovo drafted in Albanian, Serbian, and English by the UN-led administration in Kosovo stipulated that the English version would prevail in cases of conflict between either of these languages.

Following liberation, Kosovo Albanians were introduced to new ideas about democracy, technology and education, and new ideas need new words. When a new term is needed, the initial tendency is to adopt an existing term before inventing a new one (Finch, 2005). It is argued that the temporary use of foreign words is acceptable until suitable counterparts are formed; it takes time for new notions or objects to be assigned a word in any language and even longer for them to settle and

establish themselves in popular parlance. Although one of the ways to avoid foreign words is to create new ones by local linguists, no such initiative has been undertaken in Kosovo yet (Sejdiu & Alla, 2015). Furthermore, existing Albanian words are being sidelined by English words like *obligim* (Alb. Detyrim), *atak* (sulm), *kompetencë* (aftësi), *implementim* (zbatim/jetësim), *resurs* (burim), *event* (ngjarje), *departament* (sektor), *staf* (personel) etc. (Sejdiu & Alla, 2015). The fact that some of the Albanian counterparts of these words are old Latin borrowings is beyond the scope of this paper, since their presence in the standard dictionaries of Albanian language has long been solidified, and they are not targeted by the presently cited authors.

Similar challenges are also observed in Albania, where foreign words are increasingly endangering existing words to the point of rendering them obsolete. Albanian professor of linguistics and renowned translator Edmond Tupja recently brought up the acute example of the widely used adjective *fleksibël* (Eng. flexible) which has replaced five Albanian adjectives with the same meaning, namely: *i përkulshëm* (bendable), *i epshëm* (something that gives/bends/stretches), *i fushkët* (relatively rare: supple enough to be bent into different shapes), *i lakueshëm* (pliable), *i butë* (soft). All these words can mean *flexible* both physically and metaphorically. The phenomenon has further repercussions, as it is followed by the use in Albanian of the noun *fleksibilitet* (Eng. flexibility) instead of the corresponding original Albanian nouns *përkulshmëri*, *epshmëri*, *lakueshmëri* and *butësi*. Furthermore, Prof. Tupja, a vocal proponent of language preservation, refers to the use of the word *indicie* in court rooms and journalism to express any indication or indices pointing to a piece of evidence or a news story, replacing the Albanian words *tregues* (Eng.

indicator/indication)*, e dhënë* (data)*, e thënë* (utterance, uttered), and *shenjë* (sign).

Against this backdrop, the latest dictionary of contemporary Albanian vocabulary (Elezi, 2006) contains 41.000 words with 54.000 meanings not found in earlier dictionaries. Compared to the Concise Oxford English Dictionary (12th edition, Oxford University Press, 2011) with 240.000 entries, the task of linguistic equivalence between these two languages appears impossible.

State of the Language

English is the only language in the world whose non-native speakers outnumber native speakers by three to one. Just over a decade ago one of the world's leading experts on language, David Crystal, estimated that 1.5 billion people, or around one quarter of the world's population, could communicate reasonably well in English. Having infiltrated even countries traditionally conservative in matters of native tongue, such as France and Italy, it is no surprise to see its dominant place in Kosovo, where English frequently replaces Albanian from university lectures and journalistic jargon to political parlance (Sejdiu & Alla, 2015). The expected linguistic progress in Kosovars' native Albanian has been thwarted by the rapid pace of social, political and economic developments, as well as by the fact that education quality in Kosovo remains low, scientific research is minimal, while relevant institutional efforts are virtually inexistent. In great measure due to ethnic and linguistic repression, the pursuit of education in general was a less attractive option in Kosovo during the second half of the past century, especially for 16-25 year olds who had family members in the diaspora able to secure them employment. Likewise, higher education was unnecessary for the children of

many families that received remittances on a regular basis. Considering that education has long been identified as a key aspect of human capital formation and human development, the repercussions are likely to be catastrophic.

Kosovo's declaration of independence in 2008 prompted changes which were both systemic and status-related. The shift from a communist to a democratic system happened simultaneously with the change of status from a province of the former Yugoslavia into an independent state, and the ongoing transition affected all walks of life, including language. The language spoken in Kosovo is a variation of Gheg, the northern Albanian dialect spoken in the northern half of Albania and in Kosovo. Standard Albanian is based entirely on the Tosk dialect spoken in the southern part of Albania, which makes the linguistic situation in Kosovo more complex. While the two dialects are mutually intelligible, in Kosovo a mix of Albanian Gheg dialect and standard Albanian is used in formal settings, while the typical Gheg dialect is used in all social interactions. The local population takes pride in dialect diversity, as the alternative art scene in particular has capitalized immensely on the rich Gheg dialect which enables concise statements with powerful social messaging. Given such state of the language, the growing presence of English words in the Albanian vocabulary is an unforeseen challenge, albeit reasonably predictable.

Many languages, particularly small ones, have been affected by English, and Albanian is not an exception. Kosovo is the newest country in the world with a population of just under 2 million, of whom 93% are ethnic Albanian. Albanian is an unaffiliated branch of Indo-European languages (Bopp, 1854), presumed to be the sole survivor of ancient Illyrian since much of present-day Albanian lands and neighboring territories where Albanians live were inhabited by Illyrians during the

Antiquity (Matasović, 2018). Given its geographic position and history of constant foreign invasions, substantial borrowing from other languages is observed across all Albanian regions, as the influence of another language and culture, regardless of its temporary or decisive nature, is unavoidable (Friedmann, 2011). A survey conducted in the 1960-es on the etymology of 1424 most commonly used Albanian words revealed that 667 words were of Proto-Albanian origin, while 757 came from other languages (Çabej at Vehbiu, 2012). The century-long encounters with other peoples have left an imprint and are still reflected in the Albanian lexicon (Çabej, 1977); examples include influences from Slavic languages, as well as countless loanwords from Latin and Modern Greek, some of which very old (Matasović, 2018). As a general principle, each language has two main reasons for borrowing from another language: need and prestige (Kulla, 2010). For centuries the Albanian language was passed on by oral tradition, being initially documented in writing only in the 15th century, so need may be the most reasonable motivation for its adoption of words from other richer languages. Furthermore, there are well-documented linguistic remnants of Ottoman invasion, often referred to as 'orientalisms' (Harri, 2015), which are also observed across the Balkan linguistic and dialectical spectrum.

Bloomfield has elaborated on the notions of 'cultural borrowing' from a neighboring language and 'intimate borrowing' from a language spoken around the same area as the borrower (Dillon, 1945), predominantly observed to happen from a more sophisticated language into a less sophisticated one. Dillon (1945) references borrowings from English, or Brittonic, incorporated into the Irish and Celtic languages, that is among people living in lands adjacent to one another. Linguistic influences among neighboring countries are known to occur naturally, and yet the intrusion of a language such as

English, which is geographically, historically and linguistically very distant from Albanian, is unusual and requires special attention (Vehbiu, 2012). While it is common for members of Kosovo diaspora in the US and UK to speak English in everyday life, it is uncommon for those living in an Albanian-speaking country to do so.

The natural progression of Albanian language was historically affected by political factors and their social and cultural side effects. Over the 20th century, the language used in Albania and Kosovo went through different kinds of pressure on both sides of the Albanian border with different kinds of impact. In Kosovo, a country with stronger non-standard varieties, Albanian was affected by Serbo-Croatian as the official language of the former Yugoslavia, and German as the language of a large diaspora (Jusufi, 2018). In communist Albania language purism was embraced (Jusufi, 2018), particularly targeting turkisms and dialects at the offset of a systematic process of disseminating the new language standard. The Albanian standard literary language was established in 1972 at the Congress of Albanian Orthography held in Tirana (Elsie, 2010). The Congress united Albanian linguists and intelligentsia from Albania, Kosovo and Macedonia and was an important unification event in the history of Albanian language identity, as shown by its motto 'one nation, one language'. However, of the two main Albanian dialects, northern Gheg and southern Tosk, the latter was favored due to the political agenda in Albania at the time. A map of dialects (Fig. 3 & 4) shows that the Gheg variation is spoken in the northern half of Albania, Kosovo and North Macedonia, while the Tosk variation is spoken in the southern part of Albania. The issue of Gheg exclusion from Albanian standard language has resurfaced after the 1990-es, with some scholars requesting that the standard be revised and others

defending it (Mantho, 2009), though this is a topic for another paper.

Fig. 3 Map of Albanian dialects, by Robert Elsie (retrieved from:
http://dialects.albanianlanguage.net).

Fig. 4 Legend of map of Albanian dialects, by Robert Elsie (retrieved
from: http://dialects.albanianlanguage.net).
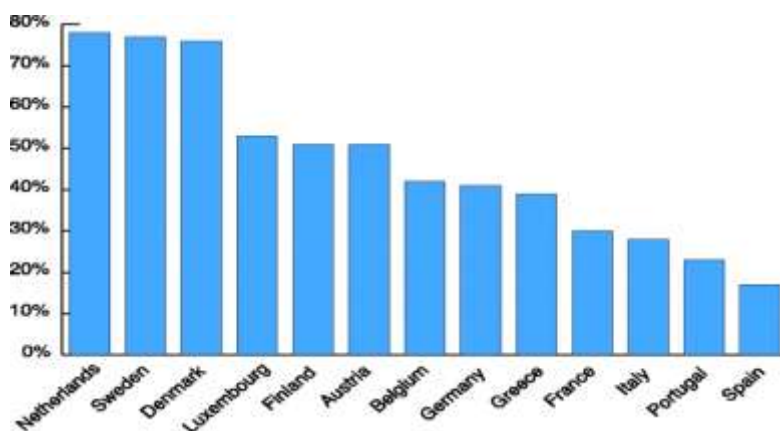
Albanian Bilingualism (Multilingualism)

Speaking more than one language is not new to Albanians, nor is it difficult for them to learn foreign languages, being equipped with a complex phonological structure in their native tongue (Struga, 2016). Throughout history the Albanian people have been occupied and under foreign administration, having to use additional languages from Turkish and Slavic to Italian and German. During the brief decades following the collapse of the Ottoman Empire, the Albanian Revival movement sought to establish the foundations for a new national identity based primarily on the Albanian language as a core unifying element. The architects of the movement were distinguished Albanian intellectuals, illuminists who tried to usher in progress by encouraging education in the native language. However their efforts were thwarted by two world wars and the rise of communism, resulting in new kinds of oppression. Over the second half of the 20th century language progress in Albania was limited and carefully scrutinized by the communist regime, whereas in Kosovo the Albanian was suppressed as Serbo-Croatian was the official language of the former Yugoslavia (Rugova, 2015). This likely shaped a general perception of and adaptation to bilingualism as a tool for survival, whereby foreign language was not only a means of communication but also a means of self-preservation. Teaching in Albanian was banned until the turn of the 20th century, publications were scarce and most of them occurred outside the country, and illiteracy was rampant. Such constraints no longer exist, yet this language remains largely unexplored and under-documented, while the benevolent intrusion of English is challenging the domain of linguistic research and development on the Albanian language.

As a new phenomenon among Kosovo Albanians, English expansion must be treated in new ways and in a manner

appropriate to the place and time of its occurrence. Sporadic attempts to deal with the state of Albanian have been ineffective and rather divisive, between the rigid views of neo-purists and those of language liberals. On the one hand, it is not right to force back words that have fallen out of use naturally over time, or insinuate that existing words can be burdened with additional meanings (Vehbiu, 2011). On the other hand, one may question the suitability and value of allowing the infiltration in Albanian syntax of randomly used affirmative structures like *çfarë ai bën* following an English structure (literally *what he does*), instead of the typical Albanian construction *çfarë bën ai*, where the switching of places between the subject *ai* and the predicate *bën* is entirely unnecessary and to no semantic benefit[1].

Similarly to Latin, which is still prevalent centuries on as a lingua franca *sui generis*, the supremacy of the English language appears unlikely to be challenged in our lifetime. However, a number of scientists who are native speakers of English believe that the English language merely facilitates people coming together due to the ease of acquisition of its basics, but it will not be so forever. The British linguist David Graddol takes a liberating view on this state of languages in his book *The Future of English?* (2000). Although English may become *the* global language, the world will simultaneously be filled with new generations of bilingual and multilingual speakers and, compared to the latter, 'English native speakers will find themselves to be a minority' (Graddol, 2000).

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[1] The full affirmative sentence *I don't know what he does* in Albanian is *nuk e di çfarë bën ai* (author's note)

Figure 4. Percentage of EU populations claiming they speak English. Courtesy of Scimago.

In the new world order, according to Graddol, multilingualism will be the norm and linguistic switching will be common among most people in the world. This paper moves for a similar pragmatic take on these processes, bearing in mind the evolving dynamics of today's world, the growing global community and linguistic mixtures in the making over the past decade. It is becoming increasingly difficult to identify monolingual adults in most countries of the world, among other things due to wide access to technology and higher mobility. Attitudes towards bilingualism and multilingualism have begun to shift towards acceptance, albeit with questions attached, but this new unprecedented reality cannot be ignored, refuted, or simply labelled 'semilingualism' (Hinnenkamp, 2005). In *The Future of English?* (2000), Graddol recalls a comment by language expert David Crystal in which the latter posited that 'there has never been a language so widely spread or spoken by so many people as English. There are … no precedents to help us see what happens to a language when it achieves genuine world status' (Crystal, 1997 at Graddol, 2000).

As a result of these processes, entire generations are being raised with more than one language, which is why studies on linguistics and multilingualism have multiplied enormously in recent years. In particular bilingualism has been scientifically proven to be highly beneficial in terms of cognitive development, in stark opposition to earlier views which considered bilingualism an obstacle in psycholinguistic development. An increasing number of studies point to the benefits of bilingualism, in particular augmented neuroplasticity in bilingual/multilingual individuals as well as preventative and minimizing effects on age-related conditions such as dementia (Wang *et al*, 2004). In the case of Albanians, their easy mastery of other languages and the flexibility of acquisition appear to be negatively correlated to skills in the native tongue, as the better they become at foreign languages the less effective they appear to be in their native language; although such hypothesis warrants genuine field research.

Conclusions

The overuse of English by Kosovo Albanians is due to a combination of factors and circumstances including but not limited to history, geopolitics, demographics and the nature of the language itself. It is also a result of the heavy international presence established in Kosovo after the war in 1999, the influence of globalism, technological advances and social media, as well as being an expression of lifestyle reflecting the aspirations of a new country and its young citizens. Indeed, English is a highly effective platform providing massive opportunities for global distribution of ideas and expressions of creativity. At the same time, bilingualism and multilingualism are becoming norm on a global basis, with freedom of movement, increased mobility, and technology enabling faster

acquisition of foreign languages, among other factors. In light of this new reality, new ways should be identified for treating the state of Albanian language in the 21st century.

As far as the institutionalization of language development and research goes, the existing debate on many fronts has assumed a rather rhetorical and journalistic character instead of scientific. Views range from Topalli (2014) insisting that the Albanian language needs to be enriched rather than changed, to Memushaj (2015) complaining that Albanian orthography is being disrupted by allowing solid rules to be put under the lens for no apparent reason. In good part, the lack of coordination is due to challenging and lengthy transitions across Albanian borders. In order to treat bilingualism properly it must be understood correctly, and social context is one of the main factors to be considered (Romaine, 1995). The social fabric of Albanian society in Kosovo is morphing and transitioning on many levels, which makes the task of analyzing linguistic trends complex and multidimensional.

From general observation, bilingualism and multilingualism seem to have become the norm rather than the exception worldwide, despite the lack of formal statistical data (Hammarström, 2016). At the same time, the discourse on multilingualism has become a centerpiece of 21st century scientific research, which is increasingly interdisciplinary in nature drawing from the domains of psychology, cognition and neuroscience, among others.

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Print ISSN: 1848-4298

eISSN 2623-8381

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In text citation/reference of a scientific source, is as follows:

Last name of the author, year of publishing and page – if needed, e.g: (Bourdieu, 1997, p. 7).

Author in a sentence
Another study for this issue (Smith, 2016) emphasizes that...

Author at the beginning of the sentence:
Smith (2016) emphasizes that...
Wolton (2009, p. 53) says that internet offers an ocean of information, but every day we choose to be on diet by choosing only the information that is beneficial to us, not time-consuming.
Wolton (2009) says that internet offers an ocean of information, but every day we ask "how to interconnect communication ghettos who communicate only vertically and not horizontally through other communication tools" (p. 53).
In 1974 Zukowski invented the term Literacy information to describe...

Two authors in a book:
Smith and Jonnes (2016) emphasize that...

Citation within a part of the sentence:
Another study for this issue (Smith, 2016) puts the main emphasis on the previous behavior in the environment where the child lives, because "the environment presents the nest where the child gathers information which later, he/she will imitate or apply in everyday behavior" (p. 6).

Different conflicts, terrorist attacks, insecurities etc., made citizens or even political actors, ask: "Why do they hate us" (Arndt, 2006, p. xviii). This is very important, because "today's hate brings tomorrow's urge of insecurity and instability not only within the country, but also for the global security" (p. 34).

Some authors for the same issue:
As the public diplomacy researchers point out (Nye, 2004; Gilboa, 2008; Anholt, 2004; Melissen, 2007)), having a positive image…

If two authors have the same last name, the first letter of the name is also written:
Authors Smith J. and Smith F. (2016) highlight some key features …

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If a work has three (3), four (4) or five (5) authors, cite all authors the first time and from then on include only the last name of the first author followed by the words et al. ('et al.' is Latin for 'and others')
Eg. (Nye, Melissen, Szondi, Leonard, 2015).
Eg. (Nye et al., 2015)

Over 6 authors in one work:
If a work has six (6) or more authors, cite only the last name of the first author followed by et al. each time you refer to this work. In the bibliography all are written.
For example:
As noted in the recent study of corruption and political nepotism in Kosovo (Plepi et al., 2015), in this case neither exist…

More work by one author in a year:
As Plepi (2015a) points out, economic growth and welfare also increase family harmony, but such a phenomenon has been impossible to measure so far in Kosovo, or studies of this phenomenon are "regretful" (Plepi, 2015b).

Entities and institutions as authors

The full name of the institution should be indicated in the first citation, while the following citations may be used if the name is particularly long.

The international network of humanitarian aid associations has increased considerably in recent years in Kosovo (the Active Learning Network for Accountability and Performance in Humanitarian Action [ALNAP], 2010).

Subsequent citations:
(ALNAP, 2010)

References

General rules

When a source has up to seven (7) authors, include all names in the reference list by dividing authors by commas.

In case of books without an author, place the title of the book in the first position instead of the author. Write the full name of institutions or associations (see example at the bottom).

Date of book publication:

The date comes after the author, separated by a full stop and is inserted between the round brackets. In case of documents without a date, use the abbreviation "n.d." in brackets (no date).

Translated books:

In case of foreign translated books, indicate the name of the translator.

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Wolton, D. (2009). *Informer n'est pas communiquer.* Paris: CNRS Editions.

Tuch, H. N. (1990). *Communicating with the world: U.S. public diplomacy overseas.* Washington, D.C.: Georgetown University.

Chapter or article within an edited book or summary:
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Journal:
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Piaget, J. (1969). *The psychology of the child*. New York, NY: Sage. (translated in Albanian by Filan Fisteku, *Child's psychology*).
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