



Only Connect...

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BOOK OF ABSTRACTS

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Keynote speeches

Fernando GALVAN, *University of Alcalá, Spain*

e-mail: essegalvan@gmail.com

Connecting Memory and Imagination in Diasporic Writing: The Case of Abdulrazak Gurnah

The construction of memory is one of the most recurrent motifs in postcolonial fiction, a sine qua non in all diasporic writing. How they remember their past, the land and people they have left behind, is paramount for many postcolonial writers because this is essential to the definition of their identity and closely linked to their feelings of belonging. But most of the time the act of remembering and relating those memories is, in fact, a product of the imagination. Salman Rushdie alluded to this in his now famous coinage of “imaginary homelands”, and many authors working in the field of diaspora studies –not only in literature but also in sociology—have attested to the frequent recourse to imagination and imagined communities as a necessary aid to survival. In my presentation I will be connecting memory and imagination, illustrating some of the main issues deriving from this connection with some examples taken from the novel *Admiring Silence* (1996) by Abdulrazak Gurnah, a writer from Zanzibar, in Eastern Africa, who has been living in England for many decades.

Key words: diaspora, imaginary homelands, memory, Abdulrazak Gurnah

Josef SCHMIED, *Chemnitz University of Technology, Germany*

e-mail: josef.schmied@phil.tu-chemnitz.de

Englishes of Science: Concepts, Analyses, Teaching Applications

This plenary presentation illustrates recent corpus-linguistic approaches to science English. It follows the approaches based on genre and discourse community, and autonomous and inductive learning. It introduces a new database, the SPACE (Specialised and Popular ACademic English) Corpus and illustrates findings with many examples from all linguistic levels of analysis: complexity on the lexical and syntactic level; hedging or stance on the pragmatic, and cohesion and coherence on the text-linguistic level.

Finally, this contribution discusses teaching implications from an inductive perspective, i.e. presentation options that encourage at least advanced learners to investigate features of science writing in an autonomous learning context.

Key words: Science English, specialised writing, popular science writing, genre, hedging, cohesion/coherence, complexity, awareness

Slávka TOMÁŠČIKOVÁ, *P. J. Šafárik University in Košice, Slovakia*

e-mail: slavka.tomascikova@upjs.sk

Narrative as the Means of Connection in the World of Media

In the 21st century, media, whether we understand them as a means of communication or as a tool for distributing entertainment, disseminating information, or spreading education, represent an inherent element of an individual's life. For media consumers living in post-modern, post-industrial, information-oriented societies the media consumption – reading press, listening to radio, watching television, or searching on Internet sites – becomes an inseparable part of their daily existence. Into large extent the media consumption replaces authentic, direct experience of consumers.

This paper attempts to examine how narratives connect individual parts of media communication process and how they engage a media consumer in the process of communication. It also discusses the post-modern claim that narrative represents an element that links society, culture and individual and the role narrative plays in structuring an individual's sense of reality.

Key words: narrative, media, discourse, communication, consumer culture

American Literature

Griselda ABAZAJ, “Aleksander Moisiu” University, Durrës, Albania

e-mail: griselda_abazaj@yahoo.com

Nabokov Thinking in Images

This paper focuses on the approach of the references to the visual arts in Nabokov's writings. His passion for butterflies and their impact on his works of literature is well known but less is known about his deep love of the visual arts and their influence on his verbal art. It is interesting to notice that whenever he describes a moment or an image, it seems as if we are there in the painting, feeling and breathing the same emotion. The paintings that Nabokov mentions are in many cases, those observed as part of an interior, and are also part of the devices of the story, or novel and helpful in disclosing its veiled meaning. In other cases, they are a sort of inspiration to him. Literature as he argued is not a pattern of ideas but a pattern of images. Nabokov's “word picture” denotes delightful images: images of light and shade, actions, gestures, or landscapes but most often of scenes in which people are caught in a way they have never been portrayed before. We will see that Nabokov owes much to the visual arts. Several examples taken from his literary works will be analyzed. For someone who knows how to look, everyday existence is as full of revelations and delights as it was to the eyes of the great poets of the past. Art is essentially the picturesque side of the reality.

Key words: painting, verbal art, word picture, veiled meaning

Gurpreet KAUR, Institute of Engineering & Technology, Bhaddal Ropar, Punjab, India

e-mail: gurpreetcommskills@yahoo.com

Innovations through “Blurring Genres”: Character & Narration in Norman Mailer's
Armies of the Night and *Of a Fire on the Moon*

The collection of writings labeled as literary journalism is an explicit case of a “blurred genre”. Norman Mailer’s seminal works *The Armies of the Night* (1968) and *Of a Fire on the Moon* (1971) are some of the most admirable cases of “blurring of genres”. My study pays particular attention to these two nonfictional narratives. Norman Mailer (1923–2007) was a prominent figure in the artistic scene of America. His *The Armies of the Night: History as a Novel, The Novel as History* depicts the events at the March on the Pentagon, an anti-Vietnam demonstration held in Washington D.C. in October 1967. In another contemporary work of art, *Of a Fire on the Moon*, Mailer chronicled America’s space program and the 1969 journey of Apollo 11 in a three-part article for LIFE Magazine. This paper aims to analyze the Mailer’s attempt to practice nonfictional and journalistic reportage, through almost melting the lines between fact and fiction. Being narratives, the character and narration in these books deserves particular attention. The aim here is to study in depth the nature of personalization of the contemporary events and the use of third person narration, by Mailer. This study would also provide an insight into the Mailer’s reactions and presentation of the gained experience, to the March to the Pentagon and Apollo 11.

Key words: Norman Mailer, Literary journalism, blurred genre, narratives, fact, fiction, contemporary events, character, narration

Isabelle WHITE, *University of Montenegro*

e-mail: isabelle629@gmail.com

Re-narrating the Slave Narrative: Connecting Tradition and the Post-Modern Novel in Toni Morrison's *Beloved*

Toni Morrison is very aware that her re-creation of the life of fugitive slave Margaret Garner in her novel *Beloved* takes place in the context of the narratives of other fugitive slaves, the best know of which are Frederick Douglass' *Narrative* and Harriet Jacobs' *Incident from the Life of a Slave Girl*. This paper explores the ways in which Morrison extends and complements the slave narrative genre. Morrison, in her words, “fill[s] in the blanks that the slave narrative left,” blanks that exist because of former slaves' efforts not to offend their mid-nineteenth century audience. Morrison accomplishes this extension by making more explicit the plight of the woman slave, by depicting the former slave's life not only after escape but also after emancipation, and, perhaps most importantly, by revealing the interior life of the former slave.

Key words: slave narrative, woman slave, emancipation, Morrison

Jonida PETRO, *University of Tirana, Albania*

e-mail: janasline@hotmail.com

The Connection between Man and Beast in Jack London’s Klondike stories (*The Call of the Wild* and *The White Fang*)

Jack London was a man of adventure having always the will to embark on a new trip such as that to Northland or the Klondike, the raw edges of the world, looking for vivid material for his future books and stories. This is how he wrote his masterpieces *The Call of the Wild* and *The White Fang*, emphasizing his tendency to see himself as partially human and partially

animal. These adventures made up the laboratory where his characters, such as Buck and the White Fang were reduced to “primordial simplicity” as they learn the frostbitten truth about the Law of life.

The paper will start with a distillation of Jack London’s two most important Klondike stories, thus, *The Call of the Wild* and *The White Fang*, which are based on his meditations on the connection between adaptability and change. Affected by the ideas of Darwin and Spencer, these two books of his Klondike experience involve more than the idea of the survival of the fittest or law of the club. *The Call of the Wild* and *The White Fang* stress the importance of applying knowledge gained from social behavior of animals to the study of human nature.

Indeed, Jack London was a naturalist writer just like Norris and Dreiser, but his naturalism changes from the other two, because he may be better understood with reference to his two above-mentioned dog stories and his role as a precursor of sociobiology. According to Jack London’s naturalistic ideas, there is a strong connection between man’s and animals’ behavioral aspects because all species are subject to evolution. London, through his dog stories shows us that both man and beast must develop methods of survival based on a combination of adaptability and instinct. Some adapt successfully, some revert atavistically such as Buck and the White Fang.

Reinforcing the connection between man and animals, London said: “We who are so human are so animals, we cannot deny our ‘relatives’ the other animals” and that is masterfully described in the two pieces of fiction dealt with in this paper, *The Call of the Wild* and *The White Fang*.

Key words: fiction, Jack London, ideas, adventures, socialism, Klondike

Kristina SHEPERI, *University of Tirana, Albania*

e-mail: ksheperi@gmail.com

When Drama and Myths Connect...

Eugene O’Neill is considered by many scholars as the founder of modern American drama, and this labeling was not in vain. Among many other features or aspects that we can refer to in order to explain why he is labeled as the founder of modern American drama, is the use of myths in the drama of a common American family of the year 1850. This paper aims at understanding some of the dramatic characters, unforgettable characters I would say, in the light of ancient myths in Eugene O’Neill’s “Desire under the Elms”. The study attempts to make a parallelism of the Greek ancient myths and their representation in his tragic characters in order to fully understand the nature of human relationships, feelings of love, hatred and guilt. Furthermore, it takes into consideration the uncontroversial fact that when the tragic, symbols, technique and myths connect, not only it becomes a powerful creation that exerts its influence on every human being, but it also connects two completely different worlds integrating them in the modern American human being tortured in search of the American dream, in this way emphasizing the universal themes. The use of Greek mythology among the use of symbols, symbolic settings, names and titles, does not mean that Eugene O’Neill is rewriting the histories of Greek myths, but on the contrary, he is able to show his own authenticity as a playwright who exploited mythology to describe the tragic inner world of an American family in the 1850 in New England.

Key words: Eugene O'Neill, drama, mythology, characters, authenticity

Leily JAMALI, Mozghan MOEEN, *Islamic Azad University of Tabriz, Iran*

e-mail: leylijamali@gmail.com, mojgan.moeen@gmail.com

Masculine Femininity and Feminine Masculinity in Edward Albee's *Who's Afraid of Virginia Woolf?*, *Three Tall Women*, and *A Delicate Balance*: A Butlerian Perspective

As an unclear and complicated concept, identity plays a central role in the contemporary thought. Questions of identity mark numerous arguments in the ongoing debates about culture, nationality, ethnicity, gender and sexuality. Identity formation, as defined by post structuralist theories, has been the main concern of literature in recent years. Dramatic works, along with other literary genres, have offered implicit models of how identity is formed, challenged and re-defined in the journey towards selfhood. Stepping in such a quest, the characters in Edward Albee's plays *Who's Afraid of Virginia Woolf?*, *Three Tall Women*, and *A Delicate Balance* seem to be unsure about their self and identity. Such uncertainty seems to be the result of a feminine self in male characters and a masculine self in female characters. Applying Judith Butler's notions of self and identity, in which she considers gender identity as a plastic and culturally staged concept produced by the very complex historical circumstances, it could be possible to examine gender-dependant self and performance-dependant identity in the characters of these three plays. By scrutinizing Albee's mentioned plays textually, the study is supposed to show that gender boundaries in the characters have been blurred. Albee's characterization in these three plays demonstrates that he conceives of gender as less about biology than about assuming certain qualities; thus Albee presents gender as performative, occurring within particular social situations in front of observers, and not as interior, fixed, or private. The study particularly attempts to explain that in Albee's mentioned plays, the application of exaggerated forms of gender-related behaviour, indirect verbal fights, and win-or-lose contests which are dramatically played out on the public stage, can help depict gender as a performative concept.

Key words: identity, butler, performativity, gender, drama, Albee

Marsela TURKU, *University "Aleksandër Moisiu" Durrës, Albania*

e-mail: marselaturku@yahoo.com; marselaturku@uamd.edu.al; mturku@assenglish.org

The American Dream versus Family Dream in Arthur Miller's *Death of a Salesman*

The Great Depression brought about chaos in the American society of the thirties and provoked changes in people's values and beliefs, in their way of life and attitude to the American dream, to their ethical and moral implications of the American dream of success apparently uniting all Americans. According to Charles R. Hearn in *The American Dream in the Great Depression* (1977) the essential question underlying is what happened to this deeply ingrained and wonderfully compelling dream of success during the 1930s? How did it affect the writers and their writings?

It is often thought that Arthur Miller's dramatic experience during the Great Depression has become a starting point in his creative activity. This paper will focus on Miller's play *Death of a Salesman* and on how this play could be interpreted as a play on the American Dream seen through the eyes of the main character during the Depression. Section I presents the

protagonist struggle, discusses briefly on the critical condition of the Depression upon the writer and the drama, explains how and why this can be a social drama and a play of realism, and focuses on the dream of success of the protagonist. Section II compares *Death of a Salesman* and *All my Sons*, explaining the similarities and differences. Section III discusses some of the weaknesses of the play and tries to evaluate *Death of a Salesman* by analyzing some of the major criticism of the play.

Key words: American dream, social drama, Great Depression, materialization

British and Commonwealth literature

Armela PANAJOTI, *University of Vlora, Albania*

e-mail: armelap@assenglish.org

Connecting Myth and History in Conrad's *Nostromo*

Conrad's *Nostromo* is a temporally and spatially extended novel, which gathers together events from the life of many characters. What is more, these events do not follow a chronological course, but are interwoven instead in time and place, thus bringing together the lives of different people. Above any personal history is the history of a province, Sulaco, an isolated province inhabited by various communities, native and foreign, a history which goes back in time at the beginning of the novel and records the first signs of modernity by the end of it.

Given this contextual complexity of the novel, storytelling is never trusted to a single narrator or to a single narrative form. The novel can be considered a polyphonic novel, in that it incorporates various narrative voices, linguistic communities, languages and narrative forms. All these narrative perspectives are wrapped up from the onset by the anecdotal viewpoint, which frames the story of Sulaco into the legend of the Azuera, thus representing in this way the voice of the people or the unofficial version of history.

The paper discusses Conrad's narrative attempt to combine history with anecdote/myth and to suggest that this attempt is not indicative of moving between one form and the other, but rather of establishing a dialogic link between the traditional wisdom of oral culture and the indeterminacy of modern writing.

Key words: history, anecdote, myth, narrative voice, linguistic communities, oral culture

Corey COATES, *Athabasca University, Alberta, Canada*

e-mail: coreyc@athabascau.ca, coreycoates@shaw.ca

'Two Nations,' or One Divisible? Identity, Tension, and Connection in *Howards End* and *Nice Work*

My presentation departs from a comparison of E. M. Forster's *Howards End* (1910), with its famous "Only connect. . ." epigraph, and David Lodge's *Nice Work* (1988), the final installment of his campus trilogy set in the bleak industrial midlands of Margaret Thatcher's Britain. Critics (Moseley, Bergonzi) have discussed Lodge's novel as a "condition of

England” novel, aligning it with nineteenth-century works by authors such as Dickens and Gaskell. This is suitable, for such authors are present in *Nice Work* through the teaching of Lodge’s female protagonist, English Literature temporary lecturer Robyn Penrose. But echoes of Forster—most obviously in the name of Lodge’s male protagonist, mechanical engineer Vic Wilcox—also abound and invite analysis.

During the narrative arcs of both *Howards End* and *Nice Work*, we see dissimilar people and different classes (or indeed, “two nations,” to use Lodge’s own epigraph from Benjamin Disraeli’s *Sybil*) drawing together in increasingly complex relationships. Both novels wrap up quickly, with striking coincidences that cement linkages; an accident and a death mean that the impoverished Leonard Bast’s son will inherit Howards End, and a death and a legacy allow Robyn (who also receives a full-time appointment) to fund Victor’s business aspirations. Such pat, positive, tidy, and improbable conclusions are troubling for readers and critics in many ways. Even Robyn Penrose, reflecting on the Victorian novels she teaches, thinks that such endings, offered as “solution[s] to the problems of industrial capitalism” may mock the complexity of what has gone before up until the endings (83). Even the subtlety of Lodge’s theories of metaphor and metonymy, as developed in his influential literary critical work, *The Modes of Modern Writing* (1977), and then winkingly redeployed by the author in the words of Robyn in her conversations with Vic, may seem undermined.

Still, the problematic endings force us to think about the nature of the connections between characters, classes, art and commerce, and so forth. Could it be that the Schlegels and the Wilcoxes, and Vic and Robyn, were really more alike *before* their connections? Can connection provide only creative tension whose sustenance would be *inimical* to individual expression? Why would there be, after all, no terminal period in Forster’s epigraph? By basing my presentation closely on two works, my aim is to raise and address such questions, within the context of the broader conference theme, in a cogent and accessible fashion.

Key words: E. M. Forster, David Lodge, Capitalism, Humanities, Metaphor/Metonymy

Erinda PAPA, “*Fan S. Noli*” University of Korça, Albania

e-mail: erindapapa@yahoo.com

Doris Lessing: Between East and West

“That East must ever be East and West must be West is not a belief which is subscribed to by Sufis, who claims that Sufism, in its reality, not necessarily under the name, is continuously in operation in every culture.” Doris Lessing, *In the World, Not of It*

The aim of this article is to clarify the reasons why the spiritual strand of Doris Lessing’s arguments must not be overlooked, because what we have here deserves interfaith (Muslim and Judeo – Christian), interdisciplinary (psychological, anthropological, philosophical, theological, literary), and cross-cultural (Eastern and Western) interpretations. Lessing wears many hats and negotiates many angles at the same time. Her fiction points out the worlds of difference that something or someone can make in one state of being.

A reasonable compromise would be to read Lessing’s fiction wearing metaphorical bifocals, for she insists on straddling East and West, tradition and modernism, spirituality and science, intuition and logic, and fantasy and realism.

As we turn to cross-cultural studies to solve the problems of our times, Doris Lessing seems to be introducing ideas and literature from the world of Islam and challenging the westerners to consider 'Islamicate' literature and ideology alongside the major influences from other parts of the worlds. This article, therefore, should be considered as an attempt to regard Lessing's fiction as a means of catapulting Sufism into the attention of a broad audience and perhaps stimulating an interest in Sufism among Western readers.

Key words: Doris Lessing, Sufism, East, West, tradition, modernism

Gülden YÜKSEL, *Pamukkale University, Turkey*

e-mail: guldenyuksel88@hotmail.com, guldenyuksel88@gmail.com

The Connection/Alienation in *Howards End*

Towards the end of the 19th century there was a feeling all over Europe that a change was coming to Western civilisation. Great new inventions and discoveries had been made. The great technological and political developments of the late nineteenth and early twentieth-century had a great impact on the rigid social order of the period, and hence, it was a time of social change brought about by industrialisation. With the rise of machinery, a new type of man had come into being: the helpless and lonely individual, who was deprived of his natural environment and of his natural ties, had been pushed into an artificial community. Uncontrolled expanse of technology led to man's estrangement from the world he himself had made or inherited, in a word, man's alienation from himself, from the world and from other people. At that period, people who had been living as small groups in villages, towns, and small cities and had been mostly guided by religious values, traditions and customs, left aside these values and began to rush into the urban centres where living conditions proved to be inadequate; besides, the urban dwellers embarked on a new way of life characterised by capitalistic values. Man, having been deprived of his natural surroundings and of his natural ties, became helpless, faced with a life and death struggle. The living and working conditions in the cities accompanied great changes in human personality and character. Unequal distribution of the wealth, lack of adequate living standards, the breakdown of the feudal and community relationships, and of tightly knit family bonds created a variety of psycho-social disorders. The result was that he became disintegrated, because he was "cut off from his religious, metaphysical, and transcendental roots", as stated by Eugene Ionesco. (qtd. in Esslin, 23)

This was the time at which E. M. Forster wrote *Howards End*, an age in which it was felt that man was fast losing touch with his own environment. Confronted with mighty contrasts, Forster tried to get into the depth of human existence. In all respects, the main thesis upon which Forster's novel, *Howards End*, rests is the theme of connection: connection of man and nature, connection of man and man, connection of conscious and unconscious, connection of the different segments of the personality, connection of the different segments of society, and lastly connection of different cultures. The present analysis is intended to shed light on the theme of connection in connection with the theme of alienation in E. M. Forster's novel, *Howards End*.

Key words: connection, alienation, conflicts, conscious, unconscious

Imam HOSEN, *Deshbandhu College for Girls, Calcutta University, India*

e-mail: ihshihan@gmail.com

Anglo-Indian Fiction: A Study of the Ruling Class in Diaspora

Anglo-Indian fiction, a byproduct of the British Empire in India, has never been discussed much. In recent years some postcolonial critics have viewed it as corollary to the British Empire, and thereby, have found in the narratives potential colonial discourses. However, the British contingent that ruled India was a large group of ‘dislocated’ people living under an alien sky. For many it was no better than a life of self-imposed exile. The living space the British in India fashioned for themselves and the identity they struggled to uphold were very close to what is known as the diasporic in modern vocabulary. It is expected that Anglo-Indian fiction can be a rich source for verifying the ruling class in a diasporic situation.

It is not surprising that the body of population defined as ‘diasporic’ is identified mostly with the people dispersing from the old colonies to the western hemisphere during the era following the World War II. Is it that the western academics have deliberately tried to keep westerners outside the ‘disgrace’ attached to the notion of the diasporic or that the political edges made their survival less diasporic? Anglo-Indian fiction can be a case study in this respect. Despite political advantages the British enjoyed in India, their life was of a floating nature. Memory of home occurs passim in their works. These conditions coupled with identity crises are very cardinal in identifying the diasporic writings. The present paper humbly proposes to verify if the diasporic elements do make some substantial contribution to the making of Anglo-India fiction. If they do, the subgenre may emerge as the first and the largest body of diasporic writings the world has ever produced.

Key words: Anglo-Indian fiction, diasporic writings, colonial discourse, identity

Kübra KANGÜLEÇ, *Gazi University, Turkey*, graduate student at *Hacettepe University, Turkey*

e-mail: kubrakangulec@gazi.edu.tr, kubrakangulec@gmail.com

From a Clown into a Terrorist: Theme of Transformation in Rushdie’s *Shalimar the Clown*

British-Indian author Salman Rushdie draws a parallel between official ‘History’ and individual histories in his novel *Shalimar the Clown* (2005), presenting Shalimar’s revenge story together with Indian-Pakistani conflict in the background. Set in the Indian region of Kashmir, in an imaginary town, Rushdie’s story traces how harmony in this small town is shattered as inner conflicts start in the country. The very start of historical conflicts and Kashmir’s fall goes parallel with Shalimar’s own fall initiated by his decision to take revenge on his wife and her lover. Shalimar’s wife Boonyi leaves Shalimar in order to live with the U.S Ambassador Max Ophuls, and her betrayal becomes a turning point for the whole story. With the betrayal, everything that composes Shalimar and his world transform into something else, something evil. In this juncture, theme of transformation occupies the main body of the story.

This paper will analyze Rushdie’s metaphorical employment of the theme as well as exploring the varied ways of transformation which can clearly be observed in the characters and in the setting of the novel. As the title offers, Shalimar’s transformation from a clown into a terrorist, which is triggered by his loving wife’s transformation into a betrayer, sets the major story line, causing further transformations in the region of Kashmir, Boonyi’s

illegitimate daughter India, the ambassador Ophuls and the country's history. Rushdie tells these transformations in detail by using a magical realist tone, embodies the transformation of love into hatred and reveals how individual histories intermingle with 'History'.

Key words: transformation, betrayal, individual histories, revenge tale, magical realism

Loran GAMI, *University of Tirana, Albania*

e-mail: lorangami@yahoo.com

The Clown in Samuel Beckett's Plays

The presentation focuses on the similarities between the clown and the absurdist man in Samuel Beckett's plays. Beckett's characters physically resemble the clown and the silent-movie actors that the author was fond of. Besides the outward, physical level, both clown and Beckett's characters are similar in the way they are handled by the world they inhabit. It seems that they are always frustrated and hindered by the objects, people and events surrounding them. The clownish figures of Beckett and other absurdist playwrights are alienated and cut off from their environment. Though a comical figure, the clown has potentially tragic overtones. The concept of the interweaving of the tragic and the comic has been exploited by writers since antiquity and the writers of the theatre of the absurd – Beckett, Ionesco, Genet – seem particularly interested in it. The presentation shows that the clown, often an underrated figure by the highbrow critic, is important for Beckett and serves as an embodiment of his conception of Man.

Key words: Theatre of the Absurd, Samuel Beckett, clown, comic, silent film

Marcela Sekanina VAVRINOVA, *Masaryk University, Brno, Czech Republic*

e-mail: alecrama@seznam.cz

Portrayal of Women and Female Community in the Book of Margery Kempe

Margery Kempe, the fifteenth century mystic and pilgrim, has been largely studied in the context of male community and understood as heavily dependant on male authority. However, the Book of Margery Kempe offers an interesting insight into the European female community of the high Middle Ages.

The proposed paper will discuss the portrayal of female characters and female community in the Book of Margery Kempe. I will focus on female companionship and support Margery Kempe received during her travels in England and on the Continent; I will also discuss the way Kempe attended to women in need. Furthermore, I will analyze the spiritual connection between Margery Kempe and other women, as Kempe's spirituality stems from and is dependant on both spiritual and earthly female companionship. The aim of the paper is to provide concrete evidence for a concept of friendship and spiritual collaboration among women in the medieval context, and to demonstrate the significant role female friendship, support and collaboration played in Margery Kempe's life, spirituality and text.

Key words: women, medieval, literature, society, spiritual, virginity

Özge DAĞLI, *Fatih University, Turkey*

e-mail: another_en@hotmail.com

The Destructive and Constructive Power of the Narrator in Ian McEwan's *Atonement*

Ian McEwan's *Atonement* (2001) is a novel in which the narrator uses her utmost power both in a destructive and constructive way through her imagination. The novel shows how the imagination of the narrator affects the flow of events. My essay focuses on *Atonement's* narrator, Briony Tallis, who is granted the power of imagination, which corrupts and creates. McEwan puts the narrator in a God-like position by giving her the power to change events as she wishes. While achieving this, McEwan employs a different technique by combining the subject of imagination with a complicated style of narration. Having this vast capacity of imagination, Briony turns out to be an unreliable narrator who distorts events. She is subjective through narration and her subjectivity affects storyline. The narrator's subjectivity causes unreliability and it is represented through metafiction, a technique that seeks the question of reality and illusion. Briony causes great misunderstandings with her destructive power of imagination in real life; but she atones for her sin by using her constructive power of imagination in fiction. All these techniques that suggest unreliability in narrative, contribute to the overall effect of the narrator's power in both negative and positive ways.

Key words: Power of narrator, unreliable narrator, imagination, Metafiction, destructive and constructive imagination

Ryszard W. WOLNY, *University of Opole, Poland*

e-mail: rwolny@uni.opole.pl

The Empire Speaks Out: The Discourse of The Body In J. M. Coetzee's *Waiting For The Barbarians*

J.M. Coetzee has been commonly regarded as an important postcolonial writer, the success of whom brought him not only the Nobel Prize for Literature in 2003 but also a wide international recognition and high reputation. The problematic of the 1980 novel, *Waiting for the Barbarians*, is also postcolonial: it deals with the Empire (the centre) vs. the Barbarians (the periphery), civilization vs. wilderness, the One vs. the Other, authoritarianism, violence, evil, repression, torture, to name just a handful of issues at stake. Yet, what seems to be particularly attention-grabbing in the novel is the presentation of the body as a text; thus, it will not be a mistake to compare the process of reading of the (tortured) body to the process of reading of the text that, in turn, leads to the process of uncovering its past, constructing, or reconstructing, its own history and its very own version of the truth.

Therefore, the aim of this paper is to disclose the discourse of the body, as stimulated by the Empire (imagined or real), and presented in Coetzee's *Waiting for the Barbarians* (1980), where the body is treated as a text, the site of both the revelation of truth and an evidence of "truth procedures," thus explaining and constructing the (tragic) past.

Key words: postcolonial literature, discourse, body, torture, pain

Sezgi ÖZTOP, *Dumlupınar University, Kütahya, Turkey*

e-mail: pearlsez@gmail.com

Coming Apart: The Fragmentation of Self in Harold Pinter's Plays

The main interest of this research paper is to examine the relationship between the experience of self-fragmentation and how it is manifested in Harold Pinter's plays. In Pinter's plays, the characters are subjected to an unreasonable treatment of torture, the feelings of disintegration, evasiveness and dehumanization. The characters can find comfort neither in their physical surroundings nor in an understanding relationship with others, and finally they are driven into a state of fragmentation of self-image.

Pinter's characters not only struggle against the sinister outside forces but also wage a battle within their inner selves. At the same time, failure in relationships also poses a threat to the characters' sense of identity. In this manner, Pinter's characters are at a loss when their identities are undermined. In a desperate attempt to assert themselves, they create a world of illusion.

"Characters battle for position on the implicit assumption that maintaining or gaining an advantage is required to gain the love and respect of others and to preserve one's own sense of self-worth, superiority and, ultimately, identity." (Prentice *Ethic*, 9) As stated, Pinter's characters are psychologically fragmented after the vicious treatment they are exposed to. What makes their mental state more vulnerable is that they are dehumanized and alienated individuals.

Thus, a sense of exclusion and alienation leads to the fragmentation of sense of self and ultimately a failure of existence. In other words, these alienated characters, with their destroyed identities and with no support, try to survive but failing in a hostile world bring Pinter close to the realm of the Theatre of the Absurd.

Key words: fragmentation, alienation, Harold Pinter, dehumanization, Theatre of the Absurd

Silvia OSMAN, *Dimitrie Cantemir Christian University, Bucharest, Romania*

e-mail: silviaosman.s@gmail.com

Reconnect: Beckett, Reloaded

You'll have to agree with me: we are leading absurd lives nowadays! Dawn 'til dusk we chase dreams, build careers, families, communities, intricate political structures, but on our way there we lose track of our **inner being**, getting lost, entangled in a jungle of material needs which most of the time leads us astray from who we really are. How do we **reconnect** with our inner self? How do we stay true to who we really are? If Shakespeare was right and the entire world is a **stage**, there might be a way to bridge the gap created this way: my paper is a diatribe for the **Theatre of the Absurd**, showing how it leads us towards soul searching and the introspection we need in order to reconnect to our inner being. Like **abstract art**, the Theatre of the Absurd is not for everyone. Not everyone is interested in extracting meaning from a play that presents the meaninglessness of life, just as not many are capable of finding enjoyment in a painting by Pablo Picasso or Jackson Pollock. Some of us want art to be easily digestible, whether they are in the art gallery or the theatre. It is easier, I suppose, to recognize oneself in a photographic representation, which only reflects what is on the surface, whereas abstract art, surrealism, expressionism, and yes, the Theatre of the Absurd,

attempt to get at something closer to real truth - a representation of our *inner being*, of our fears, our weaknesses, our inadequacies, the archetypal human predicament.

Key words: reconnect, Theatre of the Absurd, stage, diatribe, soul searching, introspection

Comparative literature

Mehmet Ali SEVGI, *University of Bremen, Germany*

e-mail: mehmetalisevgi@hotmail.com

Melancholic Cities in Literature: Cultural Associations and Literary Reflection

While considering the city in Balzac's works, Italo Calvino declares the city a living creature and introduces it as the true protagonist. The impulse behind this study is not different from Calvino's statements: the city is not only a physical reality that represents the apex of human achievement and that can be evaluated based on mechanistic, geographical and economic norms. It is also the product of human experiences; the city's air is composed of the hopes, aspirations, disappointments, and pain of those who live in it. It stands as the oldest witness to the people's history, stores all of its changes, incidents, and memories and, from the rubble, evolves into a breathing creature or even into a domineering power. For a man of literature, therefore, writing about the city means writing about all these accumulations and memories of the city.

As a result of the industrial revolution, the structure of cities and their inhabitants was transformed. The large cities, with their overinstitutionalized and money-oriented social structure, destroyed the close interaction among inhabitants and forced (or rather encouraged) them to adopt a sense of separateness. These changes produced lonely individuals in massive crowds. The literary works dealing with the sociocultural changes of cities that occurred during the Industrial Revolution describe the city in dark tales: the city became the villain, the inhabitants became the victims, and the inhabitants of the city were transformed into melancholic protagonists in literature. Thus, melancholy as the dominant mood in modern, large cities became a new topos in literature. The *Old Curiosity Shop* (1841) by Charles Dickens, for instance, describes London under the dominant influence of melancholy as the city experiences a massive sociocultural transformation. In this Dickens novel, London is portrayed with radically changed silhouettes and an all-encompassing Darkness. This paper is an effort to understand the (cultural) meaning of the city, its effects on feelings, perceptions and, finally, on literary reflections and also it tries to refer to these literary examples of melancholic literature in order to better understand melancholy in city life.

The paper, finally, analyzes Orhan Pamuk's *The Black Book* with reference to Paul Auster's *The Glass City* and includes references to the orient cities and the western cities; World literature and English literature; Eastern culture and Western culture. With these references, the paper not only acquires a comparative perspective but also constructs the cultural and literary background to analyze the melancholic cities in literature.

Key words: city, Eastern, Western, melancholy

Cultural Studies

Alexandru BOUREANU, *University of Craiova, Romania*

e-mail: boureanu@gmail.com

The Artist - Added Value to Our Society

This research aims to highlight the issues of the European artist's status, both institutional and independent, and to find viable solutions of reinsertion on the cultural work market.

The research methodology combines cultural management and the specificity of performing arts, in a theoretical and interdisciplinary practical framework. The criteria developed and the interest of the subjects for such a project were based on UNESCO 1980 recommendation, which starts at reaffirming the fundamental right to freedom of speech and access to information, including artistic creations, and then defines the guiding principles and the main fields – legislative, economical, social, educational – where every state's policy and action should focus.

It reveals the fact that the self-employed status is uncertain and poorly regulated by legislation in our countries. For example, in Romania, Law nr. 145/1997 on social health insurance defines as self-employed “*the person who derives income from activities based on free initiative, copyrights, including related rights, from licensing, hiring and the exploitation of such rights acquired by inheritance.*” The added value of the artist as part of the economy is related to the idea that “culture is a factor of growth and creates new jobs: investing in culture is investing in the economy.”

Key words: artist, culture, artist status, cultural management

Alina Carla (MANGRA) VLASCEANU, *National University of Theatre and Cinema Arts*

“I.L.Caragiale”, Bucharest, Romania

e-mail: alina.mangra@gmail.com

About the *Borderline Situation* as a Means of Art

The Borderline Situation is mostly superficially taken into consideration by the actors who, most of the times, use tricks, recipes, unsubstantiated clichés to solve it, and all this because the contemporary man, the consumer is pursued by the *Thermal Death* of the senses. Meanwhile, on stage, the actor can no longer distinguish between the borderline situation outside the play and the one in the play. His senses are numb and so is his art. The character's borderline situation raises the desire of both the actor and the spectator to confront the deep problems of their personalities and from the moment they are involved civilized mankind might be pardoned of its capital sins, for as Konrad Lorenz says “we do not lack obstacles we need to overcome in order to avoid destruction of mankind and overcoming these obstacles is undoubtedly difficult enough to provide satisfactory affirmation for each of us.”

Just as we expected, during the devastating earthquake some Japanese continued their shopping in the supermarket. *Borderline Situation* is a contemporary theme for the performing arts and will be included in our research.

Key words: borderline situation, consumption, society, acting, character

Anastasi PRODANI, *University of Tirana, Albania*
e-mail: nastaproddani@yahoo.com

Anglo-Albanian Trade Relations during 1920s and 30s

To Great Britain the trade with Albania was important for two main reasons: firstly, it did challenge an Italian exclusiveness in Albania which was politically and strategically important; secondly, it served as a good footing for British capital for further expansion in a more suitable international environment.

Negotiations for the Anglo- Albanian Trade and Navigation Treaty began on 31 July 1926 and lasted until 31 July 1931, and the Treaty was signed by King Zog on 12 March 1932. The Treaty was, however, never ratified by the Albanian Parliament and trade exchanges between the two countries were based on the preliminary agreement concluded after the talks of 10 June 1925 which stipulated most favoured nation treatment.

In the imports of 1931- 1932 Great Britain occupied first place for scooters, bikes, sewing-machines, and second place for wool and cotton products; while steel, pig- iron and machinery imports from Great Britain were insignificant. It was exactly because of this structure of imports why imports from Great Britain were slightly affected by world crisis. Albanian exports to Great Britain consisted mainly of cattle, skins, wood and other dairy products; in fact these were exported to Malta.

The gradual reduction of the trade of Great Britain with Albania went hand to hand with the retreat of British capital from concessions in Albania as that of oil, copper, chromium etc. British retreat, therefore, from the Balkan area had political motives in order to leave free room to Italy so that the latter be used to check further German expansion which had become quite menacing in the area.

Key words: trade, expansion, import, export

Benita STAVRE, *“Fan S. Noli” University of Korça, Albania*
e-mail: b.stavre@gmail.com,

Albanian Cultural Untranslatability between the Years 1921-1939 in the Texts of English and American Writers

The natural crash of cultures, which occurs when a number of people from different countries or even continents meet, has always been subject of research. Though it is reflected in different forms, the linguistic one remains the most prevalent and denotes common and distinctive features of thought and life. This paper focuses on linguistic evidence withdrawn from written books, papers, newspaper and journal articles, official documents as well as diary papers of both British and American writers, visitors, missionaries, journalists and researchers, about the Albanian life of the years between 1921 and 1939. Its aim is to draw a comparative insight of cultural peculiarities of Albania and the Albanians which could or not be respectively provided a linguistic equivalent in English.

Key words: cultural crash, language, untranslatability, linguistic gap, common features

Flutur TROSHANI, *University of Shkodër “Luigj Gurakuqi”, Albania*

e-mail: ftroshani@gmail.com

‘Only connect, connect, connect...’: Negotiating the Self Across Platforms

Social networking sites constitute an incredible repository of information about contemporary culture, which resonates the complex dynamics of connectivity and interaction across digital platforms. My paper intends to look into how personal images in social networking sites are created, negotiated and published.

Negotiating one’s image and publishing oneself as a mode of connectivity and the special pleading of visibility betrays an idealist detachment from social restrictions and a utopian hurry to grasp the future. In this sense, subjectivity across social networking platforms cannot dismiss the entangled categories of the private and the public despite the will to transcend them. For in the contemporary conception of subjectivity, to which both the private and the public now respond, these categories are inextricably connected.

Key words: subjectivity, public, private, networking, contemporary culture

Irina PETROVSKA, *University “St. Kliment Ohridski” – Bitola, Macedonia*

e-mail: irina.petrovska@yahoo.com, irina.petrovska@uklo.edu.mk

Ethnography of Communication in Tourism Discourse: Contrasting Communicative Strategies in English and Macedonian

The research of tourist communication reflects the interdisciplinary aspect of the objective in this paper - on the one hand, tourism, as a significantly important and strong agent and channel of globalization, and on the other hand, the ethnography of communication, with its basic principles present in the tourism discourse. Both disciplines, joined together, at the same time reflect change and transition, thus growing into treasures of different discourses.

The main objective of this paper is through analysis and description of the language of tourism in the English and Macedonian following the principles of the ethnography of communication, to evaluate similarities and differences in the tourist communication and to highlight their cultural aspects.

The accent is put on differences and similarities of both cultures that have their own realization through language interactions, where the subcultures and individual variables that motivate people to speak as they do, are deeply integrated. An attempt to separate them is not possible or desirable, especially for the fact that their interrelations are culturally interwoven. It is of great importance to make a difference between realization of a culture in a certain language and its realization through the language that belongs to that culture.

Key words: ethnography of communication, culture, tourism discourse

Hyreme GURRA, *State University of Tetovo, Macedonia*

e-mail: hyreme@yahoo.com

Identification and Comments on the Way in Which National Culture Affects Behaviour at Work in Two Countries Compared, Great Britain and Republic of Macedonia

This study case is about the effect of cultural differences behaviour on everyday relationship at work affecting business. This research is conducted between two countries to remark the way people can manage these differences in which national culture affects behaviour at work.

Although we are aware of different forms of organization and strategies, this report will highlight the differences of similar institutions with distinct behaviour. Therefore throughout this paper the author's case study is the company Welcome Break Services at M40 Junction 8 nearby Oxford in the UK, incorporated under the headings of either international or multinational organizations, and as a second organisation of the same nature to be compared, the author chose Makpetrol Skopje (Shkupi) site of the Republic of Macedonia. These two companies by their nature of work are the same, (same facilities) but as far as their conducting behaviour is concerned, they hardly have anything in common. The reason for the huge difference between these two countries and companies is the size of the territory, number of population, diversities of cultures, economical power of the countries, and the most important one is the state regime. The comparison is worth for taking UK as an old traditional democratic state, and Macedonia as a new one, undergoing threw complex processes of transition from a centralised socialist system, into a democratic one.

This study is not important only because it examines cultural differences, but also additionally as it highlights problems that might arise when conducting a form of cooperation.

Key words: cultural differences, environment, subordinates, power, individualism, collectivism, uncertainty avoidance, masculinity, femininity

Stankomir NICIEJA, *University of Opole, Poland*

e-mail: stann@uni.opole.pl

Basking in the Fading Glory: Current Narratives of Western Triumph and Decline

Each nation or civilisation must have a self-characterising narrative that explains its uniqueness or exceptionality. Thus, all Western colonial empires produced intricate stories of their own superiority, particularly in relation to the colonised nations. Although today those discourses are universally dismissed and discussed almost exclusively as instances of prejudice, racism and pseudo-science, the innate need that had produced them did not disappear. In fact, such factors as the current financial crisis or the rise of China induced a fresh wave of intellectual reflection on what constitutes “the West” and how to define it. Many recently published books try to produce new interpretations of the genesis of the present Western cultural dominance. In my paper I will analyse two such very prominent examples. The first of them is Niall Ferguson's *Civilisation: The West and the Rest* (2011), and the second is Ian Morris' *Why the West Rules – For Now: The Patterns of History and What They Reveal about the Future* (2010). As I will argue, both books are not only superb examples of a wider intellectual effort to redefine “the West” in the era of post-colonialism, globalisation and multiculturalism, but they can also be seen as ways in which Western (and particularly Anglo-Saxon) anxieties of loss of influence and marginalisation are expressed and dealt with.

Key words: civilisation, the West, Orientalism, history of Western civilization

Timothy WHITTON, *University of Clermont-Ferrand, France*

e-mail: twhitton@club-internet.fr

Connecting with London and Londoners: from the Greater London Council to the Greater London Authority

When the Greater London Authority was abolished in 1986, London became the only European capital without a central authority. In 1997, Tony Blair's New Labour party promised that if victorious at the next General Elections, it would organise a referendum to ask Londoners whether they wanted a new form of city-wide government. The result showed that the people of London felt that the voice of their city had somehow been extinguished.

Very quickly, the main political parties realised just how important the post of mayor could be in their national political strategy. Despite their efforts to secure the seat of mayor of London for one of their apparatchiks, it was the independent candidate, Kenneth Livingstone, who managed to connect more genuinely with Londoners despite having been evicted from his political party for refusing to sign up to the manifesto for London. Livingstone felt and stated that according to him, the capital city should not be the theatre for national politics.

He owed his second victory in 2004 to his successful congestion charge showing well and truly that London was his stronghold rather than New Labour's. Yet four years later, Ken Livingstone was replaced by Boris Johnson who had found his own particular brand of connecting with Londoners. Ken had lost Londoners' hearts and although Boris had not won them, the electorate expressed a desire for change. Somehow, the connection between the "people's Ken" and the electorate had been broken.

Still, Livingstone believes that he can be re-elected in 2012 for a third term, just in time to open the Olympic Games. To achieve this, he will have to persuade Londoners that they can still refer to him as "our Ken", one of the best ways for him to reconnect with his electorate.

Key words: mayor, Greater London Council, Greater London Authority, London, Livingstone, New Labour

Discourse Analysis and Pragmatics

Adrian LESENCIUC, *"Henri Coanda" Air Force Academy, Brasov, Romania*

e-mail: a.lesenciuc@yahoo.fr

Analysis of Funeral Discourse in Memory of the Pelasgian Hero Eolaie

By this research we intend to analyze a very important document regarding the evolution of conventional sign systems: an inscription on a funerary stele of the Lemnos Island. The purpose of our study is not to evaluate the importance of the inscription under the topic regarding the history of signs, but to analyze the text (reconstructing the context of its production) as a discourse. There are many question marks raised across the opportunity of using the methods of discourse analysis – apparently inappropriate methods regarding a corpus of texts that preserves special features related to the context of discourse support and the material on which the inscription was engraved. The research question can be formulated

as follows: Could a text, such as this funerary inscription, be analyzed in terms of discourse pragmatics? Could other modern methods of research in the field of communication sciences be used to interpret the communicational acts from the misty horizons of human phylogenesis? Does the discourse analysis provide significant results to our attempt of reconstructing the cultural context so as to identify its role in shaping conventional graphic sign systems? Therefore, we intend to analyze an epitaph written in the Pelasgian language, engraved on a funeral stele of Lemnos, dated back in the sixth century BC, in order to de-sanctify it.

Key words: funeral discourse, conventional sign systems, communicational acts, cultural context

Alena ZAPLETALOVA, *Masaryk University, Brno, Czech Republic*

e-mail: alenka_zap@hotmail.com

For Better Life – Inferencing from Implied Advertising Claims

An average person living in the USA is exposed to approximately 500 advertisements every day, 182, 000 every year and millions in a lifetime. Remarkably, the primary purpose of advertising (to introduce products and supply information about them) shifted over the time and advertising became more and more persuasive in its nature due to its extensive preoccupation with manipulating of social values and consumers' way of thinking.

One of the defining features of advertising is its implicitness. The ability to infer implicit meanings is one of the natural properties of human cognition and presents the basic principle of communication. In order to derive meaning of a statement, people typically interpret beyond what is explicitly said. When it comes to advertising, consumers are often led by advertisers to believe something that was never actually stated, but instead – implied. As a result, non-specific language in advertising claims, incomplete structures and tendency to withhold essential information are now widely common strategies employed by advertisers to persuade potential consumers.

The present paper deals with the notion of pragmatic implicature and inference as the linguistic concepts frequently utilised in the discourse of advertising. With focus on persuasive force of advertising language which relies on recipients' inferential processes, it investigates how the use of pragmatic implicature enables advertisers to convey unstated meanings in their claims.

Using the framework of Relevance Theory, proposed by Sperber and Wilson, pragmatic principles of communication are outlined and the model of inferential communication is introduced. The principle of Relevance, hearers' processing effort in connection with possible positive cognitive effects is further discussed to illustrate how advertisers employ particular stimuli to attract attention and convince readers about the products' benefits. In connection with this, typology of Harris's implied claims is introduced with specific examples collected from British press to support and clearly demonstrate how the above mentioned phenomena is used in advertising practice. To complete the typology, additional types of implicatures frequently played upon by copywriters are also established.

Key words: implicature, inference, advertising, Relevance Theory

Eugenio CIANFLONE, *University of Messina, Italy*

e-mail: ecianflone@unime.it

Formatting Research Article Titles: The Case of Food Science

Research article (RA) titles are the first point of contact between authors and readers. Title writing is a complex activity that asks researchers to consider community practices, editorial policies and personal preferences to conceive attractive strings offering exhaustive information on the whole RA with a limited word count.

Titleology is a field of Genre Analysis studies that has increasingly caught linguists' attention and available literature has shown that RAs titles conform to four different lay-outs (nominal, compound, full-sentence and question) with a prevalence of the first two formats. Food Science has not, so far, attracted analysts' attention and can be said to be almost under-represented. Aim of this communication is to fill in part this gap by discussing a corpus of 86 titles collected from three scholarly journals, namely *Food Chemistry*, *International Journal of Food Microbiology* and *Food Control*, as part of EAP lectures offered to students attending the PhD course on *Food-an-wine Sciences* at the University of Messina (Italy). Specimens were analysed to elicit length (word count) and format. Results show that in the examined corpus the title's mean length is 15.38 words; whereas the most common format is the nominal structure, followed by the compound, and the full-sentence type; no examples of question titles were found.

The different formats are discussed to show not only the interactional value each title bears but also its use in language classes to revise specific grammar topics.

Key words: titles, research article, academic discourse, food science

Romanita JUMANCA, *West University of Timisoara, Romania*

e-mail: romanitajumanca@yahoo.com

Contextual and Linguistic English Legal Text Analysis

The hypothesis I started from in the writing of this particular paper, is that legal discourse features viewed contextually and linguistically are of utmost importance when analyzing English legal texts.

Even if the texts analysed belong to legal cases or agreements, subgenres to be mentioned, there is a pattern that can be applied and taken into consideration when dealing with legal discourse.

The analysis of legal texts will be also carried out at the syntactic level, proving the fact that syntactic features and discursual features of legislative texts, especially of legislative writing are interconnected, in the sense that the nominal expressions with a variety of qualifications used in expressing something, would bring in syntactic discontinuities, thus making the discourse structure of the sentence not only complex but compound as well.

I will illustrate and highlight the impact of context on legal discourse and legal texts.

My intention is to find out and create a pattern that can be applied to various subgenres of English legal discourse.

Fully aware of the complexity of the English legal discourse, I have chosen to narrow down to Latin elements and the Latin influences on this type of discourse.

Key words: discourse, context, linguistic analysis, Latin

English for Specific Purposes

Arjan SHUMELI, *Agricultural University of Tirana, Albania*

e-mail: shumeli@hotmail.com

Status of English for Specific Purposes across Albanian Universities: The Case of ESP at AUT

English for Specific Purposes is an important part of English language programs across Albanian Universities. Most of the universities in Albania are teacher-training oriented educational institutions, in which case the stress is laid on general aspects of language learning, while a handful of universities are more specifically geared towards preparing students for science and its related fields such as engineering, mining, hydrology, nursing, medicine, and other walks of life like agriculture, bio-technology, forestry, veterinary medicine with most of the stress in language learning laid on specific terminology. While English for Specific Purposes (ESP) differs widely from Communicative English or English for General Purposes the perception among English lecturers teaching ESP at such universities is rather vague as to the type of language used, methodology employed, type of textbook, language material, language approaches, roles of teachers and students, theory of learning and so on. The study will shed light on the characteristics of ESP and will also try to analyze the degree of its penetration in terms of numbers of textbooks used for various disciplines at university level **vs.** the number of ESP textbooks in the global market. Recognizing the fact that teaching English at such universities is always based on the language skills acquired at a secondary school, the study will also render perceptions of English lecturers and how these perceptions and attitudes have changed over the years in terms of accepting and applying the proper ESP in their classrooms.

Keywords: ESP, language learning, methodologies, language use and language learning

Dieter WESSELS, *Ruhr-Universität Bochum, Germany*

e-mail: dieter.wessels@rub.de

Languages for Special Purposes – Trilingual Language Work

Languages for special purposes (LSP), still frowned upon by many philologists as being non-academic, has become a firmly established element in a fair number of higher education courses. It is often seen as bridge between the traditional approach to philology and the seemingly modern concept of language teaching for non-philological job openings. As yet most courses tend to use the well-trodden paths of language tuition via translation, grammar and communication courses. In my presentation I will describe and, hopefully discuss with participants the feasibility of a tri-lingual approach to classroom communication, be it by appropriately qualified teachers or by forms of team teaching.

Key words: LSP, classroom communication, tri-lingual approach

Lavdosh MALAJ, *University of Vlora, Albania*

Gjergji DHIMA, *economist*
e-mail: malajla@yahoo.com

The Effect of English in Public Institutions and the Language of Public Administration

This paper presents the need of combining language with public administration and institutions. There is an increasing recognition of language related issues in today's life. It is language that permits us to think about public administration, science, technology, and so on. Language is more than a tool of thinking for communicating thoughts. It is also a factory of ideas, approaches, institutions that make up our world view; it is language that shapes us. Language is not a private affair, it is public and social. It is created and maintained interpersonally by a language community. Public administration theory operates through language. Bureaucratic and sexist discourse explains why this language can be so hard to understand and what can be done about it. Plunging into the verbal dilemma of official language used by bureaucrats in institutions, there are ways to improve their communication with the public.

Key words: language public, institution, communication, bureaucratic

English Language Teaching/Second Language Acquisition

Ana PANARITI, *University of Elbasan "Aleksandër Xhuvani", Albania*
e-mail: anapanariti@gmail.com

Psychological Concepts Applied in Teaching Methodology

This presentation will include various ways and different methods of effectively learning a foreign language. Through classical music in the background students are more concentrated on learning and feel more relaxed. Moreover, the rhythm raises the level of serotonin produced in their brain. The melody is the way which catalyses the creative process in our minds. These phenomena will be illustrated through examples from my teaching experience. On the other hand, the Behaviorist Theory through the stimulus-response-reinforcement model gives students the stimulus to speak and respond to other people. All this provides a chain of reinforcement, which involves speaking, reading and writing. Students will be shown different strategies of learning a foreign language through listening to music and sitting comfortably. So, feeling relaxed will help them show up their inner stimulus without feeling ashamed or anxious and they will all talk freely. The American psychologist Abraham Maslow based his theory of personality on studies of creative and self-actualizing people who fully utilize their talents and potential. As far as he studied the most productive individuals, even the duty of a teacher is to aid in developing each student's self-actualization. This is done through motivation and anti-stress procedures. Furthermore, teachers should teach students that if they speak and act as if something is true they themselves may come to believe it. So, "doing is believing" is another motto to be followed.

Key words: music, behaviorist theory, creative process, self-actualization, believing

Anita MUHO, *University "Aleksandër Moisiu" Durrës, Albania*
e-mail: amuho@assenglish.org

Fostering Independent Language Learning

Even with many changes in classroom practice over the last twenty years and more, independent learning is still a mainstay of teaching methodology for many teachers. Independence in language learning implies that students take a greater degree of control over the content and methods of learning. It is necessary for teachers to be able to learn and act independently or it will be an impossible task to foster it in their students. Learner independence in language teaching and learning is a desirable goal which aims at providing learners with the ability to take on more responsibility for their own learning. This article aims to identify different definitions of independent learning, the importance of independent learning, its use in the formal language learning and the teacher's role. Fostering learner independence is very important in pedagogy because students should make decisions by themselves about what and how they should learn. The shifts from teacher-centered to learner-centered allow students to take control of their own learning. The training and the exposure would enable the students to use and acquire the skills taught beyond their classroom usage. The road towards independence is often a long one and learners need considerable support. An independent model of teaching will be included in this study.

Key words: independent learning, foster, teacher's role, skills

Ervin HOXHAI, *University of Tirana, Albania*
e-mail: ervin_hoxhaj@hotmail.com

The influence of Technology in the Development of the Linguistic Skill of Writing

For the university students interested in a professional career, the ability to write better is an important requirement, despite the field of their study. The writing process is unique. Writing is not just a way for the students to demonstrate what they know. It is a process so that the students understand what they know. In this frame, writing is an ability and an exploring process with bilateral values: for the instructor and for the student.

The age of information is marking a revolution in the development of the linguistic ability of writing. Internet is the fastest means of communication in world's history. The number of e-mails, by the end of the 20th century, sent throughout the world is estimated to be 3 trillion (Pastore, 1999) and the e-mail is replacing phone communication. Since English language is the dominating language in the field of online communication (Warschauer, 2002), the Internet has become the first instrument to affect in the development of writing abilities for those people who use English as a second language. If people use the Internet widely for instruction purposes, this may bring changes in the nature of writing. This study is focused among other things in the usage of computers in classrooms, exchanging of e-mails, electronic forums.

Since Albania is widely using electronic technology in schools, it is important to study in an Albanian context the influence of technology in writing abilities, the problems of using digital writing in schools and possible solutions.

The problematic of this study is multi – level: cultural, social and pedagogical. The usage of technology is influencing in the culture of writing, in the relations of humans with technology, in the writing manners. All these types of changes are conducted through the school. So that the school is being confronted with a new task, that of making this revolution possible in a school context.

Keywords: L2 writing, technology, online communication

Frosina QYRDETI, University of Vlora, Albania

e-mail: frosinalondo@yahoo.it

Didactics of Argumentative Text

This paper focuses on a very important aspect in the foreign language curriculum, writing, in particular the composition of text in a foreign language in the aid of developing the ability of communication.

Students often neglect this activity, because they are used to composing texts in their native language. The typical situation is: as soon as they start to write on the blank paper, they realize that to write in a foreign language is not similar to writing in the native language and this is so not only due to linguistic differences but also to differences in text organization.

The paper focuses particularly on the argumentative text, as this type of text is of special interest to advanced students. For research purposes, I have worked with the high school students of the ‘Ali Demi’ High School in Vlore, Albania in cooperation with foreign language teachers.

Among the special topics for discussion are the teacher’s role in reading students’ assignments, the effect of assessment on students and the students’ response. The paper also attempts to propose some suggestions for a more effective assessment as well as to give some examples of alternative methods of assessment.

Key words: didactics, argumentative text, composition

Igballe MIFTARI, *State University of Tetovo, Macedonia*

e-mail: igballe_bale@yahoo.com

The Importance of Defining the “Best Approach” in Reading Comprehension and Its Role in Language Acquisition

Language acquisition itself is a broad term. There are many theories that tend to give the most appropriate definition. While acquisition is seen as “the unconscious process that occurs when language is used in real conversation”, language acquisition is seen as “the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.” In a sense, acquiring a language is “mastering it at every level and every skill. Each and every skill, along with the teacher’s strategies, approaches and methods can be seen and thought of as a process by which a language is acquired. The focus of this study is to introduce reading as an interactive process, rather than a passive one, to introduce the role of reading in language acquisition, the elements, and its importance: “Reading is one of the most important language skills for ensuring students’ success at all educational levels...” (Anderson, 1999:56).

The main aim of this study is to further elaborate traditional theories and different ways of reading in defining a “best approach” in reading. Since there is no one best method, and taking into consideration that many factors influence a teachers’ choice, I have attempted to “narrow” the broad field of methodology and to provide sufficient feedback in this field.

The study was conducted during the academic year 2009/2010. The participants were students of three different universities in Macedonia (one state university, and two private universities), of two departments (the English and German department). Three instruments were used in completing the research: questionnaires, semi-structured interviews and class observation. I strongly believe that the findings of this research not only contribute in language teaching, but also help in changing the theory that reading is not a basic skill that should be focused on during classroom instruction.

Keywords: language acquisition, approaches, methods, sufficient feedback

Irena SKËNDO, *University “Pavarësia” Vlorë, Albania*

e-mail: irena_skendo@yahoo.gr

Cultural Education of English Language Learners, an Important Factor in Efficient Communication

This paper focuses on the importance of culture during the English teaching process and the impact it has on communication. It is known that culture and language are interrelated with each other and as a result the communication process is affected by them. Nowadays, people have greater opportunities to travel abroad and visit countries they have never known before. As a result, they face a new world, a new culture and a new language. Each country has its own values, customs, traditions, perceptions and above all, a language, which is unique for that country.

In this paper I will give an outline of the values and cultural elements of both countries, Albania and the USA, as viewed in the context of cultural encounter. When two people, let us say an Albanian and an American engage themselves in a discussion, they do not only utter mere words, but they also bring through their language cultural elements. This makes us even more interested in the discussion and eager to know what cultural values the other person represents and vice versa. Therefore, knowing the above elements facilitates communication among people.

Furthermore, this paper will treat problems that relate to the argumentation and understanding that culture and communication are inseparable as concepts. This fact helps to define how people codify messages, the meanings they have and the circumstances in which different messages can or cannot be sent or interpreted.

Intercultural communication is a field of interest nowadays where the need for a theoretical and practical re-dimension of speaking, writing in all the communicative speech is observed.

The method mainly used in this research is that of comparison. The relevant bibliography will be studied as well. Finally, a questionnaire will be conducted whose results will be shown in the paper.

Keywords: culture, communication, the English, the Albanians, language

Jeta RUSHIDI, *South East European University, Tetovo, Macedonia*

e-mail: jeta.rushidi@seeu.edu.mk

The Influence of Mother Tongue in Foreign Language Writing

This research investigates the influence of mother tongue (L1) in foreign language (FL) writing. The purpose of this study was to test two research questions: (1) what are students' attitudes toward the involvement of L1 writing strategies in FL writing; (2) Do students transfer L1 writing strategies to English writing positively or negatively? Why? This paper presents quantitative and qualitative research conducted with instruments such as: a questionnaire, four experiments and five writing strategies checklists. This research has to do only with students whose mother tongue is Albanian. The participants engaged in this research were 26 students coming from different departments of SEE University-Tetovo, Macedonia, who ranged in age from 18-25, and attended intermediate basic skills English at the Language Center and Academic Writing in Albanian, at SEEU as well. The participants involved in this study composed different genres of paragraphs in their L1 and FL. The findings suggest that students' attitudes toward the involvement of their L1 in FL writing were mostly negative. When asked to work on special tasks involving translation, these tasks were not preferred by these students compared to the direct mode. However, when writing directly in English, they often unconsciously reverted to (or were thinking in) Albanian. Thus making space for substratum transfer, which was both positive and negative.

Keywords: mother tongue, foreign language, writing strategies, language transfer

Jeta RUSHIDI, *South East European University, Tetovo, Macedonia*

e-mail: jeta.rushidi@seeu.edu.mk

The Importance of Writing Skills in English for Academic Purposes

This research investigates the importance of writing skills in English for academic purposes. The purpose of this paper was to compare students' response to academic English writing needs, their ability to perform and priorities with their actual work. This paper presents quantitative and qualitative research conducted with instruments such as: a questionnaire and students' written compositions (different genres of academic writing). The participants engaged in this research were 50 students coming from different departments of SEE University-Tetovo, Macedonia, who ranged in age from 18-23, and attended Academic and Advanced Academic English at the Language Center. The participants involved in this study composed different genres of writing in their foreign language (English). The findings from the needs analysis questionnaire conducted at the beginning of the courses show that students deemed their written performance as not important and that writing was not prior to other language skills. However, the results from the actual work (different genres of writing) show that students could perform quite well. Moreover, there was an improvement in their writing performance, and writing in English wasn't an intimidating process for them at the end of the courses.

Keywords: writing skills, academic English, performance, importance, needs analysis

Lavdosh MALAJ, *University of Vlora, Albania*

e-mail: malajla@yahoo.com

Summary Strategies (Linguistic and Syntactic) used in Text Composition and Foreign Language Learning

Summaries show that high-proficiency students are more inclined to paraphrase main ideas than low-proficiency students, who prefer to reproduce ideas without transforming or integrating them into their own schemata. Similarly, high-proficiency students link their ideas more cohesively, using semantic and prepositional phrases more often than low-proficiency students, who muddle up ideas in a cut-and-paste manner.

The difference between low-proficiency and high-proficiency students is more pronounced when it comes to the coordination and subordination of ideas, in which some clauses are joined to others to produce syntactically coherent structures. The evidence from the summaries suggests that high-proficiency students are far better than low-proficiency students in the manner in which they coordinate ideas. However, there is no precise difference between high-proficiency and average-proficiency students in the manner in which they use linking devices. The summaries further show that high-proficiency students are more efficient in their use of meta-statements and tend to state the main ideas in a generalized manner, than low- proficiency and average-proficiency students. The summaries show that students with different proficiency levels are only able to combine ideas they can find in one paragraph; but also find it difficult to link ideas that cover two or more paragraphs.

The summaries further show that students with varying proficiency levels write long and indirect sentences, but generally do not add personal opinions that do not appear in the original text.

Key words: student, high proficiency, low proficiency, summary, strategy, idea

Lindita KAÇANI, "Fan S. Noli" University of Korça, Albania

e-mail: lkacani@yahoo.com

English and Albanian Grammar Teaching from a Historical Perspective

In the first half of the 20th century, there was a decline of grammar in schools. But since 1960, under the influence of linguists, grammar has gradually taken again a central part in the school curriculum.

This paper aims at exploring connection in teaching the grammar of English and Albanian as native language by considering:

- the historical context of grammar teaching
- the influences which have shaped current attitudes to grammar in schools and
- the current trends which are likely to influence developments in the future
- the beginnings of the respective scientific study of English and Albanian grammar
- contributions of different linguists in English and Albanian grammar
- the stages of English and Albanian grammar development
- and the approaches to grammar teaching.

Key words: grammar teaching, historical development, approaches

Luiza ZEQRIRI, South East European University, Tetovo, Macedonia

e-mail: lzeqiri@seeu.edu.mk

The Role of Peer Feedback and its Impact upon Improvements in Student Writing

With the data gathered from a qualitative and quantitative approach, this study examines the role of peer feedback and its impact upon improvements in student writing. It observes students' preferences and insights towards giving and receiving peer feedback and teacher feedback. The study also explores the effectiveness of content and error correction feedback. The instruments used to examine the research questions were: teacher questionnaire, student questionnaire, written samples of teacher and peer feedback. The participants involved in this study were 70 students studying at SEEU. Findings indicate that even though students rank teacher feedback as the most important they find peer feedback very beneficial. The results of the study show that peer feedback improves the content and organization of the composition. In light of the results of the research, it is recommended that peer feedback should be given more frequently. Moreover, the results yielded show that emphasis should be placed on the content feedback. It was concluded that students respond to both, teacher and peer feedback equally. Most importantly, the results from the study deduce that giving and receiving peer feedback enhances students' writing quality.

Key words: peer feedback, content, composition, students, teachers

Mirjeta CENAJ, *Sports University of Tirana, Albania*

e-mail: mirjetacenaj@yahoo.com

Reflecting Students' Needs into the English Language Syllabus

This paper attempts to present the students' needs regarding the English language at University of Sports of Tirana. This case study originates from an inspiration to improve and modify, by taking into consideration students' felt needs and attitudes towards this language, the English Language syllabus content. The review of literature indicates that learners' needs will have to be addressed if the course is to be successful. This paper suggests using a needs analysis as a useful means of reflection in order to highlight to what extent language needs assessment can illustrate whether or not exist any discrepancy between 'felt' needs and 'perceived' needs as well as between learners' needs and interests that can be relevant to syllabus designs.

The method used to gather the relevant information is an 11- item questionnaire, which was administered to a sample of 70 students at UST, where English is a compulsory subject. Questionnaire data was analyzed to see if their needs, on different language skills, are equally presented in the present English language syllabus. The results showed that in general the perceived needs were in happy agreement to the felt ones despite some discrepancies which have to be taken into account when designing the new syllabus. It is worth mentioning that this questionnaire was intended to be a piloted one, followed by others in the future, since needs analysis is an ongoing process.

Key terms: needs analyses, felt needs, perceived needs, needs assessment, English syllabus

Olsa XHINA, *“Aleksandër Moisiu” University, Durrës, Albania*

e-mail: olsa.xhina@gmail.com, olsaxhina@uamd.edu.al

The Effectiveness of the Reading Process as a Good Language Learning Strategy in English Language Teaching

There is a serious need for developing language-learning strategies as well as teaching methods in order to help EFL students have a better language acquisition. There can be found some good strategies by which the student of the English language can learn the language by himself without much dependence on the teacher. Text-analysis activities, or the critical reading, could be among them.

This paper aims at presenting the common comprehension problems which students mostly encounter in their language learning process, and at the same time trying to give useful reading strategies and guidelines based on text-analysis activities. The paper shows the advantages of the reading process in the text and the way it helps the students improve their English level.

A survey was conducted with the students of the English language at "Aleksandër Moisiu" University and some feedback was taken by them to analyze the difficulties they face throughout their language learning process. Thus, the research will focus on the implementation and incorporation of effective reading strategies into the foreign language classroom by the English teacher such as: "pre-reading" activities, "While reading" exercises, "Post-reading", and "Follow-up" exercises. In addition, the paper discusses the importance and advantages of using a variety of text-types in accordance to students' *levels* and interest.

Key words: text analysis, critical reading, effective reading strategies, pre-reading activities, post-reading, follow-up exercises

Richard RATHWELL, *Anglia Ruskin University, Cambridge, UK*
e-mail: develink@hotmail.com

Should Creative Writing be Part of the Study of English?

Taught Creative Writing has many connections with the study of English, especially that of literature. However typical curricula present many problems.

Creative writing as taught usually concerns itself both with technique and with critical commentary. The purpose of this subject is both to prepare students for the practice of creative writing and the teaching of such. The nature of the subject in general is a matter of current debate.

Curricula for Creative writing courses usually are concerned with patterns found in published creative works. They usually involve a historical approach. This often concentrates on events in the development of modernism and post modernism especially in patterns and innovation in application of points of view, narrative strategies, stylistics, genre cycles and so forth. Modules usually involve prescribed reading and discussion and the work shopping of exercises in stylistics. The assessment of students usually is largely based on a work intended for publication.

It is the case that such courses are centred on patterns of writing and techniques developed in the United Kingdom and the United States. They do not follow the events in the development of writing which has been translated or from cultures where English is not a usual first language in the culture.

Such courses usually do not concern themselves with the history and present state of publishing but rather rely on testimony of historically successful writers on that subject that is the relationship between imaginative language and publishing. Writing and publishing have inter relationships more chaotic at present than ever before where the means of publishing literary works in English accessible to career writers are in chaos.

Some courses involve concentration on specific content and form. Typically these at present address forms of memoir. Others concentrate on 'experimental' writing. Whereas these courses follow the typical patterns of general creative writing courses they are more able to address the problems outlined above. They are more likely to be useful to writers who do not share the idiom of writers from the U.S. and U.K. They are also more likely to prepare writers to engage in consideration of present markets.

The challenge of developing, implementing and updating a creative writing course involves aspects of creating a classroom culture. Discourse in the classroom is different from academic studies. The group dynamics is that of the creative group. The leader can not apply prescriptions but must rather lead discussion to technical issues and insights into the impact of language. The course leader must often focus discussion on the imagined reader and away from the text and the experience of the author. Such discussion while not being anti intellectual is often anti-academic. Sometimes great works of art are

The culture of the workshop includes protocols such as the author of the work under discussion being restricted from defences which are unnatural for academic teachers and students. In written critical commentaries and self assessments the consideration of problems and indeed failures is valued differently than academics. Other differences are legion. Bibliographies are of influences rather than citation. Grammar and even spelling must be considered differently. The course must concern itself with the issues of submission technique and contest entry.

If it is the purpose of one's institution to develop fluency and knowledge I think creative writing should be taught for the sake of everyone.

Key words: Creative Writing, curricula, study of English

Sonila MARKU, *University of Shkodër "Luigj Gurakuqi", Albania*

e-mail: sonila1984@yahoo.com

Foreign/Second Language Teacher Professional Development: A Necessity of Meeting New Standards and Facing the Time Challenges of Education

The aim of this paper is to describe the process of teacher professional development. The main purpose is to suggest different ways and strategies to foreign language teachers for their professional growth because it is necessary for raising educational standards and facing new time challenges. This paper aims to bring valuable information about innovations in foreign language teacher education from pre-service teacher education to in-service teacher education or continuing professional development. The focus of this paper is teacher professional development as the main key to all educational targets. It is emphasized the importance of foreign/ second language teacher professional development in the process of teaching and learning a foreign language and in student's achievements as well. The foreign language teaching profession today is faced with different challenges. Educational reforms, the development of the new standards for foreign language learners, new technology and innovation in teaching and learning are placing a number of new demands on foreign

language teachers. Within the world of education the professional needs of teachers are changing, too. Today foreign language teachers need new competencies, skills, knowledge which is not enough in the pre-service teacher education but they should get involved in a continuing development throughout their teaching career. What are some of the strategies we need to have strong, quality and effective teacher professional development or life-long learning to face new challenges of education?

Keywords: professional development, teacher education, pre-service, in-service, knowledge base, standards, life-long learning, continuing professional development, action research, reflection, observation, collaboration, study groups

Suzana EJUPI, *State University of Tetovo, Macedonia*

e-mail: suzana_e2007@hotmail.com

Learning strategies in Acquiring English Language as a Foreign Language

It is widely believed that motivation, age, attitude, aptitude, personality and learning strategies influence learning and generally they are the steps that the learners take to accomplish different tasks. The EFL teachers mostly do not pay enough attention to different learning strategies at primary school level. They practice one, two or mostly three learning strategies among primary school students. Teachers forget the fact that different students use different learning strategies. In fact, every student unconsciously searches for particular strategy or pathway towards success in learning a language. In order for them to achieve this, they need someone who can instruct, plan and implement programs or projects that will increase their learning. That is why teachers should introduce and teach different learning strategies in their classroom and be able to present those learning strategies to the primary school students learning English as a foreign language.

Considering what was mentioned above, the aim of this research is to investigate what learning strategies teachers promote more or less among primary school students in learning English as a foreign language in Gostivar.

The study is done during 2008/2009 and included three primary schools in Gostivar, Macedonia. The instrument used for this study, is an 11-item observation sheet for collecting information on learning strategies promoted by the teachers during the teaching and learning process among primary school students. The second instrument is a checklist of learning strategies (direct and indirect strategies), which is taken as model for the researcher to identify the learning strategies.

This study will help teachers be aware of learning strategies promoted more or less among primary school students in acquiring English Language as a foreign language. Also, they will recognize the importance of learning strategies in acquiring English language.

Key words: memory, cognitive, compensation, metacognitive, affective, social

Suzana IBRAIMI, *State University of Tetovo, Macedonia*

e-mail: suzana.ibraimi@hotmail.com

Teaching Writing Strategies in an EFL Environment: A Study Conducted in Macedonia

Writing is one of the most important skills of teaching and learning a particular language, in this case English. Teaching writing is a hard task which can often be frustrating. Therefore, the teacher must use different writing strategies and techniques in order to create a stress-free and motivated writing classroom. In fact, through writing students improve their way of thinking day-after-day by practice; their writing will seem more successful as Bean (2000:17) claims: “good thinking provides good writing”.

The present study is done during the academic year 2009/2010 with students of State University (SUT) and South East European University (SEEU) in Tetovo, Macedonia. The students involved are all non-native speakers of English as they are Albanians, Macedonians, and Turkish. All of the participants speak English at an Upper-Intermediate or higher level.

I strongly believe that the results of this study will make many teachers, students and other people dealing with education think and appreciate the English writing classes. In short, this study will make clear to the readers that English writing is an enjoyable and stress-free subject since students are taught through proper writing strategies.

Key words: writing strategies, critical thinking, ELT- English language teaching, writing skills, EFL-English Foreign Language

Viktorija PETKOVSKA, *University “St.Clement of Ohrid”-Bitola, Macedonia*

e-mail: vp40@yahoo.com

Assessing Potentialities of Textbooks for Developing Cultural Awareness

Prospective English language teachers should be well trained in many aspects of language teaching, among which textbook assessment is particularly important for well known and obvious reasons. A good and modern textbook should respond to the most recent requirements imposed by the development of the multidisciplinary approach to textbook design and it is among the gravest responsibilities of the English language teacher to be closely encountered with these requirements and developments, which means that language teachers should continually strive to keep pace with the development of those sciences that directly influence the developing direction of foreign language teaching.

There are indeed many aspects to be assessed in a foreign language textbook prior to deciding to use it in the foreign language classroom; however, its capacity for developing cultural awareness is definitely among those aspects that should prevail in making the decision for the simple reason that it will enhance the learning process and bring great benefit to the students.

It is for these reasons that teacher trainers should include textbook assessment in their curricula and try to help their students understand and appreciate the importance of this skill in their future work. Teachers competent in selecting the most appropriate textbook for their course while considering all the important factors and aspects are certain to have the needed integrity and independence required in the teaching process.

Key words: textbook assessment, culture, cultural awareness

Film Studies

Josip LAH, *Institute for Anthropological Research, Zagreb, Croatia*

Leo ZONN, *University of Zagreb, Croatia and University of Texas at Austin, Texas, USA*

e-mail: josip.lah@gmail.com, zonn@mail.utexas.edu

Crossing to the Imaginary: Bildungsroman, Mobility, and *Into the Wild*

In 1990, 22-year-old Christopher McCandless set off from his comfortable suburban upper-middle class home in Annandale, Virginia on a journey that would eventually lead to his death in an abandoned bus in the Alaskan wilderness. The story first gained recognition with the publication of Jon Krakauer's *Into the Wild* in 1996 and gained even greater notoriety with the release of Sean Penn's film of the same name in 2007. This tale of the self-reflective sojourn of McCandless reflects his total rejection of the capitalist society and all its excesses, his embracing of the innocence of wilderness, and the exuberance of a youthful idealism. As such, *Into the Wild* has been vigorously embraced for its romanticism and critiqued for its naïveté. The purpose of this presentation is to critique the filmic version of the story in terms of its place and space-based elements, which is intended to add an analytic layer to an understanding of the significance and popularity of the tale. Our study is informed by an integration of two time-honored theoretical perspectives: Bildungsroman and Mobility, the latter as envisioned by Cresswell (2006, 2010). The former is used to frame the life-story of the protagonist in its social-psychological realm, while the latter is used to place this realm within the geographic context of movement and crossing borders toward the imaginary. Through this lens, the presumption of subversion often associated with the story is questioned.

Key words: documentary film, Bildungsroman, mobility, imaginary

Kübra VURAL, *Hacettepe University, Turkey*

e-mail: vural.kubra@gmail.com

The Other in *Lost*

Lost is probably one of the most popular TV series which appeared on TV between 2004 and 2010. This legendary series, which is a product of American Broadcasting Company, has numerous fans all over the world. The plot of the addictive series, shown in six seasons, is about stories of survivors after a plane crash which occurs when the plane flies from Sidney, Australia to Los Angeles, the USA. Those survivors are different people whose occupations have a great variety: from a doctor to a confidence man. The crash of Oceanic Flight 815 sparkles an extraordinary life in an island for all survivors. Sayid Jarrah, portrayed by Naveen Andrews, is one of the passengers who wants to reach Los Angeles, but he finds himself in this mysterious island located somewhere in the South Pacific Ocean. The character is from Iraq. He used to be a soldier and torturer in the Iraqi Republican Guard. He is in the plane after a mission in which he convinces his old friend for a suicide bombing. He accepts this mission in order to reach the woman he loves, Nadia. When it comes to the importance of this character, it can be said that he is 'the Orient' in *Lost*. Edward Said, a Palestinian-American theorist and scholar, defines 'the Other' or 'the Orient' in his book

Orientalism published in 1978. He explains racism, imperialism and superiority of the West over the East with his ideas in the book. He gives specific descriptions of 'the Other' which are grand narratives produced by the West. Sayid Jarrah in *Lost* can be described as 'the Other' according to Edward Said's *Orientalism*.

Key words: *Lost*, the other, the Orient, *Orientalism*

Havva Esra OCAK, *Fatih University, Turkey*
e-mail: esraock@gmail.com

Dissociative Identity Disorder in *Psycho*, *Sybil*, and *Primal Fear*

Movies of Alfred Hitchcock's *Psycho* (1960), Daniel Petrie's *Sybil* (1976), and Gregory Hoblit's *Primal Fear* (1996) use the illness of Dissociative Identity Disorder by showing the emergence of two identities in the same person. These movies indicate this illness, Dissociative Identity Disorder, used by major characters in *Psycho*, *Sybil*, and *Primal Fear* as an instrument to survive in life. My essay will explain how Dissociative Identity Disorder depicted in *Psycho*, *Sybil*, and *Primal Fear* to show the illness as a way of survives. In *Psycho*, the main character is fond of his mother. However he kills his mother because of his Oedipus complex. He could not stand to be a matricide and consciously he tries to make as if his mother lives by behaving like her. However, unconsciously, he gets dissociative identity disorder to survive his mind. His conscious creates the mother as he does not kill. In *Sybil*, the person who has dissociative identity disorder does not use the illness as an instrument to survive consciously. However, the main character's mother abused and tortured her so this causes the development of the illness. The child, to survive, creates another identity inside unconsciously. Normally, while she cannot survive with her damaged psychology, she manages it with the illness. In *Primal Fear* the main character of the film uses this illness consciously as an instrument by acting. If it will not work he will take the capital punishment but he wants to survive. All of these films present the illness of Dissociative Identity Disorder as an instrument which saves characters' lives.

Key words: Psychoanalysis, Dissociative Identity Disorder, Personality disorders, Oedipus complex, Cinema

Linguistics

Aida KURANI, *University "Aleksandër Moisiu", Durrës, Albania*
e-mail: kuraniaida@hotmail.com,

A Comparative Study of Consecutive Clauses in English and Albanian Language

English and Albanian have many similarities due to the fact that they belong to the same language family, Indo-European one. Every language has a distinctive character and features, which are conditioned by their historical development and other social factors which determine the authenticity of each of them.

This article focuses on the syntax and structure of consecutive clauses in Albanian and English language. Such an approach will help us to shed more light on the features of the consecutive clauses in both languages which should be considered in the teaching and learning of English, but also in the translation from one language to another in order to maintain the singularity of each of them. This article is also an empirical and comparative account about the captured similarities and distinctions of consecutive clauses in both languages. These analytical comparisons not only analyze differences between languages, but they also increase the linguistic awareness of students, for an appropriate and not spontaneous acquisition of it.

Key words: Albanian, English, consecutive clauses, differences, similarities

Alina RESCEANU, *University of Craiova, Romania*

e-mail: aresceanu@yahoo.com

Amount Relatives in English and Romanian

The aim of this paper is to present some aspects pertaining to the interpretation of a special kind of relative clause construction, which is distinguished from restrictive relative clauses and appositives, namely degree relatives. Degree or amount relatives show restriction in the relativizers they allow, in the determiners that can combine with them and in their stacking possibilities. We start by presenting Carlson's (1977) amount interpretation, continue with Heim's (1987) degrees, Grosu and Landman's (1998) maximalizing relatives and draw some conclusions regarding the possibility of a unified approach. On the other hand, we bring into discussion Grosu's (2009, 2010) analysis of an unnoticed and unanalyzed construction that has so far been detected in Romanian and Albanian only. This construction, which although similar to a kind of degree-denoting relative construction that is widely attested cross-linguistically, differs from it in semantic and pragmatic ways. The final conclusions are in fact open questions that are intended for further study and research.

Key words: syntax, semantics, relative clause constructions, amount relatives

Anca DINU, *University of Bucharest, Romania*

e-mail: anca_d_dinu@yahoo.com

Using Continuations to Account for Cross-Sentential Quantification and Binding

We give in this paper an explicit formal account of discourse semantics that extends Barker and Shan's (2008) (sentential) semantics based on continuations. We shift from sentential level to discourse level. Our main concern will be accounting for side effects like binding pronominal (singular or plural) anaphora or quantifier scope.

Except of not and no, that have a restricted scope, other lexical entries exemplified in this paper display flexible scope behavior that may extend over sentence boundaries: indefinites take scope to the right until they find the anaphoric expressions they bind. The consequent of conditionals have variable scope that may stretch over an unlimited number of sentences. Some quantificational determiners may take scope outside their minimal clause. Subordinating rhetorical relations also introduce scope that may extend over a variable number of sentences. As we assume (following Barker and Shan (2008)) that binding always

occurs inside the scope of the binding lexical entry, this flexible scope behavior accounts for the referring possibilities of subsequent anaphora. No other theory to our knowledge lets indefinites, other quantifiers, pronouns and other anaphors interact in a uniform system of scope taking, in which quantification and binding employ the same mechanism.

We argue that continuations are particularly well suited to easily manipulate scope (open or close it), thus long distance dependencies. Continuations are a standard tool in computer science, used to control side effects of computation. The natural-language phenomena discussed here make use only of delimited continuations. Delimited continuations represent the future of the computation (context) of an expression up to a certain boundary. The basic idea of using continuations in natural language semantics is to provide subexpressions with direct access to their own continuations (future context).

Key words: discourse semantics, quantifier scope, anaphora binding, continuations

Arjan SHUMELI, *Agricultural University of Tirana, Albania*

Valter MEMISHA, *Institute of Linguistics, Center for Albanian Studies, Albania*

e-mail: shumeli@hotmail.com, memisha_valter@yahoo.com

English Loanwords in the Environmental Terminology: An Examination of University Environmental Textbooks

Borrowing words into the Environmental terminology has become more intense over the past 2 decades due both to the increase in environmental awareness and to the establishment of the environmental infrastructure in Albania which was lacking previously. Borrowing, as a linguistic phenomenon, is apparently the case of purely technical textbooks in Albanian language in the field of environmental studies. Although various socio-cultural and linguistic studies can be readily found in the literature, there are a few systematic works on this type of borrowing; thus, the purpose of this paper is to throw some light on the use of English loanwords and anglicisms in the Albanian environmental terminology. With that aim in mind, we have administered both a quantitative and qualitative analysis of actual corpus-based data extracted from two university textbooks written in Albanian including “*Pollution of soil and water*” and “*Ecology*” offered at AUT¹. The main objective is to study the adaptation of loanwords into the Albanian language from the morphological, semantic and phonetic perspective. The study differentiates between loan words which fall into two types: linguistic ones and those of historical values as well as *anglicisms* which co-exist with the Albanian counterparts. The study revealed that on an average page of 360 words, some 15 words/per page could be traced to English word stock. Most were purely technical words (atmosphere, temperature, helium, hydrogen, ozone), introduced as ready-made lexical units, but others were used heavily at the expense of the Albanian counterparts (variabël, konstant, precipitim, absorbim). There were a number of inconsistencies in terminology across textbooks which lead both to ambiguity, confusion and failure to understand texts.

Key words: environmental terminology, borrowing, loanwords, corpus-based data, inconsistencies

¹ Agricultural University of Tirana

Bledar TOSKA, *University of Vloora, Albania*
e-mail: btoska@assenglish.org

The Function of Textual Connectors in Expansion

This paper aims to highlight the role of textual connectors in the function of expansion and in the logico-semantic organization of interdependency between clauses in complexes along the hypotactic dimension. The first part discusses the nature of textual connectors and considers the functions and dimensions in complexes. The second part attempts to make a more detailed description of one of the most important subcategories of connectors; namely, subordinate conjunctions. The discussion in this part is supported with several examples in Albanian and English. The paper concludes with the features of these connectors and with their contribution to the expansion in the hypotactic dimension.

Key words: textual connectors, hypotactic dimension, the function of expansion

Erida AJAZI, Anastasi PRODANI, *University of Tirana, Albania*
e-mail: erida.ajazi@gmail.com, nastaprodati@yahoo.com

Phraseological Units Deriving from the Word 'Face' in English, Spanish and Albanian

This paper aims to shed light on the development of phraseology, a branch that is still in the middle of its path towards consolidation as an independent discipline. As a result, there remain a lot of theoretical and empirical studies to be conducted to awaken this 'sleeping beauty' of linguistics.

In the beginning we will provide a general overview of the origins of this discipline in the English, Spanish and Albanian languages. We will also touch upon its role in lexical gap filling and language enriching with semantic units and expressive devices. Later on, we will lay the emphasis on the general characteristics of phraseological units by providing examples in the respective languages.

The novelty of this paper resides in the fact that we have tried to highlight the differences and similarities that exist among the three languages, in relation to phraseological units deriving from the word 'face'. As a corpus of our study we have taken phraseological units extracted from different dictionaries, but also from different sources, regarding the word 'face'. From the study conducted it results that there exists a strong connection between the language, the function of 'face' as an expressive part of body and the socio-cultural context in which a phraseological unit is developed.

It is worth emphasizing that during the translation process we have taken great care to convey not only the semantic values of a phraseological unit but also the stylistic values that it carries so as its emotional and stylistic connotation is not blurred.

Key words: culture, face, phraseology, phraseological units, translation

Jovanka LAZAREVSKA-STANCEVSKA, *Ss. Cyril and Methodius University, Skopje, Macedonia*
e-mail: jovanka@ukim.edu.mk

The Metaphorization of Temperature Adjectives in English and in Macedonian

This paper will discuss the nature of the semantic networks of the English adjectives *hot*, *warm*, *cool* and *cold* and their equivalents in the Macedonian language. These semantic networks, being structured around a central member or a prototype, form radial categories for each of the above-mentioned attributes. The attributes themselves exhibit a high-scale radiality, as their meanings vary according to the nature of the noun-entity that they are associated with.

The aim of the paper is to examine the radial networks of the adjectives in both languages and to see if they overlap or not. The adjectives *hot*, *warm*, *cool* and *cold* and their Macedonian counterparts will be analysed only when used attributively.

Furthermore, this paper will be concerned with the conceptual metaphors and the metaphorical linguistic expressions which appear as linguistic manifestations of conceptual metaphors in both languages. The aim is to explore whether the same conceptual metaphor underlies both languages, as well as to examine the similarities and differences between the metaphorical linguistic expressions in English and in Macedonian.

Key words: temperature adjectives, radial networks, conceptual metaphors, metaphorical linguistic expressions

Leonard DANGLLI, *University of Tirana, Albania*

e-mail: leonard_albania@yahoo.com

Synonymy and Meaning

This paper treats the problems of synonymy and meaning, as two closely related elements when it comes to the relation of lexical synonymy. In order to better understand the concept of synonymy, we must first be acquainted with the complexity of meaning. This paper will show that the lexical relation of synonymy is better understood when all the components of meaning are taken into consideration and are properly analyzed. First of all, a distinction will be made between the components of denotation and connotation as they are essential when observing differences between synonyms. Moreover, the referential and the functional approach will be taken into consideration. The paper will pay special attention to the componential analysis as it is one of the methods employed by various authors for the differentiation of synonyms. Upon providing a clear picture of the main aspects of meaning, the paper will then dwell upon the concept of synonymy and the way they are interrelated. Special attention will be paid to the problem of the defining the synonymy relation as it is closely related to different aspects of meaning. Therefore, it will be highlighted that meaning and synonymy cannot be treated in isolation but they must be viewed in interaction with each other.

Key words: synonymy, meaning, denotation, connotation

Madalina CERBAN, *Univeristy of Craiova, Romania*

e-mail: madalina_cerban@yahoo.com

The Expansion Phenomenon in Clause Complexes within Systemic Functional Framework

When we analyse a clause complex we refer to the ideational metafunction of language and to the ways in which a clause can combine with further clauses in order to form a clause complex. Clauses within complexes are interrelated grammatically in two systems, taxis and logico-semantic. Logico-semantic system of a language is represented by two types of relationships: projection which includes direct and indirect speech and thought and expansion which includes the meanings realized by conjunctions. In this paper we are concerned only with the expansion phenomenon. We structured the paper into two distinctive parts. In the first part we make a short presentation of the taxis and logico-semantic systems, the ways they combine within clause complexes. The second part analyses the three major types of expansion: elaboration, extension and enhancement that can be finite (paratactic and hypotactic) or non-finite. Elaboration represents the adding a non-essential new element to the message, but which gives more information. Elaboration can be paratactic and hypotactic. The paratactic type emphasizes, exemplifies or further specifies the initial clause. The hypotactic elaboration is realized by non-restrictive relative clause, providing some kind of description or comment. The extension has two basic meanings: addition and variation. This type of expansion is mainly paratactic. The enhancement refers to the circumstances within the clause. Enhancing relations are more frequently found in combination with hypotaxis, but we will analyse also the paratactic links. The final part of the paper analyses some of the most difficult cases that are difficult to identify, partly because the same conjunction may signal different semantic relationships, and partly because there is no conjunction at all.

Key words: clause complexes, expansion phenomenon, metafunction

Meri GULI, *University of Shkodër "Luigj Gurakuqi", Albania*
e-mail: meri.guli@gmx.net

Biblical Motives in English and Albanian Proverbs

The Bible abounds in proverbs, some of which constitute *The Book of Proverbs*, others supplement different biblical readings. Outstanding dictionaries of proverbs that present proverb citations evidence the Bible to be either a primary source, or a transmitter of proverbs used as early as antiquity.

Albanian paremiological studies have never focused on proverb resourcefulness of the Bible, although many proverbs in the Albanian dictionaries of proverbs fully correspond to biblical ones as they share their semantic meaning as well as their syntactic structure. Besides, the Bible is a source of proverbial motifs on tradition, youth and discipline, good neighbours, bad company, business, strong drink, pride, lies, bloodshed, and the importance of good name.

This study dwells on the biblical motifs that English and Albanian Proverbs share. It compares biblical proverbs to the English and Albanian counterparts highlighting the national peculiarities of each. For example, the biblical proverb: "A wise son maketh a glad father: but a foolish son is the heaviness of his mother" (Prov.10: 1), recorded in use in U.S.A. and Canada (ADP 1992: 552), is parallel to the Albanian proverb: "Djali i mirë të çel derën, djali i keq të vë ferrën."

The overall purpose of this research is to depict the affinities of some English and Albanian proverbs that are permeated by biblical motives.

Key words: the Bible, proverbs, proverbial motifs, English, Albanian

Meri GJOLEKA, *University of Vlora, Albania*

e-mail: mgjoleka@univlora.edu.al

A General View: from the Text to the Linguistics Context

Interest in the text, its structure and its organizing principles started to grow during 1960-1970. The structuralist traditional linguistics paid particular attention to the sign as the linguistic maximum unit, while the generative linguistics considered the phrase as such. Gradually, linguists shifted their attention to a bigger linguistic unit such as the text. What is the text? What are the text's organizing principles? What kinds of texts exist? What does the text imply? What is the text's role in the process of the linguistic communication? Linguists and different linguistic schools such as: Pike, Dressler, Beaugrande, Gulich, Van Dijk, Schmid, Halliday have attempted to answer such questions in 1970s when the text linguistics started to emerge as a new discipline. By means of this article, we will try to give a full view of the text, the principal concepts related to it and the textual linguistics in its different development stages.

Key words: structure, text, microtext, macrotext, context

Miranda SHAHINI, *University "Aleksander Moisiu", Durrës, Albania*

e-mail: mirashahini@yahoo.com

The Comparison of the Most Productive Ways of Word Formation in English and Albanian

English is a very productive language. Due to its versatile nature, it can undergo many different word formation processes to create new lexicon. Some of them are much lexicalized and productive such as derivation, compounding and conversion. In the past decade the Albanian language has undergone a period of significant change in terms of lexical development. These developments are almost entirely attributable to extra linguistic factors. The Albanian of today is enriching steadily in quality and quantity, in different ways with different means and this richness refers to word formation principally. The paper will analyze and compare in depth the behaviour of the most productive word-formation methods in English and in Albanian languages. All grammatical and lexical categories can undergo changes to more than one word-form, compatible with other word-formation processes, and it has no demonstrated limitations. All these reasons make the scope of conversion nearly unlimited. Interpretation, classification, and examples of these changes between English and Albanian, are subject of this paper. English is not only one of the languages with the high level of standardization in all subsystems, but also differs from Albanian even by the speed of growth and functional voluminous means of expressions.

Key words: productive, word formation, changes, English, Albanian

Rajmonda KËÇIRA, *University of Shkodër "Luigj Gurakuqi", Albania*

e-mail: rajmonda_kecira@yahoo.com

Anglicisms in Albanian– a Mediated Language Contact Phenomenon

The globalization of English and the generosity of the Albanian language to admit English words have been two well-known factors to make the presence of the English words in the current Albanian language obvious. In this paper, I want to show that Anglicisms were also present in the Albanian language before and during the period of isolation. Although there was no direct contact between the Albanian and English languages until 1990, a number of English words, though not many, can be encountered in the Albanian language in this period. The fact that there was no direct contact between these two languages, especially during the period when the country was cut off from the outside world by a regime that was guided by a policy which promoted language purification, makes one think of some other mediated contact, the influence and the existence of these words may be attributed to. This paper provides information on the meaning of a mediated language, and the penetration of the English words through some other mediated factors.

Key words: Anglicisms, mediation, contact

Suela KOÇA, *“Fan S. Noli” University of Korça, Albania*

e-mail: suelapici@yahoo.com

A Comparative Study on Relative Clauses in English and Albanian

This paper is a modest comparative study on relative clauses in English and Albanian. Studying relative clauses in both languages is very interesting because they are of a special nature from the grammatical and semantic point of view. On the other hand, the way how they are treated by different scholars in both languages is different. All the differences and similarities are made much clearer by the use of examples in both languages taken from different sources: fiction, academic writing and newspapers.

This material can serve a lot to Albanian pupils learning English as a second language. By comparing English to their native language they can learn these types of clauses (as well as others) better.

But I have to mention that there are a lot of other issues that are worth mentioning and have not been included in this paper, for example about their classification by different grammarians, or their frequency in different registers and so forth.

Key words: comparative, relative, clauses, English, Albanian

Suela MANGELLI, *“Fan S. Noli” University of Korça, Albania*

e-mail: suelamangelli@hotmail.com

Sources of English and Albanian homonymy

There exists a very rich heritage in both English and Albanian lexicology and lexicography. The linguistic material, approached by the linguists, is getting deeper and deeper and it looks for detailed investigation of special linguistic phenomena, such as the matter of homonymy. The linguistic phenomenon of homonymy is worthy to be studied because it is an important factor for the linguistic relationship in its various variants and for the theoretic meaning of this lexical category.

The aim of this paper is to investigate homonymy and the sources of it in parallel, English and Albanian languages. The comparative method between the two languages will prevail and characterize the paper from the beginning to the end. The priority will belong to English language but the continuous comparison with Albanian will bring a deep and detailed study of the material. This way the audience will face a more understandable and detailed paper.

Homonyms, different words of the same written form or the same graphic form, or both the same written and graphic forms are developed intensively in both English and Albanian languages. They make a separate lexical class and constitute a very special place in both languages.

The paper will be treated on theoretic bases and will be illustrated by numerous examples.

Key words: sources, homonymy, English, Albanian, disintegration of polysemy, convergent and divergent development

Shpresa DELIJA, *University of Tirana, Albania*

e-mail: delija.sh@gmail.com

Connect ‘What’ to Do Wonders in Developing the Kids’ Minds?

Antonyms are words that have opposite meanings. Children and adults are able to use the opposites in a natural way. As Lynn Murphy (Semantic relations and the lexicon 2003 f. 92) has pointed out children can use antonyms in the same way as adults can do. While using the antonym, the most important thing to do is to make sure the antonym we use has an opposite meaning from the original word. As the English language is rich in shades of meanings the wrong use of the opposites can cause misunderstanding in language discourse. Antonyms are used as an important way of teaching and acquiring a foreign language. It bears a heavy linguistic and expressive meaning in the language discourse. As such, antonyms cannot fulfill their duty in teaching and learning, if they are not learned to serve communication.

Teaching antonyms helps promote and develop basic thinking skills and encourages learning through language development.

Key words: language development, misunderstanding, passion, shades of meaning, thinking

Tim CAUDERY, *University of Aarhus, Denmark*

e-mail: tim.caudery@hum.au.dk

Connecting through English as a Lingua Franca

The special status of English today as a *lingua franca* for many international contacts has been recognised for some years now. But what effect might this have on the teaching and learning of English – and on English itself? This paper briefly examines these issues, and includes information concerning “naturalistic” language learning from using lingua franca English among exchange students in Denmark and Sweden.

Key words: English, *lingua franca*, exchange students

Literatures in English

Hamid A/RAHMAN, *EL-Neelain University, Sudan*

e-mail: doodidoodi23@yahoo.com

Oral in the Written: A Study of Orality in Amos Tutuola's *The Complete Gentleman*

There has been no sustained study of the fusion of the techniques of African oral narratives and modern literature. The short story genre has been the chief victim of this neglect. Occasionally, one sees a critic who, in studying the African novel, refers to what it borrows from traditional oral narratives, but this process is hardly extended to cover the form of the short story.

The modern African writer's background as "a cultural hybrid" means he is a man of two worlds: Born and reared in an inherited oral culture and through formal education, imbibed the cultural apparatuses of the west. In his attempts to write artistically, he realizes that he could fuse narrative traditions from both cultures (Africa and Europe) and thus come up with a uniquely blended art form. It is this process of fusion as obtained from the West African short story "The Complete Gentleman" is a prime focus of this paper. In other words, the researcher is examining the extent to which the selected West African short story writer (Tutuola) has artistically fused and blended his indigenous oral narratives techniques into the fabric of an inherited Western narrative form for the purpose of expressing peculiar African expression.

The presupposition is that, West African Writers of short stories dwell on elements of two literary traditions. Precisely, the nature and degree of this welding and how it yields new literary products of distinguishing quality in West Africa is the main concern of this study.

Key words: orature, Amos Tutuola, West African writers

Marija KNEZEVIC, *University of Montenegro*

e-mail: marija13a@gmail.com

The Concept of Relations in Thomas King's Works: the First Nations' Contribution to the Canadian Mosaic

The concept of relations is of primary importance in the ecosystemic cultures of the native peoples of Americas. In his introduction to the collection of Native American short stories, *All My Relations*, Thomas King emphasizes that this conception is an encouragement for us to accept the responsibilities we have within this universal family by living our lives in a harmonious and moral manner. Although it has often been the object of romanticizing and spectacularization of the native subject, understanding of relations makes the core of native epistemology which understands referential connections of all the phenomena. Thus, it is reflected by both contextual and formal aspects of native literature and strongly informs hermeneutical endeavours of King's own work. Besides, set in a town on the US border, depicting poignant details of simple individuals' everyday lives, King's work develops on a trickster principle – he still deals with a traditional subject avoiding stereotypes and spectacles, but also reveals arbitrariness of various borders, both literal and metaphorical (personal, interpersonal, racial, political, cultural). Carefully re-mapping and reconstructing a

zone of humanity which we share all around the world, King's novels offer optimistic solution to the general alienation of contemporary world.

Key words: relations, ecosystemic cultures, borders, alienation, contemporary world

Mihaela ALBU, "Spiru Haret" University, Bucharest, Romania

e-mail: malbu_10@yahoo.com

Two Novels by Jacque Sandulescu or about the Reality Which Goes Beyond Any Imagination

In a stormy century like the 20th was, one could say that a man's life is no more of much interest. But what is history made of, if not of private destinies? An apparent paradox is revealing this historical feature: the more unbridled mankind gets, the more aggressive the history becomes, and the more the individual approaches his fellowmen. In narrating the peculiar life which destiny had in store for him, Jacque Sandulescu, one of the many victims of this century, makes a parallel of the two major categories which human species is made of. The individual finds himself helpless when facing the unleashed inhumane forces, and of course, thousands of anonymous destinies lie unknown behind the ruthless history.

The credit of Jacque Sandulescu's books, which I am going to comment in this paper, is that they bring closer living people whose private destinies help the reader come to know and understand the history better than from any other impersonal and dull treaty.

"A true story of an escape from the Gulag" is subtitled the novel *Donbas* (David McKay Company, Inc. New York, 1968), in which Jacque Sandulescu discloses – for knowledge and, imperishable memory – two years of his life as a prisoner in the mines of the Soviet Gulag.

Such an experience - common to thousands and thousands of prisoners – victims of the Second World War, a unique experience through its power of concentration revealed in the novel and making it a symbol – I encountered in Jacque Sandulescu's novels: *Donbas* and *Hunger's Rogues. On the Black Market in Europe 1948* (Harcourt Brace Jovanovich, NY & London)

Key words: escape, memory, victims of history, real facts, true story

Literary theory and criticism

Artur JAUPAJ, *European University of Tirana, Albania*

e-mail: arturjaupaj@hotmail.com, artur.jaupaj@uet.edu.al

Caribbean Discourse in the Light of Caryl Phillips's *Cambridge*

Caribbean novel undertakes to answer some of the questions like: "Who are we? What have we done? What has been done to us? What can we do? Where are we going?" As such, *Cambridge* contributes to the deconstruction and decolonizing process mainly encouraged by the Kenyan writer Ngugi wa Thiong'o's motto "decolonizing the mind" by depicting the

most vulnerable spot of colonialism, that is, the real character of slavery and plantation economy in British West Indies. To serve such a purpose, Caryl Phillips, a native of this broken history and identity himself, employs a number of technical devices such as the juxtaposition of tales, deconstruction of the centre, multiple narrators, and intertextuality, to name a few. Thus, reconstructing the canonical dominance from the Other's point of view, that is, the "voices" silenced by the colonial ideology and its most infamous institution of exploitation. Therefore, the novel could be read as an alternative history and literature of the "subaltern" by opposing the hierarchical theories of the "centre" and the "other" where the "other" is historically kept in darkness through the Eurocentric tendencies of "natural inferiority" and servitude.

Key words: Caribbean Discourse, juxtaposition of tales, deconstruction of the centre

Stephen GUY-BRAY, *University of British Columbia, Canada*
e-mail: guybray@interchange.ubc.ca

The Sameness of Difference

Both the ethical turn and, predating it, the linguistic turn have been much discussed and have been presented as central to all contemporary discourses and even to our awareness of the world in which we live. But predating both these turns and to some extent dictating the forms they take is what we could call the turn to difference, by which I mean our obsession with finding difference everywhere and with understanding all relationships—personal, linguistic, political—in terms of difference: we are led to believe that difference should inform both our phenomenology and our epistemology. In this paper, I want to argue that no difference exists without a corresponding sameness and that our insistence on seeing difference at the expense of sameness is a mistake. Spinoza's Ethics provides me with a useful way into this topic, but as my field is Renaissance poetry, I am especially concerned with this discussion in the context of poetics. I plan to consider some recent discussions of poetics—in particular, Badiou's Handbook of Inaesthetics—and to look at a poem by John Donne that brilliantly illustrates the impossibility of separating difference and sameness and that may be taken to suggest both the pleasures and the dangers of making connections.

Keywords: difference, sameness, poetics

Semiotics

Aleksandar TAKOVSKI, *South East European University, Tetovo, Macedonia*
e-mail: a.takovski@seeu.edu.mk

Advertising Semiotics: The Complexity of the Communicatively Modeled Processes

The aim of the paper is to provide a comprehensive model of the net of activities that shape, give content and meaning to the complex process of advertising communication. In so doing, the paper will focus on the semiotic agents, resources, processes and factors, both supportive and restrictive of the semantic complexity of the advertising message (here

taken as metonym of the communication) . For the purposes of convenience and comprehensive insight, the whole advertising process is subdivided into three sets of related and semiotically relevant activities: a) processes that precede the production of the message, and are related to the market concerns like company's image, USB, objective, previous advertising history etc, and that should correspond to the question of *What to communicate*, b) processes related to the shaping and the communication of the message, which concern the available resources and previous decisions, and that relate to the question of *how to shape and communicate* the meaning(s), and c) the comprehensive reception and reaction on the part of the audience, which covers the question of *what audiences make from it*. In this attempt, the paper will primarily draw upon the communication model of Roman Jakobson, combining it with the Pearce three partite concept of the sign, with an expansion built on the role of the interpretant, as to be able to better accommodate the role of the audience in the process. To this modified methodological instrument, additional changes will be made, mostly to include the cultural and professional (market and advertising) factors involved into the process.

Key words: semiotics, communication, advertising

Daniela STOICA, "Fan S. Noli" University of Korça, Albania

e-mail: stoicad26@yahoo.com

The Dialectic of the Image in Roland Barthes' Theory

In *Camera Lucida*, Roland Barthes discusses the dialectic issue of the image by putting it in relation to three aspects (poles):

- the photographer (the Operator)
- the object/person represented (the referent) or the *analogon*
- the receptor (the Spectator)

'I observed that a photograph can be the object of three practices (or of three emotions, or of three intentions): to do, to undergo, to look.'

As a result, both literature and visual arts can be analysed in connection with three aspects (poles): the creator, the entity represented and the observer (the reader). In the process of 'mimesis' the artist places a frame, which could be understood as the artist's point of view or interpretation, frame which he/she fills with meaning. The representation of 'reality' in visual arts as well as its articulation in language implies a process of transformation/manipulation. Things/people described especially in realist literature as well as those represented in visual arts become signs, elements of signifying systems belonging to certain historic and cultural codes. The structuralist theories lead to the conclusion that all artistic creation proceeds from language and the artistic sign depends on the linguistic sign. Consequently, a photography acquires one of the main functions of the language, the phatic one; it contains a denotative message (the brute facts we see in photographs) and a connotative message (the coded messages that the photograph implies).

Both linguistic signs and visual signs will always signify, their meaning depending on the historical and cultural codes they belong to but also on the observer's/reader's interpretations. The dialectic issue of the sign: word/image. Images appeal more to our senses whereas words appeal more to thoughts or concepts. The irrefutable connection

between language and pictures is proved by traumatic images, where language fails and consequently meaning is suspended.

All signs are arbitrary; nevertheless there is a motivation in the combination (manipulation) of visual signs. The meanings created by such combinations (manipulations) of signs tend to become natural in the form of myths and people take them for granted without questioning them.

All arts are artificial- as systems of signs, they do not refer to anything else outside themselves.

Just like words, images are polysemous, implying 'a free chain of signifieds' (lexias or readings). The photo, as a 'memento mori', is the absolute proof that everything and everybody is mortal, that nothing is forever. There are two ways of reading pictures: *the studium*, which governs all the information we can obtain from a photograph based on our knowledge of the facts that are presented to us and *the punctum*, the subjective response of an observer. A photo can play the role of the 'madeleine' in Proust's novels, provoking one's involuntary and complete memory. The photography questions the established meanings of notions like identity, time (past, present), history.

Key words: image, photography, message, language, sign, codes

Elena Irene Zamora RAMÍREZ, *University of Valladolid, Spain*

e-mail: zamora@lesp.uva.es, elena_irene_zr@hotmail.com

Pictorial Catechisms: A Case of Intersemiotic Translation

This paper aims to study the translation problems posed by the sixteenth century Mexican catechisms. In particular I want to focus on the translation of the pictorial catechisms. These catechisms constitute a case of intersemiotic translation of a text made of with a series of images that function as a new code to enable the communication through images between two completely different cultures. The images forming this code have very specific characteristics: they are a mix of icons and cultural elements of Mexican and Spanish culture, they are able to express difficult or abstract concepts and they include prepositions, conjunctions, adjectives, numbers and even a simple punctuation system. Thus, pictorial catechisms were a new code for a primitive communication between religious and indigenous. To perform this study it is also necessary to take into account the characteristics of catechetical texts and the necessity of adapting the source text to the characteristics of the target language and the indigenous culture.

Key words: intersemiotic translation, cultural studies, religious texts translation

Translation Studies

Alketa PEMA, *University of Tirana, Albania*

e-mail: alketapema@yahoo.com

Towards a Model for Translation Quality Assessment: *The Case of Whitman's Translation into Albanian*

Despite increased interest within translation studies to provide orientation for translation quality assessment (TQA), academic efforts in this area are still largely ignored. The purpose of this paper is to investigate why scientific models for evaluating poetic translations are difficult to apply and to outline a number of ways in which the gap between theoretical approaches and practical needs may be negotiated. Following a critical analysis of some TQA models, the paper suggests that a reductionist view of poetic translations as products and a neglect of the conditions under which translations are produced ultimately result in evaluation criteria which cannot account for the individuality of target poems.

An examination of an actual instance of Whitman's poetry translated into Albanian demonstrates that the translation process is guided by case-specific values. These values, as well as the strategies employed to realize them, are set and agreed by the interested parties during the translation process.

In order to judge the quality of a poetic translation, the values should be made accessible to the evaluator and operationalized as evaluation parameters. Because the application of evaluation parameters depends on situational and individual factors, translation quality is ultimately a matter of agreement and consensus, and especially the judgment of poetical translations is a matter of communication, co-operation and consent.

Key words: TQA, poetic translation, evaluation parameters

Ana M. Alconchel SEBASTIÁN, *University of Valladolid, Spain*

e-mail: amalcon@lsp.uva.es

Free CAT Tools for Translators

Computer aided translation tools (or CAT tools) have meant a big change for translators. Since their appearance, translators can save time as well as money in their work. However, the development of these tools implies that some of them are only available at a high price. In this paper we will introduce free tools which translators can use in order to perform different tasks relating to the translation process. These tools include, among others, translation memories, terminology management software, aligners and project management software. In order to describe these programs, we have focused in two aspects: the formats they support and the functions they can perform. Then, we will analyse the advantages of this type of software in comparison to proprietary tools to show that they may be more favorable in terms of cost and compatibility.

Key words: CAT tools, free software, translation memory, terminology management

Anindya SEN, *Bankura Christian College, Bankura, West Bengal, India*

e-mail: anindya500@rediffmail.com, anindyasen500@gmail.com

Translating Tagore's Short Story *Kabuliwala*: Comparative Study of Deviations, Mistranslations and the Re-Composition of Bengali Cultural Atmosphere by Two Translators (English and Bengali)

The translation of Rabindranath Tagore's short story *Kabulimala* (literally, a man from Kabul) provides a fascinating instance of intersection of cultural variables. Problems of sonic

equivalence, of dealing with intra-textual translation in the original, of the ways blood-relations are expressed in Bengali and what they are connotative of, glaring mistranslation of a character's name recoded as its meaning due to inadequate competence in decoding certain features of the Source Language and the overall way in which the communication between father and daughter is culturally nuanced are approached, comparing William Radice's (1991) and Madhuchchanda Karlekar's (2000) translations. While, being rooted in the Target Language culture can potentially enable greater dexterity of expression to make the translation appear more fluently English to the monolingual reader, the present example also exposes the pitfalls of not being able to read even simple culture-specific elements in the original correctly. The English translator's disadvantage here happens to be the Bengali translator's forte; however certain modes of address, the affectionate intonation which marks the bonding typically Indian, deviate somewhat from their connotation, sensibility and atmosphere in her effort as well. These are compared and contrasted, selectively using theoretical premises properly belonging to Western Translation Studies as the means to "Only Connect..." Besides, this story, which had to be substantially amplified for film, becomes at the same time handy material for a study in inter-semiotic translation; this aspect is referred to according to relevance while treating the major interlingual dimension.

Key words: Tagore, Bengal, short story, translations, comparison

Bardhosh GAÇE, *University of Vlora, Albania*

e-mail: bgace@univlora.edu.al

Translations as Bridges of Cultural Communication for the Integration of Albanians

Translations from world literature have already left a rich heritage to the Albanian culture and literature. This world cultural and artistic legacy, apart from its direct influence in enriching Albanian literature artistically, has also played a special role in the communication between native and foreign cultures. It has also significantly affected the integration of Albanians in the stream of European civilization and worldwide. The paper discusses some of the ways in which these translations have made such a great contribution to the Albanian culture in general and to the people in particular.

Key words: translations, world literature, cultural communication, integration

Başak ERGİL, *Doğuş University, Turkey*

e-mail: ergilbasak@hotmail.com

Questioning the Image of a Poet and His Work: The Image of Nâzim Hikmet and His Poetry in Anglo-American Literary Systems

Translation studies researchers have long been concerned with how cultural identities, images of various literary systems as well as of authors and their works are created through translation. In this vein, André Lefevere's concept of "rewriting" and "image-making" are helpful in understanding the relation between "image-making" and translation processes. Throughout the discussions regarding the "image" of a translated work, it is necessary to pay heed to the way a literary system, a writer or a writer's work(s) are *presented* as well as the way they are *received*. Gerard Genette's formulization of "paratext = peritext + epitext" is instrumental at this point, in providing the translation studies scholar with the necessary

conceptual and theoretical framework for inquiring the ways of presentation of a text or a body of texts. In applying Genette's concepts to the realm of translation studies in terms of "translated literature", particularly within an ideological context, Urpo Kovala's approach allows the researcher to work within a world-historical context, taking into consideration ideological and cultural dimensions of the translation processes.

Taking this theoretical framework as the backbone of my study, I would like to look into the image of Nâzım Hikmet and his poetry in Anglo-American literary systems between 1932 and 2002. Nâzım Hikmet is merely important for the realm of translation studies as (a) the Turkish poet who has the greatest number of works translated into English, (b) the only Turkish poet whose poetry has been translated into more than 50 languages, and (c) one of the figures to whom UNESCO dedicated the year 2002 which was declared as "The Year of Cultural Heritage". In this proceeding, I would like to draw upon and evaluate my findings of the paratextual analysis of Hikmet's poetry in Anglo-American literary systems from the time they were first presented within the Anglo-American literary systems in 1932 to 2002 when four books of Hikmet's poetry were translated into English to be published in these literary systems.

Key words: Image-making and translation, poetry translation, paratextual analysis in translation, translation as rewriting, translation and culture planning, translation in the making of cultural identities

Hortensia PÂRLOG, *West University of Timișoara, Romania*

e-mail: abaparlog@gmail.com

A Great Hand at Story Telling

Metaphor involves transference from one conceptual or cognitive domain to another domain (i.e. mapping a source domain (or Vehicle) onto a target domain (or Topic)). The paper pays attention to one particular source domain or vehicle, *the hand*, a part of the human body, which is concrete and familiar and is projected on various target domains, which are often connected to psychological and mental states or events, processes, personal experiences – most of them usually intangible, abstract.

The meanings of this source domain remain hidden and the targets can hardly be understood unless *hand* occurs in a context. The context or collocations in which the word appears may influence or at least clarify its semantic value; it is because of contextual factors that the word may have more than one meaning, so the analysis above word level is extremely important.

The paper focuses on the translation into Romanian of English collocations where one of the terms is the noun *hand*. Some of the collocations are translated literally, particularly if the term is used in its primary sense. Very often, however, one cannot expect some exact matching of the metaphors in the two languages; a word combination or collocation that is semantically correct and acceptable in one language may not be so in the other language. Consequently, various changes take place in the translation of each of the items that form a collocation.

Key words: collocation, context, translation equivalence

Ilda KANANI, *University of Vlora, Albania*

e-mail: ikanani@univlora.edu.al, ilda_kanani@yahoo.com

Facing the Unknown: Translation challenges of *Angels and Demons* (by Dan Brown) in Albanian

This paper focuses on translation of *Angels and Demons* by Dan Brown into Albanian by Amik Kasoraho.

After the widely success of the translation of the world-wide bestseller *The Da Vinci Code* the same translator presented another novel by Brown to the Albanian readers.

The paper will try to shed light to translation techniques and translation challenges faced by the translator.

It will illustrate the challenges, the unknown and mysterious matter the book contains and the indispensable role of the translator as a mediator between the Source Language Text and the Target language one.

Since language is an integral part of the culture, translators need to perceive what experience and knowledge is shared by the SL and TL cultures and what is alien to them.

Thus, this paper will also give special emphasis to the cultural aspects of the novel, focusing on the cultural elements the story is based on, and the challenge of presenting and translating these elements in Albanian which formed cultural gaps, and otherwise needed to be faced by the translator in order to achieve a good and a pragmatically equivalent effect in Albanian.

The cultural elements this novel presented were quite unknown to the Albanian readers before, that is why its translation became a real challenge which needed to be faced.

Key words: translation techniques, translation challenges, cultural elements, Dan Brown

K.SRINIVASAN, *National College Tiruchirappalli – 620 001, India*

e-mail: ksriisin@yahoo.com

Translation as Literature

Translation is taking literature beyond the boundaries. Along with the genre, it tries to escalate the heritage, culture and language of the respective country. It is apt to say that through translation, there is a possibility of interculturalisation. In doing so, translation has to imbibe in itself literary qualities without which it cannot reach the target group. While translating from the Source Language (SL) to the Target Language (TL), the translator almost creates a new piece of literature, mixing his innate creative talents, bringing out Transcreation. A good number of translated pieces of literature are buried with the effort. But a careful analysis and probe of the world famous translations vouch the fact that they evolve into a new form from the source language and the target language. Rubayat of Umar Khayam by Fitzgerald, Tagore's Gitanjali are standing examples. In the endeavor of a translator not to create any distortion or misrepresentation of the SL, Translation is born. The pioneer of the Monistic approach of translation, Levy, says that translation is a conglomeratic of two structures. This is the genre of the original on the one hand and aesthetic features of the receptor language. Translation is an interpretation of thought. In the process of interpretation, it becomes literature. It should read like the original and not like a translation. It should read as a contemporary of the original and not a contemporary of the translator.

Equivalence, Adaptation, Decoding and Recoding of translation transfers meaning from SL to TL. In this transformation a new piece of literature is generated. This Paper attempts to prove that translation is literature in the process of transcreation.

Key words: Translation, connects, world cultures

Leonard RAPI, *University of Gjirokastra "Eqerem Cabej", Albania*

e-mail: nardirapi@yahoo.com

Synonymy in Thomas Hardy's *Tess of the D'Urbervilles* and its Translation into Albanian

This article compares the use of synonymous linguistic items for stylistic effects in Thomas Hardy's *Tess of the D'Urbervilles* and their equivalents in the Albanian translation *Tesi i D'Erbervilëve*. More specifically, it focuses on three main stylistic functions that synonyms perform, namely capturing fine nuances of meaning, intensification of emotion and language variety. It, then, looks at how these synonyms have been translated into Albanian with a view to finding out how effective they are in creating effects which are identical or near-identical to the effects in the original.

Keywords: synonyms, synonymic accumulations, language variety, intensification of feeling

Leticia Moreno PÉREZ, *Universidad de Valladolid, Spain*

e-mail: leticia.mpe@gmail.com

Analysis of the Level of Knowledge and Means of Diffusion of English-Language Literature in Translation and Interpreting University Students in Spain

Researchers agree that one of the most valuable and important skills a translator should have is the knowledge of cultural references related to the language pair he/she is translating. Any kind of text is likely to have different kinds of culture related references, such as important figures, literary works or historical episodes. Literature is among the most important elements that define – and also reflect – the idiosyncrasy of a culture, so it's only natural to think that the knowledge of the literary culture of a language is an important part included in that skill. But how does a translator acquire that knowledge? And to what extent does university contribute to that acquisition? This paper intends to get an overall idea of the level of knowledge and means of diffusion of English-language literature in translation and interpreting university students in Spain. We have done a survey among the students of the subject "Introduction to Contemporary Literature (English)" – elective subject of the degree in Translation and Interpreting at Universidad de Valladolid, Spain – during the current year with this aim, using the writers studied on that subject to estimate the English-language literary background of the students and the reasons behind the knowledge – and lack of knowledge – of the specific writers studied. We believe that the results of the survey can help universities to elaborate the syllabus of the subjects related to cultural acquisition in order to meet the needs of the future translators depending on the average English-literature knowledge, or even help lecturers to attract the students' attention in class using the elements that normally attract the students about a book.

Key words: English-language literature, translation and interpreting, cultural diffusion

Margherita IPPOLITO, *University of Bari, Italy*

e-mail: margheritaippolito@yahoo.it

In the Night Kitchen: the Challenges of Translating the Verbal and Visual Interplay

Maurice Sendak's classical picturebook *In the Night Kitchen* offers a multifaceted sensory experience to children, as the interplay between words and pictures activates the five senses: the verbal and the visual dimensions (level of colour saturation, position, size, perspective, etc.), besides interesting the sight, convey taste, smell and tactile sensations. Even lettering carries hearing sensations.

The translator's task is to render the relation between text and illustrations in order to (re)create the pleasure of sensuous experiences in the target text. Although translators cannot usually modify illustrations, they must not overlook any interactive influence between the verbal and visual codes. The visual and verbal levels converge to create a unified and integrated whole that must be taken into consideration in its global complexity by the translator. A translation activity limited to the verbal narrative alone would resemble the worst of word by word translation. Inconsistencies and misunderstandings would inevitably spoil the work.

A comparative analysis of the treatment of the iconotextual relationship in the Italian and French translations of *In the Night Kitchen* reveals the wide implications that the connection between words and pictures has for the translation process.

Keywords: illustration, picturebook, translation, the relationship between text and illustrations

María Jesús FERNÁNDEZ-GIL, *University of Salamanca, Spain*

e-mail: mj_fernandezgil@yahoo.es

The Role of Translation in the Cosmopolitanisation of Holocaust Literature

Literary translation has traditionally been viewed as second-rate, that is, as the faltering copy of an original which, because of its assumed originality, is of an unquestionable greater quality. Indeed, the source-text has been invariably conceptualised as an absolute paradigm, the supremacy of which is taken for granted and thus heightened to a position where it stands on its own, beyond comparison. This assumption gains weight when the text object of translation is classified within the genre of literature of the Holocaust, which is *per se* a reality that resists being recreated, and, by extension, represented, rewritten and ultimately translated. Such a belief is fuelled by the conviction that the Holocaust cannot be put into words because it is an experience that is unknowable to its own victims. While it is in no way my intention to deny the complexity of rendering the Kingdom of Night into an intelligible reality, I consider that it is high time we overcome views that place emphasis on the impossibility of communicating the experience of *l'univers concentrationnaire*. The position held here is that this is a necessary step in order to be able to acknowledge the vital role that translation has to play in the dissemination of the knowledge of the events that took place in Nazi Germany. Translation, in fact, is responsible for creating international appetite for this literature and, therefore, for keeping alive the memory of genocide. Convinced of the part it

plays in creating worldwide awareness of the European catastrophe, I undertake to look at the ways in which translation has contributed to the internationalisation of the Holocaust as well as to the cosmopolitanisation of the literature that represents this event.

Key words: Literary Translation, Holocaust Literature, memory awareness

Mihaela COZMA, *West University of Timisoara, Romania*

e-mail: mgcozma@yahoo.com

Developing the Translator's Cultural Competence by Means of Genre Analysis

An important element of what is generally referred to as translation competence is represented by the translator's ability to mediate between the culture of the source text producer and that of the target audience. The translator's cultural competence, which is not at all restricted to the literary type of translation, consists in more than the ability to offer an appropriate treatment of the culturally-embedded words, phrases and structures presented by the source text. It also involves an awareness of the target language conventions for the genre to which a particular translation belongs. This means that the concept of genre and the technique of genre analysis represent useful tools in the process of professional translator training. Which are the elements of genre analysis that are really helpful in the process of translation teaching? How can genre analysis be actually used in order to contribute to the development of the trainers' cultural competence? In what kind of activities should translator trainers involve their students in order to help them become sensitive to the genre conventions of the texts to be translated and to the manner in which these conventions must be adapted to the norms of the target culture? The paper will try to offer some answers to these questions, taking into account both theoretical and practical evidence.

Key words: cultural competence, genre analysis, translation teaching

Rozana BELA, *University of Tirana, Albania*

e-mail: belarozana@yahoo.com

Comparative Translation, from English into Albanian of Episode 18, 'Penelope' in James Joyce's *Ulysses*

In this paper we will give a study of Episode 18, "Penelope" in James Joyce's *Ulysses*. Through comparative translation from English into Albanian of the novel, based on the literary explication, we will answer such questions as "How are the logical connections organized?", "How are the logical connections in syntactical systems factorized?", and "How are the logical connections realized in the form of a text?". We will emphasize the nature of: (i) the cognitive meaning and the way it has been expressed; (ii) interactive meaning and its expression through the system of states, and (iii) the meaning of the discourse and its expression through the system of topics.

We will make use of analytical approach and comparative approach. The analytical approach will be realized through the deep and detailed examples provided by the source text and target text, in order to define the translator's strategies, which have made possible the construction of the translation model.

In addition, the comparative method will be used to penetrate the core of the two planes of defects: (1) language texts as a whole, and (2) texts as a reflection of culture. Consequently, we will see the differences between the two linguistic codes (Albanian-English) and the embodiment of their respective cultures.

Key words: Comparative Translation, Literary explication, *Ulysses*, Episode 18, Penelope

Shykrane GËRMIZAJ, Shpresa HOXHA, *University of Prishtina, Republic of Kosovo*
e-mail: shgermizaj@yahoo.com; shpprreessaa@hotmail.com

Factors Influencing Translation Process and Product

The paper discusses the translation process and the factors influencing translation product of English language learners. It presents the findings of the research conducted with three different groups of students - native speakers of Albanian.

Research population sample consisted of three groups of students attending English language courses of different natures. Group one comprised students attending a general English language course, group two consisted of students participating in an ESP course, whereas group three were students of a translation program. The students were assigned to translate a source text in Albanian into a target text in English. In addition they were asked to reflect upon and record the translating process by completing a questionnaire which focused on procedures they had engaged in order to produce the target text.

The ultimate aim of the research was to investigate the differences in the process among groups, and assess and evaluate the outcome in order to ascertain the impact of a range of interrelated factors in the quality of the target text.

Key words: process, product, translation