



FACULTY OF EDUCATION AND PHILOLOGY
DEPARTMENT OF FOREIGN LANGUAGES
“FAN S. NOLI” UNIVERSITY

1st INTERNATIONAL CONFERENCE
“LINGUISTIC PERSPECTIVES IN THE LIGHT OF SOCIAL
DEVELOPMENTS”
“E- LEARNING APPROACHES TO LINGUISTIC ACQUISITION”

BOOK OF ABSTRACTS

JUNE 10, 2022
KORÇË, ALBANIA

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“LINGUISTIC PERSPECTIVES IN THE LIGHT OF SOCIAL
DEVELOPMENTS”

focus on

“E- LEARNING APPROACHES TO LINGUISTIC ACQUISITION”

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KORÇË, ALBANIA

Faculty of Foreign Languages, University of Tiranë

Faculty of Human Sciences, University “Ismael Qemali”, Vlorë

Faculty of Philology, North University Center Baia Mare, Technical University of
Cluj, Romania

Faculty of Philology, University of Tetova, Northern Macedonia

Faculty of Philology, ”Ovidius” University of Constanta, Romania

Faculty of Media and Communication, University of Business and Technology,
Prishtinë

Faculty of Foreign Languages, “Luigj Gurakuqi” University, Shkodër

Faculty of Education, University “St Kliment Ohridski”, Bitola, Macedonia

Faculty of Letters Babeş-Bolyai University, Cluj-Napoca, Romania

Faculty of Humanities and Social Sciences, University of Western Macedonia, Greece

Faculty of Social Sciences, Albanian University

Faculty of Human Sciences ”Aleksander Xhuvani”, University, Elbasan

Faculty of Foreign Philology, Uzhhorod National University, Ukraine

CONFERENCE PROGRAMME

June 10, 2022

REGISTRATION

9:30-10:00

Hall of Faculty of Education and Philology

OPENING SESSION

10:00 -11:00

“Teodor Laço” Amphitheatre

Chair: Dr. Edlira Xega

Department of Foreign Languages

“Fan S. Noli” University

<https://meet.google.com/ods-iroz-qnm>

GREETINGS

Dr. Benita STAVRE-

Deputy-Rector

“Fan S. Noli” University

Prof.as.dr. Jonela SPAHO

Dean of Faculty of Education and Philology

“Fan S. Noli” University

Prof.dr. Berton SULEJMANI

Dean of Faculty of Philology,

University of Tetovo

Phd. Daniela-Carmen STOICA

Head of Department of Foreign Languages

“Fan S. Noli” University

KEYNOTE SPEAKER:

1. “THE ENHANCEMENT OF THE APPLICATION OF ICT IN THE FUNCTION OF FOREIGN LANGUAGE TEACHING AND TRAINING OF FUTURE TEACHERS: THE CASE OF THE FACULTY OF FOREIGN LANGUAGES”

Prof.dr. Esmeralda KROMIDHA,

Dean of the Faculty of Foreign Languages

University of Tirana

Discussion

Cocktail- *Hall Faculty of Education and Philology*

11:00-11:30

SESSION I

TOPIC- Virtual Learning challenges during the pandemics Covid- 19

TIME: 11:30- 12:40

Amphitheatre "Teodor Laço"

Chairs:Dr. Dorela Kaçuni

Department of Foreign Languages, "Fan S. Noli"University

Dr. Albana Hadri

Department of English Language "Luigj Gurakuqi" University

1. PAPER I – CHALLENGES OF E-LEARNING DURING THE COVID-19 PANDEMICS EXPERIENCED BY EFL LEARNERS

Author- Msc Irena CANI

Institution: University of Vlora "Ismail Qemali, Department of Foreign Languages Faculty of Human Sciences

2. PAPER II- TEACHERS' CHALLENGES OF STUDENT-CENTRED TEACHING - CASE STUDY OF ALBANIAN UNIVERSITY STAFF

Author- Phd Elona LIMAJ

Institution: Albanian University

3. PAPER III- DIFFICULTIES OF OLDER TEACHING STAFF IN PROVIDING ONLINE LEARNING DURING THE PANDEMIC PERIOD. CASE STUDY-FACULTY OF PHILOSOPHY (UNIVERSITY OF PRISHTINA) AND FACULTY OF EDUCATION (UNIVERSITY OF GJAKOVA)

Authors- Prof. Asoc. Dr. Sindorela DOLI-KRYEZIU Prof. Dr. Ibrahim GASHI

Institution: University of Gjakova "Fehmi Agani", University of Pristina "Hasan Prishtina"

4. PAPER IV- TEACHING PRACTICE IN COVID-19 PANDEMIC TIMES. THE CASE OF ALEKSANDËR XHUVANI UNIVERSITY.

Author- PhD. Merita HOXHA

Institution: "Aleksander Xhuvani" University

5. PAPER V- A CASE STUDY ON STUDENTS' ANXIETY DURING
ONLINE LEARNING

Author: Dr. Dorela Kacauni

Institution: Fan S Noli, University of Korca, Department of Foreign Languages.

6. PAPER VI – FOREIGN LANGUAGE VIRTUAL MOBILITIES. AN
ENHANCEMENT OF HIGHER EDUCATION
INTERNATIONALIZATION

Author : Dr. Benita STAVRE

Institution: Fan S Noli, University of Korca, Department of Foreign Languages.

PANEL Discussion/ questions/feedback – Certificates

SESSION II

TOPIC- Virtual Learning challenges during and Post pandemics Covid- 19

TIME: 11:30-12:40

Premises: Meeting room 3rd floor

Chairs: Phd Daniela-Carmen Stoica *Department of Foreign Languages “Fan S. Noli” University*

7. PAPER I- E-LEARNING PERSPECTIVE IN THE CONTEXT OF INTERNATIONALIZATION OF HIGHER EDUCATION

Author: Dr. Erion AVLLAZAGAJ

Institution; “Aleksandër Xhuvani” University of Elbasan, Faculty of Human Sciences, Department of Foreign languages

8. PAPER II- ENHANCING ENGLISH VOCABULARY LEARNING THROUGH E- LEARNING APPROACHES; A CASE STUDY WITH 2ND YEAR ENGLISH STUDENTS.

Author- Dr. Edlira XEGA, Dr. Lorena ROBO

*Institution: “Fan S Noli” University,
Department of Foreign Languages*

9. PAPER III- DISTANCE LANGUAGE LEARNING AND THE ROLE OF THE TEACHER IN THIS NEW LEARNING CONTEXT

Author- Dr. Migena SEJDINI

Institution: University of Tirana, Faculty of Foreign Languages, German language Department

10. PAPER IV- ADAPTING TRANSLATION ACTIVITIES IN POST-COVID CLASSES: A CASE STUDY WITH THE STUDENTS OF MASTER’S DEGREE

Author- Dr. Alma KARASALIU

Institution: Fan S Noli University, Korce

11. PAPER V- BEING VIRTUALLY (T)HERE: ENGAGING ONLINE LEARNERS TO FOSTER COLLABORATION IN THE VIRTUAL

CLASSROOM

Author- Dr. Eriola QAFZEZI

Institution: Fan S Noli University, Korce

12. PAPER VI- ALBANIAN STUDENTS' PERCEPTIONS OF ONLINE
LEARNING

Author: Dr. Lindita Kacani

Institution: Fan S Noli, University of Korca, Department of Foreign Languages.

PANEL Discussion/ questions/feedback - Certificates

SESSION III

TOPIC- Teaching and learning foreign languages in a virtual context

TIME 11:30-12:40

Premises: Library “Kongresi i Manastirit”: 1st floor

Chair:

PH.D. RAMONA DEMARCSEK, PH.D

Technical University of Cluj-Napoca

<https://meet.google.com/fhq-admz-kku>

13. PAPER I- RECONSIDERING TECHNOLOGY USE IN THE PROCESS OF ENGLISH LANGUAGE TEACHING FROM A POST-PANDEMIC PERSPECTIVE

Author: LUMINIȚA TODEA, PH.D. ANAMARIA FĂLĂUȘ, PH.D. RAMONA DEMARCSEK, PH.D

Institution: Technical University of Cluj-Napoca, North University Centre of Baia Mare, Romania

14. PAPER II – LEARNING A FOREIGN LANGUAGE AND RELYING ON TECHNOLOGY AFFECTS PSYCHO-SOCIAL DEVELOPMENT IN EARLY CHILDHOOD

Authors- Dr. Arlinda HALLUNOVI (Ymeri) Dr. Azra ZMIJANEJ

Institution: “Luigj Gurakuqi” University of Shkoder, Faculty of Education Science

15. PAPER III- REIMAGINING TEACHING STRATEGIES IN A POST COVID-19 ERA. ARE MA STUDENTS PROPER CANDIDATES FOR THE E-LEARNING ENVIRONMENT (A CASE STUDY RESEARCH)?

Authors- ANAMARIA FĂLĂUȘ PHD.LUMINIȚA TODEA, PH.D. RAMONA DEMARCSEK, PH.D

Institution: Technical University of Cluj-Napoca, North University Centre of Baia Mare, Romania

16. PAPER IV- IS THERE LONGEVITY TO ONLINE LEARNING IN HIGHER EDUCATION BEYOND THE SARS-COV-2 PANDEMIC? PERSPECTIVES ON ONLINE LEARNING. A CASE-STUDY WITHIN

TUCN-NUCBM.

**Authors- Ramona DEMARCSEK PHD, Luminița TODEA PHD,
Anamaria FĂLĂUȘ PHD**

*Institution: Technical University of Cluj-Napoca, North University Centre of
Baia Mare, Romania*

17. PAPER V- ONLINE CLASSES DURING THE PANDEMIC:
TEACHING AT ITS WORST?

DEVELOPING A SUPPORTIVE CULTURE FOR E-LEARNING

Author- IOAN BENIAMIN POP, Ph.D.

*Institution: Technical University of Cluj-Napoca, North University Centre of
Baia Mare, Romania*

18. PAPER VI- ENGLISH AS A LINGUA FRANCA IN COMPUTING

**Author: PhD Candidate Irena SKËNDO, Prof.as.dr. Veneranda
HAJRULLA, PhD Candidate Artemida LUCAJ**

Institution: University of Vlora "Ismail Qemali",

PANEL Discussion/ questions/feedback - Certificates

SESSION IV

TOPIC- Teaching and learning foreign languages in a virtual context.

TIME 11:30-12:40

Premises: Auditorium "Jorgo Bulo", 320, 2nd floor

Chairs: Dr. Lorena Robo

Department of Foreign Languages "Fan S. Noli" University

Dr. Erta Spaho-Herri

University of Tirana

19. PAPER I- GETTING TO KNOW OUR NEIGHBORS THROUGH THE FAIRYTALE: A DIGITAL STORYTELLING PROJECT TO PROMOTE INTERCULTURAL UNDERSTANDING

Author: MSC. Christina KARAGIANNI, Prof. Eleni GRIVA

Institution: University of Western Macedonia, Department of Primary Education

20. PAPER II - ENHANCING DATA-DRIVEN LEARNING AND CORPUS-BASED TASKS INTO EFL CLASSROOM.

Author: Dr. Juliana Cyfeku

Institution; "Fan S Noli", University, Department of Foreign Languages

21. PAPER III- PROOFREADING AND CORRECTING THE TRANSLATIONS DURING DISTANCE LEARNING

Author- Dr. Erta SPAHO-HERRI

Institution: University of Tirana

22. PAPER IV- INTERPRETATION/TRANSLATION IN VIRTUAL REALITY. INTEGRATION OF TECHNOLOGY IN THE TRANSLATION PROCESS

Author- Prof.as.dr. Ema KRISTO, Dr. Jonida BUSHI

Institution: "Aleksander Xhuvani", University of Elbasan

23. PAPER V- THE FAUX AMIS" IN FOREIGN LANGUAGE TEACHING AND TRANSLATION"

Author- Msc. Adriana GJIKA, Dorjana KLOSI PH.D

Institution: "Ismail Qemali", University of Vlora, Faculty of Human Sciences

24. PAPER VI- THE ROLE OF PREFFIXES AND SUFFIXES IN THE
FORMATION OF VOCABULARY TERMS OF INFORMATICS IN
ALBANIAN LANGUAGE

Author :Dr. Esmeralda STORI

Institution: Albanian University, Department of Education and English

PANEL Discussion/ questions/feedback - Certificates

SESSION V - ONLINE Presentations

TOPIC- Teaching and learning foreign languages in a virtual context-

TIME 11:30-12:40

Premises 326

Chair: Dr. Benita Stavre

Department of Foreign Languages “Fan S. Noli” University

<https://meet.google.com/ugh-zkjk-ydt>

25. PAPER I – LEARNING ALBANIAN AND MACEDONIAN LANGUAGE THROUGH THE COMPUTER OR MOBILE PHONE

Author: Berton SULEJMANI

Institution: Dean of The Faculty of Philology, University of Tetovo.

26. PAPER II – CREATING A DIGITAL SECOND/FOREIGN LANGUAGE CLASSROOM WITH WEB 2.0. TOOLS: CHALLENGES AND PERSPECTIVES

Author: Phd student. Chrysanthi MARKOU, Prof. Eleni GRIVA

Institution: University of Western Macedonia

27. PAPER III – POST PANDEMIC CONSIDERATIONS: PROS AND CONS OF THE VIRTUAL LEARNING

Authors- Phd. Octavia RALUCA ZGLOBIU, Prof.as Aurelia PERUBALAN

Institution: Department of Foreign Specialized Languages, Faculty of Letters, Babeş-Bolyai University, Cluj-Napoca, Romania

Institute of Legal, Political and Sociological Research, Center for Political Science and International Relations, Chisinau, Moldavia

28. PAPER IV- TEACHER TRAINING IN MODERN ERA: THE IMPLEMENTATION OF A DISTANCE TRAINING PROGRAM FOR TEACHERS IN BILINGUAL ENVIRONMENTS

Authors- Ph.d. candidate Spyridon BOURAS, Prof. Eleni GRIVA

Institution: University of Western Macedonia, Professor of Applied

29. PAPER V- HUMANITARIANISM THROUGH INTERNATIONALIZATION OF TERTIARY EDUCATION

Author: PHd Student Antonina BULYNA

Institution: Senior teacher of English, The Department of English Philology The Department of Slavic Philology and World Literature Uzhhorod National University Zakarpattia, Ukraine

30. PAPER VI- DIGITAL RESOURCES AND THEIR ROLE IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE- LEVEL OF LANGUAGE PROFICIENCY A1”

Author: Prof. as. dr. Cristina-Valentina DAFINOIU

Position/Institution: Ovidius” University of Constanta, Romania

PANEL Discussion/ questions/feedback - Certificates

SESSION VI

TOPIC- Teaching and learning foreign languages in a virtual context

TIME 11:30-12:40

Premises: Media Room, 2nd floor

Chairs: Dr. Suela Pici

Department of Foreign Languages “Fan S. Noli” University

PhD. Natasha PETROVA – POPOVSKI

University of Bitola

31. PAPER VI – QUALITY ASSURANCE OF E-LANGUAGE LEARNING: UKLO CASE

Author: Prof. Elena KITANOVSKA RISTOSKA, PhD.Natasha PETROVA – POPOVSKI

Institution: University “St. Kliment Ohridski” Faculty of Education, – Bitola, North Macedonia,

Central Administration Office, University “St. Kliment Ohridski” – Bitola, North Macedonia,

32.PAPER I – VIRTUAL TEACHING AND LEARNING, THE ROLE OF CURRICULA IN CHILDREN'S LANGUAGE DEVELOPMENT

Author – Dr. Albana TAHIRI

Institution: Albanian University, Faculty of Social Sciences. Department of Education and English

33. PAPER II - EMOJI AS A MEANS OF COMMUNICATION-DERIVATION FROM USE OF ALBANIAN LANGUAGE

Author- Dr. Gilberta Hadaj

Institution: Albanian University, Education and English Department

34. PAPER III- ENGLISH LANGUAGE LEARNING THROUGH SOCIAL MEDIA AND ONLINE COMMUNICATION

Author- Dr. Lavdosh MALAJ, PhD Candidate Ana CANO, MSC. Xhoana NASUFI

Institution: University of Vlora “Ismail Qemali”, Department of Foreign

Languages Faculty of Humanities

35. PAPER IV- RE-THINK TEACHING AND LEARNING, DIGITAL TOOLS AND NEW APPROACHES IN TEACHING FRENCH AS A FOREIGN LANGUAGE

Author- Dr. Fabiola KADI

Institution: Fan S Noli University, Department of Foreign Languages

36. PAPER V- BEING CREATIVE IN DIGITAL LINGUISTICS CLASSES

Author- Dr. Suela PICI

Institution: Fan S Noli, University of Korca Department of Foreign Languages.

37. PAPER VI - ISSUES REGARDING THE RECEPTION OF TURKISH LITERATURE FROM THE MIDDLE AGES IN ALBANIAN LANGUAGE

Author- Prof.As.Dr. Adriatik DERJAJ

Institution: Faculty of Foreign languages, University of Tirana

PANEL Discussions and questions- Certificates

POSTER SESSION

TIME 11:30- 12:30

Premises- Hall Faculty of Education and Philology

38. PAPER I- CHALLENGES OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC: STUDENTS' ATTITUDE TOWARDS ONLINE ASSESSMENT - A CASE STUDY OF THE DEPARTMENT OF ENGLISH, UNIVERSITY OF SHKODER.

Authors- Dr. Albana HADRI, Dr. Ilda ERKOÇ, Prof. dr. Rajmonda KËÇIRA

Institution: University of Shkoder; "Luigj Gurakuqi", Faculty of Foreign Languages, English Department

39. PAPER II- LECTURERS' ATTITUDE TOWARDS ONLINE ASSESSMENT: THE CASE OF THE ENGLISH DEPARTMENT, LUIGJ GURAKUQI UNIVERSITY OF SHKODER

Author- Dr.Dalila KARAKAÇI, M.E. Nivis DEDA

Institution: "Luigj Gurakuqi" University of Shkoder, Department of English Faculty of Foreign Languages

40. PAPER III- THE TURNING POINT: DIGITAL INNOVATION IN EDUCATION AND TRAINING – FOREIGN LANGUAGE TEACHERS AND LEARNERS' PERSPECTIVES ON THE ACCESS AND USE OF DIGITAL TECHNOLOGIES

Author: Dr Erinda PAPA, PhD. Daniela STOICA, Dr. Alda CICKO

Institution: Fan S Noli University, Department of Foreign Languages

THE ENHANCEMENT OF THE APPLICATION OF ICT IN THE FUNCTION OF FOREIGN LANGUAGE TEACHING AND TRAINING OF FUTURE TEACHERS: THE CASE OF THE FACULTY OF FOREIGN LANGUAGES

Prof. dr. Esmeralda KROMIDHA (Keynote Speaker)

Faculty of Foreign Languages

University of Tirana

ABSTRACT

The purpose of this paper is to present the strategy of the Faculty of Foreign Languages in the framework of foreign language teaching through the use of new communication and information technologies.

At the beginning, we will make a presentation of teaching issues through digital platforms in the pandemic period. Next, we will focus on concrete measures taken in the framework of creating digital infrastructure and digital capabilities in the Faculty of Foreign Languages. We will continue to address the elements of quality assurance in the context of a different teaching approach. Finally, we will present proposals for virtual learning in the Albanian context.

Key words: *Information and communication technologies, virtual, foreign language teaching*

CHALLENGES OF E-LEARNING DURING THE COVID-19 PANDEMIC EXPERIENCED BY EFL LEARNERS

Msc. Irena Cani

Department of Foreign Languages
Faculty of Human Sciences
University of Vlora “Ismail Qemali”

ABSTRACT

COVID-19 has disrupted most of the industries in the world. Education is the only industry that is completely transferred to online mode in most countries around the world. Online learning was the best solution for continuing education during the pandemic, especially in tertiary education. This study aims to determine the challenges and obstacles confronted by English language learners (EFL) in Science and Arts College, Alula, Taibah University, Saudi Arabia, during switching to online learning in the second semester of 2020 due to the COVID-19 pandemic. The contribution of this study is to evaluate the learners' new experiences in online education and to assess the feasibility of the virtual methods of learning. This is achieved by analyzing 184 learners' responses to the survey-based questionnaire. A descriptive statistical method was used to test the validation of the study. It is found that the main problems that influence and impact online EFL learning during COVID-19 are related to technical, academic, and communication challenges. The study results show that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance.

Key words: *COVID-19 Pandemic, EFL learners, learning challenges, Online learning, Taibah University*

ONLINE TEACHING AND TEACHERS' CHALLENGES OF STUDENT-CENTRED TEACHING - CASE STUDY OF ALBANIAN UNIVERSITY STAFF

Phd. Elona Limaj
Albania University

ABSTRACT

Teachers faced a series of challenges during online teaching, which served as a lesson for the teaching methodology. Academic staff of Albanian University adapted all teaching methods accordingly to the needs of that period. In the light of those difficulties, use of technology was the best solution and most teachers found tools and materials to help them achieve the maximum of results during teaching hours.

With the help of a questionnaire, this work throws light on the challenges of Albanian University staff during daily teaching practice. The staff was asked about the teaching methods used during online teaching and currently. Questions in the questionnaire consist of type of technology, tools and materials used by staff during the lesson. The results of the questionnaire can provide a panorama about teaching methods and all the issues during their use.

Taking into account all the experience, this work shall try to make use of the findings so that necessary measures can be taken for the improvement of technology in order to offer teachers all the necessary infrastructure to use in a classroom.

Key words: *teaching, staff, methods, technology.*

**DIFFICULTIES OF OLDER TEACHING STAFF IN PROVIDING
ONLINE LEARNING DURING THE PANDEMIC PERIOD. CASE
STUDY - FACULTY OF PHILOSOPHY (UNIVERSITY OF
PRISHTINA) AND FACULTY OF EDUCATION (UNIVERSITY OF
GJAKOVA)**

Prof. Asoc. Dr. Sindorela Doli-Kryeziu
University of Gjakova

Prof. Dr. Ibrahim Gashi
University of Prishtina

ABSTRACT

The transition from physical participation to online learning from a distance, during the months of the Covid 19 pandemic in Kosovo schools and universities is one of the newest practices, not previously tested and which for a moment became the main form, perhaps even the only lesson delivery.

Of course, all this new practice, which was suddenly experimented on a large scale, all over the country, was accompanied with difficulty by the most diverse. Teaching staff and students were forced to apply this form of teaching without any prior practice or any kind of relevant training. Consequently this caused a lot of difficulties. Particularly difficult were the older teachers, who did not have an adequate level of knowledge in the field of information technology and consequently the teaching was accompanied by significant difficulties.

The focus of this paper is precisely the treatment of these difficulties in two case studies, in academic units: at the Faculty of Philosophy of the University of Prishtina "Hasan Prishtina" and at the Faculty of Education of the University of Gjakova "Fehmi Agani".

TEACHING PRACTICE IN COVID-19 PANDEMIC TIMES THE CASE OF “ALEKSANDËR XHUVANI” UNIVERSITY

Merita Hoxha. PhD.

“Aleksandër Xhuvani” University.

Research suggests that teaching online during the COVID-19 pandemic was challenging, yet organizing the Teaching Practice was probably one of the biggest challenges. As the graduate students of English language had to spend about 250 classes of observation and teaching at real classes, they missed this opportunity and the coordinators of the Teaching Practice had to find ways to make the online Teaching Practice as effective as possible. At “Aleksandër Xhuvani” University we applied a new engaging method of teaching which was using video demonstrations and attending webinars to learn about the art and science of teaching languages. The open-access videos were provided online while the webinars were organized by American English for Educators and RELO Belgrade for in-service and pre-service English teachers in the region. 37 graduate students attended several live and pre-recorded webinars. The classes were organized discussing the theory and connecting it to what they learned during the webinars and their own experiences. Students’ feedback on this new approach was positive as they got a sense of belonging to a community of teachers realizing that even experienced teachers face continuous challenges while teaching. One of the students said *“The way how the Teaching Practice was organized was very interesting and I appreciated that we were actively engaged, highly motivated and learned from experienced teacher educators”*. Based on the insights of the students it has now become almost a tradition integrating webinars in various courses such as Methodology of Teaching and Learning Languages and Second Language Acquisition.

Key words: *Teaching Practice, webinars, graduate students, insights*

A CASE STUDY ON STUDENTS' ANXIETY DURING ONLINE LEARNING

Dr. Dorela Kaçani

Due to the pandemic in 2020, online learning was presented to students as a new way of learning. The shift from onsite learning to online was accompanied by a lot of insecurities and anxieties. So, the aim of this study is to explore the factors creating anxiety among the students at “Fan S. Noli” university in Korca, Albania. Also, this paper focuses on exploring the effects of anxiety on students’ performance and comparing the gender perception of students of distance learning about those effects had on their performance. The participants of this study completed a questionnaire and the data is presented numerically and qualitatively. The results showed that factors like: material distribution, assignments, course tests, exams and discussions were found to create anxiety among the students. The overall values for all factors of anxiety were slightly higher in male students as compared to female students. It was noticed that anxiety had a considerable effect on online students’ academic performance, as well. It is recommended that professors may have supported students in managing their academic anxiety through different techniques.

Key words: *factors of anxiety, effects of anxiety, students’ performance, gender perception of students*

FOREIGN LANGUAGE VIRTUAL MOBILITIES AN ENHANCEMENT OF HIGHER EDUCATION INTERNATIONALIZATION

Dr. Benita Stavre
“Fan S. Noli” University

Virtual learning is not a new concept in European tertiary education, however, it used to be a novice for Albanian higher education, till before the pandemics Covid-19. It was regarded as a never-exhaustive educational form because the long tradition of face-to-face communication in the classes and research centers had restricted its application to a blended learning frame. The latter, on the other hand, was the least of the instructional tools to improve the internationalization impact of the university, given its additional specific requirements on the skillful use of information and technology education platforms and the need that the institution invested in such human resources training and equipment or software purchase.

The pandemic situation mainly challenged the international mobility exchange of students and staff, while e-learning boosted the ICT skills of both of them. Online platforms became more accessible and practically used, while foreign language programs were widely applied even in other profiles to enhance acquisition. Therefore, the concept of virtual mobility no longer remains a future luxury, given the very practical benefits it brings to foreign language learners and the internationalization of the academic offer. The paper will bring the experience of a virtual mobility case study designed in the frame of VALEU-X, “Virtual Mobility for Albanian Universities” and focus on the impact it brings to foreign language learning, cross-culture learning, and targeted instructional strategies.

Keywords: *internationalization, tertiary education, e-learning, online foreign language courses*

LEARNING PERSPECTIVE IN THE CONTEXT OF INTERNATIONALIZATION OF HIGHER EDUCATION

Dr. Erion Avllazagaj

Faculty of Humanities

Department of Foreign Languages

Alexander Xhuvani University

Elbasan

The use of E-Learning in the university teaching process, as in any other level of education, offers tremendous opportunities for the expansion and internationalization of higher education institutions in particular and for the education system as a whole. This study analyzes the challenges faced by a higher education institution that through E-learning is profiled in a genuine process of internationalization. Issues related to e-learning are assessed in the context of the two main interest groups, through which the paper aims to identify the main challenges in the view of students and academic staff, on how they see and judge the use of e-learning. To give a complete idea of the answers to the research questions was used; Design / methodology / approach / questionnaires / in-depth interviews and group interviews. The research is conceived in two phases; The first phase presents the questionnaire for teachers and the second phase for students. The main areas of problems for educators turned out to be; lack of time, lack of motivation, lack of cooperation, compensation system, which does not take into account the specifics of e-learning, as well as the quality of teaching in a virtual environment. While among students it turns out that there is a high degree of acceptance for E-learning despite the real level of knowledge gained. The implications of historical, social and economic factors are discussed in the context of this study

Keywords: *E-learning, Higher education, Students, Academic staff*

ENHANCING ENGLISH VOCABULARY LEARNING THROUGH E- LEARNING APPROACHES. A CASE STUDY WITH 2ND YEAR ENGLISH STUDENTS.

Dr. Edlira Xega

Dr. Lorena Robo

Department of Foreign Languages
Fan S Noli University

ABSTRACT

This study analyses the impact of E- learning approaches in the enhancement of English vocabulary acquisition by English students of the second year, Fan S. Noli, University. It is made a comparison of students' researches of the respective E- learning approaches they use in different subjects to reach a perfect vocabulary understanding. The students' works throw light on the use of on-line vocabulary activities and approaches which includes complex processes. This paper demonstrates how E- learning not only helps students to memorize new words, but also motivates them to practice foreign language vocabulary in the different subjects. The students worked in pairs and brought about successful E- learning techniques and approaches used for a better vocabulary acquisition. Online activities allow students to choose exercises with different levels of difficulty and, therefore, adjust the material according to their needs. They also brought together various multimedia elements, essential for vocabulary learning. A questionnaire is conducted with them to see which vocabulary learning way they prefer to follow, and the extent they use e- approaches and vocabulary websites for a better language acquisition. E- Learning approaches are considered to be important tools that help extend education beyond the classroom and facilitates both interactive and individualized learning. We expect these activities and blended learning to enhance learning outcomes and improve the current practice resources for students and vocabulary improvement in different University subjects.

Key words: *E- learning approaches, vocabulary acquisition, English students, interactive learning.*

DISTANCE LANGUAGE LEARNING AND THE ROLE OF THE TEACHER IN THIS NEW LEARNING CONTEXT

Dr. Migena Sejдини

Tirana University

Faculty of Foreign Languages

Department of German Language

For more than a year humanity all over the world, felt the weight of the Covidian pandemic touching every aspect of its life experiencing an absurd period of isolation and distancing. In these conditions arose the need to use virtual technology to enable virtual work and virtual learning. Although the way of teaching and learning was in a phase of transformation, due to the galloping development of technology and the introduction of digital tools in the learning process, distance learning was a completely new reality. The focus of this study is redimensioning of the teacher's role in this new teaching reality. Besides the challenges of this new learning context, there will be analysed the possibilities offered by distance learning and the use of digital technology tools to guarantee the methodological-didactic principles of a good foreign language teaching, such as developing student-centered learning, activating and promoting student autonomy and motivation and conveying elements of interculturality.

Key words: *distance learning, the role of the teacher, foreign language learning, methodological-didactic principles, student motivation, student autonomy, student-centered learning, digital technology in foreign language learning, interculturality*

ADAPTING TRANSLATION ACTIVITIES IN POST COVID CLASSES: A CASE STUDY WITH THE STUDENTS OF MASTER'S DEGREE

Dr. Alma Karasaliu
“Fan S. Noli” University

The necessity to rely on online teaching platforms brought forward the fact that teachers need to be prepared to implement their knowledge in any given teaching circumstances. What is more, online teaching is widely considered to be interesting by students who highly appreciate dealing with graphics, and joining virtual collaboration through shared applications or features of teaching platforms. The goal of this paper is to study the ability of the second year students of the “English Language Teacher” Master’s Degree to implement translation activities in their teaching classes and adapt them to be used not only in virtual classes but even in combined ones. The study is carried out based on the students’ performance as pre-teachers, on the willingness of their students to participate in their classes and on their acquired new knowledge. The mandatory six weeks period of practice that is accomplished by the students has served as an opportunity as well as a time limit for the development of this study. In conclusion, the paper highlights the fact that dedication and training helps ‘pre-service teachers’ (but not only) provide their students with more interesting and profitable classes, motivating the latter to willingly participate and contribute to their learning experiences.

Key words: *adaptation, translation activities, teaching platforms, virtual classroom*

**BEING VIRTUALLY (T)HERE:
ENGAGING ONLINE LEARNERS TO FOSTER
COLLABORATION IN THE VIRTUAL CLASSROOM**

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Change is the only constant in our lives. Paradoxically, even though we might not welcome change, we tend to adapt to it by changing our attitude and perceptions in the process. Provided we act intelligently, change is finally going to be met with rewards. The aim of this paper is to show how teachers can adapt to rapid current changes in an era of e-teaching and e-learning, by engaging learners to successfully adjust to a virtual environment and welcome novel challenges on the way. The paper will start with some general considerations that explain teaching and learning approaches from constructivism up to experiential learning. In the second part of the article several games and activities will be introduced with the primary aim of fostering interaction and collaboration of e-learners. Examples of games and activities will be from diverse backgrounds and they will be illustrated with reference to elements such as task, objective, author, method and instructions. All activities can easily be tailored for e-learners from a distinct background and level of study. Activities that facilitate an effective learning through the approach of engaging the online learner will be grouped with reference to skills' check, online ice-breakers and reflective activities. The third part of the article will outline e-tivities and exemplify them through the way they can be applied in higher education. The current paper will be concluded with some conclusions and suggestions about the teaching and learning process, beyond the confines and limitations of the physical classroom.

Key words: *virtual, learning, teaching, e-activities, online*

ALBANIAN STUDENTS' PERCEPTIONS OF ONLINE LEARNING

Lindita Kacani

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During the last academic year, 2020-2021, Albanian students experienced 100 percent online classes. This paper focuses on students' perceptions on the advantages and difficulties that they experienced in an online learning environment. The data were collected using students' reflection essays regarding their experience in online learning; such an essay was asked to be written as part of their summative assessment. They were asked to think about their online courses, individuals (students, teachers), the quality of their learning experience and mental health, their motivation and technology used in the Albanian context.

The study was limited to “Fan S. Noli” University students of two master's degree courses: “English Language” and “Modern Telecommunication Systems and Internet Technologies”.

Being aware of their learners' perceptions concerning advantages and challenges in online learning environment may help teachers in choosing the right teaching options that would pose fewer difficulties and problems to their learners.

Key words: *advantages, difficulties, online learning experiences, reflection*

**CHALLENGES OF ONLINE LEARNING DURING THE COVID-19
PANDEMIC:
STUDENTS' ATTITUDE TOWARDS ONLINE ASSESSMENT - A CASE
STUDY OF
ENGLISH DEPARTMENT, UNIVERSITY OF SHKODER**

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ABSTRACT

With the sudden outbreak of the pandemic, online teaching and learning proved to be the only solution. However, such an abrupt, unplanned transition to online mode caught most of us unprepared and brought up quite a few challenges mainly due to lack of experience. This study aims at exploring the impact of the Covid-19 pandemic on higher education as well as its implications for the future with a special focus on online assessment as an important feature of student motivation and learning. Differently from online teaching and learning, scientific research in the area of online assessment is scarce. Although a few online assessment systems had already been used in language certification and distance-learning programs, these online educational tools became part of all the teachers' and students' everyday practice, in all countries and at all levels of education, only after the closure by Covid 19. The purpose of our study was to analyse higher education students' attitude towards the use of online assessment system on the Microsoft Teams platform during 2020-21, its impact on learning, students' reactions to the achieved results and the attitude they hold towards these results. Participants of our study were the students of the Department of English, Faculty of Foreign Languages, University of Shkoder. A Likert scale questionnaire was used to collect the data which found that overall, the students' attitude towards online teaching and learning was positive. The findings enabled us to identify problems of online assessment, the impact of online assessment on student learning and/or motivation, draw conclusions about the usefulness of using online assessment and recommendations for its future improved use.

Keywords: *Covid-19, online assessment, teaching/learning, attitudes, higher-education*

**LECTURERS' ATTITUDE TOWARDS ONLINE ASSESSMENT:
THE CASE OF THE ENGLISH DEPARTMENT, LUIGJ
GURAKUQI UNIVERSITY OF SHKODER**

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ABSTRACT

The aim of this paper is to present the position of the lecturers of the Department of English, Faculty of Foreign Languages, “Luigj Gurakuqi” University, on the online assessment conducted during the 2 years of online teaching, due to Covid 19.

A questionnaire was used to collect the opinions of the academic staff, full time and part time, on their experience during the pandemic period. The collected data is focused on several issues, such as the attitude of the academic staff towards online assessment, the effectiveness of online system, the advantages and disadvantages of online assessment as well as recommendations. The lecturers are of the idea that the feedback students receive online, helps them to reflect on their learning merits. However, we can conclude that the online assessment system does not necessarily help students to learn in a course, compared to face to face learning. Among the advantages, they single out the immediate feedback for the students, which is considered much faster than the paper-based test in the auditorium. A disadvantage is that the online tests or assignments are less effective, in terms of learning along with knowledge control, than the paper-based in the auditorium.

A qualitative and quantitative approach was adopted to identify the lecturers' attitude towards online assessment.

Key Words: *Online assessment, teaching, lecturers, students, online system, data*

RECONSIDERING TECHNOLOGY USE IN THE PROCESS OF ENGLISH LANGUAGE TEACHING FROM A POST- PANDEMIC PERSPECTIVE

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ABSTRACT

The closure of schools generated by the COVID-19 pandemic and the social distancing that followed have led to substantial changes with profound consequences in education. This critical global incident forced most teachers to use digital technologies in order to facilitate their students' learning. According to researchers, the integration of Information and Communication Technologies (ICT) in the curriculum would contribute to an effective acquisition of 21st-century competencies such as autonomy, collaboration, critical thinking, and problem-solving. Moreover, ICT tools can promote collaboration and interactivity enabling learners to develop their self-learning practice of a foreign language. The main purpose of this article is to discuss specific aspects related to digital technology use in an English language teaching setting from a post-pandemic perspective. In order to mitigate possible negative impacts, educational institutions should leverage past knowledge of online learning as something that can be more varied than just a way to deliver information. Engaging teachers and students in the development, implementation and use of education technology might influence how successfully technology assists the process of meaningful teaching and learning of a foreign language.

Key words: *digital technologies, online learning, English language teaching*

LEARNING A FOREIGN LANGUAGE AND RELYING ON TECHNOLOGY AFFECTS PSYCHO-SOCIAL DEVELOPMENT IN EARLY CHILDHOOD.

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ABSTRACT

In Albania, the introduction of foreign language teaching in the first grade is a new approach. In the context of socio-educational changes, the reconceptualization of foreign language curricula and programs has marked changes in foreign language learning in the primary cycle. This should be done in accordance with the psycho-social development of the child, the historical conditions of the country, the teaching methodology as well and the use of technology in favor of the advancement of this process of learning a foreign language by this age group.

In this paper we aim to highlight the importance of learning a foreign language for primary school children. Learning needs to be re-dimensioned in line with age development by appreciating the introduction of new supportive elements, as an integral part of teaching. In the learning process, both elements of the game, the artistic field and the field of technology must be implemented. The combination of ICT and foreign language in the transmission of concepts in the foreign language has a special impact which will be part of the purpose of the study.

Specifically, this paper will show how much the foreign language teacher relies on the use of technology and how effective this method turns out to be. This is considered not only in the context of learning a foreign language but also in the complex development of the psycho-social component of the early childhood.

The design of the work is conceived based on qualitative and quantitative method. Interpretation of the results will provide opportunities in

understanding the importance of using technology to learn a foreign language even in a virtual context.

Keywords: *virtual context, psycho-social development, curricular changes, ICT, contextual adaptation*

**REIMAGINING TEACHING STRATEGIES IN A POST COVID-19 ERA. ARE
MA STUDENTS PROPER CANDIDATES FOR THE E-LEARNING
ENVIRONMENT (A CASE STUDY RESEARCH)?**

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The recent pandemic situation caused by Covid-19 has forced people all over the world to reconsider their positions in terms of living and working conditions, educational attitudes and practices as well as general social relations. Traditional educational systems that viewed physical social contexts as a prerequisite of a successful teaching-learning environment were forced to enlarge their horizons and adopt less conventional strategies that initially proved to be a challenge for educators and students alike. Starting from the demands of the new reality and the earliest difficulties encountered (low digital competence, poor ICT infrastructure, lack of confidence in the efficiency of such virtual techniques, etc) my paper attempts to objectively assess the last two years' experience with the students of two Master's Programmes (English Literature for Children and Young Adults and Ethnotourism/Ethnology and Cultural Tourism) in order to demonstrate the validity of the new e-learning environment.

Key words: *E-learning, MA students, group-age related criteria, employment variable*

**IS THERE LONGEVITY TO ONLINE LEARNING IN HIGHER
EDUCATION BEYOND THE SARS-COV-2 PANDEMIC?
PERSPECTIVES ON ONLINE LEARNING. A CASE-STUDY
WITHIN TUCN-NUCBM**

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Mare

After two years of lockdowns and restrictions, after having plunged straight into the online realm without training or warning, bombarded with eLearning platforms and videoconferencing apps – one more enticing than the other – all players on the education stage seem to have reached a point of saturation. In this article we explore the issue of “zoom fatigue”, the impact of these past two years on the teaching-learning process, while focusing on what online learning might look like moving forward, the value and challenges of online learning and its future in higher education, from the narrow perspective of those involved in the teaching-learning process within the North University Centre of Baia Mare.

ONLINE CLASSES DURING THE PANDEMIC: TEACHING AT ITS WORST? DEVELOPING A SUPPORTIVE CULTURE FOR E-LEARNING

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ABSTRACT

Distance teaching institutions have long acknowledged the benefits of e-Learning, especially the possibilities presented by online learning when employing all the resources the internet may provide in supporting teaching/learning activities. Whereas these kinds of institutions have long been not only embracing but also expanding their implementation of online courses, some educational institutions promoting on-site traditional learning or classroom-based courses have been struggling, especially in the initial stages of the pandemic. The present study presents, alongside the challenges encountered, several advantages specific to electronic learning environments (ELEs).

Key words: *online classes, e-learning, blended learning, conventional face-to-face teaching, online platforms*

ENGLISH AS A LINGUA FRANCA IN COMPUTING

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The world of today has undergone dramatic and radical changes in various aspects of life, ranging from the social, economic and cultural to the linguistic or ethical fields. Major inventions and discoveries have shaped the world differently making it more tangible and known, in every corner of the globe potentially connected and accessible. One of the main factors which has contributed to this progress is the development of technology. The rapid advances in technology have made people eager and curious to keep up to date with the latest devices, experiment with new advances and adopt them into their daily routines.

Our lives have been facilitated through the use of technology, and there is now a greater capacity to come into contact with other people from all over the world, to travel to the most distant points of the globe. As a result, we have ended up living within a globalized world which has created the need for a global language, a common means of communication among people. The language which has contributed to this complex process is English.

Consequently, more and more young people in Albania are becoming strongly motivated to learn English because they are aware that this language will allow them to get in touch with the rest of the world through the use of the computer technology.

Key words: *English, computer technology, communication and globalization.*

GETTING TO KNOW OUR NEIGHBORS THROUGH THE FAIRYTALE: A DIGITAL STORYTELLING PROJECT TO PROMOTE INTERCULTURAL UNDERSTANDING

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ABSTRACT

Modern societies are characterized by multiculturalism, ie the coexistence of people with different linguistic, ethnic, religious, cultural characteristics. Diversity of societies and the need for peaceful coexistence create the conditions that can bring peoples closer together with new terms of equal and reciprocal understanding, acceptance, awareness. The concept of intercultural awareness has its starting point in intercultural knowledge and intercultural understanding. The present work attempts to present people from the Balkan through fairytales in order to promote and enhance intercultural understanding getting to know other of the Balkans through fairy tales with the aim of cultivating intercultural understanding. This is a digital storytelling project intended and applied to high school students, during 12 three – hours lessons . It presents five Balkan countries, Greece, Albania, Bulgaria, Romania and Serbia, which the students met through folk tales. The students also created their own story, in which they incorporated elements related to geography, culture and language of these countries in order to turn it into a digital narrative. It was evaluated by means of pre and post test, a digital portfolio projects produced by the students themselves, formative evaluation that resulted from the completion of a short questionnaire in digital form after each intervention and evaluation sheets provided to students upon completion of the program.

Key words: *digital storytelling, intercultural awareness, folk tale*

ENHANCING DATA-DRIVEN LEARNING AND CORPUS-BASED TASKS INTO EFL CLASSROOM

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Provided the fact that my field of study is Corpus Linguistics, it is worth mentioning that it includes components such as computers and the internet, corpora and corpus tools, online databases. All of these serve the scope of an EFL classroom activity or a homework assignment, using corpus-based online databases to help students conduct a mini-research project or respond to a question about English language patterns. This study reflects the use of corpora in English vocabulary learning and the benefits of using concordancers and KWICs (Key Word in Context) to EFL Master students. It provides an overview of the impact that DDL (Data-driven learning) on the web exerts in order to concretely and fully define a word.

Targeted at EFL proficient learners but not only, the study introduces a range of tasks that may be considered as a new approach for language practitioners and English language learners. The tasks can be generated from Lextutor Concordancer, which is part of a Compleat Lexical Tutor, a multi-faceted, web-based language resource for data-driven language learning developed by Cobb (2000). The implementation of these new methodological tools in my teaching classes fostered genuine DDL and resulted from my English Teacher Master students fun to use, engaging and challenging.

Key words: *DDL, corpus, task, EFL, learning, concordance, Lextutor.*

PROOFREADING AND CORRECTING THE TRANSLATIONS DURING DISTANCE LEARNING

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Distance learning was a challenge for all of us and the difficulties faced during this process made us think about ways to adapt and find new solutions in order to improve teaching in certain areas. The translation practice is one of them. Therefore, this presentation aims to acquaint you to the way the online translation practice is organized and will mainly focus on the target text correction from the students themselves and the professor. Our stop in this second stage of translation is intentional. A significant number of the students think that by completing the first phase, i.e. the transition from the source text to the target text, the work of the translator is over. This way they neglect a step as important as the translation itself, which is the proofreading. This presentation will be based on two key elements, which are the questions when and how the translation proofreading will be performed. By teaching the students how we proofread and correct their translations, for example in final exams, on the same time we are teaching them how they should proofread and correct their own works. Our aim is the implantation of this practice as a mandatory part of translation. Proofreading is a process that with distance learning got the attention it deserves in the translation practice.

Key words: *distance learning, translation practice, source text, target text, proofreading, correction, content, grammar, vocabulary, style and assessment.*

INTERPRETATION/TRANSLATION IN VIRTUAL REALITY. INTEGRATION OF TECHNOLOGY IN THE TRANSLATION PROCESS

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ABSTRACT

Translation is one of the areas in increasing demand; both in public institutions and in private entities there is a need for qualified translators who present a well-formed professional profile. Foreign languages are playing a very important role in communication between different nations around the world. They are used in many international meetings, political, economic, social, artistic, literary, etc. In this context, diplomatic and political interaction between nations is increasing, consequently, the demand for professionalism in translation. International law must be translated precisely in order to fit the national, cultural and political mentality of the country of translation.

Historically, interpretation has been an "enabler" of communication, enabling people from different languages and cultures to communicate. But until recently, translators enabled communication in common situations such as meetings and conferences. Today, societies have gained more and more access to information and communication technology, the demand for remote, fast and immediate services is becoming more and more necessary, even in the context of the pandemic. As most societies are becoming increasingly multilingual and multicultural, virtual language services are taking on a special value.

Distance translation offers an excellent opportunity for companies, institutions and organizations, which are increasingly in need of translators, as through it translators can be recruited almost anywhere and for any language. It also offers some advantages for translators; the ability to work from home, even from distant places, and avoid long-distance travel. Remote communication (via telephone and videoconferencing) differs from face-to-face interaction in many respects. First of all, there is a lack of social

“presence” in distance interactions, which makes constructing the report more difficult for speakers compared to face-to-face interactions.

The aim of this article is to develop strategies for distance interpretation / translation training for students pursuing second level studies in foreign language translation at the University of Tirana through collaboration with other universities that offer interpretation programs and service providers, distance translation, developing a virtual learning environment and teaching materials for student-translators. Theoretical background is needed to understand the specific mechanisms and features of distance interpretation (both telephone and videoconferencing) with a focus on the basic features of distance interpretation, the importance of linguistic, paralinguistic and kinetic elements, on social, pragmatic implications and ethical, on the subject environments and areas in which interpretation is most commonly used and on the parties, factors and instruments involved.

Key words: *Interpretation, translation, technology, virtual translation*

"THE FAUX AMIS" IN FOREIGN LANGUAGE TEACHING AND TRANSLATION"

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ABSTRACT

Communication with foreigners in a language that is not ours, is a challenge for both interlocutors that aim to achieve their common goals. For this reason, cultural and linguistic differences must be taken into account. Cultural differences are mostly evident between two countries that do not share the same historical or religious context, but such differences are also evident between countries that share lots of similarities on several planes. However, our main concern is the misunderstanding that may arise due to such differences in interpersonal communication, when both parties belong to different cultures. And at the origin of these situations are precisely the ignorance of cultural phenomena and the existence of linguistic Faux Amis, which are the topics addressed in this paper.

However, although all or almost all of us use them, their definition is not very clear. So, what are FAs? Why does knowing them benefit us? How much do they affect teaching and translation? How can we avoid them? These will be some of the questions we will answer in this study. We will present the different definitions given by different linguists to the FAs, the origin of their birth, the different categories and types, as well as the ways for students and translators to avoid them such as context, which however it is insufficient. The examples in the paper are taken from the experience of

/ with the students of our university during the teaching of the French language, which has been the main impetus for this study.

Keywords: *faux amis, intervention, culture, misunderstandings, foreign language, translation.*

THE ROLE OF PREFIXES AND SUFFIXES IN THE FORMATION OF VOCABULARY TERMS OF INFORMATICS IN ALBANIAN LANGUAGE

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In the language of science and technology in terms of quantity there are fewer word-formation tools in relation to the general language. This is because science deals with genuine concepts and this excludes emotional and stylistic lexical units. It also excludes word-formation tools that express these connotations, such as the suffixes: - ac, - acak, - anak, - ç etc. In this scientific paper we will address those word-formation tools which play an important role in the formation of computer lexicon terms in the Albanian language. They can be Albanian or borrowed. We mention here Albanian prefixes such as: *për-* (*përshpejtues*), *nën-* (*nënprogram*), *sh-* (*shkyçje*), *jo-* (*jopërçues*), *ri-* (*riprogramim*), *ndër-* (*ndërfaqe*), *bashkë-* (*bashkëlidhje*), *prapa-* (*prapaveprim*), *para-* (*parashenjë*), *gjysmë-* (*gjysmëpërçues*) dhe ato të huazuara si: *de-* (*dekodoj*), *makro-* (*makrogjuhë*), *tele-* (*telekomandë*), *mikro-* (*mikrokompjuter*), *mini-* (*minidisk*), *meta-* (*matagjuhë*), *super-* (*superkompjuter*). Albanian suffixes have an important role as well, such as: *-im* (*skanim*), *-je* (*rrjedhje*), *ues* (*kodues*), *-shmëri* (*përçueshmëri*), apo edhe ato të huaja, ndonëse të pakta si: *-izëm* (*automatizëm*).

LEARNING ALBANIAN AND MACEDONIAN LANGUAGE THROUGH COMPUTER OR MOBILE PHONE

Berton SULEJMANI

This paper is focused on the teaching of a foreign language; the learning of the Albanian language by Macedonians and the Macedonian language by Albanians. Learning the language of your school mate, your neighbour, or colleague is an interesting thing and a step closer to you. In this study there have been considered two books published especially for this purpose, the bilingual dictionary "Macedonian-Albanian and Albanian-Macedonian" (2016) by Veselinka Labrovska, Berton Sulejmani, Haki Ymeri-Bina and Petar Atanasov; and "Book of conversations Macedonian-Albanian and Albanian-Macedonian" (2019) by Berton Sulejmani and Veselinka Labroska. These books also offer electronic access to their use. With electronic access, through a computer, mobile phone, or a book (for those who do not want to use electronic devices), it is give the opportunity to quickly and easily master many words, basic expressions which may serve in everyday conversation in the 21st century. These published books, and their electronic versions, have played a role and have been a great help especially during the period of the Covid-19 pandemic.

Keywords: *Albanian language, Macedonian language, electronic approach to learning the basic expressions of one mother or another language.*

CREATING A DIGITAL SECOND/FOREIGN LANGUAGE CLASSROOM WITH WEB 2.0. TOOLS: CHALLENGES AND PERSPECTIVES

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ABSTRACT

The infusion of new technologies in education, provide new teaching opportunities in a second/ foreign language classroom. New technologies play a key role in language learning, create highly motivational learning environments, and promote effective (Ahmadi& Reza,2018) and autonomous learning (Lee, 2016). New web 2.0 tools create a motivational environment for online interaction and intercultural communication. This paper presents a technology enhanced second language learning framework as well as new challenges and perspectives of Web 2.0. online tools, where young students collaborate, interact and develop intercultural communicative skills (Griva & Kofou, 2020) in a multimodal context (CERF, 2020, p.84). Systematic reviews and a series of meta-analysis conducted by the researchers indicate some digital favorable tools that cultivate intercultural communicative competencies, digital competencies, while improving all aspects of second language learning. An online virtual classroom is constructed with Edmodo, which is an online social educational platform, creating an online learning community. E- assignments, also a tool in Edmodo classroom seem to motivate students for more participation (Farshi& Safa,2015).Web 2.0. tools, such as Google documents, foster students' collaboration simultaneously with language skills development. Moreover, digital tools (ex. Google Earth) offer powerful virtual data, but also permit the embedding of interactive language learning activities in online presentations. In addition, through Web 2.0. tools (Audacity, Voki), students carry out authentic commu-nicative tasks in the target language. In such a context, student assessment includes formative and alternative

assessment methods with online tools, like online interactive quizzes with Quizziz, online polls and small conversations in Flipgrid.

Key words: *second/foreign language learning, online classrooms, new technologies, web 2.0 tools.*

POST-PANDEMIC CONSIDERATIONS: PROS AND CONS OF THE VIRTUAL LEARNING

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ABSTRACT

The present study addresses some of the most difficult issues that ESP instructors had to face during the 2020 pandemic in terms of didactical practices and students' psychological reaction towards the sudden change of teaching methods and contexts. We intend to enumerate some challenges and drawbacks that were observed in 1st year ESP Romanian and Moldovan students and try to correlate the observations to the feedback obtained in an extensive needs analysis during the pandemic. At the same time, we intend to emphasize and analyse the good aspects that an online environment may offer for language acquisition. The results and methods proposed in the study may offer a starting point in adjusting the ESP teaching methodology to the pretentious requirements of the online learning and teaching strategies, in such a way as to promote the implementation of the flipped classrooms techniques for the ESP students.

Key words: *ESP methodology, remote teaching, emergency teaching, needs analysis, flipped classrooms*

TEACHER TRAINING IN MODERN ERA: THE IMPLEMENTATION OF A DISTANCE TRAINING PROGRAM FOR TEACHERS IN BILINGUAL ENVIRONMENTS

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ABSTRACT

In the modern educational context, the need for effective, flexible and reliable professional development programs is more mandatory than ever, with Information and Communication Technologies offering significant benefits and outcomes (Lapitan et al., 2021). For this reason, distance education is a flexible pedagogical model (Fragkaki & Mystakidis, 2021), creating the appropriate conditions in the context of innovation and the continuous trend for efficiency, modifying the overall educational situation and dictating new perspectives in teacher training.

The present study focuses on the design, implementation and assessment of a 6-month distance training program offered to language teachers who teach in bilingual educational contexts. The purpose of the program was to enhance teachers' skills on issues related to teaching the Greek language in modern bilingual / intercultural environments. The training program was implemented in 43 teachers of Greek minority education in Albania from the area of Argyrokastro, Delvino and Agioi Saranda, in a synchronous and asynchronous digital context. Qualitative and quantitative methods were used to estimate the feasibility and the effectiveness of the program. The results indicated the enhancement of the knowledge and skills of the language teachers about "how to work" and the "how to think" of their work (Stephens, 2022) as "reflective professionals" (Bouras & Griva, 2021). Moreover, it was revealed the development of their ability to take

decisions and actions in order to improve daily teaching practices with the ultimate goal of achieving a quality language education in bilingual/intercultural environments.

Keywords: *distance training program, Greek language teachers, bilingual learning environments, Albania, Greek minority education*

VIRTUAL EXCHANGE PROGRAMS IN PROMOTING HUMANITARIANISM THROUGH INTERNATIONALIZATION OF TERTIARY EDUCATION

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Numerous casualties of wars, in particular, of a large-scale invasion of Ukraine, launched by Russian troops, have been reminding us again of the significance of human life. These are not only Ukrainians who are facing the ordeal but also the global community which is made to give thought to the ongoing. In this regard, speaking of internationalization we immediately deal with the world. There is an urge to address another separate pillar of internationalization of tertiary education which can, presumably, be referred to as humanitarianism, one of whose aspects is the institutionalization of compassion. Academia is chiefly associated with the environment where ‘a person who knows’ rather than ‘a person who sees’ is trained. This may lead to the emergence of ‘execute culture’ within whose framework executing orders comes to the fore. When task orientation dominates over relationship orientation, the value of a human being is lost. A person who sees is a person of vision, the one who is aware of depth of processes. Raising a tertiary education institution’s visibility through internationalization is as important as enabling a student and a faculty member to become visible. Related to humanitarianism are current discussions touching internationalization of higher education for society (IHES), viewed as the social responsibility component, which is seldom the primary focus of internationalization. With respect to the increasing seriousness of its role in the society that is traumatized and traumatizing simultaneously, endeavors are taken to re-explore the concept of IHES. On the way of promoting humanitarianism special attention should be given to virtual exchange programs. There is the need to upscale practices of such programs within higher educational

establishments. Hence, the suggested research also aims at revealing the potential of virtual exchange in terms of IHES. It can presumably be viewed as a preventive measure facilitating the decrease of the humanitarian crisis level glocally.

Key words: *humanitarianism, a person who sees, virtual exchange, IHES, traumatized and traumatizing society.*

QUALITY ASSURANCE OF E-LANGUAGE LEARNING: UKLO CASE

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ABSTRACT

Over the past more than two years now, as global Covid-19 pandemic has ruled all the social activities including the higher education area and technology use notes immense increasing frequency, E-learning becomes the forefront of academia; the sine-qua-non.

The benefits from the technology for E-learning are undisputable. It ensures the continuity of the educational process under the unexpected conditions. But, at the very moment the continuation is established, the question of its quality arises. The technology or more specifically web-based learning provisions can both guarantee continuation and high quality educational process of disciplines closely related to computer science and even most of the social sciences. The situation is quite different for the natural sciences and humanities.

This paper focuses on the delivery of educational content in the frame of language study programmes in a reliable and efficient manner, when using internet based learning. The means of gaining a respected education in E-language learning are going to be discussed along with some tools for quality assurance of E-learning, put in place in a virtual classroom, in the first cycle study programme English Language and Literature, at the Faculty of Education in Bitola, North Macedonia.

Keywords: *quality assurance, e-learning, study programme, web-based*

VIRTUAL TEACHING AND LEARNING, THE ROLE OF CURRICULA IN CHILDREN'S LANGUAGE DEVELOPMENT

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ABSTRACT

Teaching during the pandemic underwent changes in both structure and content, leaving traces in our lives, and even more so in students, teachers and all other actors involved in this process.

In the base of our thesis lies the importance of the role of technology and didactic creativity of educators in educational institutions, as well as a look at the Albanian language curriculum, transformed in all its content and methodological components, giving it the appearance of a contemporary curriculum, comparable to the most advanced European models and beyond. Technology should be treated as a didactic innovation where creative interactivity, in the process of teaching and learning, leads students to differentiated learning, to inclusion.

Methodological aspects of this paper: Observation and research. Descriptive analysis is both quantitative and qualitative, quantitative because our research is extended to the 10 public education schools in the city of Tirana, through surveys and questionnaires. Data is based on statistics, both in tables and graphs, analyzed in %. We have relied on the literature of the Ministry of Education and Sports, in both the curriculum and the Pre-University Education Strategy.

This paper aims to answer questions, such as: How much and how is the choice of teaching methods in accordance with digital competencies reflected by teachers?

How prepared are teachers, especially those with initial training, to manage teaching practices in the context of virtual teaching?

Finally, in order to achieve an integrated and coherent system of knowledge, of the skills needed to meet the challenges of the digital age and the free market economy, the realization of digital competence is necessary for both teachers and students.

Key words: *curricula, didactics, education, language components, technology, virtual learning.*

EMOJI AS A MEANS OF COMMUNICATION-DERIVATION FROM USE OF ALBANIAN LANGUAGE

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ABSTRACT

Language is a tool of communication. Communication is a process of conveying messages. Language changes dynamically, as new words can be created. Communication is considered static, as its basic steps remain unchanged. But the basics of communication do not change. However, new words enter to the dictionary/vocabulary language almost daily.

Communicating with others is a basic human need. Healthy living involves interacting and engaging with others. And our primary means of doing so is through shared language.

Language is a system of communication that relies on verbal or non-verbal codes to transmit information. Communication is a way of interchanging messages or information between two or more people, focusing on the message.

Over the last years we have witnessed evolution of communication through emoji. This type of communication consists in these aspects:

1. Linguistic economics
2. Fast communication
3. Skipping grammatical rules
4. Failure of language evolution
5. Concealment of emotions

The results of the study will be derived according to the qualitative and quantitative method, through a questionnaire directed to a sample of 100 students in different study programs. The answers to the questionnaire will be analyzed by coming out with conclusions and recommendations.

Key words: *communication, albanian language, emoji, language system*

TOPIC: ENGLISH LANGUAGE LEARNING THROUGH SOCIAL MEDIA AND ONLINE COMMUNICATION

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ABSTRACT

In recent years social media has become a predominant factor in our daily communication, especially among young people, who stay on Facebook or Twitter via their mobile devices almost all the time. It seems that technology is constantly at our fingertips. Whether we are tapping away on our laptops at the local coffee shop or taking Instagram pictures with our cell phones in the neighborhood park, technology is encouraged in nearly all venues. So why not use this trend of massification of online communication also as a mean to attract people to learn a foreign language in a funny and relaxing way? The potential of using social networking sites for educational purposes is still being debated but the aim of this paper is to bring real reasons why and how teachers and students can use social media and online communication as language learning tools.

Key words: *online communication, teaching, language learning, social media, computer*

RE-THINK TEACHING AND LEARNING, DIGITAL TOOLS AND NEW APPROACHES IN TEACHING FRENCH AS A FOREIGN LANGUAGE

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ABSTRACT

The crisis situation experienced during these two last years has led a large number of teachers to modify their teaching sequences, introducing a certain “plasticity” and “reversibility” of the initial teaching scenario. Beyond the specific questions of technical devices going from face-to-face to online lessons, teachers have been confronted with problems of personalization of courses, heterogeneity of levels, or even student passivity. Responding to these issues may have been a source of innovation, but also it caused frustration. The methods of mostly distance education in times of crisis raise questions specifically about communication: on speaking out, self-expression, collaboration or even oral evaluation. One of the problems encountered is not being able to maintain a satisfactory quality of exchange during distance sessions. This results in disaffection or at least a significant loss of attention on the part of students who are inactive for long hours in front of their screen. In this case, a solution frequently adopted to solve this problem consists, in proposing more engaging activities. In this study we will focus on virtual learning of French as a foreign language, the challenges and the advantages of digital tools.

The hybrid mode of teaching, offering both face-to-face and distance learning activities, is now widespread. Distance education, whether synchronous or asynchronous, is an integral part of education and society in general. With the necessary hindsight, and thanks to the production of a relevant corpus of knowledge on the issue, the pandemic will certainly be recognized as a moment of fruitful experimentation, which has accelerated many initiatives, and which should contribute to defining the scope possibilities for this formula at all levels of education.

Key words: *innovation, hybrid teaching, distance education, French language*

BEING CREATIVE IN DIGITAL LINGUISTICS CLASSES

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ABSTRACT

The aim of this paper is to emphasize that being creative is not something which includes only a specific part of a course, but something which should be integrated into every aspect of our classroom practice (traditional or digital teaching and learning). When it comes to linguistics, being creative is a must since it has always been regarded as a difficult subject form the students. Teaching it through years has made us try to find new ways to engage them as much as possible in order to foster their creativity. Teaching it online was even more challenging, but it made the whole process easier, in some way, because Internet access made it possible to apply a series of activities, which in traditional classes have not always been relevant. Using visuals to support content, transmitting documentaries to provide more information, watching movies to encourage students’ creative thinking were some of the ways to approach to different theoretical issues. Students were also asked to write their own ideas to check their understanding of theory by contrasting several aspects (Phonetics v. Phonology, Verbal v. Nonverbal Communication, , and many more...). Providing feedback on each-other’s assignments helped students to be more creative and confident. In order to support their performing skills, students introduced their presentations about interesting topics on linguistics, which made them think creatively. Being creative has never been easy and it will always pose future challenges.

Keywords: *being creative, digital classes, linguistics*

THE TURNING POINT: DIGITAL INNOVATION IN EDUCATION AND TRAINING – FOREIGN LANGUAGE TEACHERS AND LEARNERS’ PERSPECTIVES ON THE ACCESS AND USE OF DIGITAL TECHNOLOGIES

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This survey follows the Action Plan of the Department of Foreign Languages at UNIKO to provide more evidence regarding digitization in education. The Action Plan presents a coherent narrative on the role of education and training in the digital age and takes an action-oriented approach. Through COVID-19, we have experienced an unprecedented challenge to our education and training systems, which led to a sudden and large-scale switch to digital education modes including online learning and teaching. However, most educators, learners and parents were not necessarily prepared to harness online learning nor able to deal with its limitations. Moreover, in some cases, the resources and infrastructure were simply not available. Through this survey we intend to tackle at least three issues while teaching and learning foreign languages:

- 1. Digital capacity**
- 2. Digital competences for the 21st century**
- 3. Digital ecosystem of education content, tools and platforms**

By surveying head teachers, teachers, students and other stakeholders from the region of Korça, this survey provides detailed information related to access, use and attitudes towards the use of technology in teaching and learning foreign languages. The overall objective is to inform foreign language teachers and other stakeholders about the work of the Department

of Foreign Languages at UNIKO in order to allow them to provide feedback and to participate effectively in future training activities.

Key Words: *digital education, foreign languages, digital platforms, training activities*

ISSUES REGARDING THE RECEPTION OF TURKISH LITERATURE FROM THE MIDDLE AGES IN ALBANIAN LANGUAGE

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Until the secession from the Ottoman Empire, Turkish literature was relatively well known among the educated Albanians, some of whom could enjoy it in the original. Even some of the most prominent Albanian intellectuals were at the same time important authors of Turkish literature, such as brothers Naim and Sami Frashëri and Mehmet Akif Ersoy. There is also a tradition known as 'the literature of the Beys', which basically represents an attempt to write Albanian with the Arabic alphabet, but there can be no denying of the great influence of Turkish-Arabic literature appearing mostly in motifs and models that were followed. After the Declaration of Independence in 1912, for well-known reasons, there is a certain disconnection at all levels, including the cultural and literary one. This would be reflected, naturally even in the increasingly poorer knowledge of the literary developments in Turkey. The article aims to analyze a few issues regarding the reception of Turkish literature from the Middle Ages in Albanian and to recommend a number of digitalized literary texts as well as online sources that will lead to the better knowledge of this literature.

Key words: *world literature, Turkish literature, didactics, reception, surrealism*

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