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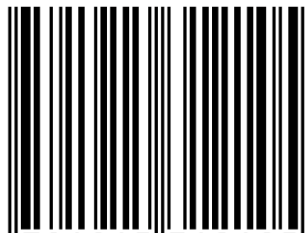
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Over the Water: Glimpses into a Timescape

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Abstract

Above the waters wanders the spirit of the times, blowing the whirling bustle of modern life into being and drifting across the water's surface, a wavelet of modernity. The mirror of the lake ripples. The sky is reflected in the water, and the water reflects the sky. At the point where sky and water touch lies the looking-glass of the planes of time. In it are days past, present and yet to come, layered into a cultural fabric, an entwined garland of moments. A photograph – a light picture – is a window into a timescape. A word picture is an attempt to interpret the view of existence that opens up from that window. An attempt that needs a pictorial language, as well as a language picture. A metaphor is also an essential verbal tool. The investigative gaze should reach into the core of being. It is not enough just to see the outer shell. Intuition and poetry go hand in hand. They paint a flawless picture of the object being observed, which is a prerequisite for interpreting and understanding. It also means a glimpse from home, a look out from the home. Attachment to hearth and home clarifies the homeward glimpse, how we look into that home. The tourist's eye is incapable of that, not going beyond the surface. The home-glimpsed Varkaus is a multifaceted place. Glimpsed by a visitor, Varkaus is a mere backdrop, a one-dimensional existential prop. Across the waters, you can hear the humming throb of the factory. It means the hubbub of modern times. It is that buzz of existence that this expedition is seeking – and in the process of finding.

Keywords: timescape; investigative gaze; intuition; culture; poetry

Motto

"Sunset. The evening sun still glows in the southern sky and tinges the clouds with a dark purple. Beneath them a yellow streak shimmers, the trunks of the pine trees radiate a beautiful reddish-brown, the distant sandy beach gleams like gold. The shaded land beside the narrows is a deep blue, the rocky crag at its mouth glinting with blue-red light. In the western sky there is a creamy yellow belt of cloud, in the canopy of the most blue-green forest there lingers a faint glimmer as if exhausted by the dazzling of the day: the sun is setting in the northwest as if into a fire. All these

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shades gather as pastel colours in the still waters, with pale streaks here and there like silver threads. With every blink of the eye, the shimmering shifts – there is no more delicate mirror than a lake, it is like the human soul. Now a red and white rowing boat enters the sunset glow, from it the sound of singing is to be heard – it is in the midst of gold and yellow like the boat of the blessed bound for the Islands of the Blessed."

- Pohjanpää, *Song of a summer night*, 1937

Beyond the open water

A man sits on the shore and looks out towards the opposite shore. Or he is working and at the same time sees across the open water to the other shore. Presumably he is also thinking about something. Perhaps then a person's thoughts are about everyday things.

Does a person see the same place differently at different times? What are all the factors that influence the content of an observation? Does each period produce a person who looks like that period? What can photographs tell us about the situation?

Photograph 1. Time between wars.

Photograph 2. The present of the 1970s.

In his book Suunta ja tie (The direction and the path), Professor J. E. Salomaa wrote interestingly about cultural education or education into culture. Of course, there is always a simultaneous growing process, which could perhaps sometimes be called embedding or rooting. Salomaa explores the subject in great depth: 'Education is, by its very nature, always about educating into a culture. Therefore, the current aims of education can only be sought in the cultural tasks of one's own time and one's own people [- - -] On the other hand, it can also be said that the people itself is partly a product of its culture. For a nation and people is not just something that exists, but is obviously something that develops, that flourishes with its culture. When a nation is complete, it has already played its part on the stage of history." (Salomaa, 1942, pp. 23 and 24.)

I wonder whether the people in photograph one thought that our Finnish nation was now ready. If they did indeed reflect on such a question, I wonder what it all could mean? A thorough examination of the matter would seem to require a further brief quotation from Salomaa's work mentioned earlier. The view that the nation is ready needs further clarification: "The dependence of the goal of education on time and a people, and therefore its changeability is ultimately due to the fact that growing up as a human being is always the same as being brought up into a culture. Culture, on the other hand, is temporal, historical. It is a historical event that can be seen from the present when looking at the past. There is no such thing as a culture without history. Culture is in a constant state of evolution." (Salomaa, 1942, pp. 22–23.)

In both pictures, Huruslahti Bay is a gleaming stretch of open water. Its shores and frozen ice surface were the scene of evil deeds during the 1918 Civil War. The present moment in photograph one, however, is from the decades that followed, the year 1936. Despite the Berlin Olympics, Europe was already heading for another world conflagration. Yet this probably did not disturb the laundry washing and fishing going on in the picture. Daily life probably continued to glide onwards as before. (For a discussion of the problem of time and place, see e.g. Itkonen, 2010; 2018; 2019; 2020a; 2020b.)

In photograph two a time jump has been made, leaping over the war years of the 1930s and the days of reconstruction. The present in the photo is the 1970s, the year 1975. It was the era of the Conference on Security and Cooperation in Europe (CSCE) and President Urho Kekkonen. Leftism was very much at the forefront. Even the Cold War was still ongoing. The fashionable expression of the spirit of the times seemed to be Finlandization. Despite everything, the atmosphere of everyday life seemed to be full of hopefulness and a bright belief in the future.

Interpretation would seem to require some kind of direct lived experience rather than mere reasoning. In order to find out what people were thinking, talking and dreaming about, it is necessary to examine the matter in a particular way. The philosopher Henri Bergson's ideas on ways of perceiving reality could be applied to our deliberations.

Bergson argues that intuition can originate in the external world. What is essential, therefore, is the realisation that reason can only offer fragments of an object. Intuition, on the other hand, achieves the whole. In examining a photograph from the past, mere knowing would reveal only disconnected details of everyday life that only reflect an outer shell. An intuitive gaze, on the other hand, would reach directly into the core of a bygone landscape, into its inner heart. Then the different dimensions of time would merge into one another. Only in this way could the overall picture of the milieu be seen, in which the environment and the buildings would merge into a harmonious whole. In that moment, each interpreter's Varkaus would be born, a Varkaus which no one else could find to be exactly the same. (See especially Salomaa, 1924, p. 151.)

Bergson also states that then intuition "is consulted", i.e., required, when the essence of an object is to be attained, "its heart". In this case, that object would be a water-filled timescape, Varkaus as it once was. To deepen our understanding, a concrete example is needed. In 1939, the Warkauden Lehti newspaper published the following advertisement: "The miracle bed? A double bed with night and day legs! 8 night legs, 4 day legs. Not a miracle at all, but the Heteka 37. In addition to the usual castors, the inner bed has rubber feet to protect the floor and keep the bed firmly in place. Plus other structural innovations! Discover the new, patented HETEKA 37!" (WL, 13.5.1939; see also especially Salomaa, 1924, p. 151.)

The spring of 1939 certainly did not just disappear from people's minds. It must have lingered on in their thoughts even in the 1970s, when photograph two was taken. Simple reason alone allows us to do some preliminary work in gaining an overall picture of the significance of the Helsinki Steel Furniture Co. (Helsingin Teräshuonekalutehdas Osakeyhtiö), or Heteka Co., in people's everyday lives. Since then, the word 'heteka', spelt with a lower case initial, has become established as a generic name. Similarly, the bed itself became part of everyday life and of the home's existential landscape. When writing a research study, the essayist needs Bergsonian intuition. There again, for the reader, intuition is essential for understanding the text. Back then, in the 1930s, when Varkaus was a market town of wooden buildings, people's everyday existence was strongly tied up with the prevailing general spirit of the times. Photograph one is a very powerful and evocative portrayal of all that which once was. Through intuitive empathic experiencing, the interpreter is at least able to peer into the heart of a bygone era. Left to his own reason, he is helplessly alone, and the past becomes a total silence. Storytelling comes to a standstill. (See e.g. Heteka, 2023; Salomaa, 1924, p. 151; Seppovaara, 2004, pp. 151–152.)

In a timescape

It seems as if the noise of the factories was carrying from the background across the open water. Presumably it was the rumbling roar of people working and earning a living, a noise which also meant certainty and confidence in the continuation of day-

to-day existence. It is tempting to think that the people in the pictures were also aesthetes, because they lived in the midst of a milieu without contradictions.

Perhaps they really did represent the aesthetic type of person that Eino Sormunen, the first bishop of the Kuopio diocese and essayist, wrote about in his book The Sources of Finnish Culture (Suomalaisen kulttuurin lähteille) His philosophical characterisation also arouses the interest of the contemporary reader: "The human of the aesthetic type does not seek truth or profit, but intuitively lives into phenomena, into their 'immediate and pure emotional value'. This immediacy manifests itself, for example, in the fact that the aesthetic human does not move with unclear concepts, but with vivid and colourful images. Aestheticism is also pure in the sense that a certain pleasurable and erotic quality, which, as we know, is often associated with poor or decadent art, is anything but aesthetic; closer to aestheticism is the sublime and sacred world of a religious approach. The aesthete is characterised by a pantheistic religiosity; he imagines the whole of existence as living and sees in everything beautiful a reflection of primordial beauty." (Sormunen, 1942, pp. 75–76.) The photographer, at least, was an aesthete who was able to intuitively live into the timescape beauty of the place. The photographs were and still are full of reflections of home, of being at home, of primordial beauty.

The overall picture is beginning to be completed. Why can a particular place or landscape feel so close that the mere thought of losing it hurts? Is the place beautiful in itself or is it the feeling, the loving, that makes it beautiful? One answer to this question can be found in Self-Education and the Art of Living (Itsekasvatus ja elämisen taito), which was written by Juho Hollo, a philosopher and professor of adult education. His ideas are still inspiring: "We like beauty, it pleases us, it fills our being with a powerful feeling of pleasure. Is beauty perhaps a creation of love? Or is beauty the cause and reason for our love? Or is it that the prevailing interaction here is such that love creates beauty and beauty ignites love?" (Hollo, 1931, p. 94.)

Are the timescapes of the tourist and the permanent resident different? In other words, do the timescapes of the destination and the home differ? Are they perhaps viewed in different ways? Is there a rational and intuitive way of observing a landscape? It would then be possible to distinguish between a touristic observation and one of hearth and home. Would one of these then mean the observation of a rational person and the other the observation of an aesthete?

In both pictures, the factory breathes modernity. A person is looking at it from afar, from a distance. Does he see it as a mere provider of livelihood? Can the formal language of factory architecture be tied up with something of the corruption typical of decadent art? After all, Sormunen did mention pleasure and eroticism. I doubt anyone would associate anything like that with a factory silhouette.

Instead, the viewer might intuitively experience, live into, the 'immediate and pure emotional value' of a familiar domestic milieu. Presumably, they also want to see

some benefit in it. What kind of reflection of primordial beauty might there be in photos one and two, then? Perhaps it implies an attachment to the home and to a secure everyday life. Does love of your home region make a landscape beautiful? After all, then the tourist, the visitor, would not be able to perceive the same beauty. He would only see the shell of Varkaus, a timescape without an essence. The visitor would make observations with the eyes of a stranger, devoid of hearth and home. Therefore, there would be no reciprocity between the beauty of a landscape and love or affection.

A laundry washing place and a bench, both can mean the quotidien and the hyperquotidien, to which the ideals of action and rest are attached. In one present war still lies ahead, in the other already over. Even in the present moment of writing, in May 2023, war is raging in Ukraine. Always someone, somewhere, longs to return home. In a timescape there are several nested timescapes. In 1975, women are still doing their laundry: for them, 1936 is permanently the present. Now, in the 2020s a father and his daughters continue to sit on the bench. Thus is born the multitemporal Varkaus. The factory hums on through all the present moments.

The love of local homeland creates beauty in the landscape, and the beauty of the landscape brings about the love of local homeland. The process has probably been repeated in all three present moments. It is a question of manyness in sameness.

A person grows into a time and a culture. He is also brought up into them. To paraphrase Salomaa, quoted earlier, one could say that a person is a product of his own present time and homeplace. Each of us evolves and possibly also changes with our culture. But will any of us ever be completed? At least not a single one of us is without history.

Huruslahti was, is and will continue to be. The viewer and the factory are on opposite shores. Imagination wanders across the waters. Otherwise, it is impossible to move from one level of time to another. A photograph also functions as a recollection. It is also a photograph of a home region. Humanity's relationship with water has been ambivalent: sometimes indifferent and unappreciative, sometimes again respectful and caring. Fortunately, the direction of travel is still towards greater appreciation and, at the same time, wisdom. The dialogue between humanity and nature has thus become more profound. We have learned to listen to and respect the words of the Huruslahti homeland. (See, for example, Itkonen, 2009; 2015; 2021a; 2021b on the Varkaus essayism.)

Closing words

To complete the inquiry, to make it complete, we must try to respond to Lauri Pohjanpää's beautiful quotation. The spirit of the opening quotation is poetic. We must therefore at least strive for a similar tone. Otherwise the enchantment of the words will be broken, which is why the use of the 'I' form seems justified. In this way, the subject and the author are brought sufficiently close to each other. After all,

philosophical essayistics approximates to poetry. Language runs above the water and crosses the open sea.

In me myself, I see glimpses of the sunsets of my grandparents' and my parents' summers. It's as if I carry inside me the ghost of the summer bells whose chimes reverberate across the lakes. It was a summer Sunday, a never-ending Sunday. Gone were the bustle and the anxiety. Peace and tranquillity prevailed. I felt a burning desire to be beside those still waters. They were days of dreams, overflowing with happiness. They were anti-everyday, too: timeless and unchangingly permanent. Let the following poem be a tribute to the existential summers of three generations:

A man looks into a window pane,

A boy stares back.

One of them, a future that has past.

and the other, a past still to come.

The son of summers, straw and copper,

still building his days.

A man of memory,

melancholy in his moments.

Reflection fades,

melts into nothingness.

The boy disappears,

sinks into a man.

He is alone

and full of boy.

Like back then sometime,

on the first pages of being.

English translation by Glyn Hughes

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A Study in the Importance of the Branch of Economic Engineering in the Labour Marcet

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Abstract

This research has as its main objective to analyze the characteristics, size of the market and other indicators for graduate students in Economic Engineering. They should familiarize with the business sectors they will be working after graduating or in the future. To further know about the opportunities, the university offer for employment of graduate students and also analyze the importance of practices for facilitating the process of integration in the labor market. Significance of this topic is "huge" for the students that are enrolled in the Economic Engineering program, freshly graduates or other potential students. This study program is relatively new compared to other engineering programs and employers are not completely informed about the position of an economic engineer in the labor market. This leads to the underestimation of these engineers. Students who pursued a degree in Economic Engineering have limited information about the labor market they could operate and work on. It is vital for the students to get to know better of what the market demands are, opportunities and difficulties they might face. One of the most important aspects of this topic is the help that university must offer to its students to better understand about their future job position as an economic engineer. Universities that offer this degree program must integrate their mandatory policies to make a smooth process for the graduates. Students should be fully informed about the required skills of economic engineer labor market.

Keywords: Academic institutions, Economic Engineering, Graduate students

Introduction

"Industrial Engineering is the engineering discipline concerned with the plan, design, development, improvement, implementation, installation and performance evolution of complex processes or integrated systems of people, technology and information." (Marin-Garcia and Lloret, 2011).

Because of the wide range of application of industrial engineering, any new student must have a solid background in mathematics, science, operations management and technology, and courses in English, management, and computer and information technology (Salvendy, 2001).

In fact, even students themselves have limited information about the job market where they can operate. Therefore, it is important for graduates and students to be familiar with what the current job market offers, with the opportunities and challenges they will face.

Globalization is one of the contextual factors most strongly influencing the way in which we understand and design today's business processes. It is a movement which also affects higher education, where national approaches are converging towards a set of models which are gradually taking root across our neighboring countries (Wei, 2005).

In other words, from a general perspective of the market, there is a mismatch between supply and demand in the relationship between the education system and employment. On the supply side, there is an excess of graduates in most fields, especially in economics, administration, and law, while on the demand side, there is a shortage of graduates in engineering sciences.

The lack of work experience is a major obstacle that students face in transitioning from higher education to the job market. Employers often expect graduates to have work experience in a competitive market, which penalizes graduates who do not have work experience during their studies.

For this reason, our concern that students acquire all the necessary knowledge related to this field is paramount. On the other hand, to be as close as possible to their needs, from time to time, we also conduct surveys with the aim of improving teaching and learning.

The Place of the IE Department at the Polytechnic University of Tirana (UPT) In institutional documents encompassing the "National Strategy for Higher Education" and "Agenda 2030 for Sustainable Development," with an emphasis on ensuring quality education, the focus is placed on developing employability skills (point 4).

At UPT, the Department of Economic Engineering is part of the Faculty of Mechanical Engineering. It is a relatively new department, which was opened for the first time about 10 years ago. For this reason, it does not have a high level of popularity, and there are many potential students who have little knowledge about this department, its potential, and the opportunities it creates.

Furthermore, employers have limited knowledge about the department, the skills possessed by an IE graduate, and the position of economic engineers in the job

market. This is because, as mentioned earlier, our country has a greater prevalence of the service industry rather than manufacturing.

According to statistics gathered by the career office of UPT (Faculty of Mechanical Engineering), there has been an increase in the number of registered students in the Economic Engineering program over the last 3 years. Specifically, the average for the academic year 2019-2020 was 8.56, while in the academic year 2021-2022, it reached 8.79.

Title of the study program	According to academic years	Enrolled for the first time for the first year	Average frade at entry in the EI
Economic Engineering	2019-2020	109	8,56
	2020-2021	85	8,70
	2021-2022	85	8,79

Program Title Academic Years First-Year Registrations (a) Average Entry Grade

II. Theoretical and Methodological Framework Primary data related to the completion of surveys by graduates in the field of Economic Engineering at UPT were collected. To gather primary data, an anonymous online questionnaire was developed to determine the conditions of employment in the real world, satisfaction, and prospects. The questionnaire was created on the Google Forms platform, using multiple-choice questions, open-ended questions, and Likert scale questions. In particular, a Likert scale was used, which includes the options "not at all," "slightly," "moderately," "very," and "extremely."

The results are illustrated in divergent bar graphs to facilitate the distinction between "positive" and "negative" opinions. The baseline of the divergent bar graphs is neutral opinions, negative opinions are grouped/placed to the left of the baseline, and positive opinions are grouped/placed to the right of the baseline. The questionnaire consisted of five main sections:

1. Demographics: Basic demographic data such as age, gender, and the city of origin of the respondents were collected.

2. Educational Profile: Data regarding the educational profile of the respondents (continuation of studies, BSc, MSc) were collected.

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3. Employment Profile: Information about the employment profile was requested, including years of experience, placement in various sectors of the job market covered by the Economic Engineering field (e.g., construction, production, services, telecommunications, finance, etc.), and the number of different employments to date.

4. Job Satisfaction: Job satisfaction was evaluated concerning monthly salary, working hours, work environment, interest in the job, and career prospects.

5. IE Studies at UPT and the Job Market: This section reveals how easy it is to find a job for those holding IE degrees and how the elements of the university (curriculum, internships, university image, ALUMNI network) have influenced employment.

The questionnaire was made publicly available to the graduates of the Department of Production Management at the Faculty of Mechanical Engineering. The first students graduated in 2013, three years after the establishment of the department in 2010. The survey was communicated through email notifications, announcements on Facebook and LinkedIn. The survey was completed on February 7, 2023, gathering a total of 69 responses, of which 5 were deemed invalid.

Analysis and Interpretation of the Data

In this chapter, the results of the survey conducted with students and graduates of the Economic Engineering program at the Polytechnic University of Tirana are presented. The presentation of the results is done through tables and graphs accompanied by the corresponding analysis to assess the impact of the factors mentioned above on the integration of these students into the job market in Albania.

Employment field	Female	Male	Bachelor	Master	Both BSc & MSc	Public sector	Private sector	Self-employed	NGO
Construction sector	12.20%	0	0	66.67%	6.12%	0	10.87%	0	0
Education sector	31.70%	50%	20%	0	40.82%	12.50%	43.48%	0	0
Manufacturing sector	26.83%	25%	60%	33.33%	22.45%	50%	19.56%	50%	100%
Financial sector	19.51%	0	20%	0	14.29%	37.50%	10.87%	0	0

Transportati on sector	4.88 %	12.50 %	0%	0	8.16 %	0	8.70 %	50%	0
Telecommun ication	4.88 %	12.50 %	0%	0	8.16 %	0	6.52 %	0	0

The majority of participants in this survey are employed in the manufacturing industry, with 31.7% of females and 50% of males working in this sector. For females, transportation and telecommunications are the fields where a lower percentage of them work, accounting for 4.88% each. In contrast, for males, the fields of construction and the financial sector are the dominant ones. Individuals who have completed only their bachelor's studies at UPT are more often placed in the service industry, where a significant percentage of them work in this direction. Those who have completed only their master's studies at UPT are concentrated in the construction industry, while those who have completed both bachelor's and master's studies at UPT are more likely to be employed in the manufacturing industry. Most of the respondents are focused on the private sector, where the majority of them are employed in the manufacturing industry, accounting for 43.48% of them, while fewer are employed in the telecommunications sector (6.52%). Those working in the public sector are more oriented towards the service industry, with 50% of them working in this sector.

Region	Family	Friends/acquainta nce	Public progra ms	Aacadem ic staff	Independe nt research
Durrës	0	28.57%	14.285 %	14.285%	42.86%
Elbasan	40%	20%	0	0	40%
Berat	0	50%	0	50%	0
Fier	0	25%	0	25%	50%
Shkodër	0	50%	0	50%	0
Vlorë	0	50%	0	0	50%
Gjirokastër	0	0	0	0	100%
Korçë	0	0	0	33.33%	66.67%
Lezhë	0	0	0	0	100%
Kukës	33.33%	0	0	0	66.67%

Tiranë	21.73%	17.4%	13.04%	17.4%	30.43%

Based on the data analysis, it can be observed that respondents from the Tirana region primarily found their first job through independent job searches, with 30.43% of them. Other channels such as friends/acquaintances and university staff had less influence. Additionally, for individuals coming from Durrës, Fier, Gjirokastra, Korça, Lezhë, and Kukës, the most important channel for finding their first job was independent job searching. On the other hand, for those from Berat and Shkodra, friends/acquaintances and university staff were the most important channels for finding their first job.

Qarku	Employment before graduation	Employment before graduation	Immediately after graduation	Immediately after graduation	<6 months after graduation	<6 months after graduation	6-12 months after graduation	6-12 months after graduation
	Bachelor	Master	Bachelor	Master	Bachelor	Master	Bachelor	Master
Durrës	14.28%	28.58%	14.28%	28.58%	0	14.28%	0	0
Elbasan	40%	20%	20%	20%	0	0	0	0
Berat	0	0	0	100%	0	0	0	0
Fier	50%	25%	0	25%	0	0	0	0
Shkodër	0	50%	0	50%	0	0	0	0
Vlorë	100%	0	0	0	0	0	0	0
Gjirokastër	0	60%	0	20%	0	0	0	20%
Korçë	0	33.335%	33.335%	33.33%	0	0	0	0
Lezhë	0	100%	0	0	0	0	0	0
Kukës	33.33%	0	0	0	33.335%	0	33.335%	0
Tiranë	21.74%	26.1%	8.69%	34.78%	0	8.69%	0	0

To analyze the difficulty that students from different regions face in finding a job, we grouped the respective regions and the time when they found their first employment. It is noted that individuals from the Vlorë region were employed before completing their bachelor's degree, and a high percentage of them are also from the Fier region. The majority of respondents from various regions found their first job before completing their master's degree. Furthermore, a significant portion of them started a job immediately after completing their master's degree, with 100% of those from Berat being employed right after their master's degree, and 34.78% of those from Tirana.

On the other hand, those who were employed 6-12 months after completing their bachelor's degree and are from Kukës are 33.335%. We can see that 20% of respondents from Gjirokastra faced more difficulty in finding a job, with 20% of them being employed 6-12 months after completing their master's degree. None of the respondents from any region took more than 12 months after completing their master's or bachelor's degree to get employed. Therefore, from the statistics, it can be observed that finding a job has not been very difficult for individuals from each region.

Conclusions

Employment Sectors: Manufacturing appears to be the dominant sector where graduates from the program find employment, with a significant percentage working in this industry. Other sectors such as construction, finance, and services also attract graduates.

Job Search Channels: Independent job searching is the most common method for finding the first job among respondents, followed by channels like friends/acquaintances and university staff. This highlights the importance of self-initiative in the job search process.

Regional Differences: There are variations in the timing of employment and the sectors where graduates find jobs based on their regions of origin. For instance, individuals from Vlorë and Fier tend to find employment before completing their bachelor's degree, while those from Berat and Tirana are more likely to secure employment immediately after completing their master's degree.

Alignment with Study Profile: A significant portion of respondents believe that their current jobs align reasonably well with their study profiles. However, there is also a noticeable percentage who feel that their current jobs do not align with their study profiles, indicating a potential mismatch between education and employment.

Private vs. Public Sector: Respondents are primarily focused on the private sector for employment opportunities, with a significant proportion finding jobs in manufacturing within this sector.

Relatively Easy Job Market Entry: The data suggests that graduates from various regions did not face significant difficulties in finding employment, with the majority securing jobs within 12 months of completing their bachelor's or master's degrees.

In summary, the study provides insights into the employment patterns and experiences of Economic Engineering graduates from UPT. It highlights the importance of regional variations, independent job searching, and the alignment of study profiles with actual jobs. Overall, it suggests a relatively favorable job market for graduates in this field.

Discussion

In this section, we engage in a discussion that connects the findings of our study with relevant literature, providing a broader context for understanding the employment experiences of Economic Engineering graduates at the Polytechnic University of Tirana (UPT).

Employment Sectors, this study revealed that manufacturing is the dominant sector where UPT graduates find employment. This observation aligns with global trends, where engineering graduates often seek opportunities in manufacturing and related industries due to the strong demand for technical skills in these sectors. The emphasis on manufacturing suggests that the Economic Engineering program at UPT effectively addresses the needs of the local job market, which often includes manufacturing activities.

Job Search Channels, the prevalence of independent job searching as the primary method for graduates to secure their first job mirrors findings in the literature. Graduates, especially those in technical fields, tend to proactively search for opportunities through online platforms, job fairs, and direct applications. However, the role of personal networks, represented by friends/acquaintances, is also consistent with research highlighting the significance of social connections in the job search process.

Regional Differences, this study identified regional variations in both the timing of employment and the sectors where graduates secure jobs. This aligns with the broader literature on regional labor markets, where factors such as local industries, economic conditions, and networking opportunities influence employment outcomes. The findings underscore the importance of considering regional dynamics when designing career support programs and policies.

Alignment with Study Profile, the perception among some graduates that their current jobs do not align with their study profiles echoes a common concern in higher education. Research indicates that mismatches between education and employment can be attributed to a variety of factors, including changes in labor market demands, evolving job roles, and the adaptability of educational programs. This finding

underscores the need for continuous curriculum evaluation and alignment with industry needs.

Private vs. Public Sector, the strong preference for the private sector among UPT graduates aligns with the global trend of engineering graduates seeking opportunities in the private industry. This preference may be driven by the perceived potential for career growth, competitive salaries, and exposure to innovative technologies in the private sector. However, it is essential to monitor whether this trend impacts the availability of engineering talent in the public sector, especially in roles vital for public infrastructure and services.

Relatively Easy Job Market Entry, the ease with which graduates from various regions found employment within 12 months of completing their degrees is a positive indicator. This aligns with research indicating that engineering graduates typically experience relatively low unemployment rates and strong job market entry. However, it's crucial to continue monitoring employment trends to ensure that they remain favorable for graduates in the field.

Recommendations for Further Studies/Research, in light of our findings and the discussion above, future research in this area should explore the long-term career trajectories of Economic Engineering graduates from UPT. Understanding whether their early employment experiences align with their later career progression can provide valuable insights into the impact of their education.

Additionally, more in-depth investigations into the specific skills and competencies that employers in the manufacturing sector seek from graduates can inform curriculum enhancements. Furthermore, examining the evolving landscape of the Albanian job market and its implications for engineering graduates can help institutions and policymakers make informed decisions regarding educational programs and workforce development.

In conclusion, our study offers a comprehensive view of the employment experiences of Economic Engineering graduates at UPT. The discussion section underscores the importance of aligning education with industry needs, understanding regional labor market dynamics, and continuing research efforts to support the career success of graduates in this field.

Recommendations for Further Studies/Research

As we conclude this study, it is important to highlight the need for further research in several areas. Future studies could delve deeper into the factors that contribute to the alignment or misalignment of graduates' jobs with their study profiles, exploring the role of curriculum design and industry-specific skills development.

Moreover, understanding the evolving dynamics of the job market in Albania and its responsiveness to graduates from different regions and academic backgrounds could

provide valuable insights. Long-term career trajectories and job satisfaction of Economic Engineering graduates can also be areas of interest for researchers aiming to offer comprehensive guidance for both educational institutions and graduates themselves.

In conclusion, this study provides a foundational understanding of the employment landscape for Economic Engineering graduates from UPT. It offers valuable insights for program evaluation, career counseling, and policy development. Further research in the mentioned areas can contribute to more tailored educational programs and enhanced career prospects for graduates.

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Exploring Multimedia Content Strategies on Social Media Platforms: The Context of Private Universities in Albania

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Abstract

The interaction between the audiences and the content on social media platforms, is a highly important topic for various organisations, ranging from media outlets to businesses and institutions, such as universities. User engagement on social media is seen as an indicator of the connection that an organization builds with its audience through these platforms. This study analyses the multimedia content on social media platforms, focusing on the case of private universities in Albania. Also, this study compares the content produced by private universities in Albania with audience preferences, to determine whether the content strategies of universities come up to user expectations. The study employs a quantitative approach that combines content analysis of multimedia elements used by private universities on social media platforms and a survey conducted with 300 individuals to explore user preferences and their impact on social media content strategies. Preliminary results indicate that the multimedia elements used by universities as part of their social media content strategies, do not fully correspond to audience preferences for interaction. The content analysis produced by the university and its comparison with audience preferences, provide valuable insights into understanding how multimedia content elements can be leveraged to optimize social media strategies. The study's findings contribute to the understanding of the dynamics of multimedia content on social media platforms. The findings will be communicated to universities for more effective approaches in engaging with their target audiences and optimizing their social media strategies.

Keywords: multimedia content, social media, audiences, content analysis, content strategies

Introduction

Social media platforms provide a highly favourable space for organizations to communicate and engage with their audiences. Social media users not only have the opportunity to be informed on these platforms, but also to actively interact with the accounts of various companies, brands, or organizations. (Arora, Bansal, Kandpal, Aswani, & Dwivedi, 2019). The user interaction and engagement with brands on social networks, constitute a field of study that has always generated interest in recent years (Bodó, 2019). The interaction is considered as an important element of the communication process, which helps the brands build strategies to maintain the relationships with consumers or potential clients. The relevant literature identifies three different perspectives on interaction. Firstly, interaction is seen as a variable linked to perception. This perspective focuses on user experiences and self-reports. Secondly, interaction is viewed as a variable linked to the process. Authors supporting this perspective focus on how participants convey information to each other. Meanwhile, the third perspective sees the concept of interaction as a characteristic of the medium, focusing on the technological features of a medium and its ability to generate engagement (Ariel & Avidar, 2015).

Various researchers have focused on studying users' motives for engaging and interacting with organizations through social media. While studies have focused on user behaviour regarding information sources on social media and algorithmic logic, little attention has been paid to the impact of content format at engagement and interactivity level. There is a widespread belief that the content format posted on social media has an impact on user engagement and interaction. Various studies support the idea that the engagement on social networks depends primarily on the content of the message (Quijada, Muñoz, Corrons, & Olmo-Arriaga, 2021).

It is important to understand that content format is related to the characteristics of the social media platform and the algorithms behind it. However, social media in general offers opportunities for multimedia content. Platforms such as Facebook and Instagram, continually update their algorithms to increase user engagement and extend their time spent on the platform. If we take a look at the history of the multimedia elements in distributed content on social media, we see that its usage has evolved in line with changes in social networks. This evolution is important to understand the new multimedia forms (Jacobson, 2010). In this context, brands also have continuously adapted their strategies related to the social media content. The persons responsible for managing the organizations' communications on social media are aware that the world we live in today, is a multi-platform world, where audiences are targeted with messages through the television, the web, or social media. For this reason, they choose the best means to tell their favourite story and to strengthen connections with the followers of their sites.

The main premise in content strategies is that brands present on social media are interested in increasing the interaction with the audiences in the virtual space. Therefore, they build appropriate strategies for content on social media. Researchers in the field consider online interaction between brands and consumers, especially through social media, as a complex dialogic process involving multiple parties. This dialogic relationship leads to deeper engagement of consumers with the posted content (Annamalai, Yoshida, Varshney, Pathak, & Venugopal, 2021). To understand the level of user engagement with brands on social media, one of the elements taken into consideration is the time spent during the interaction. The more time the users spend on any organization's social media page, the higher the engagement level. Another important element influencing user engagement with content, regards their preferences for different types of messages. When determining what type of content to publish, managers of social media pages for various organizations and brands often proceed with general orientations. Keeping up with the continuous changes made by social media platforms, is crucial to build effective content strategies.

In some cases, the strategies implemented to increase user engagement with the posted content are not based on accurate data on the audience preferences. There is a significant gap in the study of the relationships between user preferences and the strategies pursued by brands for the social media content. This gap is most noticeable when dealing with strategies followed by educational institutions, specifically non-public institutions of Higher Education in Albania. These institutions must adopt approaches that focus on current and prospective students and implement message selection strategies (Bonilla, Perea, Olmo, & Corrons, 2019).

This study aims to contribute to narrowing this gap by focusing on strategies pursued by non-public universities, as brands competing in the higher education market. The study seeks to identify the most recognized multimedia elements and their connection to audience preferences. By understanding the relationship between multimedia usage and audience preferences, the study aims to emphasize how these elements influence the effectiveness of universities' social media strategies and the overall audience engagement. The primary objective of the study aims to analyse the alignment between the characteristics and typologies of content shared by these universities on social media and the preferences of users who follow their accounts on these platforms. Meanwhile, the second objective aims at analysing the role that the content format shared by non-public universities plays in communication channels on social media, in terms of user engagement. The study focuses on two of the most commonly used platforms in the Albanian context, Facebook and Instagram. Based on these objectives, the study aims to address the following research questions;

Research questions

RQ1; Which multimedia elements are most commonly employed by Albanian private universities on social media platforms?

RQ2: How do the preferences of users for social media content match the messages posted by private universities on Facebook, Instagram, and YouTube?

RQ; To what extent do user preferences about multimedia content impact the universities' social media content strategies and user engagement?

Literature review

Multimedia Content

From a historical perspective, the use of multimedia elements to convey a message and communicate with audiences began with newspapers as the first means of mass communication. During the 19th century, they started to combine the text with graphics and images. The development of sound as a multimedia element is linked to Thomas Alva Edison's phonograph in 1877, the first sound recording and reproducing device. This element was further improved over the course of the 20th century. The development of lithography in the 19th century enabled a wider and continuous distribution of images in widely recognized advertisements, posters, maps, and calendars. However, the visual communication truly gained momentum in the 20th century.

By the end of World War I, mass-circulation newspapers routinely used photographs with captions and cinemas started showing hundreds of motion pictures. After World War II, television became a common household appliance, and the viewer time with visual media increased significantly (James D. Kelly, 2020, f. 16) Thus, another significant multimedia element, video, gained momentum. To gain a deeper understanding of their functioning process, the applications must analyse and understand the importance of multimedia elements in the virtual environment.

Most frequently, the social media communication is multimedia by its very nature. Users of these platforms are aware of the content type they encounter in the network, which may be one of the main reasons why they choose to consume more content on platforms like Facebook, Instagram, YouTube, or TikTok, compared to conventional media. Multimedia is considered as a communication form that simultaneously and continuously conveys messages through our ears, eyes, and minds. When we talk about multimedia, it's not merely combining different elements like audio, video, and text to tell a story. The combination serves the purpose of achieving maximum audience impact (Gitner, 2016). However, before analysing the impact of content on user engagement, it's important to discuss the concept of multimedia.

Multimedia content consists of static and dynamic multimedia elements. The stable or immobile elements seen in multimedia content are called static multimedia elements. (Banerjee, 2019)) Static elements include still images like text, drawings, diagrams, or any other visual component that remains unchanged or unmovable over the time. These static elements are essential for providing information, and context, or enhancing the aesthetic appeal of multimedia presentations. On the other hand,

dynamic elements are time-based and enhance audience engagement and user experience. They are autonomous components that add motion, sound, and interaction to multimedia materials, such as video, animation, audio, and other interactive features. These attractive multimedia components can be used to convey information more effectively and attractively to the audience. Platforms like TikTok, Instagram, and YouTube often use this type of dynamic content.

Multimedia content becomes multimodal when the combination of different media formats is targeted at different senses (Menke, 2019). The literature of the field elaborates three main perspectives on the use and application of multimedia. These perspectives are computer science, educational sciences (Vagg, Balta, Bolger, & Lone, 2020) and communication science (Costello, 2017).

Regardless of the perspective, researchers emphasize the importance of media typology in categorizing a product as multimedia. This element is decisive in the definitions of multimedia by the field researchers. One of the most comprehensive definitions comes from author Tay Vaughan. According to him, "multimedia is any combination of text, art, sound, animation, and video that is delivered by computer or other electronic or digitally manipulated means. It is a richly presented sensation." Vaughan emphasizes that "when the sensory elements of multimedia—colourful photographs and animations, appealing sounds, persuasive video clips, and unadorned text information—are combined, you can electrify the centres of thought and action in people's minds. When you give them interactive control of the process, they can be intrigued" (Vaughan, 2011).

Meanwhile, another definition highlights the contrast between the multimedia communication and the traditional media. According to the authors of this definition, "multimedia deals with applications that use multiple modes to their advantage, including text, images, drawings, infographics, animation, video, sound (including speech), and most likely, some kind of interactivity. This is in contrast to media that use only rudimentary computer screens, such as just text or traditional formats of printed or hand-produced material". (Li, Drew, & Liu, 2014)

In the context of education, the concept of multimedia can be described as a combination of sound, text, animation, videos, or art provided by a computer or another digital platform, encompassing simple teaching tools like videos or animations to complex teaching tools like Virtual Reality (VR), 3D and Augmented Reality (AR) (Vagg, Balta, Bolger, & Lone, 2020). Multimedia is a concept that evolves parallel to technological developments. This is evident in the following definition by researcher Caran Kennedy, who emphasizes the evolving nature of the concept. According to Kennedy, "Multimedia is an evolving, shape-shifting concept that is integral to our daily lives, whether intentional or not. Multimedia can be simply defined as the use of different forms of media to exchange information. These media can include audio, photos, videos, text, films, podcasts, and animations" (Kennedy,

2021). Multimedia can be considered as a super-medium because it consolidates many previously discrete and un-combinable human communication products (traditional media formats) within a single convergent channel. Put simply, multimedia is any combination of these five components: text, graphics, video, audio, and animation in a distribution format through which consumers can interact on a digital device (Costello, 2017).

User Engagement in social media

Social media offers opportunities for a business to connect and engage with its customers, build lasting and valuable relationships, generate new leads, raise awareness, educate individuals, and above all, manage reputation (Varinder Taprial, 2012, f. 30). The primary goal of brands on social media is to attract users by offering value or satisfaction through their content. Based on this purpose, the content must be conceptualized to create value for consumers, enabling a strong engagement relationship (Dolan, Conduit, Fahy, & Goodman, 2015). In the field's literature, there are three main theoretical perspectives on consumer engagement with the brands on social media: internet advertising, brand community, and consumer motivation/satisfaction.

The internet advertising perspective views social media primarily as an extension of online advertising. Conversely, the "brand community" perspective sees social media brand pages as online communities moderated by the brand, where brand enthusiasts share their opinions, feelings, and passion for the brand without geographical boundaries. According to this perspective, by engaging in common interactive practices, followers on social networks develop a sense of community identification and shared awareness. The third theoretical perspective is based on the usage and satisfaction theory. According to this theory, the audience is active and makes choices regarding media based on their needs. As social media channels are generally built upon the principle of a co-creative audience, the usage and satisfaction theory align well with the reality of social media. This theory provides an approach to understand why and how individuals actively seek and use specific media to satisfy specific needs (Katz & Foulkes, 1962).

The common concept related to these three theoretical perspectives is that of "consumer engagement." Consumer engagement involves both a motivational state that leads to increased involvement in online brand activities, and behavioural and cognitive responses, such as "liking" and "commenting" on brand posts or user-generated content. Consumer engagement carries strong implications, as it exhibits behaviours and actions that translate into favourable brand outcomes (Tafesse, 2016). This study is precisely based on the third theoretical perspective and aims to understand the behaviour of social media users on the pages of three non-public universities. User engagement is a multifaceted concept related to various psychological states. The concept encompasses satisfaction, approval and anger, as

well as behavioural reactions, such as liking a post or commenting (Swani & George Milne, 2013).

Researchers employ data such as the number of likes, comments, and shares to measure user engagement on social media. Previous studies have used likes, shares, and comments to examine how individuals react to different content characteristics. These studies have concluded that emotionally charged advertising content generates a higher number of likes and shares. Meanwhile, persuasive content has a positive impact on user engagement, whereas informative content has a negative impact when included in isolated messages, but has a positive impact on engagement when combined with persuasive content (Kordzadeh & Young, 2020; Lee, Hosanagar, & Nair, 2018). Messages with photos and sensory stimulation encourage Facebook users to like the content. Comments, on the other hand, are more likely to be made in messages that elicit responses and contain logical information (Kim & YangMedia, 2017).

There are different dimensions of engagement. Some of them include affective engagement, cognitive engagement, and behavioural engagement (Dessart, Veloutsou, & Anna Morgan-Thomas, 2015). The development of new technologies allows audiences to play an active role in the brand content on social media. Besides reactions, audiences of new media have created content without any restrictions, using various multimedia elements. (McQuail, 2010, f. 22) In this way, they contribute more to business development. Through engagement with brand content and active involvement, it is easier to understand audience preferences for the content. Therefore, brands can develop more effective strategies for content on social media, based on the preferences of users who are part of the online community. Studies have shown that the type of content is important to brand strategies for the social media communication. If the objective is to post a rational message, then using the "photo" format helps generate more likes than comments. This is an important indicator for increasing the "virality" of a post. Meanwhile, when posting emotionally appealing content, the use of video format actively stimulates the user engagement (in the form of comments) (Shahbaznezhad, Dolan, & Rashidirad, 2021).

Methods

Data Collection and Sampling

This study employs quantitative methods. Within this framework, data were collected by monitoring the Facebook and Instagram accounts of three non-public universities in Albania: Beder University College, European University of Tirana (UET), and Metropolitan University. The monitoring period encompasses the months of January to April 2023. The selection of this time frame is motivated by the fact that it coincides with the period when universities intensify their communication efforts on social media to promote their brand and study opportunities to prospective students. The selection of these three university brands was made considering two main criteria.

Firstly, the fact that the mentioned universities are well-established institutions with a history of activity spanning over 10 years. Secondly, the number of followers they have on social media platforms such as Facebook and Instagram. The monitoring aimed to identify, aggregate and categorize all multimedia elements used in messages posted by these university accounts during this period. These data serve to create a clear overview of the content strategies adopted by universities on social media.

Meanwhile, the second method used is a survey with a sample of 300 randomly selected individuals. The sample consists of social media users, with a geographic distribution aiming to cover citizens of different areas. The survey included 12 questions, of which 3 aimed to collect demographic data, another 3 provided data on the usage of social media platforms, and the final part of the survey aimed to gather data on the audience's preferences for multimedia elements in messages posted on social media. The survey was conducted after the monitoring of university content, with questions based on the generated data for comparison and analysis. Respondents were given two weeks to complete the survey. The data collected from monitoring and survey were analysed in combination, aiming to understand the alignment of university content strategies with the preferences of social media users.

Analyses and findings

The data obtained from monitoring the Facebook and Instagram accounts of the three non-public universities in Albania, indicate that content strategies are primarily oriented towards static elements. In all three cases, there is a significantly higher number of posts consisting of static elements such as photos and infographics, and fewer posts with dynamic elements like videos and animations. A detailed analysis of the monitored cases provides a clearer perspective on the employed strategies.

According to the data, during the January-April period on Facebook and Instagram, Beder University College posted 200 messages, out of which 159 have a content based on static elements, while 41 posts can be categorized under the dynamic content group, which includes videos and animations. The European University of Tirana followed a similar strategy. Data from posts on both social media platforms show that for the same period, this university had 140 posts with static content and 29 posts with dynamic content.

Table 1. Data generated by content analysis

		Static			Dynamic			
		Text	Photo	Graphic	Video	Animation	Audio	Total
Beder University College	Facebook KU Bedër/ 93K	0	39	39	13	7	0	98
	Instagram KU Beder / 3765	0	43	38	13	8	0	102
European University of Tirana (UET)	Facebook UET /58 K	0	40	33	13	4	0	90
	Instagram UET/ 14.8K	1	37	30	12	3	0	83
Metropolitan University	Facebook Metropolitan/ 32K	0	71	129	7	14	0	221
	Instagram Metropolitan/ 4497	0	71	122	7	14	0	214

The data for the Metropolitan University of Tirana show that their posts in social media are characterized by a higher frequency. 392 messages with static elements and 42 messages with dynamic ones were posted on its Facebook and Instagram accounts. What stands out in the case of this university, is that it has posted every day and, in both Facebook, and Instagram postings, the infographics elements prevail.

The frequency of social media posts depends on various factors that are not necessarily related to marketers' preferences or their perception of the engagement level generated by a certain type of content. In some cases, the frequency depends on the human resources available to the brands, either to produce content or to manage the communication with audiences on social media. Another factor can be related to the knowledge that persons in charge of social media communication have about the algorithmic logic of these platforms. This element should be studied in depth in future studies.

It is generally noted that the content strategies applied by these monitored universities do not include only audio or text content. These data are consistent with findings from similar studies conducted to understand marketers' preferences for promoting brands on social media. It seems that the preference to use the video more as a type of dynamic content, is related to the fact that this encourages more audience engagement (Dopson, 2022). The analysis of the data generated from monitoring the content on the social media accounts of the three universities, reveals the actual

approach these institutions adopt to communicate with network users and followers. However, in this study, we are interested in understanding whether this approach aligns with the audience's preferences regarding content typologies.

To gain a deeper understanding of the aforementioned correlation between the content strategies on social media and audience preferences, let's analyse the survey findings about this study. Table No. 2 indicates that social media users prefer video messages. The data show that 73.7% are more engaged by videos posted on Facebook and Instagram. This demonstrates that social media users consume and engage more with dynamic content. In the meantime, after the videos, photos posted on social media are the second preferred type of content, with nearly 65% of respondents finding them more attractive.

Then, animated content is ranked third. More specifically, 27.3% of respondents expressed their preference for animated content. Infographics, text, and audio, are less preferred elements by social media users, with 22%, 22%, and 20.7%, respectively.

Table 2. Typologies of formats that attract audiences more

Typologies of formats that attract you more							
Formats	Photo	Video	Animation	Graphics (Poster)	Text	Audio	Other
Respondents	193	221	82	66	66	62	15
%	64.3%	73.7%	27.3%	22%	22%	20.7%	5%

Findings regarding Instagram user preferences indicate that the most favoured content format is photo message. Compared to the data for Facebook, the findings suggest that users of this platform prefer photo messages to video messages. In this case, the question was, "Which content format captures your attention on Instagram more?" Respondents were specifically asked about their preferences for the content on Facebook and Instagram. The reason why these two platforms were analysed separately, is related to the interest in understanding the differences between Facebook and Instagram users.

Table 3. What format gets audiences the most attention on university Instagram accounts?

What format gets you the most attention on university Instagram accounts?							
Formats	Photo	Video	Animation	Graphics (Poster)	Text	Audio	Other
Respondents	218	201	60	57	39	55	12
%	72.7%	67%	20%	19%	18.3%	13%	4%

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Table no. 3, shows Facebook user preferences for the content they are exposed to, when visiting university accounts on this platform.

Tabela 4. What format gets audiences the most attention on university Facebook accounts?

What format gets you the most attention on university Facebook accounts?							
Formats	Photo	Video	Animation	Graphics (Poster)	Text	Audio	Other
Respondents	206	143	41	32	66	23	35
%	68.7%	47.7%	13.7%	10.7%	22%	7.7%	11.7%

The findings show that in the case of Facebook, the percentage of the video formats is lower than that of Instagram. Both the Instagram and Facebook university accounts, show that the infographic representation is a less preferred content format. However, if we look at the results of the universities' posts on both platforms, there seems to be a strong focus on the graph format. Findings from the monitoring and the survey show an incompatibility between the user preferences and the strategies adopted by the universities.

Discussion and Conclusion

The findings of this study contribute to the field by identifying specific social media content strategies pursued by universities to increase user engagement with the brand. The results of this study present empirical evidence regarding the application of specific social media content strategies by universities and user preferences concerning content typologies. This study offers valuable insights for brands in the non-public education sector, to understand how multimedia content elements can be used to optimize social media strategies. By analysing the content typologies posted by non-public universities on social media platforms and the user preferences, the study concludes that these strategies do not align with audience behaviour. All three non-public universities analysed in this study, seem to prioritize static elements such as photos and infographics, while survey data analysis indicates that users prefer content based on dynamic elements, such as videos. Another preferred multimedia element is animation, that universities do not use as effectively to enhance audience engagement on social media. The conclusions also reveal that the perception of those who manage the university social media accounts regarding user engagement, is not data-driven and does not consider the algorithmic logic of the content.

This study reaches the conclusion that universities should change their communication strategies on social media platforms. These institutions must engage in social media communication trained individuals, who have a good knowledge of algorithmic platform logic and are capable of building strategies based on specific

objectives to increase the user engagement with the brand. The data suggests that universities should focus on analysing the emotional reactions to multimedia elements. Social media sentiment analysis is a process which highlights the audience opinions and emotions towards a specific content on social media. While this analysis is mainly focused on textual content, the rise of visual content through images and videos has put a greater emphasis on multimedia analysis. Enhancing the emotional aspect of the audiences, is one of the steps that can enrich content strategies for effective communication on social media.

In conclusion, multimedia elements and content on social media platforms play a significant role in communicating with the audience. Therefore, private universities must consistently align with the preferences of the audience they aim to reach. This can be achieved through ongoing studies, since technology, platforms and society are rapidly evolving.

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Financial Reporting Quality of Audiovisual Services Companies in Albania during the Digitalization Process

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Abstract

The digitalization process brought a series of challenges for Albanian audiovisual services companies, one of them is the financial reporting quality. Financial statements, apart from being key to the market evaluation of a company, serve to communicate with the interested public, hence their quality takes on a first-hand importance in an environment that is competitive and simultaneously rapidly changing. This study focuses on the challenges related to the existing financial reporting methodology of Albanian audiovisual companies in the conditions of the transformation of the television industry. The research questions intended to be answered are: Has the financial reporting methodology of audiovisual companies changed as a result of digital transformation? Are there unreported items in the financial statements, and if so, which are they? How does the exclusion of specific items affect the analysis of the financial performance of companies? How is financial reporting conducted through company websites? In order to conduct the study, we relied on the analysis of the financial statements content of five private national audiovisual entities and the public operator (RTSH/Albanian Radio Television) for a period of 6 years (2017-2022); qualitative empirical data obtained from in-depth interviews with accounting experts, legal auditors as well as on previous studies. The study findings show that the existing financial reporting methodology of audiovisual companies does not meet the needs and expectations established by transformations in the television industry enhanced by technological developments.

Keywords: financial reporting quality, methods, audiovisual companies, digitalization, website.

Introduction

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Companies communicate in different ways with stakeholders, one of which is through financial reporting. Since financial statements are key to the evaluation of companies, their continuous improvement appears as a necessity to adapt to the rapid developments in the market. Previous researchers have shown the importance of the quality of financial statements, regardless of the type of industry in which companies/corporations operate (Elbannan, 2009; Beest et al., 2009; Cheung et al., 2010; Hope et al., 2011; Choi & Pae, 2011; Tang et al, 2012; Gajevszky, 2015; Kanthi & Albarqi, 2017). According to CFA Institute (2023), "High-quality financial reporting provides information that is useful to analysts in assessing a company's performance and prospects. Low-quality financial reporting contains inaccurate, misleading, or incomplete information". Furthermore, as Kanthi & Albarqi (p.1, 2017) explain "the higher the quality of financial reporting, the more significant are the benefits to be gained by investors and users of the financial reports."

While there are some studies that highlight the importance of the financial reporting, in Albania, there is a lack of scientific research that specifically sheds light on the quality and methods of financial reporting companies. The aim of the study is to provide detailed information related to the quality of financial reporting of audiovisual companies, and how the methodology of financial reporting reflects the changes dictated by the digitalization process.

Literature Review

The objective of general-purpose financial reporting is to provide financial information about the reporting entity that is useful to existing and potential investors, lenders and other creditors in making decisions relating to providing resources to the entity (2018, IASB). Nowadays, providing the right method for evaluating the quality of financial reports seems to be a challenge in itself. Referring to the Financial Accounting Standards Board (FASB), the International Accounting Standards Board (IASB), the Accounting Standard Board in the United Kingdom (ASB) [UK], and the Australia Accounting Standard Board (AASB), for the authors Kanthi & Albarqi (p.2, 2017) financial reporting quality represents "financial statements that provide accurate and fair information about the underlying financial position and economic performance of an entity". Moreover, the authors suggest that financial reporting quality is "a broad concept that does not just refer to financial information; it also includes other non-financial information that is useful for making decisions".

What are the elements that must contain the financial statements to be considered as qualitative? According to Conceptual Framework for Financial Reporting of the FASB and the IASB (2018), there are six qualitative characteristics of useful financial information: 1. fundamental qualitative characteristics which include relevance and faithful representation; 2. Enhancing qualitative characteristics which include comparability, verifiability, timeliness and understandability. Lekovic & Arsenovic (p.93, 2013) states that "relevancy and credibility are the two main qualitative

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characteristics of useful financial information, while enhanced information benefit is reached if information is also comparable, verifiable, timely and comprehensible". Meanwhile, in the study carried out in 2017 by International Accounting Standards Board there are three main issues in relation to financial statements: "not enough relevant information; too much irrelevant information and information communicated ineffectively." (Hoogervorst, p. 4, 2017).

In addition to the form and content of financial statements, the manner in which financial information is distributed is important as well. The Internet, especially the Web, has fundamentally changed the distribution of information on the financial performance of corporations. In the article on financial reporting websites, Debreceny et al., (2001) explain how the web is an important tool for disseminating information through which corporations communicate with stakeholders. The Web changes corporate communication with stakeholders in three main ways. Firstly, the web enables the corporation to package information cost-effectively for stakeholders from sources inside and outside the corporation and at various levels of aggregation and disaggregation; secondly, the web allows users to interact with corporate databases in an interactive way, and thirdly, the information available is now synchronous and global. According to the authors, web offers an opportunity for "mass-customization" of information in a way that is impossible with printed documents. For instance, the inclusion of hypertext in web-based financial reports enables document users to create an unlimited number of contexts or independent perspectives on the same hypertext network, each built for a different category of users.

Despite the advantages, studies show that there are several factors that affect the financial reporting of companies on the Internet. According to Dolinšek et al (2014), company size, concentration of ownership, legal form and sector of operation are the main factors influencing online financial reporting. Larger companies, companies with lower concentration of ownership, public limited companies and financial sector companies publish financial information to a greater extent compared to other companies.

Methodology

This study is based on qualitative method of scientific research, specifically, on the analysis of three main components: 1) Financial Reports and Annual Reports of audiovisual companies deposited in the National Business Center (NBC); 2) in-depth interviews with accounting experts, legal auditors; and (3) Strategy and Action Plan for Improving Financial Reporting of Companies in Albania, 2021 – 2024 and Albania's digital agenda 2015–-2020.

Research context

In Albania, digital transmissions began in July 2004 whereas the digitalization process was completed by December 30, 2020 (AMA, 2021) realizing and fulfilling in this way an international and national obligation carried over the years. The transition to digital television broadcasting has been a long road and faced with a number of challenges for the regulator (AMA), audiovisual operators and viewers. It is precisely these changes in the television industry from the structural point of view of the market, managerial, financial, professional aspects, etc. which have dictated the need to improve the financial reporting of audiovisual companies by increasing the quality of information in financial statements.

Research questions

This paper aims to answer the following research questions regarding the financial reporting methodology of audiovisual companies during the digitization process:

1. What is the quality of financial reporting of audiovisual companies?

2. Has the financial reporting methodology of audiovisual companies changed as a result of digital transformation?

3. Are there unreported items in the financial statements, and if so, what are they?

4. How does not including specific items affect the analysis of financial performance of companies?

5. How is financial reporting done via the web?

Instruments

In order to realize study, was collected a total of 36 Annual Reports (including financial statements) of five national private audiovisual companies as well as of the only public operator, RTSH, deposited in the National Business Center for a six-year period, 2017-2022, which correspond to the digitization process, were collected and analyzed. The qualitative analysis is based on the elements that compose the financial statements e.g., assets, liabilities, net assets/equity, revenues and expenses. Specifically, items that are included or not in the category of annual income have been analyzed in detail, such as: income from YouTube ads, income from the TNT broadcasting system; revenue from the sale of the software package (if any); network rental income; revenue from sms service; income from the monetization of web content, income from the sale of archive materials, etc.

Likewise, we collected qualitative data obtained from in-depth interviews conducted with accounting experts, legal auditors operating in the country. In addition, in-depth interviews were conducted; experts were asked questions related to the following:

-   Financial items/elements of financial statements during the period 2017-2022;

- The need to include new items in the financial statements dictated by technological developments and digitization in the media industry;

- The importance of the quality of financial reporting as one of the forms of communication between companies and the public/interested parties;

- Perceptions related to the quality of financial statements and annual reports, etc.

In addition to the analysis of the elements of the financial statements, we have monitored for a period of 1 year, August 1, 2022 - August 1, 2023, all the websites of the audiovisual companies included in the study regarding the publication or not of the Annual Report, the quality of the content, etc.

Data analysis

The collected data were analyzed based on the Conceptual Framework for Financial Reporting of the FASB and the IASB (2018), taking into consideration qualitative characteristics of useful financial information: relevance, faithful representation, understandability, comparability, verifiability, and timeliness. The results were interpreted in line with the research aims and questions raised in this study.

Research Results and Findings

Methodology and content indicators of financial statements

Based on the analysis of the content of the Profit and loss (P&L) statements of the television companies part of the study for the period 2017-2022, it results that the methodology of reporting the items of the indicators of the financial statements has remained unchanged, which translates into incomplete information and ineffectively communicated. Specifically, in the category "Annual income" there is no details on the type of income, details which reflect the changes in the industry as a result of the transition from linear television to advanced digital television. There are several types of income that are not included in the financial statements, such as: income from the TNT broadcasting system; revenue from the sale of the software package (if any); network rental income; revenue from sms service; income from the monetization of web content, income from the sale of archive materials; etc.

In financial statements no detailed information is provided on the volume of revenue from YouTube, Internet advertising, revenue from placing products in programs, etc., as these items/indicators are missing, that is, they are not included in the table of contents. In addition to the lack of specific items related to the type of income, there is a tendency to include several items in one, that is, the total value is presented. For example, in the 2019, 2020 and 2021 P&L statements of the national television Top Channel, the item "Advertising income" includes "Advertising income, broadcasting rights and various services". In such a situation, the users of financial statements, the stakeholders have confusion regarding the source of television's income. There is also

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uncertainty about the advertising market in the country, since if the items of the indicators in the financial statements were detailed, we would understand (by crossing the data) how much or what weight the advertising expenses for the products in the Albanian market are, etc.

Even in other indicators such as Annual Expenses or Investments, there is a lack of information. For example, in the statement of expenses we cannot detail or understand how much the expenses are for staff training. Regarding Investments, no details are given for the total movements of long-term material assets (Investments), they are reflected in a table but nothing is described regarding the type of investments.

As far as the public operator RTSH (Albanian Radio Television) is concerned, although it has a different financing model than private operators in the market, since advertising is not the main source of income, the analysis of the financial statements shows that there are no specific indicators related to income, expenses, investments, etc.

Based on the examination of financial statements, it is evident that audiovisual companies do not use adequate, sophisticated financial reporting systems by applying the manual preparation of financial statements. The automation of the financial reporting process is still an unknown practice for Albanian companies in general, and audiovisual operators in particular.

Financial reporting via the web

Based in a period of 1 year monitoring of the websites of the audiovisual companies included in the study, it results that none of them publishes any kind of financial information on the Internet. Audiovisual media with national licenses do not even fulfill the legal obligation to report the Annual Report at the end of each year, which must be made public on their websites for stakeholders. Currently, the only way to obtain financial information for television companies is through the website of the National Business Center (https://www.qkb.gov.al/).

Likewise, it is evident that some of the audiovisual operators do not even submit the Management Report to the National Business Center (NBC), which is a legal obligation. The few companies that present it do not pay attention to the quality of the information, the content, which in some cases turns out to be simply a part detached from the financial statements. In most cases, the information contained in the Management Report is general, undetailed or incomplete.

Discussion and Conclusions

Increasing the awareness of companies (companies) to achieve improved financial reporting is one of the three main pillars of the Strategy for Improving the Financial Reporting of Companies in Albania. Referring to this strategic document (2020), the

benefits from improving the financial reporting of companies would be multiple such as, for instance, it would affect the increase of confidence in the financial information available in the market, it would increase the public's demand for transparency, it would reduce the risk of major fraud as well as deepen local knowledge of financial reporting, increasing the potential investor base in Albania.

In Albania, the published financial information is very limited. The current requirements for registration and publication of financial statements are not in line with the best international practices in this field. Based on the findings of the study, it turns out that there are a number of problems in the financial reporting of audiovisual companies, both in terms of content and in the publication of information. Deficiencies in the reporting of specific items in financial statements related to the type of income, expenses and investments do not enable the creation of a clear overview of their financial performance. The quality of financial statements is poor and as such they do not meet the various needs of users for information. Audiovisual operators do not report any kind of financial information via the web to interested parties. The existing financial reporting methodology does not respond to the needs and expectations that have created the transformations in the television industry driven mainly by technological developments.

Based on the findings of the study, we come to the conclusion that Albanian television companies are backward compared to international financial reporting models and practices. The expert M. Caslli (2019) is of the opinion that societies (companies) need to use more sophisticated financial systems, moving from the manual preparation of financial statements to the automation of the reporting process. According to him, the need for Albanian companies to invest in the field of financial reporting computer systems is quite predicted.

Legal auditor F. Alliu (2022) explains that the lack of complete and relevant information in financial statements is reflected in the lack of transparency, especially regarding the source of income. She emphasizes that specific indicators are digitized but are not reflected in the reporting financial statements. Moreover, it is often the shareholders of the television companies, the owners who are not interested in providing more detailed information in the financial statements, which reflects in some way the business culture in the country. In this context, the improvement of financial communication through financial statements of audiovisual companies cannot be realized without the support at the managerial level of the companies as well as close cooperation between departments such as programming, marketing, finance, etc.

Institutions and regulators such as: AMA, NBC, etc., should insist on improving the quality of financial reporting by including new items in the indicators of financial statements such as: revenues from the TNT broadcasting system; revenue from the sale of the software package (if any); network rental income; revenue from sms

service; income from the monetization of web content, income from the sale of archive materials, income from advertising on YouTube, on the Internet, etc., not only as responses to the changes brought about by the digitization process, but also within the framework of alignment with International Financial Reporting Standards (IFRS). The adoption and improvement of financial statements would also serve as an effective tool for increasing uniformity and comparability between audiovisual companies.

In addition to the necessity of publishing Annual Reports on company websites, it is recommended to adapt financial information in an interactive way for interested parties. As suggested by Debreceny et al., (2001) the inclusion of interactive technologies (i.e., hypertext) in financial reports would serve both the preparers of financial statements and their users by enabling the creation of an unlimited number of independent perspectives. on the same website.

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Albanian teachers among changes and challenges in teaching ESP courses

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Abstract

ESP teachers have gone through many changes and challenges in teaching foreign English for Specific Purposes. Learning a foreign language, which includes grammar, vocabulary, spelling and pronunciation, cannot guarantee a professional of a certain field to communicate in the language of the specialty. Of course, the training of students up to the pre-university level, completes the student with a certain baggage, which according to the methods developed in Albania, reaches the B2+ level. This language level helps students, together with the language of the specialty, acquired in the ESP lessons at the university, to be able to express themselves as professionals. Albanians like to learn foreign languages and are very skilled in this field. The English language is learned from the first grade of primary school, until the second year of Bachelor studies at universities. Until a few years ago, the English language was taught as a general language, based on traditional methods, such as the translation method, grammar, verb pattern, phraseological expressions, etc. This may not apply to ESP setting since the objectives are set for the learners to obtain a comprehensive mastering of English required by their field of study. For language teaching, in general, several teaching models are frequently applied (Liu Yumei and Xiao Bang, 2007 as quoted in Wenzhong Zhu and Fang Liao)[1]. They outlined three models: PPP (Presentation–Practice–Production) Model, ESA (Engage–Study–Activate) Model, and PPT (Presentation–Practice–Testing) Model. With the opening to the world, the trade industry, the construction industry, agriculture, business, etc. Albania felt the need for a growing demand for teaching English for Special Purposes (ESP) in Albania. This article treats some aspects of the difficulties and problems that Albanian teachers, especially, professors at Polytechnic University of Tirana, face while teaching

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English for Specific Purposes. How well do students involve in the learning process and what are their benefits and drawbacks?

Keywords: ESP teachers, challenges in teaching ESP, designing ESP courses, ESP courses

Introduction

Our experience of more than 20 years in teaching English as a foreign language has made more complete and accomplished teachers, but we never feel fully accomplished because the challenges never end.

"Lifelong Learning"[1] is motivation for us. The term itself is about pursuing personal interests and passions or professional ambitions; lifelong learning can help us achieve personal fulfilment and satisfaction. We recognize that humans have a natural desire to explore, learn and grow and encourage us to improve our quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us. Lifelong learning is about what We want and not about other people or what they want.

According to some researchers, however, there are criticisms that organizations are using the concept of lifelong learning in order to place the responsibility of learning on employees instead of providing the resources, support and training needed to foster this type of workforce. Considering the fact that we are educators of the younger generations, I think that this term should be applied by both parties. In our early teaching, the focus was on general language, grammar, vocabulary, etc. Students learned to communicate in their daily routine not only by talking to other people, but also by browsing the Internet, reading books or engaging in their personal interests. With the changes that took place at the pre-university level, where the level of the foreign language, in our case, the English language, was also unified, students close the pre-university system with Level B2 of the English language. Thus, ESP has continued to develop to become one approach of teaching a language that is spoken by half of the world population since 1960s. The reason for the development has been brought forward to manage various needs and teaching situations. ESP as " ...the teaching of English used in academic studies or the teaching of English for vocational or professional purposes" (Anthony, 1997, pp. 9–10)[2]. This explains that the objective of this approach of teaching is for academic or work needs. My work is focused in teaching ESP to first year engineering student (mostly to IT and Electronic Engineering students. This type of students study English either to continue their study or to apply for jobs. ESP as "...generally used to refer to the teaching and learning

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2 (Develop and Maintain Strategy-Driven Learning Language)
[2] Anthony, L. (1997). "Defining English for Specific Purposes and the Role of the ESP Practitioner". Available: http://www.antlab.sci.waseda.ac.jp/abstracts/Aizukiyo97.pdf [accessed 1 November 2017].

of a foreign language for a clearly utilitarian purpose of which there is no doubt" (Robinson, 1991, p. 2).[1]

Here arose the need to make more efforts to learn something new, the language of the profession.

Methodology

The aim of this article is to, firstly identify the problems that Albanian teachers face in teaching ESP courses. Secondly, it aims to identify the challenges they face when teaching ESP. Based on the research that I have done in order to write this article, I have taken into consideration and analysed situations which used to take part in our university before English was used for specific purposes, up to the days where all the focus is only on ESP, thus by making this article an analytical one.

Which are some of the problems, difficulties, deficiencies as well as needs faced by ESP pedagogues during teaching and learning?

Background information

After the 90s, foreign language learning underwent a revolution in Albania. The need for communication arose, foreign language centres flourished, the demand for English teachers and translators increased. Polytechnic University of Tirana is a university that prepares future engineers. The foreign language is part of the subjects offered throughout the first year, as a basic subject of general education. Foreign languages are part of the Foreign Language Centre at the Faculty of Mathematical and Physical Engineering, and five foreign languages are offered there, including English. Until 2015, teaching was offered to students based on language levels, which was determined by a test that was given at the beginning of the academic year. Depending on the level of the student, the level I of the method used was also offered, thus adapting to the needs of the students. The course was offered in four semesters, throughout the first and second year, and in this way, students managed to get a good language training. In the second year, students were introduced to the terminology of the language of the profession, taken from material from the Internet, or foreign technical texts.

But with the application of the Bologna process, there was a change in the distribution of foreign language credits, from four semesters to one semester, and this was and continues to be one of the challenges faced by foreign language teachers in the profession. Can a language be acquired in such a short time frame? Can we, as educators, be able to complete our programs and feel fulfilled in our work with students when time is not enough?

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[1] Robinson, P. (1991). ESP Today: A Practioner's Guide. Prentice Hall, New York, NY.

Maybe the students don't have a reason to take the foreign language course so seriously, seeing how little importance the university itself has attached to the number and distribution of credits? When students come to the first year and hear that one of the subjects is a foreign language, they are convinced that they know the language and have high expectations for it, but this is where the difficulty begins. The pre-university training provided students with a B2 level of general English. They have never encountered professional language texts before, although they may have come across episodes or listened to science shows. The adaptation of terminology and technical language in the English language comes as a challenge both for students and for us, foreign language teachers of the profession. If the foreign language was moved to the third year of the Bachelor system, or the first year of the Master's, the students would have a simpler approach to the terminology since they would have learned the terms in the Albanian language and then it would be easier for them to understood also in the English language. So this comes as a challenge for us, the teachers, as we have a double job, first the presentation in English of the profession and then the adaptation of the terminology in the Albanian language, again of the profession.

Like the ESP course, which is diverse, authors such as Dudley-Evans and St.John[1] (1998) use the term Doctor rather than Teacher, to emphasize that ESP work involves much more than teaching. ESP professionals can have different roles.

The teacher has a very important objective; help students learn how to learn. However, we as lecturers are not the main connoisseurs of the content of the material. The course is specifically oriented towards the content of the subject or the work in which the students are engaged and sometimes the latter know more about the subject than we teachers ourselves. We have the opportunity to gain from the students' knowledge about the content of the course during the communication in the classroom. It has often happened that I have addressed students with the expression "I am not an engineer..." When in English class, students deal with topics such as how to write an engineering report, it is important to take the position of that that has knowledge in communicative practices, but it is also necessary to negotiate with students in the way we examine these practices in order to achieve the best possible fulfilment of our objectives. This relationship is more like a partnership. So in this case, we need a warm and cooperative climate. In some situations, we, as ESP teachers, are tasked with advising students on language use (for example, how to publish in international journals). As ESP teachers we must have enough patience, be ready to listen to the students and show interest in the activities in which they are involved.

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5 Dudley-Evans, T., & St John, M. (1998). Developments in ESP: A multi-disciplinary approach. Cambridge: Cambridge University Press.

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Results and Discussion

The ESP teacher in the role of course designer and preparation of teaching materials

ESP has continued to develop to become one approach of teaching a language that is spoken by half of the world population since 1960s. The reason for the development has been brought forward to manage various needs and teaching situations. ESP as " ...the teaching of English used in academic studies or the teaching of English for vocational or professional purposes" (Anthony, 1997, pp. 9–10). [1]This explains that the objective of this approach of teaching is for academic or work needs.

It has long been almost impossible to work only with a book text, without the need for additional materials. Sometimes the materials are not found and we have to provide them through different sources. This includes selecting, adapting and writing materials. We also need to evaluate the effect that these materials have when they are put to use. It happens that the selected materials are not liked by the students, or they seem too difficult to adapt in the Albanian language, even when they are suitable to solve a given situation. We often consult with pedagogues (engineers), who suggest texts or materials that can help students. These materials are mostly based on foreign literature on professional subjects. Therefore, when we assign course assignments to students, we suggest that they consult with the lecturers of other subjects on the literature that they will need following their studies, so that the foreign language course assignment is also worth something concrete in their work.

The ESP teacher as a compiler of students' materials

Regarding studies in English for engineering purposes, there has been increased interest in the language and skills used in the field of engineering. We need to be in touch with what is being studied, so we always ask the students and the lecturers of the specialty subjects about the progress or the study materials put to use by the students. The cooperation of foreign language teachers with teachers of professional subjects is very important. As I mentioned above, what students learn in their academic beginnings in the foreign technical language should be part of their further studies during the years of study. The value and importance of the language of the profession takes its shape and meaning in the second and third year when students are introduced to the technical terms in the Albanian language and already learned in the foreign language. For this reason, a fruitful collaboration with professors of engineering subjects on the selection of materials that will be made available to students, would be the key to success for students who study in our engineering faculties. Materials production in ESP setting highly require use of authentic

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[1] Anthony, L. (1997). "Defining English for Specific Purposes and the Role of the ESP Practitioner". Available: http://www.antlab.sci.waseda.ac.jp/abstracts/Aizukiyo97.pdf [accessed 1 November 2017].

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materials. Wallace (as quoted in Berardo (2006) [1]defines authentic texts as "...real-life texts, not written for pedagogic purposes." Thus, any texts written, read, and used by native English speakers can be classified as authentic materials. However, the preparation of materials using authentic forms present challenges not only for lecturers as materials provider but also for the learners as recipients. As the materials provider, the lecturer's decision on selecting texts or materials are based on his/her own level of knowledge in that specific area and also the students (Gupta, 2013)[2]. Tamo (2009) [3]adds that bringing authentic materials into the classroom can be motivating for the students as it adds a real life element to the student's learning experience. In a plain word, authentic material can increase students' motivation to learn. Motivation to learn is an important aspect in the process of reaching the goal. It is said by Brown (2001) [4]that it refers to the intensity of one's impetus to learn. So, the involvement of students during teaching and learning process and the effectiveness of the process are influenced by students' motivation they bring in the classroom.

ESP teachers as collaborators

"English for specific purposes refers to the teaching and learning of English where the goal of the learners is to use English in a particular domain" (Paltridge and Starfield, 2013, p.02)[5]. In ESP, "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" (Basturkmen ,2006, p.18)[6]. As a matter of fact, ESP is attracting considerable interest and expectations worldwide and many studies are emphasizing the importance of ensuring that teachers are suitably equipped to meet the demands of this trend. Work with certain subjects has been achieved quite well through cooperation with subject specialists. This includes collaboration whereby we find the curriculum of subjects in an academic context, include tasks that students have to carry out in a work situation or engineering environment, or it can include special collaboration, where the integration of specialized studies, activities and the language. A specialist can check and comment on the content of the teaching materials that the ESP teacher has prepared. Full cooperation is achieved when a subject matter expert and a language teacher undergo group work.

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The ESP teacher as an evaluator

During the design of the foreign language course of the specialty, I often found myself involved in testing the students, evaluating the courses and teaching materials. The tests were carried out:

1. to assess whether students have the language and skills necessary to undertake an academic course or a career which is important for the continuity of their studies and the methods they will use:

2. to determine their language level

3. to assess the level of their achievements, that is, how much knowledge students have gained from the course.

Conclusion

As the course comes to an end, the learning materials made available must also be completed. After they have finished, it is assessed whether the students are able to master and use what they have learned and find what they were not prepared for. Such evaluation through discussions can be used to make the program more suitable. The evaluation is based on the participation and activation in the seminars, as well as the delivery of certain tasks during the year. In the middle of the semester, students are tasked with writing an essay, which is part of the curriculum, and also the final test along with the coursework, are part of the students' final assessment.

As a conclusion we would like to say that the learning of ESP courses at Polytechnic University of Tirana must be a key point and an important subject for the future Engineers. Higher instances of the university should take in consideration the fact of extending the courses further, enabling lecturers to deepen their studies by motivating their students to understand the importance of ESP in their profession. The collaboration of engineering professors with English ones is a crucial point in pursuing our aims and goals.

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Feedback as an important source of a successful class

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Abstract

New developments in educational psychology contribute to the increased need for student engagement in language learning and teaching, emphasizing the great importance of students and their attitudes towards learning and language acquisition. Teachers must make a lot of effort to compile and implement appropriate materials, as well as use various strategies in order to include all students in the teaching and learning process, considering them as main actors of the whole process. This paper aims to find out activities that motivate students to be fully involved and to contribute to a successful teaching and learning environment. The importance of teachers' role in urging students to be engaged and willing to give their best, and simultaneously students' role when giving and receiving feedback. A study was conducted to highlight the expectations that students have, to discover the role and responsibilities they undertake in the learning process and the reasons that prevent students from always being active. Results are analysed in order to achieve a better student performance in the classroom, improve feedback and input-output interaction in order to promote motivation and student engagement.

Keywords: feedback, learning, teaching, engagement, motivation

Literature Review

Learning a language is undoubtedly the most infinite process during a person's life. Learners have different needs and different reasons for learning a language. The belief that the acquisition of a foreign language is up to the student has led to various studies which are proving that it's partly true. It's the methodology used, materials, evaluation, set goals, motivation and as a result the feedback received.

Willis and Willis (2007) emphasize the fact that it is very important to always be positive about the feedback we receive and highlight the progress of students (p.148).

One of the activities that students like to apply in class is role-playing, acting out dialogues. Dialogues can be used to teach new vocabulary in a clear context, introduce

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functional language and introduce new structures, as well as introduce and practice pronunciation, stress, rhythm and intonation.

Pintrich (2003) reinforces the great importance of peer groups and interactions with their classmates, as a necessary tool to foster motivation (p.675).

It's noticed that it's not only students who get feedback benefit from it, but students who give feedback as well, sometimes even more (Leachy et al, 2005, p. 22).

Students have to take responsibility for and manage their own learning, by becoming active recipients of the knowledge given by the teacher (Black et al, 2004, p. 17)

Recently the importance of learning ESP is increasing dramatically due to the benefits and advantages students have, from getting a job to being promoted in short periods of time.

Science and engineering schools know this fact and are constantly looking for better ways to improve their students' English skills. So having a clearer vision of what the "ideal" can be, constitutes in itself a better professional target for teachers who think to develop professional skills in this field (Orr, 2010, p. 213).

Needs analysis should not be seen as a completely objective procedure (Basturkmen, 2010, p. 15)

The term "special knowledge" is interpreted as knowledge of subjects of the discipline or profession that students study (Ferguson, 1997, p.80).

Hutchinson and Waters (1987) state that the way students perceive learning affects the type and form of teaching and learning that will take place. One of the aspects involved in a positive cycle of learning presented by them is that the student views learning as an enjoyable and satisfying experience (p.47).

Teaching aids are very important in creating an ideal teaching and learning environment. The projector is a flexible and wonderful classroom tool. It helps create an atmosphere of concentration and group focus. Role play, discussions and many group activities seem to work better when the projector is involved (Chandler and Stone, 1999).

Brown (2001) very clearly expresses the influence that self-confidence has on learning when he writes: "At the core of learning is a person's belief in his abilities to accomplish a given task". Especially at the beginning of a language course, students can very easily be "overwhelmed" by specialized vocabulary and concepts that are unknown to them even in their native language. For many students, this may be the first time they study a subject in English and they may find it very difficult to adapt to the learning demands of specialized texts compared to texts containing general English (p.62).

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Analysis of students' active involvement in ESP learning contexts – Case study

Finding and implementing the right strategies to largely motivate students and make them give feedback during the learning process has always been a challenge for teachers.

For this reason, a questionnaire with open-ended questions was given to architecture and urban planning students to collect as much information (free opinions) as possible about the learning aspects/activities that mostly help students to acquire and learn new ESP terms, to get to know the activities that encourage them to always be active, participate and contribute in the learning process.

Material and method

An open-ended questionnaire was conducted to a total of 176 students, first-year students studying at the Faculty of Architecture and Urban Planning (79 students) and the Faculty of Civil Engineering (97 students), Polytechnic University of Tirana. Architecture students have 4 ESP lessons per week (3 seminars and 1 lecture. The opportunity to organize and carry out ESP lessons with varied activities is great. While civil engineering students conduct 2.5 lessons per week. The study was carried out at the end of the ESP course and students had to answer open-ended questions in writing about the activities organized during the ESP seminars. Similar opinions are grouped together.

The purpose of the survey was to answer the following questions:

- What aspects of teaching most help students give feedback and learn ESP?

- What are the learning activities that would make the lesson more interesting and help them to further reinforce ESP vocabulary?

- Would students prefer to be more independent when doing ESP activities or to receive everything ready-made from the lecturer? Why?

Students' attitudes about the aspects of teaching that best help them understand and learn ESP

Students have different approaches to various activities depending on which language skills they feel most comfortable with. Even their performance can vary from one activity to another. In order to get to know students' attitudes more closely about the aspects of teaching that help them understand and learn ESP more, the following table is presented:

Student Attitude	Answers in Percentage	Number of students for each answer
Teaching experience of the lecturer, pious explanation, explaining everything in detail calmly and patiently. Strategies used to assimilate classroom activities.	26.7%	47
Well-organized classes, group work and presentations.	17.6%	31
Strong desire to learn new terms in the English language related to the field of study.	14.8%	26
Interactive teaching and learning process, and repetition of new terms in each lesson.	11.4%	20
Definitions of new terms at the end of the book and explanation by the lecturer in words we knew before.	9.1%	16
Using CDs, listening tracks and supplementary exercises with new words.	8.0%	14
Using Internet	6.3%	11
Films, documentaries, songs.	4.0%	7
Others	2.3%	4

Table 1: Students' attitudes about the aspects of teaching that best help them learn ESP and give feedback

Results and discussions

The data shows that in almost every answer of the students, the role of the lecturer in the assimilation of new information, terms, feedback and the active involvement of students in the learning process is considered essential and irreplaceable.

The results show that the majority of students believe that the methodology used and the strategies, activities used in the teaching/learning process, make it possible for a faster and easier absorption of the language. If we take a closer look at the table, we will find that most of the answers are associated with the teacher as the main actor who directs the various activities in the classroom (e.g. the book and the teacher; the

Internet and the teacher; the desire to learn and the teacher; songs, movies and the teacher, etc.). But sometimes the teacher faces limited capacity due to the large class sizes. In such cases self and peer-assessment are indeed effective means to help students take responsibility for and manage their own learning (Black et al, 2004).

The book and the materials used play an important role in helping ESP students, but from personal experience we come to the conclusion that we must be aware that the methodology the lecturer uses, enriches the classes and the textbook.

The data shows that students like to have a lot of activities in the learning process, sometimes breaking the rules and having fun (always in the function of the lesson), listening to the lesson or watching scientific documentaries, movies, etc. It would be much more valuable if these activities were used to expand vocabulary and practice the language (e.g. singing, acting, role-playing, etc.). But it should be noted that it is quite difficult to find songs that have specific terminology, especially in engineering fields. Other branches of study have more options in this aspect, such as Faculty of Social Sciences.

Learning activities that urge feedback and help students reinforce ESP vocabulary even more

The aim of the teachers is, first of all, to keep alive the interest of the students in every step of the learning process. As mentioned above, this is achieved by using activities that are useful, fun and interesting for students. Even in cases when the lecturer thinks that throughout the ESP course, the students have had all the opportunities to give their best, there are still students who think that perhaps it would have been better if an activity had been organized differently, or other activities could have been included, or could have been used even more during the learning process.

In order to find out about the learning activities preferred by students, the students listed their attitudes as follows:

- Meeting English-speaking or local architects, discussing topics related to engineering and architecture.

- Quizzes and competitions.

- Illustrations, pictures, images, photos.

- Music/songs.

- Presentations, group work and listening.

- Seeing up close many of the machines or work tools included in the textbook.

- Discussions on various topics, debates, conversations (foster a spirit of cooperation and ambition).

- Use of video projector for every new term associated with an image.

- Movies, programs and documentaries, about architecture or engineering.
- Visit to universities in English-speaking countries.

From the results of the open-ended questionnaire, it is found out that students have many ideas about how the learning process would become even more interesting. Normally students like debates, competitions, group work, pictures, images etc.

But of much interest is the desire of going beyond the classroom.

Teachers must also take into consideration the needs of students related to their field of study. For example, students of the Faculty of Architecture and Urban Planning consider these activities as a high priority, which are also related to their future profession, such as meeting English speakers or local architects, talking about engineering-related topics.

The fact that students find it useful associating terms with images given on a projector or going on construction sites and touching or seeing up close many of the machines or work tools mentioned in the textbook, results in a long term memorization of the terms and the ease to use them in different and proper contexts, urging the feedback process.

Interesting to know is their desire to go for visits to universities in English-speaking countries. This would result in so many benefits. Besides the fact of making wonderful memories with classmates that will remain with them for a lifetime, students would have the chance of practicing the language, of meeting new people, exchanging cultures and get to know about the other countries' architecture more.

Student autonomy

During various interviews or questionnaires given to students regarding different aspects that have helped in the acquisition of new vocabulary, the role of the teacher has undoubtedly been considered as a cornerstone in the planning of the entire learning process.

Nunan (1992) suggests that methodology in a learner-centred curriculum, as much as any other element in curriculum, must be informed by the learners' attitudes. The classroom role can be made relevant to the perceived needs for the learner, by selecting topics obtained from learners through needs analysis (p.88).

O'Malley and Chamot (1990) state that "perhaps the most important issue is to develop in educators the ability to understand and the appropriate techniques to provide instruction in effective learning strategies (p.154)"

Encouraging student autonomy is very important and Cotterall (1995) lists several points about teaching and learning (p.226):

- Autonomy is needed in language learning.

- Dialogues are more important than structures.

- The relationship between the student, the lecturer and the trainers is essential.

- Training is needed to prepare educators to help students teach how to learn.

- In other words, the role of the teacher has been redefined for this new type of learning.

But to get to know the degree of dependence of our students on the teacher, the table is given as follows:

Alternation of both: interaction among teacher and learner	52.2%
Completely independent	31.3%
Completely dependent on the teacher	16.5%

Table 2: Student autonomy

Results and discussions

The results of the data show that the majority of students are of the opinion that the combination of a student-centred teaching and the contribution of the lecturer is much more fruitful (52.3% or 92 students) ($p<0.05$), emphasizing the fact that autonomy is the essence of the learning process, always having the lecturer as a guide to avoid misunderstandings and mistakes.

If students take everything for granted, they think they will neglect too much and won't study properly.

We have groups of students who share different views on this point. Those students who prefer a teacher-centred method where everything is given by the teacher (16.5% or 29 students) ($p<0.05$). These students lack self-confidence and the desire to work hard using dictionaries, supplementary materials, etc.

According to students, independence is important, but guidance and help from the teacher is needed.

If students show control over when they move on to the next challenge, they will build confidence and avert failure (Jalongo, 2007, p.405).

Another reason for not wanting to be totally independent is the fact that the time to devote more to English than to other subjects of their field of study is not great, cooperation would orient and clarify the key points and will help them get more information.

Some students share the opinion that the information received from the lecturer and from the independent work should be in a balance, because the independent work, however fruitful it may be, requires a lot of available time.

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Students feel that there are some activities in which it is good for them to be independent, because that way they can learn and practice knowledge, and there are some other activities that need to be explained by the teachers.

Students who want to be totally independent think that in this way they understand how much knowledge they have (they don't forget what they know), they get to understand their limits and competences and how much they are capable of advancing, and in this way they get to acquire lessons much better (31.3% or 55 students) ($p < 0.05$).

Some students feel that being independent has its advantages because trusting and relying only on their strengths and abilities makes them more responsible, forces them to work harder and be self-judges of their progress.

Conclusions

- The professionalism of the teacher and the way of organizing the entire learning process are considered necessary and very important for the students' progress.

- Teachers must combine the way of teaching, always focusing on the students, including them in every phase of the learning process. In this way, rich positive learning experiences are shared among ESP students.

- In the classroom, diverse activities should be applied that enable the active participation of students, their motivation and feedback, and during these activities it is very important that students take responsibility for their learning.

- The ESP teacher must be very attentive to the needs, interests and level of students to ensure effective teaching.

- By involving students in some elements of course design, ESP educators can consider fostering students' progress in English for specific purposes as a way to increase their learning success.

- Lack of motivation and appraisal, stopping students abruptly when they make mistakes, prevent students from being active.

Many studies have shown that the teacher plays a fundamental role in the progress of students and in creating a warm and suitable climate to ensure the best absorption and learning of ESP.

Teachers must always be full of energy and maintain a positive attitude towards the activities used and what is most important: "they must love teaching".

Teachers should always find innovative ways to start a lesson and continue smoothly with the activities, so students feel comfortable and give their best.

It would be plausible if teachers work hand in hand and assist students fulfilling their needs.

Using the proper methodology to find out students' talents and gifts when they give feedback, would truly be a cornerstone for future studies.

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Linguistic calque, an aid for the development of terminology in the field of mechanical engineering in the Albanian language

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Abstract

The purpose of this article is the progress of the terminology of mechanical engineering in the Albanian language from the point of view of the neologisms created as well as linguistic calques. The changes that the language undergoes appear at all its levels and should be treated as a diachronic phenomenon. Changes occur for extra-linguistic reasons such as historical events, changes in economic-political relations, immigration, technological innovations, etc. We cannot overlook the fact that language changes also occur due to interlanguage relationships, which have a special contribution especially in the creation of linguistic calques. Even today, we can affirm that through globalization, interlinguistic contacts are more present and more intensified, which affect many fields of knowledge. The methodology used is analytical, analysing the linguistic elements that have helped in the creation of neologisms and linguistic calques. We have come to the conclusion that Albanian linguists have treated the creation of neologisms as a way to enrich the general lexicon as well as the terminological one, but it has also been used to clean the language from foreign words.

Keywords: terminology, linguistic calculus, mechanical engineering, borrowings, Albanian language

Introduction

Linguistic calques have taken their place in exchanges between languages, both in speech and in writing. Calque by various linguists has also been called a hybrid word, imitation and then calque (from the French calque). B. Migliorini (1957) considers calculus as the elementary form of language exchange, imitating the form and meaning of the foreign word "...processo più complesso e raffinato...". According to him, the appearance of calque occurs when a language seeks to expand its lexicon, finding support in another language, which is more developed. Researchers Dardano and Trifone (1985 p 361) treat linguistic calques as a special type of borrowing. The

researcher Gloria Italiano (1999 p 65) calls calques as "borrowings of the concept" because for her they are borrowings even though they are dressed in the external form of the native language.

Calques help enrich the lexicon, especially in technical fields, relying on the language from which this foreign word is taken and which is more developed in that field.

Linguists divide calques into two main forms: structural calques and semantic calques. Gusman (1973„ *p 11 – 13, 16 – 20)* treats linguistic calques as the most refined form in which the foreign model is reproduced with the existing elements of the language system in question, related either by semantic or structural proximity, which means that it imitates the meaning, structure and internal form of model with the mother tongue material. According to him, there is a difference between calque and borrowing, not in nature, because between calque and other forms of borrowing, the nature of the phenomenon does not change, but the different measure in which the word takes the model and interprets it (1973, *p 11 – 13, 16 – 20)*. While the Brunos and Bruneau (**Brunot F., Bruneau C.,** *1949,)* consider calque a special type of borrowing, which nowadays is the most widespread and usable form. Calque is a necessity for a language, not only for the many elements that can enter a language, but also to protect its own integrity, "...le calque est aussi un voile sous lequel le nationalism linguistique dissimule ses emprunts..." . Gusmani (1983 p 41-42) notes that linguistic calques are more important in the language than borrowings. This statement, for him, is valid for all types of calques such as: semantic, structural, syntactic, phraseological and morphological calques. He also notes that borrowings are more numerous when the two languages in contact are similar, while calques work independently of language similarity. Many researchers classify calques in several groups such as: structural calques, semantic calques, hybrid calques, phraseological calques. The researcher Fusco (2008 p 97-112) groups calques into structural calques, in which the structure is recreated both on the semantic and structural levels. He divides these calques into structural calques formed by composites, and structural calques formed by derived words. The second group consists of semantic calques where the foreign structure is not reproduced, but the word in the native language under the influence of the example of the foreign word takes on a new meaning. In the third group he classifies the syntagmatic calque, which is a structural calque but which is reproduced as a foreign phrase, he also introduces the phraseological calque where the entire sentence is reproduced. In the fourth group are systematic calques where the entire lexical unit is reproduced having the same meaning, e.g. white heart, black heart. In the fifth group are hybrid calques.

Results and discussion

Among the typologies that have been proposed by various studies, we distinguish two types of calques: semantic calques and structural calques.

In the structural calque, the "form" of the model is reproduced, which must be broken down into elements, to be processed later with the words of the native language, and have the same structure as the foreign word, in such a way that they receive the semantic motivation. So, the foreign word must be a derived or compound word, or a synchronically analysable phraseological unit. In this aspect, we must distinguish between derivative structural calques (derived) and composite structural calques. In the first case, i.e. when the foreign word is prefixed or suffixed, they are reproduced in the same way as the host language because if the languages are close then imitation is more possible. While the calques that are composites appear more problematic since the models of the composites of the receiving language and their adaptation in the host language must be taken into account.

Structural calques also include hybrid calques, where only one part of the word is translated. The structural calque represents the most widespread and complex type of the Albanian language. It consists in recreating a language model not only in form, but also in content, using the tools of the Albanian language system itself. In this way, a "faithful" reproduction of a foreign word is achieved.

If with structural calque both the meaning and the model are imitated, with semantic calque the intervention affects only the meaning sphere. Semantic calques are considered words that exist in the lexicon, but that take on a new meaning based on the example of a foreign word. Bombi (2005 p 44-45) considers semantic calques as derived from syntagmatic calques. Some linguists treat semantic calques as words that have been used before but have taken on a new meaning thanks to foreign language equivalents. In semantic calques, the new meaning does not eliminate the old meaning, but only adds to the word. These calques are more resistant and enter the tongue faster.

While in hybrid calques, Gusmani (1981 p 54-55) analyses as such only partial calques, where one element is translated and the other element is "faithfully" reproduced. In the lexicon of mechanics, we have noticed that some hybrid terms can be found in words where the Greek or Latin element is used + the Albanian word and mainly those terms that use the prefixes auto, inter, etc.

From the analysis of the lexicon of mechanics, we have noticed that structural calques and semantic calques make up the largest part in the creation of neologisms. The model taken from foreign words does not only belong to borrowings from Italian but also from French, Russian, English.

For the prefix in the lexicon of mechanics, e.g: – **auto -** psh. autobetonpërzierës/e-ja, autodystues/e-ja, automjet kudoecës, autorulan-i, autotërheqës/e-ja; - **vetë[1] , -** psh. vetëqendërzim-i, vetëfrenim-i, vetëkalitj/e-a, vetëlëkundje-t, vetëlyrësim-i, vetëmprehj/e-a, vetëndezj/e-a, vetëngarkues/e-ja, vetëpastrim-i, vetëregjistrim-i,

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[1] Vetë – (eng.auto/self), is a prefix taken from the lexicon of the Albanian language with the meaning of self

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vetërregullim-i, vetushqim-i etj.; - **kundër**[1] - e.g kundërngrirës-i, kundëroksidues-i, kundërpesh/ë-a, kundërveprim-i, kundërsust/ë-a etj. - **ç**[2] **(sh, zh) –** e.g çajrim-i, çajrim termik, çajrues-i, çmagnetizim-i, çmështjellj/e-a, çmontim-i, çmprehj/e-a, çngjeshj/e-a, çoksidim-i, çoksidues-i, çregjistrim-i, çsqufurim-i, çsulfrues-i, çndyrëzues-i, çndyrosj/e-a, shformësim-i, shformësim në të ftohtë, shformim-i, shformueshëmri-a, shforforizim-i, shkanxhim-i, shkarbonizim-i, shkarkim-i, shkoqës/e-ja, shpërbërj/e-a, shpërlidhj/e-a, shpërvendosj/e-a, zhbarësuese me disqe, zhbramcim-i, zhgazim-i, zhgradim-i, zhvendosj/e-a, zhvidhosj/e-a.; - **mbi**[3] e.g – mbiftohj/e-a, mbiharxhim-i, mbimbulim-i, mbindemj/e-a, mbingarkes/ë-a, mbingopj/e-a, mbinxehj/e-a, mbishkrirj/e-a, mbitrysni-a, mbiushqim-i; - **ndër**[4] – e.g ndëraksi-a; ndërkëmbyeshëmëri-a; ndërkristalizim-i; ndërprerj/e-a; - **pa**[5] **–** e.g padepërtueshmëri-a, papastërti-a, papërdjegshëmri-a, paqëndrueshmëri-a; - **para**[6] **–** e.g paranxehës-i, paranxehj/e-a, paraqitje grafike.

For the suffix, productive suffixes such as : . - im - with the meaning of the process, e.g. absorbim-i, ajrim-i, aktivizim-i, akumulim-i, alezim-i, aluminum-i, armim-i, asnjëanësim-i, aspirim-i, austenitizim-i, bakërim-i, balancim-i, baraspeshim-i, bazim-i, binjakëzim-i, buzërulim-i, buzëformim-i, bymim-i, centrifugim-i (qendërfugim-i), çajrim-i, çiftëzim-i, formërulim-i, formësim-i, injektim-i, kalibrim-i, konsumim-i, konvektim-i, konvertim-i, korrodim-i, lëshim-i, lodrim-i, limim-i, lyrësim-i, mbimbulim-i, mekanizim-i, përpunim-i, pluhurizim-i, pllakim-i, retifikim-i, ribatinim-i, saldim-i, smerilim-i, stampim-i, sublimim-i, superpërmbarim-i, temperim-i, tornim-i, vetëregjistrim-i, vjetrim-i, vrimëzgjerim-i, zinkim-i, zgjerim-i, zgjatim-i, zhgazim-i; - **esë** – with the meaning of the result or the object of the result armes/ë-a, anëkales/ë-a, bashkes/ë-a, projektes/ë-a; - **së** – with the meaning of the subject; - **es** – dhe – **or** - with the meaning of the device, e.g. alezor-i, ashëlthues-i, barazor-i, bashkor-i, bashkues-i, çajrues-i.

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[1] Kundër – (eng. Anti/counter)
[2] Ç, (sh, zh) – (eng. An, dis, de)
[3] Mbi – (eng. Over)
[4] Ndër – (eng. Inter)
[5] Pa – (eng. Im/In)
[6] Para – (eng. Pre)

To make our opinion concrete, we are bringing a series of examples of both structural and semantic calques:

Albanian	Italian	French	English
Aks i rrotullimit of rotation	Asse di rotazione	Axe de rotation	Axis
Aksor rrote Wheel axle	Assale della ruota	Essieu de la roue	
Aktivizim – i Activation	Attivazione	Activation	
Bagazhmbajtëse Luggage rack	Portabagagli	Portbagages	
Balestër e prapme spring	Balestra posteriore	Ressort arriere	Rear leaf
Balestër tërthore transversal Transverse spring	Balestra trasversale	Ressort	
Bashkor-i Clutch	Frizione	Embrayage	
Bosht i bashkorit Clutch shaft	Albero della frizione	Arbre d'embrayage	
Brishtësi në kaltërsim shortness	Fragilita' al calore blu	Fragilite au bleu	Blue
Bulon kokëfshehur Countersunk-headed bolt	Bullone a testa svasata	Boulon a tete noyee	
Bymim-i Dilatation	Dilatazione	Dilatation	
Çajrim termik Thermal deaeration	Disaerazione termica	Desearation thermique	
Çmontim-i Dismantling	Smontaggio	Demontage	
Çyndyrëzues-i Degreaser	Sgrassatore	Agent degraissant	
Shpërlidhj/e-a Dissociation	Dissociazione	Dissociation	
Dridhor-i Vibrator	Vibratore	Vibrateur	
Farëtharës/e-ja Seed distributor	Distributore di semi	Sechoir a graines	
Fikatës-i Shock absorber	Ammortizzatore	Amortisseur	
Frezim-i Milling	Fresatura	Fraisage	

Fundërrim-i Precipitation	Precipitazione	Precipiation
Gizë zemërzezë Blackheart iron	Ghisaa cuore nero	Fonte a Coeur noir
Gizë zemërbardhë Whiteheart iron	Ghias a cuore bianco	Fobte a Coeur blanc
Gripim-i Tearing	Grippaggio	Grippage
Gurkepës-I(diamantues) Dresser	Ravviatore	Dresseur
Gjarpërushe ngrohëse Heating coil	Serpentino di riscaldamento	Serpentin de chauffage
Harxhim specific specifique Specific consumption	Consumo specific	Consommation
Indeksim-i Indexing	Indicizzazione	Indexation
Induktim-i Induction	Induzione	Induction
Kalandrim-i Calendering	Calandratura	Calandrage
Kalorimatës me gaz calorimeter	Calorimetro a gas	Calorimetre a gas Gas
Kundërdado-ja Locknut	Controdado	Contre-ecrou
Lakore e lodhjes fatigue S-V curve	Curba di fatica	Courbe de
Lëkundje të detyruara Resononce oscillations	Oscillazioni di risonanza	Oscillations de resonance
Lodrim aksor End play	Gioco assiale	Jeu axial
Lyrësator dore Hand oil can	Lubrificatore a mano	Graisseur a main
Modifikim-i Modification	Modificazione	Modification
Ndërkëmbyeshmëri-a Interchangeability	Intercambiabilita'	Interchangeabilite
Ndëraksi-a distance	Interasse	Entraxe Axial
Ndërkristalizim-i Trasncrystallization	Transcristallizzazione	Transcristallisation

Nyjëlidhës-i Knotter	Annodatore	Nouer	
Nyjë montimi Subassembly	Sottogruppo	Sous-ensemble	
Oficinë riparimi shop	Officina di riparazione	Atelier mecanique	Auto-repair
Oksidim-i Oxidation	Ossidazione	Oxydation	
Pedal i përshpejtorit Accelerator	Pedale dell'acceleratore	Pedale d'accelerateur	
Pirun udhëzues Guide fork	Forcella di guida	Fourche de guidage	
Pompë trysniulët pression Loë pressure	Pompa di bassa pressione	Pompe de basse	
Pompë thithëse Suction pump	Pompa aspirante	Pompe aspirante	
Pulexhë e ngarë Driven pulley	puleggia condotta	Poulie menee	
Reduktim-i Reduction	Riduzione	Reduction	
Retifikim i sheshtë Surface grinding	Rettifica piana	Rectification plane	
Ripërftor-i regenerator	Rigeneratore	Regenerateur	
Servotejçor-i Servodrive	Servocomando	Servo-commande	
Tarim-i Calibration	Taratura	Tarage	
Traktor i lehtë Lightëeight tractor	Trattore leggero	Tracteur leger	
Turbofryrës-i	Turbosoffiante	Turbo-soufflante	Turbobloëer
Vagonëz-a	Vagonetto	Ëagonnet	Ëagon
Valvol reduktimi Reducing valve	Valvola di riduzione	Soupape de reduction	
Ventilim-i Ventilation	Ventilazione	Ventilation	
Vetoksidim-i Autooxydation	Autoossidazione	Auto-oxydation	
Vetinduktim-i	Autoinduzione	Auto-induction	Sel-induction
Zemër e radiatorit Radiator core	Anima del radiator	Faisceau de tubes du radiateur	

Zgjyrveçues-i separator	Separatore di scoria	Separateur de scories	Slag
Zhvendosje aksore desplacement	Spostamento assiale	Deplacement axial	Axial

Conclusions

Based on the above analysis, it is clearly understood that the help of linguistic calques in the enrichment of technical-scientific terminology in the field of mechanical engineering. Each simple and non-simple term represents a conceptually compact unit. However, to penetrate the formal structure of each term, you must rely on its conceptual motivation. The conceptual motive consists in breaking down the component concepts and determining the relationships that exist between them. The study of the conceptual origin begins with the birth of the initial concept, while the semantic origin of the word begins with the birth of its first meaning.

Also, the Albanian language has a sufficient fund of words turned into terms to enrich the terminological lexicon. This paper will serve to encourage and to enhance further researches in studies in comparing the linguistics issues between languages, as well as concerning the Albanian language.

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First Developments of Terminology of Mechanical Engineering in Albanian language lexical

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Abstract

The purpose of this article is to present evidence of building up of terminology of Mechanical Engineering in Albanian language lexical. Mechanical Engineering of Albanian language lexical has its beginnings around the year 1910 and across the years it has been enriched with many borrowings, neologisms, and Albanian words. The borrowings in this lexical are considered as an enrichment source. The methodology used is the research and consultation of studies previously carried out by Albanian and foreign linguists, in the field of terminology, to continue with the research and analysis of how these terms have been integrated into the lexicon of the Albanian language, as well as in the collection of the corpus of Italianisms in this field, which prove the influences that the Italian language had on the Albanian language. From the analysis that was made of the lexicon of mechanics in this period, some main characteristics can be ascertained, which we are briefly discussing. First, in this lexicon, a significant number of foreign terms borrowed from different languages such as Italian are observed. the few attempts to create the special lexicon in the field of mechanics are permeated by the tendency to pronounce as much as possible. The linguistic borrowings, is conditioned not only by the tendency to make this lexicon as understandable as possible but also by the historical circumstances of the time.

Keywords: terminology, borrowings, mechanical terminology, Albanian language, Italian language

Introduction

As it is generally known, since terminology is the ensemble of terms that responds to a certain system of concepts within a given field, it is at the same time a reflection of the evolution of scientific thinking in this field, of the processing level of this thinking that is displayed in the way of concept cultivation and formulation, as well as in their

dressing with respective terms. Analysis of terminology within a certain field in a certain period of time involve: firstly recognition of the situation of the technology development level in certain period of time; secondly, the penetration into the scientific thinking of this period; and lastly, a survey on opportunities and language marking means of that period. Harmonized elaboration of these three requirements is possible only with the support of a sufficient technical literature, where not only the terms used in this field will be reflected, but at the same time also the description of respective concepts. Thus it gets really difficult to study a certain terminology within a certain period of time, taking into consideration that the level of progress in a new branch of technology has its impact and it is in fair proportion with the level of scientific communication within this field. At initial phases of development of scientific thinking in a certain field, the professional communication will still be weak; it is reflected in the visible lack of technical publishing, as well as in the usage of a special inadequate lexical that is characterized from the presence of a big amount of terminological synonyms, the treatment as synonyms of terms that represent concepts with inner partial concourse or zero, the usage of many foreign unnecessary terms, nonscientific wording of concepts, the proper construction of formal structure of terms etc

Results and discussion

Relations between Albania and Italy have been established for centuries and the two countries have traveled many paths together. Italianisms are also present in other languages of the Balkans due to historical, economic, commercial, political, cultural factors, etc., in this way the Albanian language could not "save". This also leads to the exchange of Balkan languages with each other, where they have influenced the penetration of Italianisms not directly, but indirectly. Jorgaqi K. (**Jorgaqi K**., 1995, *p 69 – 73 ,Italianizma të shqipes standard si ballkanizma, Studime Filologjike, Akademia e Shkencave e Republikës së Shqipërisë, Instituti I Gjuhësisë dhe I Letërsisë nr 1-4)* stratifies the influence and penetration of Italianisms in two layers, in the period of the late Middle Ages (XIII - XVIII centuries) where the influence of the Venetian dialect is felt and at the end of the last century, of Italian.

Italianisms have created their own layer in the Albanian lexicon, having as a legacy the influence left by Latin, although the Latin element is distinguished from the Italian one. The main difference is that Latin words have undergone greater changes in their phonetic form than Italian words, which are newer. Italian words have influenced both spoken and written language. Italian political and commercial interests and the continued presence of the Catholic Church marked the beginning of the introduction of Italianisms from the 11th century. According to Di Giovine (**Di Giovine** 2008, *p 107 – 139, Un millennio di storia linguistica albanee: l'influsso lessicale della lingua italiana, "L'Italia dialettale", rivista di Dialettologia italiana, vol LXIX (Serie terza V), Pisa, Edizioni ETS)* , the Albanian language has been receptive to Italianisms due to historical and cultural factors and for this reason the number of Italianisms in it has

increased. Also, a strong influence has been felt in the dialect of Shkodra, Himarë and the coast of the sea. While in the written language, words and terms belonging to the field of technique, science, arts, navigation, army, etc. have penetrated.

The Italian words that entered during the 20s (**Thomai J**., *p 251, Leksikologjia e gjuhës shqipe, Tiranë 2006)* in the period of the establishment of the state, were seen by intellectuals as words of culture and civilization; then in the 30s (**Thomai J**., *p 251, Leksikologjia e gjuhës shqipe, Tiranë 2006)*, with the invasion of Albania by the Italians, they penetrated the written language and are words, but also terms that belong to the ecclesiastical field, technology, science, art, navigation, the army, economy, etc.

Before year 1944, the mechanical industry was represented mostly by some small production manufactories or generally with repairmen functions owned by foreign and domestic investors. Also the technical literature published at that time was very little, bilingual vocabularies of this period are mostly bilingual vocabularies of general usage, except the only technical terms vocabulary of agriculture Italian-Albanian and Albanian-Italian of M. Bindoni (in the circumstances of absence of an Albanian Explanatory vocabulary in that period, the lexical material cumulated is leaned mostly on two resources: firstly on bilingual vocabularies Albanian-italian of Bashkimi `1906; Dizionario Albanese –italiano of A. Lestit 1935; Dizionario italiano-albanese of F. Kordinjano 1938; italian-albanian vocabulary of K. Floqi, italian-albanian and albanian-italian Vocabularies of M. Bindoni and secondly on technical literature of that period and mostly on the book AUTO published in 1931, also in official gazette of that time).

Thus the lexical material cumulated, has helped to accomplish, up to a certain level, the analyses of mechanical terms used at that time. These analyses will include not only the context of expression but also the penetration into the conceptual origin of terms. The motivation of their conceptual origin will be accomplished from the terminological point of view, not from semasiological point of view, though being leaned on the initial concept and not on the first meaning of the word for example: the term fluturonjës (flyer) has as initial concept fluturoj (to fly), not flutur (butterfly) (a word that belongs to another field), or the conceptual origin of term punëtore (laborer) is zero, because the derived forming punë + tore (work + tore as a suffix) is at the same time a representative of initial concept. Thus the motivation of conceptual origin of a certain term begins with the identification of initial concept.

From analyzes made to the lexical of mechanics of this period, are evidenced some main characteristics, which will be represented briefly in this article. Firstly, in this lexical, is noticed a considerable number of foreign terms borrowed from other languages such as Italian for example: Altimetër, biellë, bronzinë, freksion, korp, korent, kandel, kollodok, kapilete\ë, kacavidë, graso, ingranazh, balestër, marshë, manivelë, parafango, pedal, timon tambur, Volant (eng.:connecting rod, brass, friction, body, current, spark plug, kolodok, capilette\ë, screwdriver, grease, gear, crossbar,

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gear, crank, fender, pedal, drum steering wheel, Volant) etc, from French such as debrazhë, voltazh, litrazh, etj. Time to time there are encountered two foreign terms that cover the same concept, but borrowed from two different languages, for example, about the concept "machine part that serves for alignment and disjunction of axis in the transmission system, especially in movement" there are used two foreign terms and particularly freksion from Italian and debrazh from French.

Secondly, those few efforts for creating special lexical in the mechanical field are traversed by the tendency of albanisation as much as possible. Linguistic wearing of concepts from Albanian dough, meaning albanisation of terms, is conditioned not only from the tendency of doing this lexical more comprehensible, but also from historical circumstances of the time. It is understandable that under the pressure of a foreign technology and under the foreign invader's dominance, efforts to preserve national language are more emphasized.

Albanisation of foreign terms is attained mostly in these ways, firstly by giving this word already a new meaning, something that has led into the broadening of its semantic structure.

We can mention here the terms: qiri (kandelë), kosh (karoceri), karrike-ja(unazë e pistonit), kokërr-a (sferë e kushinetës), kështjellëz-a (karter), shpejtësi-a (marshi), drejtuesi (timoni), lëkundës –i (manovelë), ndërruesi (kambio) ajrim (ventilim), kazan (serbator) (eng.: candle (spark plug), basket (body), seat (piston ring), ball (bearing ball), castle (crankcase), speed (gear), steering (steering wheel), rocker -i (crank), shifter (gearbox) ventilation (ventilation), boiler (reservoir) etc.

Secondly by covering the concept with a new word that is created from the own of Albanian language and with its formative means. We can mention here derivative formations: hovësi-a (Volant), përdas-i (distributor), përmes-i (diametër), kullojsë-a (filtri), shpejtësim-i (akselerim), tymës-si (skapamento), njënjësi-a (ekuilibër), i rrokullt (sferik), përgjerim (perimetër), grykëse-ja (bronzinë), shkritore (fonderi), shpeshtim (frekunecë) (eng.: flywheel, distributor, through (diameter), drain (filter), speed (acceleration), smoke discharge, unit (balance) , rolling (spherical), expansion (circumference), throat (brass), foundry (foundry), frequency (frequency) etc. It is noticed a versatile use of Albanian language affixes, by which it is accomplished up to a certain level, the differentiation of close or different concepts for example about the concept "curved or broken line that enclose a geometric figure" it is used the word rrokullore-ja whereas about the concept of sphere it is used the word rrokullinë-a. In some cases, concerning the conceptual differentiation, it is used also the change of gender for example the word rrahës – i is used about a beating tool in agricultural machineries, whereas the word rrahëse-ja is used about a beating machinery. Beside the front and derivative words from Albanian, in order to cover the concepts there are used also some compounds for example tharmatës –i (acidometër), avullore (lokomotivë), erëmarrës-i (aspirator) etj. In rare cases, unable to express the concept

with words, if this is a derivative or a compound, there are used explanatory phrases for example about the concept temperim - dhamja of steel water, about the concept automat – machinery that works.

Conclusion

From the analysis that was made of the lexicon of mechanics in this period, some main characteristics can be ascertained, which we are briefly discussing. First, in this lexicon, a significant number of foreign terms borrowed from different languages such as Italian are observed. the few attempts to create the special lexicon in the field of mechanics are permeated by the tendency to pronounce as much as possible. The linguistic borrowings is conditioned not only by the tendency to make this lexicon as understandable as possible, but also by the historical circumstances of the time. It is understood that under the pressure of a foreign technology as well as under the rule of the foreign conqueror, the efforts to preserve the national language are more pronounced.

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Language contact and Linguistic Borrowings

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Abstract

Nowadays multilingualism, where a speaker has more than two languages, is not uncommon. But bilingualism and multilingualism differ from language shift or a permanent change in a person's choice of language for everyday purposes. The purpose of this paper is to highlight the cases of borrowing usage and the features they represent while integrating into the Albanian language. Unnecessary borrowings are many, and a way should be considered for their replacement so that expressive and regenerative language skills create the ability to preserve its features and identity by developing them further.

Keywords: language, communication, borrowings, linguistic, mother tongue.

Introduction

Motivation for this paper has come as a result of the need to clarify the role of borrowings (anglicisms) in Albanian. Many Albanians are worried by this phenomenon of diminishing or reducing their language as well as their consequences in their culture and lifestyle.

All languages change constantly. Therefore the concept of language contact and linguistics borrowings is not something new. These concepts have been and are constantly intertwined with languages, just like they have changed during the course of history and continue to change today. A basic definition for a language contact is:

"....the use of more than one language in the same time in the same place". (Thomason 2001, p1).

Methodology

This means, that language contact is two languages that come into contact with each other, resulting in a linguistic change occurring in one or both languages. Linguistic contact and especially close contact situations bring linguistic change. For example, Milroy (1992), has sociolinguistic perspective, seeing the linguistic change of a language or language system as a social phenomenon.

Changing from one language to the other, comes as the result of immigration. Weinreich (1974) describes the situation of changing the language like this:

"….under the invasion of a foreign force, or during immigration to a new country, the grown members of a group who share the same language, can use the new language when they deal with state institutions, while children use the new language in school; and at the same time the old language or mother tongue continuous to be used at home or during group activities.

Linguistic change, which again is a result of language contact, normally involves alterations to the vocabulary of a language, its pronunciation, or both. Linguistic borrowing is the major contributor of such changes. Borrowings can be defined as a process where a word that is used in one language begins to be used in another language.

One of the main sources of borrowings is English language and those borrowings have a specific name: Anglicism is an idiom or a feature of the English language borrowed from another language (English Dictionary Collins). English is the most prevalent language in the world. During the eighteenth century, Britain was a great empire as well as the greatest colonial power in the world, and even nowadays many of the former colonies use English as the official language. Various surveys conducted by UNESCO and other international organizations report that, English is the official or semi-official language in over 60 countries and occupies an important place in 20 other countries. English is the main language in business, technology, science, medicine, diplomacy and advertisement. To further emphasize the status of English language, Crystal (1995, p 358) notes that:

"Of all the information found in electronic systems of the world, 80% is stored in English. Radio programs in English are broadcasted from over 150 million people in over 120 countries. Over 50 million children learn English as a second language in elementary school; over 80 other millions learn it in high school (excluding China). During a year, The British Council helps thousands of foreign students to learn English in different parts of the world."

Contacts that different countries have had with the English language or culture, have resulted in direct or indirect impact in the local language.

When it comes to the integration of anglicisms, that is the alteration of a borrowed word to such extent that native speakers do not consider it any more "foreign" from a donor language into the receiving language, anglicisms can be divided into loan words, which are assimilated phonologically, orthographically, morphologically or semantically and foreign words which are not assimilated.

In his study of anglicisms in the magazine, "Der Spiegel", Yang (1990, p 9) identified three categories of anglicisms:

1.　　Conventionalized anglicisms, which are completely integrated and accepted by speakers and which are no longer considered as foreign words. For example, Computer, Manager, Jeans etc.

2.　　Anglicisms in the process of being conventionalized, which are only partly orthographically integrated are still considered as foreign words. For example, Factory, Gay etc.

3.　　Proper names, quotations or words related specifically to England, America or other English-speaking countries such as Ireland, Canada, and Australia etc. For example, Boat people, High School, Highway, Western, etc.

The invention of the computer was something monumental because of the change it brought. Now, computers are used for many reasons and practically in all areas of life. Currently, World Wide Web, the Internet and Email have contributed in increasing the contacts between the languages of the world, including Albanian and English. The internet is the new communication medium which with the help of microphones, speakers, cameras and the web, it has been able to replace the role of radio, television and telephone. The internet was created in America and was developed in the English-speaking world, and that is why English was the only internet language. But now thanks to globalization other languages are included in the internet.

In terminology, the foreign unit which replaced an Albanian word, does not coexist or should not coexist for long, because this coexistence would burden the language for specific purposes with an unnecessary element. The long-term use of this old element alongside the new one, creates difficulties in discovering the content of the term and obscures the relationship between concept and term.

English is putting pressure in many European languages. Anglicisms are being used in many languages, even simple words or expressions sometimes unnecessary to be borrowed such as "ok" in Italian, Russian, German etc. "Weekend", has conquered many languages of the world. The prevalence of anglicisms comes as a result of the political, economic, cultural, scientific influence of the United States of America especially after the Second World War.

English words or words that originate from English have penetrated in different areas of social activities. Russ (1990 p.249) gives many acceptable reasons for the borrowings:

"….motivation for the borrowings comes from the desire of some speakers to show they know a certain language, by filling their language with borrowings. In some areas, foreign words have more influence than words in the native language."

This citation reinforces even more the point that young people use anglicisms to look modern and trendy and even in cases when they don't know the meaning of those borrowed words. Russ (1990, p 249) notes that:

"…..when a phenomenon starts in the English speaking world and becomes popular in other countries, usually the activity itself becomes popular such as aerobic, skateboard etc.

Discussion

The process of terminology translation in Albanian can be divided in two parts, before the 90s, a period in which terminology was mainly based in translations from Russian and in fields such as geology, mines etc while after the 90s, with the change of the system and the opening of the country, terminology changed as well. Priority was given to fields such as electronics, informatics and the English terms started to appear.

The appearance of new words in Albanian is becoming a norm. But of course, novelty does not always go unnoticed and not always settles in the language. It is the job and responsibility of linguists, writers, and journalists etc. to further enrich and preserve the language.

In Albania, the learning of the English language has taken on a special importance after the 90s, for pupils and students who graduate in various fields and who try to enter the labour market. Today, students who complete a master's or doctorate are required to defend a foreign language (until recently only defence of the English language was required) as a condition before receiving the card. The standard of classification of language competences is based on the description provided by the Common European Framework of Reference for Languages.

Learning foreign languages is essential for students of professional fields (in our case) such as engineering as they are required to be updated with the latest news from science and technology. This information in our country is mainly obtained from foreign literature. A large part of Albanians and students get foreign literature mainly from European languages such as English, French, Italian, German, etc. When we talk about engineering students, we mean the students of the Polytechnic University who study different branches of engineering such as electronics, informatics, telecommunications, mechatronics, electricity, etc. These students, in addition to competence and knowledge in their field, are also required to have a very good knowledge of a foreign language or several foreign languages.

At the Polytechnic University of Tirana, foreign language teaching is done using language methods for specific purposes. With the introduction of the Bologna education system in 2003 in Albania, great importance was also given to the adaptation of teaching methods of foreign languages. Specifically, we are talking about the English language, as a language that I have covered for years at this university. The methods used in this university for years are not those of general English, but are methods of English for specific purposes. These methods are adapted to the needs of the students, since these students have received general knowledge of

the English language in high school. The methods of English for specific purposes are adapted in such a way as to serve the student in the professional communication that he/she will have in the future, in real work situations, putting the emphasis on the English language lexicon of profession. Different branches of engineering at the Polytechnic University of Tirana (PUT) use English methods in the relevant field and these methods are: "Electronics" in the branch of electronics and telecommunications, "Information Technology" for computer engineering students, "Electrical Engineering" for electrical engineering students. These books were published by Express Publishing, while the book "Architecture" is used for architecture students. Also, for some branches, a book is used which summarizes different engineering branches and is titled "Engineering".

All the above-mentioned methods are divided into three parts, which coincide with three language levels A1, A2 and B1 and summarize four language competences: listening in English, reading, writing and speaking. Each of the methods contains a mini glossary of terms at the end of each of their three parts. The presentation of this mini glossary at the end of each part is done because it is very important for students to learn the terms of the field in addition to the general lexicon.

From what was analysed above, we wanted to give some recommendations, since every study is an added value for the field of linguistics and especially for the Albanian language, related to the current social context, as well as based on the aspect of many years of professional experience in teaching of English for specific purposes.

Conclusions

Loans are an inevitable phenomenon because of constant contacts but the words borrowed must respond to the needs of the language for expanding its social nature functions. For young people, it is especially necessary to create a dictionary that will help use the Albanian word and to limit the use of unnecessary borrowings in order to form them with a linguistic awareness that is distinguished for a widest range of words and phrases in the Albanian language.

We recommend that in the literature on professional subjects, where terms that are anglicisms are very often used, a mini-dictionary explaining the terms used is provided.

To work on a standardization of terminology, as we have often noticed that in the literature used, the same term is pronounced in different forms.

From experience in teaching English for specific purposes, we have noticed a lack of an actual vocabulary for the fields of computing and electronics. In this context, its drafting is necessary not only for students of these branches, but also beyond.

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Activities that Reinforce ESP Vocabulary Acquisition in Class

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Abstract

Vocabulary teaching and learning is of a great importance for both teachers and students and for any language learning process. An increased emphasis on vocabulary development is crucial for the English language learner, whether it is general or specialized vocabulary. This paper is aimed at discussing some aspects of teaching specialized vocabulary in ESP (English for Specific Purposes) classes. ESP should be considered as a different approach to language learning, not as a different kind of language. There is given a theoretical overview of what ESP is, its characteristics, the ESP teachers and the main difficulties faced. Then a questionnaire done to first year students studying at the Faculty of Civil Engineering, Polytechnic University of Tirana, and to first year students studying at the Faculty of Social Sciences, University of Tirana, highlights the strategies that students do in order to learn ESP vocabulary, and what helps them reinforce the ESP vocabulary knowledge practice in class. Finally, the questionnaire results for each group of students are analyzed and afterwards the results of the two different groups of students of the two Faculties are compared. Problems and successful ways of selecting, presenting and practicing terms will be approached from both theoretical and practical points of view. Conclusions and examples are based on findings and on personal teaching experience.

Keywords: ESP vocabulary, language skills, class activities, motivation, students.

Literature Review

In the 1960s, English became the new global language in the academic and professional world. English for Specific Purposes (ESP) had its early beginnings in the 1960's and has become such an important aspect of English Language Teaching. (Hutchinson and Waters, 1991).

It is thought that the publication of two significant articles by Barber (1962) and Herbert (1965) have contributed to the insertion of this new discipline, which was consolidated by the late 1980s, as shown in Hutchinson and Waters (1991).

It is evident that the role that language plays in the modernization of society and knowledge is paramount, as a result today, in the Information Society the field of research into specialized languages seems to be enjoying a boom.

Dudley-Evans and John (1998) assert the importance of the teaching of vocabulary in ESP and they say that needs analysis is often considered as "the corner stone of ESP and leads to a much-focused course".

As shown by Robinson (1991) ESP is usually goal-oriented, and it contains "specialist language and content".

According to them learner needs has to do with what the learner wants to do with the language (*goal-oriented* definition of needs) and what the learner *needs* to do to actually acquire the language (a *process-oriented* definition).

Some findings show that learners have different levels of motivation, different attitudes about teaching and learning and as a result different approaches to activities and instructional practice (Felder & Brent, 2005 and Malie & Oriah, 2012).

Characteristics of ESP and ESP teacher

ESP has some specific characteristics which are classified as main or absolute characteristics and variable ones:

Absolute characteristics (Dudley-Evans and John)

- ESP is defined to meet specific needs of the learners;

- ESP makes uses of underlying methodology and activities of the discipline it serves;

- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics:

- ESP may be related to or designed for specific disciplines and may use, in specific teaching situations, a different methodology from that of General English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. It is generally designed for intermediate or advanced students;

- Most ESP courses assume some basic knowledge of the language systems.

According to Dudley-Evans and John (1998) the ESP teacher does not have the responsibility to teach technical terms, but in some specific contexts the ESP teacher have to check if learners have understood technical vocabulary appearing as carrier content for an exercise, because the teaching of technical vocabulary is rather more complicated than it seems.

The objective of the study

This study intends to investigate how much students try to enlarge this kind of vocabulary, what they do in order to progress and to know what encourages them learn ESP vocabulary.

Thus, the following objectives are proposed in this study:

- To know what helps students reinforce the ESP vocabulary knowledge practice in class;
- To know what they do in order to learn ESP vocabulary;

Materials and method

A questionnaire done to 124 students, respectively 56 first year students studying at the Faculty of Civil Engineering, Polytechnic University of Tirana, and to 68 first year students studying at the Faculty of Social Sciences, University of Tirana.

The students chosen were the same proficiency level (intermediate level). They were of the same age (18/19 years old). They came from different background.

The chosen learners were selected by random cluster sampling.

Research Questions

The study sets out to seek answers to the following research questions:

The questions asked are chosen due to the personal teaching experience, to find out ways to help students reinforce ESP vocabulary knowledge practice in class.

1. What helps you reinforce ESP vocabulary knowledge practice in class?

    a) working individually; b) working in pairs; c) working in groups; d) working as a class

2. What do you do in order to learn ESP vocabulary?

    a) write the words; b) repeat them many times; c) translate them; d) write sentences using them

Results and discussion

Regarding the first question, both groups of students agree that working in groups helps them reinforce ESP vocabulary practice in class, respectively 49% of students studying at the Faculty of Social Sciences (FSS), University of Tirana and 41% of students studying at the Faculty of Civil Engineering (FCE), Polytechnic University of Tirana. When working in groups students can express themselves freely without being afraid of making mistakes and being corrected in front of the whole class. As a result, they share information, help and learn from each- other.
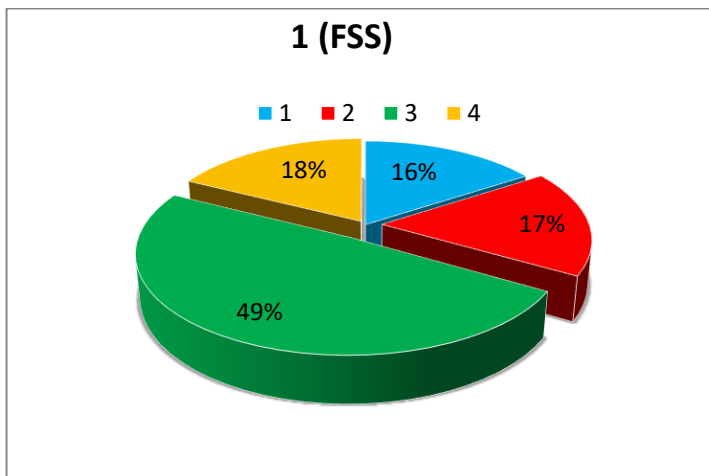
Most often when students work in a group, they choose a leader who gives tasks to the member of the groups. The teacher has to be an observer so as the work is divided the right way, and the work doesn't result being accomplished only by the leader. In order for the group activities to be productive, students need to contribute and share knowledge and skills.
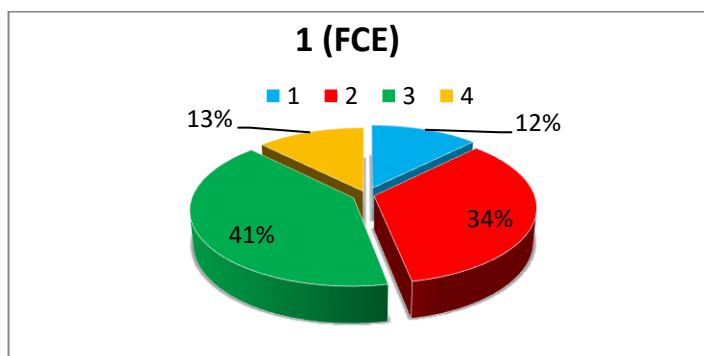
Working in groups has other advantages as well. Students get to know each-other better, they become more responsible and the spirit of competition makes it possible for students to feel motivated.

As shown by the graph, working in pairs is mostly preferred by the students of Civil Engineering Faculty (34%, compared to 17% for the FSS students). By working in pairs students are more concentrated and their contribution to the task is higher. They tend to be creative and use their imagination more. When students role-play, they have fun by acting out dialogues. At the end of this activity students can choose the best pair by giving a reason. Peer-assessment facilitates a peer dialogue and promotes students' active role in learning (Black et al, 2004).

The least chosen alternative for both groups of students is working individually. This is related to self -confidence, self-esteem, to the student's level of the language, to how systematic and hard-working they are, and to how much students want to contribute and give feedback.

When it comes to working as a class, respectively 18% of students studying at the Faculty of Social Sciences (FSS), University of Tirana and 13% of students studying at the Faculty of Civil Engineering (FCE), students argue that activities like quizzes and games should be carried out as a class. In so doing, students focus and try to contribute first so as to be the winner. But, tests are carried out as a class as well, even though students do not like them, as they feel nervous and stressed.

1 (FSS)

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Graph 1. Results for research question one. What helps you reinforce vocabulary knowledge practice in class? a) working individually; b) working in pairs; c) working in groups; d) working as a class.

Results and discussion

Regarding the second question, the majority of students agree (47% of students studying at the Faculty of Social Sciences, and 34% of students studying at the Faculty of Civil Engineering), that they translate the terms in order to learn ESP vocabulary. It has to be pointed out that sometimes it is difficult to find the Albanian equivalent as there are not many engineering dictionaries available. It has to be pointed out that students use the internet a lot for this purpose as well. Internet helps students by giving the meaning of certain unknown and by suggesting strategies for a life-long memorization of the ESP terms (Brahja, 2013). Thus, ESP terms, especially in engineering fields, are associated with images, pictures, photos. These visual aids are displayed using a projector, which students find so helpful in making them understand the terms, assimilate them and memorize them.

But it is noticed a great difference in the other percentages.

25% of students at the Faculty of Civil Engineering have chosen the alternative of writing the words, whereas only 2% of Social Sciences students have chosen it. Engineering terms are more difficult to acquire as they are totally new, and some of them have not been encountered before, so this comes due to the degree of difficulty these students encounter in writing the words. Whereas social sciences terms are easier, and most of them have been encountered and used by students in other contexts with another meaning.

When it comes to writing sentences (13% FCE students, 9% FSS students), most students are reluctant of writing and forming sentences, as they prefer mainly more practical exercises, especially when alternatives are given. Writing sentences involves being creative and use other terms in the right context, so the sentences result correct and make sense.

One of the ways to memorize the terms at best for both faculties is repeating the terms, because students do not only learn them, but they practice pronunciation, stress and intonation.

Some scholars have indicated that university students mostly suffer from a limited range of general vocabulary rather than technical terms. Gilmour and Marshal (1993), for example, argue that many of students' problems in comprehending what they read are not caused by the specialist words of their subject matter, rather, the problems they face are mostly caused by general English words.

2 (FSS)

■ 1 ■ 2 ■ 3 ■ 4

2%
9%
42%
47%

2 (FCE)

■ 1 ■ 2 ■ 3 ■ 4

13% 25%
34%
28%
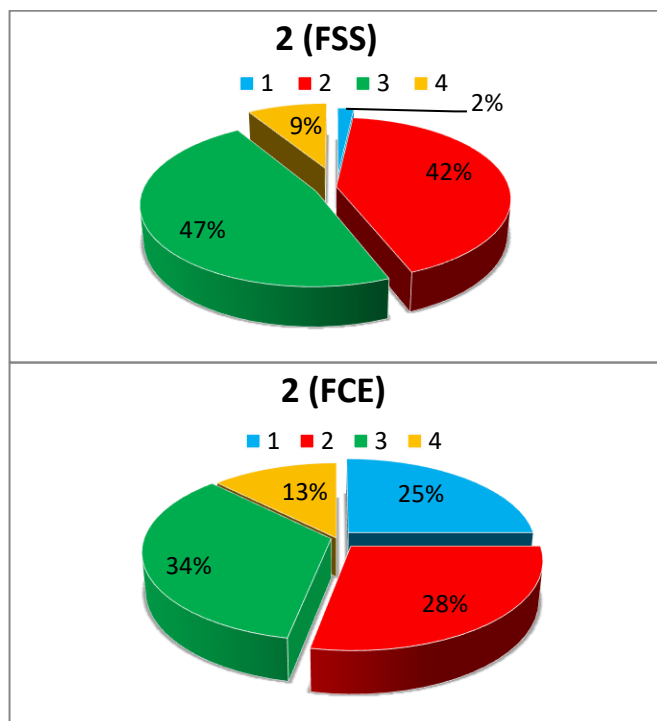
Graph 2. Results for research question two. What do you do in order to learn ESP vocabulary? a) write the words   b) repeat them many times   c) translate them d) write sentences using them

Conclusions

- Teacher's role is one of many parts. ESP teaching differs from General English teaching in that the great majority of ESP teachers have not been trained as such, that's the reason why sometimes it's preferred to use the term "ESP practitioner", rather than "ESP teacher".

- The activity that students find the most appropriate in order to reinforce ESP vocabulary practice in class, is working in groups, because in that way they can

exchange information, share knowledge, experience, even in their own field of study.

Few of them preferred to work individually and these students are the ones who are very self-confident, achieve good results even without the others' help.

- Both groups of students translated the terms and repeated them many times, in order to learn them because through translation and repetition they can memorize the terms better as they have to deal with a rarer usage of ESP vocabulary compared to General English vocabulary. A considerable number of students studying at the Faculty of Civil Engineering prefer to write the words, and this is due to the difficulty they encounter in writing these terms.

- The problems that students encounter when learning ESP vocabulary are various and the amount of difficulty varies from one group to another. They mostly find difficulty in using the terms in other contexts, in pronunciation, in translation and in the rare usages. Having difficulty in finding the Albanian equivalents of ESP vocabulary brings with it many other problems.

- Students want to attain an ability to communicate effectively in their own field of study, that's why they want to enlarge ESP vocabulary. This shows that they are aware of the importance of English language and mostly of ESP vocabulary.

Preparing glossary books for ESP terms with the contribution of students, would be of great help for the students and for future studies as well.

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Problems in translating terms in Informatics and Electronics Engineering textbooks

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Abstract

Linguistics borrowings in the field of terminology have their own characteristics. From the point of view: term for the concept and word for meaning, terminological borrowings differ from borrowings in the general language. Based on this difference, the analysis and determination of the borrowings journey is made. The source language of the word is the first language where this word was created, while the source language of a term is the first language, where the relevant concept was originally listed. The basis for determining the changes that e terminological borrowing undergoes during the transition from one language to another, is the comparison of the structures of concepts that they express based on the equivalence scales, that are full coherence partial coherence and zero coherence. In addition, to determine the comparison of the semantic structures of the word that is also used as a term. The method of comparative terminology is the basis for the study and analysis of terminological borrowings.

Keywords: terminology, borrowings, informatics, electronics

Introduction

The reason for writing this article, has been the fact that the problems of terminology, especially recently, have gained a lot of interest in general as well as in particular, not only for specialists but language teachers of English for specific purposes as well. The increasing interest in terminology and especially the demands for its standardization and coordination, indicates a high level of development of science and technology today, and requires a response to the large amount of terminological words that we encounter in contemporary sciences.

Observing the lexicon of this field, we have encountered terms such as *hardware*-in or *harduerin*, or very often, even when we have the already accepted Albanian term fjalëkalim, we still encounter the term *password* even though now it is used less frequently. Therefore the purpose of this paper is to provide our modest contribution,

in terms of reflection and study of English-origin terms, as well as their role in the field of informatics and electronics.

Materials and methods

Informatics is a discipline that deals with the collection and processing of information, or more precisely the processing of data by means of an electronic calculator[1]. Although the first attempts to build an electronic calculator originated in Europe (e.g. the calculator of Blaise Pascal and Charles Babbage) and the basic principles of operations of calculators were developed by Alain Turing (English) and John Von Neuman (Hungarian), the computer is an American product. In fact, around the 1940s, the computer began to be recognized as an industrial product in the US and then had a worldwide spread. This undoubtedly favored the spread of anglicisms in the American version of computer terminology, thus creating many neologisms as well. The Albanian language just like the majority of other languages in the world, gathered anglicisms in this field together with the IBM equipment.

A special place among the borrowings in the contemporary Albanian language is reserved for the anglicisms, which after the nineties, are more numerous in both spoken and written language, a phenomenon easily verified by browsing a newspaper or magazine, to understand how many foreign words are included there. This influx of terms, can happen as a result of a number of factors[2], where it is worth mentioning the wide spread of English, which is the most studied language, currently considered as lingua franca, not only for Albanian but also for international communication; or for the prestige reserved for the Anglo-American civilization not only in the fields of informatics, sports, music etc but also in the political-economic field.

Unlike some countries like France and Spain, Albania didn't resist the influence of anglicisms and chances are will not do enough in the prevention of this influx in the near future, as more and more those terms are easily noticed in the political field with terms such as: *exit poll, bibartisan* etc. It is noticed, that most of the anglicisms have initially entered through language for special purposes such as: in the field of economy, finance, administrative organization e.g. *report, budget, target* etc; in the medicine field e.g. *by – pass* etc; in the sports field e.g. *corner, goal, beachvolley, windsurf* etc; in the music field e.g *hit, disc-jockey, rock, pop, soul, band* etc; in the telephony field e.g *cordless, roaming*; in the field of mass media e.g. *talk show, fiction, audience, spot, share* etc; in the fashion field, mainly for young people e.g. *jeans, t-shirt, piercing* etc; in the field of foods e.g. *crackers, cornflakes* etc; or in the spoken language such as: *week – end, babysitter, trendy, look* etc. But, without a doubt, it is the field of informatics and electronics that anglicisms have seen a huge increase in the usage of those terms since the nineties, thanks to the expansion of the technical-scientific culture in this field. This spread is happening thanks to the widespread

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[1] Grande dizionario italiano della lingua dell'uso, GRADIT, Utet, Torino, 2007
[2] D'Achile. P.," L'italiano contemporaneo", p.83, Bologna, 2010

computerization in workplaces, in schools, as well as in different daily activities. Consequently, the interest towards this language of specialty is in fact the interest towards the future of the language, because it offers the opportunity to observe the development tendencies that maybe valid for the general language as well. This is especially evident in the widespread use of Anglo-American terminology in the field of cybernetics and computers.

But the concern to "protect" the Albanian terms through the mechanism of semantic calks, by replacing the anglicisms, can bring an opposite result to that desired, ie the uncontrolled introduction of borrowings. Sometimes, Albanian not only refuses to use its own Albanian terms but also gets the phenomenon of synonymy of a certain term, for example for the word spam, which can be translated as an unwanted message, the computer lexicon has also recognized the two synonyms *junk mail a*nd *bulk mail.*

Discussion

The influence of the English language on the Albanian language dates back to the 60s, although the linguistic contact is much earlier, since in 1921, the American Technical School opened was opened in Tirana, founded by the American Red Cross, the first and only Albanian technical school for a long time. For a long period of time, it would be known as the Technical School of Tirana. The American Youth Red Cross built a model program for technical assistance. This technical school provided students with specific technical and practical knowledge with the help of a variety of vocational programs. The school had a power plant with which it supplied with energy the whole city, had its own printing house, and undertook construction projects, developed various sports and cultural activities and published the well-known paper "Laboremus"[1]. The school had a very good program and graduating students were admitted to universities in the US and Europe. In 1921, this school had 21 students. During the years 1932-1933, 500 students were enrolled; 150 graduates graduated, most of them employed in state institutions or various sectors of the country's economy.

The Technical Schools has the greatest merit among other American schools in Albania, that it introduced for the first time the English language until then almost unknown in comparison with other important languages of European culture such as French and German. Without ever taking political overtones, it was thoroughly taught by the best students both speaking and writing. The best evidence of this, is the literary creativity and numerous other writing of the students in the pages of *Laboremusit*. Later, after the War for some graduates of the Technical School, English became a means of livelihood for with various translations from literary works, but

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[1] Laboremus, published and printed monthly by the student of the Albanian Vocational School "Harry Fultz", Tirana, Number of issues 26

even more for translating political books but keeping the name of the author anonimous. [1]

Thus, the Technical School of Tirana played an important role in educating young people with a sense of patriotism, love and respect for work. "*Try to make Albania a country worth living for!*" – said Harry Fultz.[2]

In the 1960s, English became as important a language as Russian, the language taught in primary and secondary schools in Albania. In the beginning, 25 English language teachers graduated in 1964, and even further English language would continue to replace more and more Russian, by being taught in high school.[3] By now, English language is taught in school as a compulsory foreign language by more than 65% of Albanian children.[4]

After the fall of communism, in the 90s, the country opened to the western world and thus the need to increase and improve communication in English in various areas of life such as business, tourism etc. emerged.

In addition, the approach and motivation to the English language were influenced by the growth of trade relations with the west and the globalization of the culture[5]. For the first time, the Albanian society was exposed to an extraordinary influence of western values, culture, knowledge, traditions which penetrated through the media, economy, politics, knowledge of technology, but also the western style of life. As a result of these changes, the great influence of the English language on the standard Albanian language increased, thus bringing about the increase of linguistic contact.

The influence of Anglicism in the standard Albanian language is not a new phenomenon. Borrowings from English have entered the Albanian language through science, technology, politics, art, culture directly in English such as: computer science terminology which we will see in more detail in this paper. These borrowings have undergone a process of linguistic adaptation but also practical, and have already been accepted in the everyday Albanian language.

One of the Albanian linguists who has dealt with borrowings and the reasons for their appearance in the Albanian language is Xhevat LLoshi, who emphasizes that globalization has made Albanians immerse themselves in the English environment. According to him, Albanians watch Albanian tv programs titled in English such as: Big Brother, Love Story, listen to Albanian bands named West Side Family, on the street are surrounded by ads in English such as: Digitalb, Albsat, read newspapers with English titles Tirana Obsever, go to shops with English signs open, close, fast food and

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[2] http://www.harryfultz.edu.al/harry_t_fultz.html

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buy products with English labels baked rolls, fanta exotic, at schools and in courses learn English, work on computers in English faill, seiv, even laws are drafted in English and then translated in Albanian. As a result of globalization, some English words have replaced Albanian words such as: *sektor* (department) and *katedër (department)*, with the word *department*, *degë (branch)* with *branch*, *kontroll-revizioni* (audition) with *audition, ekzekutim (performance)*and *arritje (performance)*with *performance* etc.[1]

If we look at the journey that the science of informatics has made in Albania, we would emphasize the '70s where the Center for Computational Mathematics was established.[2] The center was equipped with two Chinese computers with ALGOL60 transistors and compilers. The main activity of this Calculation Center, was the development and use of mathematical methods in various fields such as geology, engineering, statistics, medicine, energy etc. Some of the important applications during the years 1971-1984, were software packages for geological data, processing, calculations of engineering structures, general population census etc.

In 1982, the Department of Informatics was established at the University of Tirana, which includes the employees of the center. From 1984 to 1985, a project was implemented in Albania, funded by UNDP and led by UNESCO, for the creation of the first computer network in Tirana. Thus, the Center for Computational Mathematics was transformed into the Institute of Informatics and Applied Mathematics (INIMA). It was equipped with two central computers, three minicomputers and more than 50 terminals distributed in ministries, faculties and scientific institutions. These computers were completed with programming languages such as: FORTRAN, COBOL, PASCAL, IDS2 database system, transaction processing development environment, mathematical processing software, linear programming, project development (PERT), statistics, accounting and business administration etc.

While at the Polytechnic University of Tirana, branches such as electronic engineering and computer engineering had their beginnings around the '60s with the formation of the Department of Electronics as part of the Faculty of Engineering at the State University. In 1994, the branch of Electronics was organized in three directions: Automation, Computers and Telecommunications. In 2007 the Faculty of Information of Technology was established (from the merger of existing structures: Department of Electronics, Institute of Informatics, and Applied Mathematics and Informatics section).

As above mentioned, regarding what computer and electronic engineering deals with, we notice the creation of a range of new scientific and technical concepts, as well as terms that penetrates along with objects forma one language to the other, thus

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[1] Xh.Lloshi, Ndërhyrja e huazimeve nga anglishtja, Seminari III ndërkombëtar i Albanologjisë- Universiteti Shtetëror i Tetovës, 2009, f. 28-31

[2] www.akti.gov.al

creating an important corpus of terms. It is noticed that the corpus of terms in these fields of knowledge is increasing, as it is the number of new equipment. It should be said that the field of informatics has begun to expand with the spread of information, based on the development of the society. Informatics being an interaction of other sciences, the analysis of its terms as such, should begin with the terms of the field of mathematics, electronics, mechanics, physics. The spread that this field actually has, no longer belongs only to specialists, but also to the media, economy, medicine, linguistics, agriculture, sport entertainment etc, even in the everyday life starting with compiling a simple text on a computer and to the advancement of various applications on social networks.

The following terms, which are presented below, best represent what was stated above:

Banner – banderolë (reklamash) / Shopping cart - karrocë blerjesh / FAQs - Përgjigje të pyetjeve më të shMB – njësi matje për memorjen / RAM– Memorje e përkohshme / bits (binary digits)– shifra binarë/njësia më e vogël e të dhënave kompjuterike / Bus speed – shpejtësia e aksesimit të të dhënave nga procesori / SIMM – modul memorje qw dërgon deri në 32 bit në processor. These terms express the albanisation of the anglicisms. And here are some examples of anglicisms that have remained unchanged in the Albanian language such as: computer, mouse, scanner, printer, skyp, file, folder, start, refresh, update etc.

Conclusions

From the analysis made of the terminological lexicon, one can conclude some key characteristics, which we are going to discuss briefly. First, in this lexicon came a considerable number of foreign terms borrowed from the English language. The linguistic covering of the concepts from the Albanian language, is conditioned not only from the tendency to make this lexicon comprehensible but also the historical circumstances of the given time.

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The Self- Esteem of Roma Women - Case of Shkodra

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Abstract

Self-esteem is defined as a core aspect for an individual's well-being, given its association with self-perception. Multiple studies on this subject matter suggest the qualitative approach, especially regarding the recognition of self-esteem within certain groups or cultures. The present study focuses on analyzing the concept of self-esteem among Roma women residing in the city of Shkodra. The aim of this research is to highlight the dimensions influencing the self-esteem of Roma women. The research objectives seek to understand aspects of self-esteem from their perspective and identify the factors they consider most significant in self-evaluation. Two main research questions are posed and guide this research: How is self-esteem manifested in Roma women in the city of Shkodra? and What are the prevailing factors in determining self-esteem? *Methodology*: The authors employed a qualitative approach, utilizing semi-structured interviews with 10 Roma women residing in Shkodra. The research tools such as open-ended questions and content analysis of discussions through an interpretative approach intended to uncover the subjects' experiences and feelings regarding their self-esteem. *Key findings:* The initial results indicated the pivotal role of Roma culture in shaping the self-esteem of the women involved in this study. Other social factors also considerably influence how they perceive self-esteem. The scope of this research is to contribute valuable insights into understanding the determinants of self-esteem among members of a specific minority, paving the way for future data to serve as a basis for studies of a wider population.

Keywords: self- esteem, women, Roma culture

Literature

When discussing the concept of self-esteem, we refer to an individual's self-evaluation and self-affection. From a constructivist viewpoint, the self-esteem takes shape within

the social environment in which an individual resides, and thus, the culture of the community has an impact on our self-esteem.

The majority of research in this field suggests that scientific researchers, in their attempts to assess this concept, have primarily focused on quantitative research employing standardized instruments. These are frequently tested within the white population and among the adolescents, thereby leading to the omission of many facets of self-esteem, such as gender perspectives or the culture of minority groups from which individuals hail.

Women, typically linked with self-evaluation, have often been reported to exhibit lower self-esteem levels compared to men. Nonetheless, several studies have indicated that this discrepancy may arise from the instruments employed, such as standardized questionnaires, which may assess specific aspects of self-assessment that hold less significance for women. Additionally, the underestimation of the impact of gender stereotypes could also influence the responses of study participants.

In light of all these barriers but also recognizing that self-esteem is a social product that is self-determined by the individual, researchers should prioritize more an in-depth examination of this phenomenon among specific populations, such as women or certain minority cultures, in order to gain insight what these groups consider significant for their self-evaluation. At this point, qualitative approaches are very necessary to explore this concept in depth (Chatham-Carpenter, A., & DeFrancisco, V., 1998).

Through this study, the authors aim to gain a comprehensive understanding of the self-assessment phenomenon within the Rom minority community in the Municipality of Shkodra, with a specific focus on Roma women.

As is known in the history of our country, the Roma settled in Albania over 600 years ago, in the second half of the 15th century, during the Ottoman rule. Later, their history in communist Albania was subjected to efforts to homogenize with the rest of the population. It was in 1989 when the first efforts and organizations of the Roma in Albania gained official recognition as a minority. The era of democracy, while enabling the organization of the minority, were also accompanied by many challenges, such as unemployment and lack of education for the younger generations, and so on. However, over the years, the Roma minority, despite the challenges it has faced, has managed to preserve its identity, thanks to the influence of distinctive aspects of their culture, one of which, as noted by author Fonseca (1995), is the practice of prioritizing the group over the individual (Koinova, 2000, pp. 4, 6, 8).

Meanwhile, regarding the Roma minority in the Municipality of Shkodra, they exhibit a pattern of seasonal settlement (or nomadic behavior), which means that most of them come from other cities and do not appear as residents in this city. They come from cities like Fushë-Kruja, Cërrik, and Elbasan. They are known to establish

temporary settlements in the vicinity of the Buna, Drin, and Kir rivers in Shkodra during the May-October period. Their primary purpose for migration to Shkodër is often related to trade, and they return to their cities of origin when their trading activities conclude.

The emphasis of this study on Roma women encourages us to focus more on research that mainly explore the culture of the minority and the role of Roma women in the field of self-esteem.

The analysis of the concept of self-esteem in the context of minorities is of great interest to social researchers, as it is widely recognized as a source for self-concept, psychological functioning, well-being, and is strongly intertwined with other variables such as overall life satisfaction (Kaplan, 1982; Rosenberg, 1985, *cited in* Verkuyten, 2003).

Being part of a minority has undoubtedly an impact on self-esteem. Numerous studies have shown that members of minority groups exhibit lower self-esteem in relation to the dominant group in the society they inhabit. To gain a deeper insight into this concept, researchers have identified two crucial components that "nurture" self-esteem: the public sphere and the private sphere. When we talk about the public sphere and how it affects self-esteem, we refer to the role played by important socializing institutions such as school. In contrast, when we talk about the private sphere of self-assessment, we refer to the culture of the group to which an individual belongs. In the case of minorities, individuals belonging to these groups are more likely to exhibit lower self-esteem in the public sphere and higher self-esteem in the private sphere (Martinez, Ruben, and Richard L. Dukes, 1991, pp. 318-319). Studies have also pointed out that being part of disadvantaged minority groups with relatively low social status has an impact on psychological well-being (see Vega & Rumbaut, 1991). As a result, psychological well-being not only depends on the assessment of individual characteristics but also on how people assess their own groups (Verkuyten, M., & Lay, C., 1998). The phenomenon of social exclusion that minorities may experience is noted to have a more powerful negative effect on self-esteem compared to the positive effect that social inclusion can have *cited in* (Verkuyten, 2003).

Regarding the Roma minority in Albania, studies indicate that their relationships are characterized by a strong sense of solidarity. Education within Roma families revolves around learning the rules, culture and tradition of the Roma community. Thus, Roma children inherit this culture knowledge through their grandparents, parents, older siblings. This tradition compels Roma to behave as an isolated population (Koçollari, 2013). Compared to the rest of the population, Roma are more marginalized and experience social exclusion in many aspects of social life in our country. Among the issues that Roma still face today are civil registration, education, unemployment, lack of housing, and more.

However, in addition to the implications for self-esteem in being part of a minority, gender identity plays a significant role. To better understand the self-esteem of Roma women, insight from studies focusing on the role of women in this minority are invaluable.

Referring to studies describing the culture of this minority, we find that the role of women in Romani culture is considered inferior to that of men. Their customs dictates that girls should marry at a very young age, usually with marriages arranged by the elders of the family. Additionally, according to Courthiades (1990), marital infidelity for a Roma woman is deemed unacceptable, which is not the case for men (*cited in* Koinova, 2000).

Recognizing the importance of gender dynamics and being part of a minority group in the matter of self-esteem, the authors of this paper are dedicated to gain a deeper understanding of this reality, specifically within the Roma women population in the Municipality of Shkodra.

The Research Methodology

For this study, a wide range of secondary sources have been utilized, such as research reports on the Roma minority, national and international official reports and documents, local official data from the Municipality of Shkodra, various scientific articles, etc. The primary objective of this research is to highlight the dimensions influencing the self-esteem of Roma women. The aim of this research is to shed light on the factors and dimensions influencing the self-esteem of Roma women. The research objectives seek to understand aspects of self-esteem from their perspective and identify the factors they consider most significant in self-evaluation. This study is guided by two research questions: *How is self-esteem manifested in Roma women in the city of Shkodra? What are the prevailing factors in determining self-esteem?*

In an attempt to address the research questions, the authors adopted a qualitative research approach, utilizing data collection instruments by conducting structured interviews with 10 members of the Roma community in the Municipality of Shkodra. These interviews were conducted face-to-face and recorded in audio or by taking notes, after informing the participants in the study and obtaining their informed consent. _The study sample_ was selected using convenience sampling method. Convenience sampling is a type of nonprobability sampling method where individuals from the target population who meet specific practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or a willingness to participate, are included for the purpose of the study (Etikan, I., Musa, S. A., & Alkassim, R. S., 2016). Specifically, the researchers chose to involve women from a Roma camp located near the Drin River within the Municipality of Shkodra. This selection was made because access to this particular camp was facilitated through a trusted and respected member of the Roma community, ensuring the feasibility of data collection in that location.

For the analysis of the data collected from the interviews, *thematic analysis* was employed. Thematic analysis, as defined by Grbich (2007), is the process of segmenting, categorizing, and relating aspects of the data before their final interpretation (*cited in* Mathews, B. & Ross, L. 2010). This analysis involves working with the raw data to identify and interpret key ideas or themes. During the analysis phase, attention was given to the coding system for organizing the data using an Excel spreadsheet. Subsequently, the process continued with the analysis of what the interview participants had expressed (in their own words). The authors used *an analytical/interpretative approach*, relying on the data and returning to the raw data throughout the analysis phase (cited in Mathews, B. & Ross, L. 2010). Understanding from the researchers' perspective then continued with an interpretation of what the interviewees wanted to express regarding the discussed themes.

Regarding the ethical aspects of the study, the audio recordings and interview analysis are archived and will only be used for research purposes. Access to them is planned to be authorized only by the study organizers.

Data Analysis

Based on the analysis of the data from the 10 interviews conducted with Roma women from the camp near the Drin River in Shkodra regarding the concept of self-esteem, several *areas* and codes were identified. These were organized into categories and subcategories and became the subject of discussion in this study.

From the analysis of individual interviews, two main areas were identified:

1. Roma women and the determination of self-esteem at the individual level
2. Roma women and the determination of self-esteem in the community/public plan

I

a. Self-denial
b. Helping others
c. Fulfilling parental duties
d. Good communication
e. Conflict resolution
f. Coping with poverty
g. Altruism
h. Solidarity between generations

II

a. Absence of education
b. Lack of state and community support
c. Experience of illegal migration
d. Lack of reference figures or models in the community

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Based on these data extracted from the interviews and identified through analysis, the researchers attempted, through an analytical/interpretative approach, to gain a deeper understanding of these facts by comparing these findings with those of similar studies in the field.

Discussions on Study Findings

The analysis of qualitative data has revealed two main themes related to the self-esteem of Roma women in Shkodra. These two aspects will serve as a central focus of the discussions in this study.

Discussion about Roma women and the determination of self-esteem at the individual level

"-The most difficult situation is the one we are living in! What can I say good for myself?! I have the patience to take care of my grandchildren. I spend all day with them" W1

"-I think I'm not a successful woman or a skillful one, but I'm a good mother!" W3

"-I think that I communicate well, that I get along well with my family! I have no conflicts with anyone in my family. I raised my children and married them!" W5

"-We Roma help each other a lot" W10

"-I tried to get along well with each other, here at the barracks!" W7

"-Parents gave us love, but they were not harsh with us" W9

"-My family of origin is very supportive of me. They helped me a lot!"W2

As we cited above, regarding the self-esteem of the individual, researchers define two determining factors, those related to individual aspects and those related to public/group aspects.

Based to the sentences extracted from the interviews, it is clearly evident that life in the camp, so Roma culture, is the one that has the most influence on the concept of self-esteem for the women of this minority.

Most of the interviewees based the perception of their self-esteem on supporting roles in the camp. Very few of them were able to highlight their specific qualities.

Suffering, poverty and efforts to raise grandchildren, helping each other are the factors that most affect the self-esteem of these women.

Roma women attribute their self-esteem more to private factors and especially to the way their life is organized in the camp (Martinez, Ruben, and Richard L. Dukes., 1991).

Roma women and the determination of self-esteem

"-I have been in school for 5 years and this has helped me to read and write, but I don't have any support from the surrounding community" W4

"-I am not educated, but my children are! Apart from the people here in the camp and my husband who works, I have no help from anyone!"W8

"-I don't have any figure as an inspiration or guide in life!"W3

"- I remember the suffering as the most influential event in my life! All our lives we have been without housing in the open sky, without any kind of social support. Our children were born, raised and married here in the camp, without any conditions. We miss the support from our state " W1

"-The experience of emigrating to Germany has influenced me for the better! We lived there much better than here".W5

Regarding the public dimension of self-esteem, based on the data of our interviews, we see a very low influence of the school, community, or the state in the domain of self-esteem or Roma women.

In populations such as the Roma minority, where the poor economic situation is emphasized several times by the interviewed women and where housing or schooling conditions for children are difficult, it shows the high potential of experiencing high levels of social exclusion that they suffer. As previous studies higlights, self-esteem decreased more from social exclusion than increased from inclusion. It is based on this facts that we justify their limited self-esteem regard the public sfere.

Conclusions and Recommandations

- Roma women are influenced by cultural factors in determining their self-esteem.
- Their self-esteem concept is more influenced by personal factors (Roma culture and especially the gender role that this culture dictates to women).
- The great impact of culture on self-esteem is closely linked to the social exclusion experienced by this population. The exclusion isolates them from the influence of other institutions within the public sphere when it comes to shaping their self-assessment.
- In the future, comparing the concept of self-esteem of Roma women with those of the dominant population, could generate interesting data to understand the differences and to identify intervention strategies with policies and services for the benefit of increasing the well-being of Roma women.
- We emphasize that self-esteem is equivalent to well-being and since it is not a static concept, we believe that it can be strengthened with appropriate interventions.

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The Essence of Creativity in Marketing: The case of an Albanian Company

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Abstract

One of the most important concepts in the business environment is creativity. This qualitative research study delves into the multifaceted sphere of creativity within the marketing field. The research aims to uncover the underlying principles and factors that drive creativity in marketing campaigns and strategies. By employing a qualitative research approach, data was gathered through in-depth interviews with marketing professionals, and content creators, complemented by an analysis of literature related to the topic. The findings of this research illuminate several critical aspects of creativity in marketing: Creative Inspiration: Participants consistently emphasized the role of external influences, personal experiences, and cross-disciplinary knowledge as sources of creative inspiration. Creativity in marketing often emerges from a blend of diverse ideas and perspectives. Collaborative Dynamics: Collaboration among marketing teams, clients, and creative agencies is crucial to nurturing creative ideas. Effective teamwork fosters the exchange of innovative concepts and the refinement of marketing strategies. Consumer-Centric Focus: Creativity in marketing is shown to thrive when it is driven by a deep understanding of consumer needs and preferences. Risk-Taking and Experimentation: Creativity in marketing often involves stepping outside conventional boundaries and taking calculated risks. Storytelling and Emotional Engagement: The ability to craft compelling narratives was seen as a cornerstone of creative marketing for fostering emotional connections between brands and consumers. Adaptive Learning: The research underscores the importance of an adaptive learning culture within marketing teams. Continuous learning and the ability to adapt to evolving consumer trends are fundamental for sustained creativity. This qualitative research contributes to a deeper understanding of creativity in marketing, and it explains the factors that influence marketing creativity while providing insights for marketing professionals seeking to enhance their creative strategies.

Keywords: marketing, creativity, consumer needs, brand, innovative, influence

Introduction

Innovative business skills are becoming increasingly crucial for businesses operating in an unpredictable environment due to globalization (Oguz, 2017). Additionally, it is believed that, because of globalization, competition, and rapid technological advances, the success of many firms has grown dependent on bringing innovative items to market. However, being innovative requires new ideas, creativity, and abilities (Ali, Li, & Latif, 2020). Creativity has been recognized as a foundation of successful marketing strategies, enabling companies to stand out in the highly competitive global marketplace. This essential element of marketing practice continually evolves in response to shifting consumer behaviors, emerging technologies, and changing cultural dynamics. Creativity is seen as a fundamental aspect in the implementation of new ideas, which results in innovation (Ameen, Sharma, Tarba, Rao, & Chopra, 2022). Creativity generates original and valuable ideas, making it essential for firms to address the challenges of rising competition, demanding customers, and unpredictable environments. Marketing practitioners must be good at creative problem-solving to successfully achieve marketing outcomes (Das, Patel, Sharma, & Shukla, 2023). Creativity is the ability to generate original ideas. Everything created by humans is built upon what already exists, and ideas are the building blocks of creativity. Creativity is linked to "knowing and thinking," while innovation is associated with their successful execution (Nakano & Wechsler, 2018). Therefore, innovation involves the transformation of original, novel, and applicable ideas generated through creativity into beneficial outputs and added value. At an individual level, being innovative entails a willingness to create, experiment, and embrace novel concepts (Ozaydin & Boyraz, 2021).

In recent years, the Albanian business landscape has witnessed remarkable transformations, driven by economic growth, increased connectivity, and a flourishing entrepreneurial spirit. As Albanian companies strive to adapt and succeed in this dynamic environment, the role of creativity in their marketing efforts becomes increasingly significant.

This paper embarks on a comprehensive exploration of the essence of creativity in marketing, with a specific focus on an Albanian company. By examining real-world practices and strategies, this study seeks to elucidate how creativity is harnessed to navigate the unique challenges and opportunities presented by the Albanian market.

By delving into the heart of creativity in marketing within the Albanian context, this paper not only contributes to the broader literature on marketing and creativity but also provides insights and lessons for businesses operating in this vibrant and evolving market. The paper proceeds with a comprehensive literature review, followed by an exposition of the methodology employed and the insights derived from interviews conducted within an Albanian telecommunications company. Ultimately,

the study concludes by presenting key findings and offering strategic recommendations that marketing professionals can leverage to their benefit.

Literature Review

The basis of marketing innovation strategies is based on organizational innovation. Organizational innovation is an approach that includes supporting creative processes, being open to new ideas and putting them into practice to find new ways to meet the consumers' needs (Anderson, Potočnik, & Zhou, 2014).

Early literature initially approached the concept of creativity from various angles, considering it as a divine gift, a subject of debate regarding nature versus nurture, and sometimes as a form of deviance. It is suggested that marketing creativity plays a mediating role in the connection between a market-oriented approach and the overall performance of a firm (Dabrowski, Brzozowska-Woś, Gołąb-Andrzejak, & Firgolska, 2019). Contemporary psychological research on creativity has established a comprehensive framework, which explains creativity from four key perspectives: personal attributes, encompassing factors such as personality and motivation; cognitive processes, including both convergent and divergent thinking; environmental influences, for instance, the impact of organizational climate and culture; and the characteristics of creative outcomes, such as innovative solutions or products (Oppert, O'Keeffe, Bensnes, Grecu, & Cropley, 2023). It is essential for companies to hire and retain skilled marketing professionals who can initiate and develop strategies (Kaiser, Sofka, & Grimpe, 2023). Creativity can be assessed across individual, team, and organizational dimensions, and it entails the generation of novel and constructive ideas that hold potential value for advancing organizational development. Human creativity can be enhanced by integrating information and communication technologies in their jobs (Cai, Khapova, Bossink, Lysova, & Yuan, 2020). The definition of creativity was first linked to the concept of creative individual considering creativity as abilities that are mainly traits of creative people. Creativity, irrespective of the workplace environment's influence, is inherently individual, with variation among individuals. Specifically, employees demonstrating stronger individual creativity-enhancing traits are more likely to exhibit higher creative abilities, regardless of the encouragement provided by the workplace environment. Service organizations that effectively attract, retain, and manage highly creative individuals gain a strategic advantage over their counterparts with employees possessing limited creative aptitude (Elidemir, Ozturen, & Bayighomog, 2020). Creativity, considered a core competency for employees, is actively promoted by most modern organizations, as it results from the interplay of individual characteristics and environmental factors, and serves as a crucial source for organizational innovation and maintaining competitive advantages (Jiang, et al., 2022). Individual creativity holds an irreplaceable significance for organizations as a cornerstone of organizational creativity, and in this context, promoting individual creativity and providing a conducive workplace environment will enhance organizational creativity,

making it possible to establish a model that emphasizes innovation in the workplace (Akan & Bozkurt, 2019). Creativity is valuable and practical in the context of new ventures, especially small and micro-business initiatives as it overcomes barriers to deriving resources and solving problems by generating alternative and cost-effective solutions (Eti & Kucukgoksel, 2021). Every individual has a different level of creativity which in fact is more beneficial when it is used at the organizational level (Al-Ababneh, 2020). The creative economy's ascent demonstrates how creativity is increasingly vital for firms to thrive globally, with entrepreneurs relying on intuition and imagination for innovative solutions (Vasconcellos, Garrido, & Parente, 2019). Successful companies allocate their limited resources to generating value through creativity and innovation, driven by R&D, and capturing value through marketing and advertising efforts (Koshksaray, Quach, Trinh, Keivani, & Thaichon, 2023). The concept of creativity can significantly enhance organizational innovation, influenced by factors such as workers' cognitive thinking styles and curiosity. Fostering innovation and creativity relies on effective human resources management, necessitating the promotion of diverse, inclusive work environments, especially in multinational organizations, along with empowering employees to increase their engagement in organizational activities (Gajdzik & Wolniak, 2022). Creativity extends beyond written knowledge and encompasses the creation of self-made products and services, often referred to as do-it-yourself, fostering both well-being and mindful consumption. Under transformational leadership, individuals working within teams have the potential to harness cognitive diversity, thereby enhancing team creativity (Brunneder & Dholakia, 2018), (Wang, Kim, & Lee, 2016).

The creative process is multifaceted, involving stages like idea generation, elaboration, championing, selection, and implementation, as well as potential sub-processes like incubation and illumination. Individuals and teams may not consistently involve every phase, and in collaborative settings, these phases can overlap or recur iteratively, without clear boundary (Emich & Vincent, 2020). There is consensus related to creativity as being essential for advertising success, evident in advertising literature, research, and trade publications; creative ads enhance attention, recall, brand perception, online sharing, and purchase intent (Mazerant, Willemsen, Neijens, & Noort, 2021). Creativity in advertising varies based on the medium and conveys messages differently. In today's advertising landscape, companies increasingly opt for unconventional approaches like ambient advertising, aiming to surprise, entertain, and engage audiences with creativity and novelty. The strategic use of creativity and the selection of innovative media channels have the potential to cultivate enduring consumer-brand relationships and shape brand perceptions over time (Maniua & Zaharie, 2014)

Methodology

The methodology used for the realization of this study is the qualitative method as the data is collected from a small group of marketing professionals. The primary data is

collected through interviews, which is a qualitative method that relies on the questions and answers to collect data. Interviews offer flexibility and allow for in-depth analysis. Interview depending on the topic of research can be an effective source of data.

Semi-structured, in-depth interview was used as interviewing format with each interviewee. The individuals participating in the study were interviewed separately and their anonymity is preserved.

The literature review serves as a supplementary component of the research, drawing upon a diverse array of online databases and library resources. To ensure the comprehensive examination of the study's subject matter, research materials published between 2014 and 2023 were primarily considered, with a particular emphasis on research articles and conference papers from the most recent five-year period.

Results

In this section the author will discuss the outcomes of the interview with two marketing professional and 2 content creators. The participants wanted to be identified with imaginary names, as a result Marketing professional nr 1. Is names Luka P., Marketing professional nr 2. Is named, Astel B., Content creator nr. 1 is named Geri S. and Content Creator nr 2 is named Floren G. The participants were asked several questions to better understand the creativity aspects in marketing. The questions were collected in three groups that explain:

a) The definition of creativity and its importance in marketing from a marketing professional perspective

b) Strategies that can support creativity.

c) The future of creativity

The definition of creativity and its importance in marketing from a marketing professional perspective.

Luka P. explained that in the context of marketing creativity is considered as the ability to think outside the box. Luka P. indicated that creativity is crucial for several reasons, such as:

1. Standing out in a Crowded Marketplace: According to the Marketing professional nr.1 Creativity allows brands to break through the noise and capture consumers' attention.

2. Building brand identity: Creative marketing helps establish a distinct brand identity that enables brands to convey their values, personality, and unique selling propositions effectively.

3. Emotional Connection: Creativity has the power to evoke emotions and connect with audience on a deeper level as emotionally engaged customers are more likely to become loyal advocates.

4. Adapting to change: As the marketing landscape is continually evolving with new technologies and consumer preferences, creative thinking is essential to adapt to these changes.

5. Solving complex problems: Creativity enables marketers to find innovative solutions to problems.

6. Enhancing user experience: This leads to higher customer satisfaction and conversions.

7. Measuring Impact: Creative marketing campaigns are often memorable and shareable, making it easier to track their impact and ROI.

Astel B. the second marketing professional defined the creativity as a secret tool that makes campaigns and strategies come to life. Astel B. explained that creativity is not just about flashy visuals or catchy slogans, although those can be part of it. It's about the ability to think in unconventional ways that resonate with the target customers. The importance of creativity relies in the desire of standing out, and being original as customers get all kind of messages form all directions. It is about finding unique angles, unexpected narratives, and novel approaches that capture attention and leave a lasting impression. Astel B. confirms the statement of marketing professional nr. 1 that creating emotional connection is important, as people do not just buy products or services; they buy stories, experiences, and solutions to their problems. Connecting with customers in a personal level creates relationships not just transactions. Furthermore, creativity can help with innovation and ensures that strategies remain effective and relevant.

Content creator nr. 1 is named Geri S., defined creativity from a content creator's perspective, as the art of telling a compelling story that engages, resonates, and inspires actions. It is important to captivate the audience and leave a lasting impression. Ideally this narrative will drive them to take desired action, whether it's making a purchase, subscribing, or simply sharing the content.

Content Creator nr 2 is named Floren G. it's the ability to transform ideas, concepts, and messages into visually and emotionally appealing content. It involves thinking beyond the apparent, finding fresh perspectives, and translating these insights into visually striking imagery, well-crafted text, or captivating videos.

Geri S., explained that creativity in content creation goes beyond the conventional. It encourages thinking outside the box, experimenting with new formats, and embracing emerging trends. It's about implanting personality and authenticity into brand messaging, making it relatable and shareable.

Floren G. considered creativity as essential for building and reinforcing brand identity, and as the driving force behind viral content. When content is not only informative but also entertaining or emotionally moving, people are more likely to share it with their networks. This increases the reach and impact of marketing efforts.

Strategies that can support creativity

Luka P. explained that fostering creativity in marketing begins with cultivating a culture that encourages innovation and thinking outside-the-box. Creating environment where team members are empowered to share their ideas and take calculated risks is essential. Brainstorming sessions should be regular part of our process, where diverse perspectives come together to spark new concepts. Additionally, staying curious and constantly monitor industry trends, competitor strategies, and emerging technologies, allows a marketing professional to adapt and integrate fresh ideas into campaigns. Some of the strategies that Luka P. mentioned were related to the cross-functional collaboration within a team as bringing together individuals with diverse skills and backgrounds leads to new ideas and innovative solutions. Keeping note and paying attention to the industry trends and emerging technologies is another strategy used by the interviewee to support creativity. This can be done by participating in webinars, attending marketing conferences, or reading marketing publications, as it can help to stay updated and sparks creative ideas. Experimentation when possible is also a good strategy for supporting creativity by allocating a portion of the budget and resources to test new marketing channels and strategies. It is important to keep in mind that not all experiments are successful, but learning from failures is also important and can fuel creativity.

Astel B. as a marketing professional gives priority to the creation of a culture that values innovative ideas and creative thinking. Through regular sessions team members can be encouraged to share ideas, regardless of how unconventional they may seem. Another interesting strategy that Astel B. uses is setting aside dedicated time for creative exploration. As the marketing professional explained the freedom to explore personal creative interests that might not directly relate to current campaigns often leads to unexpected insights and sparks novel ideas. Astel B agreed with Luka P that investing in workshops to expand skill set can open new creative paths and help the team to consider a broader perspective about marketing.

Content creator Geri S. explained that understanding the target customer is the starting point of the creative process. This means that it is important to research the customers' interests and understand their behaviors. If the content creator understands the customer, it becomes easier to tailor the content to resonate with them effectively. Another necessary strategy is to gather in brainstorming sessions with likeminded professionals. Collaboration is key, as different perspectives can lead to original ideas.

The interviewee Floren G explained that setting aside dedicated time for research and ideation is a good strategy. This can be done by exploring various sources and reading about new trends. Furthermore, finding inspiration in different mediums, such as music, art, or even nature can help with the creativity. Floren G. suggests that being open to feedback from collaborators and customers can help with the improvement of the creative work.

The future of creativity

The interviewee Luka P. finds the future of creativity in marketing a fascinating topic. Luka P lists the trends that are shaping the approach to creativity.

1. Data-driven Creativity: An important change that it is noticed is the increasing reliance on data-driven creativity. This helps in creating highly personalized and targeted content that best fits the specific audience segments.

2. Artificial Intelligence (AI) and Automation: AI driven tools can assist in content generation and optimization which speeds up the creative process.

3. Sustainability and Purpose-Driven Creativity: s consumers become more socially and environmentally conscious, there's a growing emphasis on sustainability and purpose-driven marketing. Brands that authentically incorporate social and environmental responsibility into their creative messaging are likely to resonate more with consumers in the future.

Astel B. considers "Ethical and Inclusive Creativity" as a significant first point regarding the trends of the future of creativity. It is crucial for brands to ensure that their creative messaging is respectful, inclusive, and aligns with social and cultural values. Furthermore, Content diversification represents the future content types and formats. Content creators need to adapt to the evolving formats.

The interviewee Geri S. suggests that User-generated content (UGC) is gaining prominence as a creative strategy. Brands are encouraging customers to become part of their storytelling by sharing their own experiences and content. This approach not only fosters engagement but also builds authenticity and trust. In essence, the future of creativity in marketing is marked by a fusion of technology, data, and human ingenuity. Adaptability and a willingness to embrace innovation will be key for marketers looking to thrive in this evolving landscape.

Floren G believes that the future will bring forth a shift towards interactive and immersive experiences. Augmented reality (AR), virtual reality (VR), and mixed reality (MR) will enable marketers to craft engaging experiences that transcend traditional advertising.

Conclusions and recommendations

The future of creativity in marketing is dynamic and multifaceted. It's about leveraging data, technology, and diverse perspectives to create compelling and authentic narratives that resonate with consumers. As the marketing landscape continues to evolve, adaptability and a commitment to innovation will be essential for marketers looking to thrive in this changing environment.

Fostering creativity in marketing involves creating a culture of innovation, empowering team members, conducting regular brainstorming sessions, staying informed, embracing cross-functional collaboration, and investing in skill development. These strategies, as highlighted by our interviewees Luka P. and Astel B., collectively contribute to a more creative and innovative marketing environment.

From the insights shared by Luka P., Astel B., Geri S., and Floren G. on the future of creativity in marketing, it is noted that creativity in marketing is marked by technological advancements, data-driven approaches, and a commitment to ethical and inclusive messaging. To thrive in this evolving landscape, marketers must stay informed, experiment with emerging technologies, and prioritize authentic and purpose-driven storytelling.

As it emerges from the study creativity plays a pivotal role in the success of marketing. It is recommended the adoption of a work environment that encourages and celebrates creativity. Building teams with varied backgrounds, skill sets and experiences helps in bringing new ideas and perspectives. Thus, it is useful for enterprises to build strong inclusive teams with diverse backgrounds and work on creating learning programs that will foster their employees' skills and knowledge.

Marketing professionals and content creators need to embrace a variety of content types and formats to effectively broaden their audience reach. Tailoring content to individual preferences is paramount, making it essential to thoroughly comprehend the preferences of the company's consumer base."

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Unethical Marketing and its Consequences on Customer Loyalty

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Abstract

Unethical marketing is a practice that includes deception, manipulating or misusing customers for the benefit of a business. It can be presented in various forms and methods, such as amplifying or changing the truth, covering important information, targeting special/vulnerable groups, using improbable or transformed images and adverts, or implementing strong sales strategies. This research discusses the concept of unethical marketing and its extensive consequences on customer loyalty. The adaptation of unethical marketing strategies can affect customer satisfaction due to fact that the customers who are involved in may suffer a mix of negative feelings towards the company and the brand itself. These negative emotions can agitate the customers, decrease their loyalty and disconnect them from the company. It can also lead to counter advertisement because the customers may go public or speak on social networks about the company and brand thus damaging its reputation. The use of unethical marketing is considered a short-sighted strategy used by companies with the intention of maximising the number of customers, fast selling the products and become part of the so-called big business. However, this strategy practically has shown to have e very short life and become a boomerang for the company. For these reasons companies should implement ethical marketing strategies that are based on transparency and trust so that they can increase customer loyalty.

Keywords: unethical marketing, customer loyalty, ethical marketing.

Introduction

Nowadays, in a very competitive global marketplace, businesses are competing to gain more costumers and certainly increasing their loyalty. The hunt for the customer loyalty has become one of the main targets for businesses which focus on their share on the market and lasting profitability.

Amidst this race between companies, there are also used unfair marketing practices which raise concerns about the ethics and the ways the businesses engage in securing

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and convincing more and more customers. Those "unorthodox" manners of carrying out marketing is considered as unethical marketing by many scholars.

Usually, unethical marketing is characterized by manipulation, deception, and exploiting tactics and is becoming often a topic of academic discussion and certainly legal issue. The aim of this article is to research the multidimensional aspects of unethical marketing and its consequences on customer loyalty. Examples of unethical marketing include false or exaggerated claims, hidden fees, bait-and-switch, spamming, invasion of privacy, plagiarism, greenwashing, and exploiting children or vulnerable groups (Lee & Jin, 2019).

However, the relationship between ethics in marketing and customer loyalty is not always straightforward or consistent (Mansouri et al., 2022). Consumers who are exposed to unethical marketing may experience negative emotions such as anger, distrust, or guilt, and may develop unfavourable attitudes or intentions towards the brand or the product (Ingram et al., 2005).

The consequences of unethical marketing on customer loyalty are multi-faceted and have been the subject of extensive research. This includes studies that delve into the psychological mechanisms underlying consumer responses to deceptive marketing practices (Vida et al., 2018) and investigations into the role of trust and brand credibility in shaping consumer loyalty (Kim et al., 2019). Furthermore, research has explored how negative publicity and consumer activism, often catalyzed by unethical marketing, can have long-lasting repercussions on brand image and customer loyalty (Morsing et al., 2020).

The ethical considerations within marketing are of significant interest to researchers and business practitioners alike. The importance of this topic is underscored by a growing body of research that investigates the multifaceted dimensions of unethical marketing and its consequences. Numerous studies have explored the impact of deceptive advertising, misleading product claims, false endorsements, and other unethical practices on consumer trust, satisfaction, and loyalty (Gierl et al., 2016; Smith & Cooper-Martin, 1997).

In this article, various forms of unethical marketing will be analysed, such as illegal advertising, false advertising, and exploitative pricing strategies. In addition to that it will be examined the consequences of these practices on customer loyalty and brand reputation. Through an inclusive analysis, it is aimed to highlight the serious importance of ethical marketing practices for supporting long-term customer relationships and business success.

Understanding Unethical Marketing

Deceptive Advertising

Unethical marketing often involves deceptive advertising practices, where companies misrepresent their products or services to create a false sense of desirability. This may include exaggerating product features, using misleading imagery, or making false claims. Such tactics not only betray customer trust but also erode the credibility of the brand (Federal Trade Commission, 2021). Deceptive advertising is a marketing practice where false or misleading information is intentionally used to promote a product or service, influencing consumers' decisions dishonestly. This unethical practice has been the subject of considerable research, scrutiny, and regulation.

Customer psychology plays an essential role in deceptive advertising. As Shimp (2010) points out in his book, consumers perceive and process information differently. Deceptive advertisers often exploit these perceptual and cognitive biases to create misleading impressions, encouraging consumers to make decisions they might not have made if provided accurate information."

The ethical dimension of deceptive advertising is a focal point of discussion in the marketing field. Smith and Cooper-Martin (1997) argue that deceptive advertising raises serious ethical concerns, stating that deceptive advertising not only violates consumer trust but also has the potential to harm consumers physically, financially, or emotionally. Atkin and Block (1983) have also revealed the impact of deceptive advertising strategies decades ago.

Manipulative Persuasion

Unethical marketing can employ manipulative persuasion techniques, like bait-and-switch tactics, which lure customers in with an appealing offer only to pressure them into purchasing a more expensive product. These tactics prioritize immediate profits over long-term customer relationships (Jones & Ryan, 2018). One common method of manipulative persuasion involves the application of false authority, where manipulators deploy scientific references to bolster their credibility (Johnson, 2018). By citing studies, experts, or institutions, even when irrelevant or taken out of context, manipulators create an aura of expertise that disarms their target's critical thinking.

Confirmation bias, a well-documented cognitive bias, is also exploited. Manipulators selectively present references that align with their agenda while dismissing contrary evidence, further reinforcing their narrative (Kahneman, 2011). This strategic use of information preys on the human tendency to seek confirmation of pre-existing beliefs.

Moreover, the misuse of scientific citations and references in manipulative persuasion undermines the integrity of knowledge dissemination and erodes public trust in science. It jeopardizes the very foundation of empirical inquiry, which relies on transparency, honesty, and a commitment to the pursuit of truth (Resnik, 2011).

The consequences of manipulative persuasion are far-reaching. Targets may find themselves coerced into making decisions that are not in their best interest, often without realizing the extent of the manipulation (Cialdini, 2009). This can lead to feelings of betrayal, diminished self-confidence, and erosion of trust in both individuals and institutions.

Invasion of Privacy

The improper handling of customer data is another facet of unethical marketing. When companies misuse or mishandle customer information, it not only breaches trust but also violates ethical and legal boundaries (Wirtz et al., 2016).

Scientific research has highlighted the increasing use of personal data for marketing purposes. Acquisti and Varian (2019) emphasized the trade-offs between privacy and data collection in scientific research and marketing. This tension arises from the vast amount of data collected by companies and the concerns it raises regarding individuals' privacy.

The practice of targeted advertising is a significant driver of privacy concerns. Turow et al. (2009) found that consumers often reject tailored advertising and are wary of activities enabling it. This reflects the invasion of privacy concerns related to personalized marketing approaches.

Privacy breaches can have severe consequences. Kokolakis (2017) discusses the privacy paradox phenomenon, where individuals' privacy attitudes do not always align with their behavior. Privacy breaches can erode trust, affecting both businesses and consumers.

Methodology

The study uses secondary data extracted from online peer-reviewed journals through a systematic process. Secondary data is considered as information collected by someone else, such as research papers, articles books and reports, which can be used by other authors in order to develop an understanding of the subject being studied. It was crucial to consider previous research to be able to discuss the consequence of the use of unethical marketing on consumer loyalty.

The Link Between Unethical Marketing and Customer Loyalty

Genuine vs. Incentive-Based Loyalty

Genuine loyalty is a true, emotional commitment to a brand or product, often driven by a sense of identification and affinity. Customers who exhibit genuine loyalty are more likely to make repeat purchases, provide positive word-of-mouth recommendations, and maintain a long-term relationship with the brand. In contrast, incentive-based loyalty relies on external rewards, such as discounts, promotions, or loyalty programs, to retain customers. While incentive-based loyalty can drive short-

term profits and customer retention, it often lacks the depth and emotional connection found in genuine loyalty.

Psychological research provides insights into the factors that differentiate these two forms of loyalty. Genuine loyalty is associated with emotional attachment, trust, and brand affinity, rooted in the principles of relationship marketing (Morgan & Hunt, 1994). In contrast, incentive-based loyalty is linked to behavioral economics and operant conditioning, where customers develop loyalty due to the immediate rewards and benefits (Fehr & Fischbacher, 2003). Customers are enticed to remain loyal through the promise of tangible rewards, which can include discounts, exclusive access, or loyalty points. While this approach can stimulate short-term purchases, it may not necessarily create deep emotional connections or long-term commitment to the brand. The best example would be the customer loyalty programs which are designed to reward and retain customers. However, when loyalty is driven solely by rewards and incentives, rather than a genuine connection to the brand, it can be viewed as manipulative and transactional. This undermines the very essence of loyalty programs (Kumar & Reinartz, 2018).

Impact on Trust

Trust is one of the most important elements of the customer loyalty and unethical marketing practices can have a detrimental impact on trust. A study of DelVecchio (2015) demonstrated that deceptive advertising significantly reduces consumer trust in a brand, leading to a decline in loyalty and repeat purchase intentions. When consumers perceive that a brand is not being honest or transparent, their trust is eroded.

Furthermore, Du et al. (2018) found that unethical marketing can lead to consumer scepticism and reduced credibility perceptions of the marketing message. This scepticism extends beyond the specific campaign and can negatively affect the overall reputation of the company.

In the age of social media and online reviews, negative experiences resulting from unethical marketing practices can be rapidly shared, magnifying their impact. A single instance of deception or manipulation can tarnish a brand's reputation for years to come.

Repercussions for Customer Retention

Unethical marketing practices can have hard consequences on customer retention. Companies must make ethical marketing a priority and consider it as a strong foundation for building and maintaining long-term customer relationships, guaranteeing constant success and a positive brand image.

Unethical marketing tactics can have a significant negative impact on customer retention. Customers who have experienced deceptive practices are more likely to

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churn, diminishing the effectiveness of loyalty programs aimed at retaining them (Verhoef et al., 2007).

Results and discussions

Consequences on Customer Loyalty

Erosion of Credibility

When customers notice that their loyalty is not rewarded but becomes a part of an overall strategy of unethical marketing, the reliability on the brand and on customer loyalty programs is compromised. Customers may become sceptical of program benefits, doubting whether the rewards promised will be delivered as advertised (Dowling & Uncles, 1997).

Several entities, including; NGO-s, educational institutions, nonprofits, and media, rely on conviction and trustworthiness to preserve their integrity. When they engage in or associate themselves with unethical marketing practices, their credibility is at risk. A study conducted by Cherniss (2016) highlights the negative consequences of nonprofits partnering with corporations engaged in unethical marketing, suggesting that such partnerships can erode public trust and damage the reputation of the nonprofit sector as a whole.

Diminished Customer Engagement

Customers who have been exposed to unethical marketing may feel mistreated and cut connections with the company. Unethical marketing can lead to a decrease in customer loyalty. When customers feel deceived or manipulated, they are more likely to seek products or services from companies they perceive as more ethical (Grewal et al., 2017). This shift in customer loyalty contributes to reduced engagement with the unethical brand.

Legal and Regulatory Risks

Unethical marketing practices, especially those involving deception, can expose companies to legal and regulatory risks. These may result in fines, legal battles, and damage to the brand's reputation, further complicating the task of building and maintaining customer loyalty (Kaplan et al., 2016).

In addition to legal consequences, unethical marketing practices can expose companies to regulatory risks. Regulatory bodies are responsible for creating and enforcing guidelines that govern marketing practices, ensuring that they align with broader societal values and ethical standards. Companies that ignore these regulations may face sanctions or restrictions on their marketing activities.

Scientific references reveal that regulatory bodies are increasingly focused on the ethical implications of marketing. A study by Smith and Brown (2020) highlighted

that regulatory agencies worldwide are becoming more vigilant in monitoring and regulating marketing practices to protect consumers and maintain market fairness.

Conclusion

The Imperative of Ethical Marketing for Customer Loyalty

In today's market game where information travels quickly and consumers are much better informed, the application of ethical marketing is not just a legal and moral responsibility but also cornerstone of business strategy. Ethical marketing practices are not only morally right but also strategically sound. On the contrary, unethical marketing methods can erode trust and loyalty and disconnect the company from the customers. When consumers perceive that a brand is not being honest or transparent, their trust is eroded and the reliability on the brand and on customer loyalty programs is compromised. Unethical marketing practices, can also expose companies to legal and regulatory risks. These may result in fines, legal battles, and damage to the brand's reputation. Companies that consider as a priority the ethical marketing tools will not only build long-term customer loyalty but also establish a more responsible business atmosphere.

Recommendations

Future researches should be conducted to analyse the perceptions of the customers related to the usage of unethical marketing strategies by the companies, and also to quantitatively study the impact of these strategies on the customer retention and loyalty.

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About the training of translators/interpreters in Albania: issues and perspectives

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Abstract

The profession of the translator and that of the interpreter have undergone to considerable progress over the years. The growth of exchanges at the European and international level, as well as the development of the Internet and information and communication technologies have made translation/interpreting a specialized activity that requires its own training. Translators and interpreters face today an ever-greater development of artificial intelligence, of the automation of some language processes in translation software, which play an important role in the activity of the authorities. In this perspective, we propose to place our reflection in the following areas: How are professional translators and interpreters prepared in the university environment today in Albania? What knowledge and skills should they possess? How can they adapt to the development of these disciplines? How is the curricula structured in such a way as to optimize their teaching? What problems do translators and interpreters face today in the Albanian context?

Keywords: translators, interpreters. Training, university, knowledge, skills

Use of Constructed Wetland Systems in the Bioremediation of Organochlorine and Nitroaromatic Compounds

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Abstract

Organochlorines and nitroaromatics are organic compounds that are relevant in terms of environmental risks due to their toxicity and persistence. These compounds are resistant to chemical or biological oxidation and hydrolysis. The increase in industrialization, population growth, and agricultural activities has contributed to the contamination of the environment by these compounds. Contamination is linked to the disposal of agricultural products, drugs, polymers, and pigment residues. Therefore, finding tools for the treatment of contaminated environments has become increasingly necessary. One of these tools is the use of constructed wetlands, which have the ability to improve the quality of contaminated water through biological, chemical, and physical processes. The first chapter systematically reviewed the literature on the use of constructed wetlands in the bioremediation of organochlorine and nitroaromatic compounds. Articles selected by inclusion and exclusion criteria obtained from the Web of Science and Scopus databases were analyzed. 24 indexed journal articles that evaluated different ways of using wetlands were selected. Information on the construction patterns of the systems (species used, construction material, dimensions, and achieved treatment efficacy) was compiled. The second chapter presents a report of the results of a knowledge co-production with the productive sector. A pilot system of constructed wetlands in a deactivated industrial site with environmental liability of groundwater contamination was monitored for the growth of plant species and contamination of plant tissues. The report aimed

to evaluate the vigor of plant populations and the ecological risk of plant use. It was concluded that the plants used established vigorous populations in the treatment systems and that some contaminants, especially anilines/chloroanilines and nitrochlorobenzenes, present considerable ecological risk in real treatment systems and should be evaluated in plant tissues to ensure environmental safety in the application of these systems.

Developing a Demographic Profile of Adventure Tourists in Albania: A Case Study

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Abstract

Albania's tourism industry is expanding at a steady pace. The market's vitality is powered by various aspects unique to Albania, such as its rich historical heritage, a combination of pristine natural beauty, and relatively low travel expenses, all of which contribute to the country's attraction as an emerging tourist destination. The rise in adventure and outdoor tourism is also boosting the tourist business, with Albania's various landscapes providing many chances for hiking, climbing, skiing, rafting, and other outdoor sports. Even though adventure tourism is a relatively new kind of alternative tourism, tourism marketers must recognize client demands through market segmentation to ensure the sector's long-term viability. We used the survey approach to collect quantitative data for our study to determine adventure tourists' demographic and trip-related features. The study's participants were Albanian and foreign visitors who had purchased adventure packages with a local adventure agency in 2022. The study found that the majority of tourists were males aged 30-40 years old from European countries. The majority of the tourists had traveled alone and had chosen mixed packages. They generally heard about the agency through tour operators. The findings of the current study, which shed light on the sociodemographic characteristics and preferences of adventure travelers in Albania, fill the gaps concerning practical research in the Albanian tourism sector. Our research's practical applicability consists in providing adventure tour operators and policymakers with tourist profiles, which can guide them in designing targeted marketing strategies and sustainable business practices that will maintain growth in this exciting industry by comprehending the distinctive appeal of Albania's adventure tourism as well as the demographics of its guests.

Keywords: adventure tourism, tourist profiling, tour characteristics

Leadership, Work and Happiness in Higher Education Institutions - Albanian University Case Study

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Abstract

Employee's happiness stays at the basis of institution's development and succes. Without devotion, there are no new ideas, products, or quality of services, and without them there cannot be performant institutions. Everything is related to the happiness, that emotional and rational state of individual accomplishment and collective success, which gives an individual satisfaction at work and in life. The aim of this study is to find the emotional state of employees and point out what their needs are to have the best environment for full motivation and achieve high performance at work. We tried to investigate the factors contributing to happiness of employees in the Albanian University - a private institution of higher education in Tirana, Albania. Methodology: For this study, an online questionnaire with 24 questions was electronically distributed to 385 employees of Albanian University, from February 9 – 15, 2022. Only 172 out of 385 employees, have responded by filling and submitting the questionnaire. Analysis was performed by building a hierarchy of factors that influence happiness at work as well as subfactors for each of them in order to better understand their impact at the work. Findings: The top most rated factors were those related to the compliance of institutional and personal values with an average of 91%. In the second place in the hierarchy were the affirmations related to the self-evaluation of the individual's usefulness at work, with an average approval rating of 86%. In the third place in the hierarchy is rated the atmosphere of collectivity, with an average of 85.75%. At the bottom of this factor's hierarchy are the conditions for creativity, innovation and professional growth, with an average approval of 61%. Conclusions: In Albanian University institution, individual and institutional values are highly complementary as well as

interpersonal relationship among employees on a horizontal scale, which the institution can rely on and must promote. At the same time, the institution should create conditions and support innovation and creativity of employees as well as create opportunities for their growth and continuous learning. The culture of empathy is a weakness point on institutional level.

Keywords: employees, happiness at work, relationship, empathy, leadership

Consumption of Famotidine versus Omeprazole in Albania during 2015-2020

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Abstract

To describe trends in out-of-hospital utilization and prescribing of Famotidine and Omeprazole in Albania using the Anatomic Therapeutic Chemical Classification-Defined Daily Dose (ATC/DDD methodology). The study was retrospective and we analyzed the prescription and consumption of these two drugs in the primary health care. Omeprazole is included in reimbursement list, while Famotidine is not. The data were assembled from Health Insurance Institute in Tirana (HII), Albania and also Import data which were analyzed for the period 2015-2020. The data about the consumption of drugs were expressed as a number of Defined Daily Dose (DDDs) /1000inhabitants/day. The consumption of omeprazole from reimbursement scheme was 3.09-3.86 DDD/1000 inhabitants/day respectively in 2015-2020. Meanwhile its real consumption from import data is 7.34-8.89 DDD/1000 inhabitants/day. The consumption of Famotidine is between 0.95-1.46 DDD/1000 inhabitants/day respectively in 2015-2020. The highest values of consumption are achieved in Tirana, with a substantial difference compared to other regions of Albania. The consumption values of these drugs in Albania are comparatively low. An important part of them flows out from the reimbursement scheme.

Keywords: drug utilization, DDD, omeprazole, famotidine

Letrozole and Tamoxifene use in Breast Cancer Patients in Albania During 2010-2020

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Abstract

To compare the out-of-hospital use patterns of Tamoxifene and Letrozole for breast cancer patients in Albania during the period 2010-2020. All data were collected from Health Insurance Institute (HII) and analysed reflecting the ambulatory and outpatient use for the period 2010-2020. The data about the consumption of drugs were expressed as a number of Defined Daily Dose (DDDs) /1000 inhabitants/day. The drug with the highest values of consumption is Letrozole 0.25-3.46 DDD/1000 inhabitants/day 2010-2020). The consumtion of Tamoxifen is less through these years with values 0.25-0.43 DDD/1000 inhabitants/day 2010-2020.

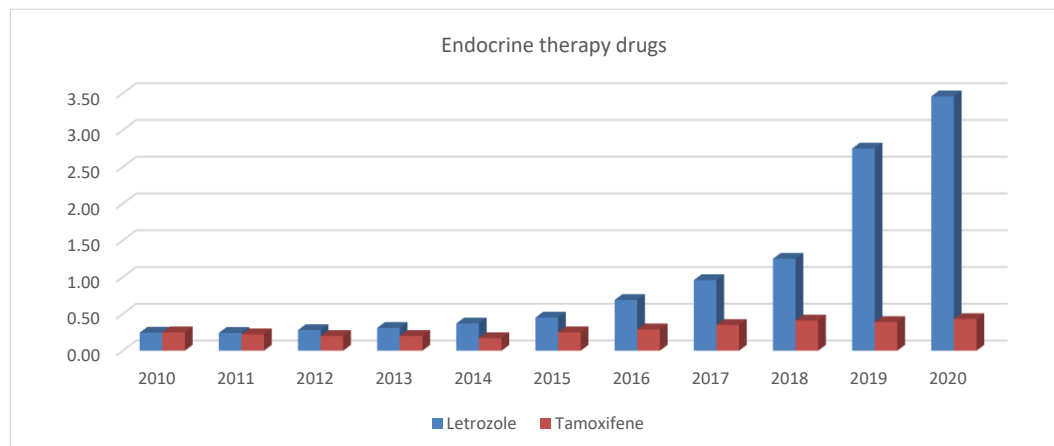Figure 1 Consumption of the two drugs in different regions and at the national level

Conclusions

There is noted a shift in use of endocrine therapy from tamoxifen to aromatase inhibitors. This trend is consistent with major international clinical guidelines that recommend preferential use of aromatase inhibitors in post-menopausal women.

Keywords: drug utilization, DDD, tamoxifen, letrozole

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Albanian Folk Instruments and the Impact of their Tempering on the Folkloric Spirit of Cultivated Music

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Abstract

Our people have inherited from the first many types of musical instruments, which are of interest, both from the point of view of their artisanal construction, as well as for their origin, for the way of use, for the possibilities of expression, etc. The sounds of these characteristic musical instruments can be heard in towns and villages, especially on occasions of popular holidays. Through organological studies, one can penetrate the tendency or taste of music of our people and at the same time, we can examine some complicated issues of our musical folklore. By presenting detailed notices about the musical instruments used by our people, we will not see them as tools that produce sounds, but we will also look at them as organisms that have a history, that are related to the life of the people themselves and that reflect the circumstances or the material conditions of the countries where they are used. We will mainly describe those tools that are worked on and used by folk instrumentalists themselves. One of the requirements of organological studies is tracing the geographical spread of the musical instruments used by the people. They vary slightly from one province to another, as do the songs, dances, and customs. In addition to their situation, their past should also be studied, through archaeological, historical, iconographic, literary sources, etc.

Keywords: folk instruments, cultivated creativity, Albanian composers, instruments tempering

Introduction

It is known that in ancient times, music and dance gave themes or motifs to sculpture, painting, etc. Various carvings, vessel decorations, and icons are evidence that, not only complete our knowledge about the history of some tools but also sometimes help to find their origin. Some of these tools have their ramifications among the traditions of other peoples. Those that came to us from abroad became local over time, adapting to our tradition and, at the same time, preserving something of their origin. Many types of popular musical instruments from the most diverse of our folklore that present wide interest for their originality, artisanal production methods, ways of use,

and expressive qualities, are still present and circulate and live in various artistic-folkloric activities. Below we will take a brief panoramic look at the variety in Albanian folk music.

Folk instruments vary more or less from province to province and often from village to village, just as the songs, dances, and customs of our people in the south and north of the country differ, and they also differ from the subject composition (the material from which they are produced), form, dimension, function, and method of obtaining sound, etc. For their classification, Albanian organologists have relied on the classification made by Belgian museographer Victor-Charles Mahillon, who is also known as the founder of organological science. Thus, starting from the most advanced scientific experiences, we will list the musical instruments of our people, according to the categorization criteria of methodical organography, in four main genera: 1) The gender of idiophonic instruments; 2) the gender of membranophonic instruments; 3)the gender of aerophone instruments; 4) The gender of chordophone instruments and their ramifications.

The idiophone gender includes tools that obtain sound from the vibrations of their solid body, through collisions, friction, shaking, or biting. Among them, the following are distinguished: various stones, rackets, scissors, spoons, and footstools.

The gender of membranophonic instruments includes those that obtain sound through the vibrations of stretched skins. Among them, the following are distinguished: balloons, jug, tambourine, toys (drum, tupan).

The aerophone gender includes tools that obtain sound through the vibrations of the breath. They are many in number and types, but we would single out the most practiced and widespread ones, such as single and double flute or cyla, pipe and its types, bagpipe and its types, surlja, cyla dijare, etc.

The genus of chordophone instruments includes all instruments that obtain sound through the vibrations of stretched strings. The family of tambourines is distinguished from them, with the çiftelia, sharkina, saze, çyrin, baklamana, lute, lahurina, buzuku, lahuta, etc.

The development that popular instrumental music took during the last century, as a tendency to be part of the entertainment and various manifestations of the inhabited centers, followed by the formation of instrumental groups, which are known as folk orchestras (in Central and Northern Albania), or the saze orchestra (in the South). In this instrumental structure, in addition to the tambourine and artisan lahuta, industrial instruments were also included, such as violin, clarinet, and later accordion, which were naturally adapted fusionally to the general sound of the musical instrumental formation. In the second half of the last century, this musical formation spread all over the country and the presence in popular musical events and activities became a priority of their organization (Sokoli, Miso, 1991) .

It should be emphasized that the Albanian North, Kosovo and beyond are richer in folk instruments, both in terms of their type and their spread and practice, while the polyphonic South appears more limited and in the representation of this aspect it appears mainly with the fiddle, the two-piece cylla and folk songs.

The importance, role, and problems presented by folk verse, the timbre wealth of musical instruments, as well as many other elements and means of expressive expression that appear in our musical folklore, since they exceed the thematic limits of this paper, should be included treated in separate and complete studies. This is the logic of the reason for not treating and not including them in our work.

Human body organs can make different sounds. Undoubtedly, they are older than any musical instrument. In the opinion of many musicologists, it seems that these tools have served since the beginning of humanity and are the earliest source of music. Among them is Voice and its categories. This tool of speech and song can be considered the most appropriate musical tool, perfect for expressing feelings and thoughts. Sound vibrations are also of interest. In the voice of many popular singers, some vibrations are heard, which are obtained from the airwaves in the voice apparatus, or from some external stimulus, such as teasing the throat with a finger, to give the voice an artificial vibration. Very original are the vibrations of the voice that are caused by jaw movements in some howlers in coastal areas of Southwest Albania, for example: Borshi. In addition to jaw twitches, the voice tremors of some popular singers, e.g., in the Himariots, are also obtained from some internal agitation or (some) their breathing. Even in the voice of the citizen singers of Central and Northern Albania, some characteristic, almost imperceptible vibrations can be heard. For, the singers of the Northern Highlands decorate their melodies with mordant trikes, and groups, while complicated melisma is heard more in the songs of the civic party of Central and Northern Albania, which have serious inflections. Drags down or up (glissando) are characteristic of the folk singers of Southern Albania.

Even the ways of whistling are worth studying because according to some musicologists, it is precisely from this body music that many instruments of the aerophone gender originate. It seems that prehistoric man, by rounding his lips or putting his fingers in his mouth and using his breath to make hisses, intuitively understood the basic principle of aerophone instruments.

Among the bodily tools are the snapping of the fingers and the tapping of the lips. According to some organologists, this is where the use of idiophone and membranophone instruments originated. With the rhythmic snapping of our fingers, our people accompany their songs and dances. Some folk dancers accompany their movements with finger snapping. These squeaks are produced in different ways. To add to the joy of songs and dances, our people clap their hands in rhythm. In addition to happy occasions, among Albanians, slapping is also encountered in times of

despair. The mourners accompany the mourners with the slapping of the lips, bringing out inner effects and nuances.

Comparative Analysis with similar processes in other cultures

World experiences bring many examples of the inclusion of popular instruments in orchestral formations or professional music ensembles. This practice has influenced the further deepening of the popular spirit and national character in cultivated professional artistic music. The experience is great, and the examples are numerous. In addition to this aspect, it is also important to highlight the complete orchestral formations with tempered instruments, widely practiced in China, of which the orchestra of the Russian national ensemble, "Beriozka", the orchestral groups in Turkey, have also performed in Albania. Romania, Bulgaria, Greece, the countries of the Caucasus, etc.

Between the years 58-85 of the last century, efforts were also started in our country to promote initiatives in the direction of tempering folk instruments and forming orchestral formations with them. These efforts came within the framework of fulfilling the requirements of the time for the formation and further deepening of the national character of our music. The continued development of the practice of folk music was followed by the further increase of interest in the development and processing of musical expressive means - folk instruments, which, in the new conditions, had to express to a higher degree the dynamism of the life of our people.

The work on the development and tempering of folk instruments was focused on three main directions: on increasing their expressive abilities, on timbre improvement, and on increasing their sounding. The path followed for the tempering of instruments in the above directions is not an Albanian experience only, as many instrumental formations in other countries of the world have gone through this developmental path.

Descriptions of the tempering process

As an initiative, the tempering of folk instruments first appeared in the Ensemble of Folk Songs and Dances, as an initiative of the composer Cesc Zadeja (at that time the artistic leader of the Ensemble) and the constructor of folk instruments, Mehemet Hasan Ruri. This undertaking came as a demand for the growth of interpretation in folk instruments to a higher level, as well as the professional performance of the Ensemble itself.

Zade's experiment was focused on the tempering of chordophone instruments, of the family of couplets, but the group of tempered couplets in the orchestra formation was also strengthened by the inclusion in the structure of the orchestra of industrial musical instruments, such as flute, oboe, clarinet, violin and the accordion.

The tempered orchestral formation of the Ensemble consisted of eight chordophone instruments, six of which were built, referring to the couplet, a traditional lahuta, and a contrabass, as well as two percussion instruments, a tambourine, and a drum. The repertoire created for this tempered instrumental formation was wide and varied. The seasoned orchestra of the Ensemble performed to the accompaniment of many songs, dances, and accompanying instrumental-orchestral pieces, even stage works, such as the poem "Zanusha", by Tonin Milot, set to music by Zadeja, etc. The formation of the orchestral formation with tempered instruments in the Ensemble of Folk Songs and Dances encouraged and encouraged many music creators to compose many cultivated musical works in the folk style and, in addition to them, to work on harmonizing the processing of songs, dances, and instrumental parts authentic folk.

Subsequently, this initiative took a clearer and more complete form in the house of culture in Kukës, under the direction of the well-known musician Zef Gruda (Kalemi, 2010), during 1965. He, unlike the orchestra of the Ensemble of Folk Songs and Dances, excluded the involvement of industrial instruments and favored only the inclusion of traditional provincial folk instruments. For tempering them, he activated the constructor of popular instruments, Mahmut Çeliku, who, to produce tempered instruments of the orchestral formation, mainly used artisanal methods and tools.

In addition to the family of couplets, the structure of the tempered orchestra also included characteristic popular aerophone (wind) instruments of the area, such as the fiddle and the cyrlja. For the construction of the couplet family, he relied on the fusional principle of the string quintet of the symphony orchestra and the registers of the component voices of the mixed (mixed) choir. On this issue, Zef Gruda, in one of his manuscripts, kept by the family, writes: "... I took out four sounding registers from the couplet. The minor couplet, which corresponds to the register of the violin (soprano), the major couplet, in the register of the viola (tenor, baritone), the sharkina, another type of couplet, with a mainly accompanying function, in the register of the cello and, finally, the couplet bass That's how I completed the family of wire tools" (Kalemi,2010).

In addition to the family of chordophone instruments with penze and aerophone ones, membranophonic instruments with percussion, such as tambourines and toys, became part of the formation. Regarding the function of the instruments in the tempered formation of Kukës, it appears diverse. Thus, chordophone instruments stand out in conveying melodies, accompanying them with melo-rhythmic figures, as well as emphasizing contrapuntal elements, while aerophone instruments, such as the flute, have their playing mainly focused on melodic functions. These two instruments play an important role in the timbre enrichment of the orchestral formation because their sound is distinguished by prominent timbral features. The special merit of Zef Gruda is that he knew how to best harmonize the timbral and functional combination between chordophone and aerophone instruments. Next to them, the family of membranophonic instruments, with percussion, did not have structural and timbre

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changes, but they (tambourine & toy) functioned in the formation, as well as in the authentic folk formations. This formation was mainly based on the principle of dimensional growth of popular instruments, reaching the creation of the most developed registers in the instruments of the same family.

The formation of the orchestral formation with tempered instruments in Kukës soon became known throughout the country. The activity of this formation received an echo, not only through its concert activities but also through extensive coverage in the written press and radio. In appreciation of this achievement, the composer Česk Zadeja, in an article published in the newspaper of the time, "Drita", among others, writes: "The birth of this orchestra has its importance not only for the original color but mainly for the impact this sound will have on the crystallization of many problems of our national music" (Zadeja, 1965).

The tempered orchestral formation of Kukës operated for almost twenty years and with the extensive concert activity it developed gave valuable help in enriching musical life and, what is more important, it qualitatively influenced the cultivation of cultivated popular musical forms, such as song, dance, music for instruments, etc. The activity of this formation was also included in activities of a national dimension, such as in song festivals on Albanian radio and television, in the national folklore festival of Gjirokastra, in various music competitions, gaining wide recognition and national resonance.

One of the important experiences in terms of tempering folk instruments is the tempered orchestra, realized in the Institute of Arts, in 1968, by the well-known organologist, prof. dr. Pirro Miso (Shupo, 2002), as a diploma thesis, at the end of higher music studies. For the tempering of the instruments, in addition to relying on the most positive indicators of the traditional folk instruments, of all genders and types, previous experience, in Albania and other countries, was used.

The work for the realization of this formation was focused on the synthesis of the most characteristic components of popular instruments, to enable the creation of folk tempered instruments, with new features, common and grouped in families, according to their type. The basis of the formation was the family of chordophone instruments with fins, such as couplets, sharki and lahuta. Attached, the family of aerophones was added to the formation, such as the flute quartet, c, a, g, e (do, la, sol, mi), two trumpets in E (mi b) and c (do), as well as the family of percussion instruments.

The realization of this formation was a new and more advanced development in the work and efforts to form a comprehensive national popular orchestra with tempered instruments. The activity of the formation of the High Arts Institute, defined in this period by the organologist Pirro Miso, was mainly focused on the May Concerts and partly also on the concert programs of the State Ensemble of Folk Songs and Dances.

A fruitful test in the direction of the formation of formations with popular tempered instruments is the one, first led by Gjon Simoni (Shupo, 2002), in the House of Culture in Gjirokastër, in 1968. The work for the construction of this formation was mainly focused on the tempering of the instruments popular aerophones of the area, such as: cyla diare (Longari) and flute. Based on the timbral features of the diary cyla, the single year[1] was produced, while the tuning of the flute relied more on the industrial Flute. In addition to aerophone instruments, chordophone instruments were also included in the composition of the orchestral formation, such as lahuta, and bass, as well as the percussion instrument, dajre. In addition to tempered instruments, aerophones, and chordophones, industrial instruments were added to the structure of the orchestra, such as: clarinet, violin, and accordion, which were integrated into the formations of popular sazs of the South, during the second half of the last century and since long ago they had gained the legitimacy of being part of the folk tradition of saz. This formation was exhibited for the first time at the opening concert of the Folk Festival of Gjirokastra, in October 1968, and then also at the National Festival of Amateur Artistic Ensembles, with elaborate music, held in Vlora in 1971. Since the fusion of tempered aerophone instruments appeared a bit pale, compared to the industrial components of the orchestra formation, after 1971 the conductor Roland Çene[2], based on the achievements of the Institute of Arts orchestra and that of the Pukë Culture House, led by instrumentalist Ndue Shyti, tempered the family of flutes, flutes, as well as whistles, of different sizes and tuned to C, D, E, A, G (do, re, mi, la, sol), and further expanded the formation of the orchestra with other components, such as lahut (produced in Gjirokastër) and some percussion instruments (produced in NISH educational tools, in Tirana). This formation, in addition to Gjirokastër and its surroundings, extended its activity to national activities, such as participating twice in the Song Festival on Albanian Radio Television, respectively in 1977 and 1978. For this formation, a series of songs in popular style was created., arrangements, as well as solo instrumental pieces for whistling, longar, and orchestra, etc. Tempered instruments, the flute, and the whistle were included on occasion and in the formation of the symphony orchestra, for the interpretation of musical pieces in popular style, as well as in the music of some choreographic creations with a lyrical-pastoral character, etc. Many of the tempered instruments, such as whistles, fiddles, lyres, and lahuta, were produced in significant quantities and were widely used in the teaching process of the high school of art, as a compulsory program.

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[1] A single-barreled subspecies of Cyles diare.

[2] R. Çene (1942), "Great Master", "Deserved Artist", conductor, musicologist, composer, outstanding activist of musical life. In addition to directing dozens of musical events within the country, he has led Albania's participation in 11 international events. abroad. Author of 2 "Orchestral Suites", "Rhapsody for Clarinet & Orchestra", several works for wind orchestra etc.

The current state of folk instruments in Albanian music

The formation and functioning of the orchestras with tempered instruments, in Kukës, the High Institute of Arts, and Gjirokastra, in the following years influenced and encouraged the formation of extended formations with regional folk instruments in other parts of the country, such as: Lezhë, Tropoje, Elbasan, Dibër, Gramsh, Mat, Puke, etc. Many of these formations have been active participants in the National Folklore Festival-Gjirokastër, since 1978 onwards. In addition to the ways and forms of cultured music's relationship with folklore, such as harmonization, processing, and creations in folk style, great influence on the interpretation of cultivated music, oriented by folklore, the goose and orchestral formations of the temperate system. The tempered components of these formations, through the technical, fusional, and timbral arsenal, gave life to folklore-oriented creativity and, meanwhile, further deepened and enriched its emotional aspect. About these phenomena, in the book "Musical instruments of the Albanian people", it is written: "...Emotional expressive power, timbre enrichment, melodic contrasts, further expansion of proportions on a new qualitative basis, as well as other expressive elements brought as a result, a change in the content of the instrumental repertoire, a further achievement of dynamics, bringing new development impulses" (Sokoli, Miso, 1991).

Images of folk instruments and audio links

The lahute   Sharkia   cifteli

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Tupan   Flute

The flute melody: https://www.youtube.com/watch?v=jEMnc6sRIlU

The cifteli melody: https://www.youtube.com/watch?v=j3y79Gdo6fQ

Conclusions

The tempered orchestral formation, in a form or manner of the relationship between cultivated music and folklore, is the tool that technically and artistically conveys the cultured popular musical product. The tempering of popular instruments can figuratively be considered as a locomotive that takes the phenomenon of the cultivated creative process to the right station, where the consumers and followers of music are.

Tempering of folk instruments has continuously been the focus of efforts and research of instrument constructors, music researchers, professional and folk instrumentalists, and composers, as an important aspect of increasing their expressive skills and as an aspiration to create bridges link for mutual interaction between popular and professional music systems.

The combination of the timbre colors of the folk instruments with the basic components of the symphony orchestra, in addition to the enrichment of the fusional color in the cultivated music, has also brought the virgin and sincere emotional range of the folk music which, alternating with the emotionality of the work created by the composer, has made possible the formation of a compact, original emotional whole, with a national direction.

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Youtube

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