

Matteo Re

Editor

**I CONGRESO INTERNACIONAL HISPANO-ALBANÉS: ÁMBITO
FILOLÓGICO INTERNACIONAL, HISTORIA Y CULTURA
ESPAÑOLA CONTEMPORÁNEA**

Actas

2-3 de abril de 2012

UNIVERSIDAD DE TIRANA

III edición corregida

Mayo de 2014



Universidad
Rey Juan Carlos

 **Santander**
UNIVERSIDADES

 **Universidad
Rey Juan Carlos**
Vicerrectorado de investigación
Cátedra Presdela
Presencia Española y Desarrollo Socioeconómico en Iberoamérica

Comité Científico: José Manuel Azcona, Matteo Re, Juan Francisco Torregrosa, Klodeta Dibra, Artur Sula, Esmeralda Kromidha, Isabel Leal, Eugenio García.

Coordinador Académico: José Manuel Azcona.

ISBN: 978-84-615-8145-0

© El editor/ Los autores, 2012

© Universidad Rey Juan Carlos, 2012

Queda prohibida, salvo excepción prevista en la ley, cualquier forma de reproducción, distribución, comunicación pública y transformación de esta obra sin contar con la autorización de los titulares de propiedad intelectual.

ÍNDICE

METODOLOGÍA DE LAS MIGRACIONES INTERNACIONALES

- ESCUELAS Y MÉTODO EN LOS PROCESOS MIGRATORIOS INTERNACIONALES 6
José Manuel Azcona

COMUNICACIÓN CULTURAL EN ESPAÑOL

- LA COMUNICACIÓN Y LA CULTURA EN EL ESCENARIO DE IBEROAMÉRICA17
Juan Francisco Torregrosa Carmona
- LOS TÓPICOS SOCIALES DE LOS EXTRANJEROS QUE VISITAN ESPAÑA30
Eugenio García Pérez
- THE PRESENCE OF IBERIAN AMERICAN CINEMA IN SPAIN51
Eugenio García Pérez

LITERATURA HISPANOAMERICANA

- LA DINÁMICA DEL COSMOS FEMENINO EN LA OBRA DE GABRIEL GARCÍA MÁRQUEZ64
Majlinda Abdiu
- ALGUNOS RASGOS DE LA DIVERSIDAD ESTILÍSTICA EN LA PROSA MARQUESINA.....79
Majlinda Abdiu

LITERATURA EN ESPAÑOL EN ALBANIA

- RECEPCIÓN DE LA LITERATURA EN ESPAÑOL EN ALBANIA: CUÁNDO, CÓMO, POR QUÉ96
Mario García Moreno

LITERATURA Y MÉTODO DOCENTE

- THE USE OF DIFFERENT GENRES OF LITERATURE IN EFL CLASSES107
Elvana Shtepani
- LA COMPOSANTE CULTURELLE DANS LE DÉVELOPPEMENT DE LA LITTÉRATIE EN
LANGUE ÉTRANGÈRE120
Eldina Nasufi

MITOS IDENTITARIOS DE LA SOCIEDAD ALBANESE

- IL MITO ANTICO E NUOVO DELL'ITALIA NEL TERRENO SOCIO-CULTURALE ALBANESE129
Diana Kastrati
- MITI MODERN I IDENTITETIT142
Diana Kastrati

INTERCULTURALISMO IDIOMÁTICO

ORIENTALIZMAT NË RRJEDHËN E ITALIANIZMAVE NË GJUHËN SHQIPE	167
Dr. Adriatik Derjaj Flavia Kaba	

DIDÁCTICA DE LA ENSEÑANZA EN LENGUAS MODERNAS

L'USO DELLE TIC APPLICATE ALL'INSEGNAMENTO DELL'ITALIANO COME LS. UN ESEMPIO PRATICO: IL CAMPUS VIRTUAL.....	178
Matteo Re	

BREVE INTRODUCCIÓN A LA COMPETENCIA SOCIOCULTURAL EN EL AULA DE E/LE EN ALBANIA	189
Aida Myrto	

EXPERIENCIAS DE AULA: WEB 2.0 EN LA CLASE DE COMUNICACIÓN TURÍSTICA.....	199
Isabel Leal Valladares	

LA VALUTAZIONE E L'AUTOVALUTAZIONE DELLA PERFORMANCE NELLA LINGUA C(QCE): MODALITÀ EFFICIENTI PER UN FEEDBACK CONTINUO	214
Ela Vasi	

TRADURRE LE VARIETÀ LINGUISTICHE DI UN'OPERA LETTERARIA	227
Mirela Papa Anastasi Prodani	

ACTION RESEARCH AS A MEANS OF TEACHER PROFESSIONAL DEVELOPMENT	245
Vjollca Hoxha	

CULTURE AS A CRUCIAL COMPONENT OF LANGUAGE LEARNING	253
Miranda Veliaj-Ostrosi	

THEATRICAL TRANSLATION PROBLEMS FROM SPANISH INTO ALBANIAN AND VICE- VERSA	262
Iris Klosi Esmeralda Subashi	

THE CHALLENGE YOUNG TEACHERS IN THE FIRST YEAR OF LANGUAGE TEACHING.....	275
Shpresa Delija Ymer Leksi	

DIATESI PASSIVA NELLA LINGUA GRECA.....	282
Eneida Mataj	

EDUCATION AU PLURILINGUISME EN CONTEXTE ALBANAIS: ENJEUX ET PERSPECTIVES..	291
Silvana Vishkurti	

**DIDÁCTICA DE LA ENSEÑANZA DE LENGUAS
MODERNAS**

THE CHALLENGE YOUNG TEACHERS IN THE FIRST YEAR OF LANGUAGE TEACHING

Shpresa Delija

Departamento de inglés
Universidad de Tirana / Albania

Ymer Leksi

Departamento de inglés
Universidad "Aleksander Xhuvani", Elbasan / Albania

Introduction

Training young teachers is very challenging. It needs time, courage, enlightened leadership skills. Now, in the 21st century more than ever, it is critical to attract and retain highly qualified, passionate, and dedicated language teachers. Research supports the profound impact that an excellent principal, working collaboratively with dedicated professional teachers, can have on student achievement in a school. Bewildered young teachers in the first year of teaching should be guided to be good leaders in their classes in order to provide them with step by step process for obtaining the right skills, certification, knowledge, and experience to become successful language teachers. Anyhow, this article underlines the effectiveness of the English teacher trainings in pre-university education system in Albania. It identifies the needs of the young English teachers in building their confidence in teaching English as a foreign language. Twenty four English teachers, twelve from the Tirana University and twelve from the "Aleksander Moisiu" University in Elbasan, attended the teacher training, were the subjects of this study. Data collection from the questionnaires was analyzed and the findings revealed that teacher training had a great impact on building confidence in teaching English as a foreign language and motivated those to further enhance their language skills.

Almost all the participants in this training stated that they need to get updated with the new teaching approaches early in the teacher training programs. In addition, they wanted to have teacher trainings at continuum because this training proved to be effective. It helped the English teachers improve their language and teaching skills.

English has become a very important subject in all levels of the Albanian education system. The Albanian government has shown a special interest to the English teaching and learning because of its opening to the world. The English language has become obligatory in all levels of the Albanian education system. So it is taught as a foreign language from the 3rd grade of the elementary school until the second year of the university level. Liyanage¹ has emphasized the idea to increase the quality of teaching among the English teachers. Thus a rise of awareness to the teacher training should be especially among the young teachers, who sometimes feel bewildered during the first months of teaching EFL. They need to be prepared linguistically and communicatively via teacher training programs, which should be centered on Master level. Pre-training service has become a very important concern in the Faculty of Education in Elbasan and in Tirana. It is mandatory for the young teachers to get a Master degree in teaching English in all levels of education in Albania. The Master degree is considered a very important qualification for a successful teaching.

A lot of changes have recently happened in Albania. A lot of foreign companies have launched their businesses everywhere and English has become the core language of business communication. However, student teachers that study English as a profession should learn English for communication to prepare their learners for the world of work. The English language teachers must be prepared to have all the language and social competences to make the students face all these changes. All these changes ask for new curriculum and new teachers training programs which meet the needs and interests of the teachers and learners. Before doing a teacher training program, the compilers of such programs should consider the following core pillars of teacher training: knowledge, attitude and skills of the teachers.

Guskey² has emphasized that a highly professional development of teachers helps to develop educators' knowledge, attitudes, skills, aspirations, and behaviors in their language classes and becoming competent of all the above the language teachers will be able to apply them and in the same time they will improve the

¹ Liyanage, Indika et al. *Contextually Responsive Transfer: Perceptions of NNES on an ESL/EFL Teacher Training Program*. Australia, Griffith University, 2008.

² Guskey, T.R. What Makes Professional Development Effective? *Phi Delta Kappan*, 2003, págs. 748-750.

students' language competences. During teacher training we have noticed that the young English teachers are apt to change their ways of teaching compared to the senior teachers, who are rigid in following the traditional way of teaching. Even though the young teachers like changes and have the will to change they feel like bewildered in the first months of teaching. They are more likely to implement new practices well if they receive support while trying them with their learners. So while designing the teacher training program the trainers should take into consideration the period of time and the intensity of the program.

Healey's³ investigations about training in developing countries work for the Albanian education, too. He stressed the idea that training is a central feature of most social sector development efforts. He also said that training can make public sector personnel seek out professional development opportunities that will enhance their job performance, ensure that what they learn is actually utilized on behalf of better job performance-the impact will be of minimal value to the sector it was intended to improve. So the interests and the needs of teachers are not the same. Some would like to be more professional in the language teaching, while the others may take up leadership roles. Since teachers need training to get upgraded professionally, teacher training should be thoughtfully designed and instructed.

A well structured teacher training program can give good impact in teacher's improvement. Allen⁴ pointed out that teacher training is a kind of adult learning that needs personal process. It means that the training must be contextual in order to meet the needs and interests of the teachers. The language teachers participating in such training courses must be involved in problem of knowledge transfer⁵. In course of the teacher training sessions teachers learn new skills or attitudes, and while practicing them in their classrooms they must anticipate the problems that might occur. Allen⁶ also stated that training can be "transfer of learning", which is a very important element in any leadership development initiative. Marriam & Caffarella in Allen⁷ highlight a number of adult learning theories, including teachers. One of the theories is constructivism which deals with meaning from experience. According to this theory, it is very crucial to consider the fact that what they learn from teacher training courses they have to apply with their learners

³ Henry, Healey. *Of Square Pegs and Round Holes: Training in Developing Countries. Journal of Education for International Development* 3:2, 2008.

⁴ Allen, Scott J, *Adult Learning Theory and Leadership Development*. 2007.

⁵ *Ibidem*.

⁶ *Ibidem*.

⁷ *Ibidem*.

The Foreign Language Faculties in Elbasan and in Tirana offer Master degree courses for the English teachers in Albania. As above stated English is taught and learned as a foreign language. They do have a bachelor degree in English, but in the advanced post graduated studies they need English to be their profession. They want to become teachers, but they lack the knowledge needed for the teachers to teach English as a profession. So the requirements of the government to have qualified teachers are becoming high and the demand for qualified English teachers is being a serious problem in the education system in Albania.

A special EFL training program for the English teachers will also help to develop them professionally. Hull in Allen⁸, has pointed out that educational training apart from the developing leaders offers the ability to shape new and more productive behaviors; behaviors that have a positive effect on one's abilities, because the schools or firms that offer strong training and development packages will attract the best teachers/staffs. Teacher Training will give confidence in teachers while teaching and they can change the language teaching to meet their students' needs and interests. During our teacher training in both universities we have noticed that in order to have a very successful teacher training program we need to further their knowledge in the native language.

Bandura⁹ has stated that teaching subject matter will influence the outcomes of teaching. Whereas Cullen¹⁰ goes further with his idea that where English is not a medium of instruction, the main interest of English teachers is the need to improve the command of the English language so that they can use it more fluently and more confidently in the classroom.

Maehr and Braskamp¹¹ talk about a 'counterbalancing perspective' while mentioning the role of motivation in teacher training. They say that we do what we are requested to do. Maehr and Braskamp¹² describe the motivational theory in the figure below.

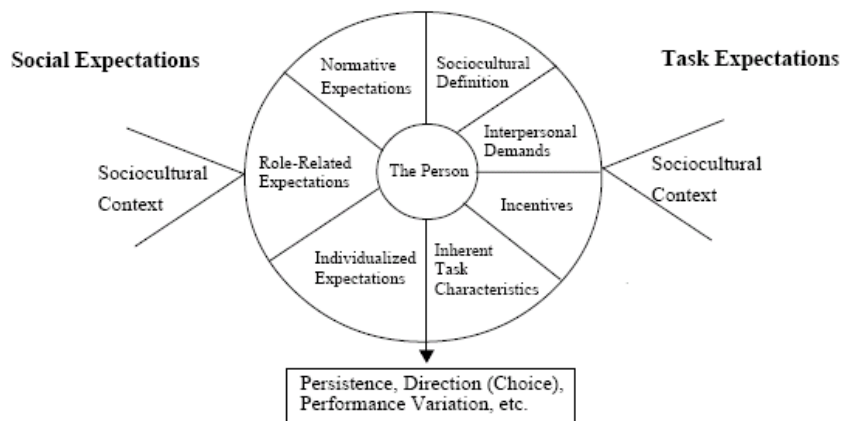
⁸ *Ibidem*.

⁹ Bandura, A. "Much ado over faulty conception of perceived self-efficacy grounded in faulty experimentation". *Journal of Social and Clinical Psychology*, 2007. págs 26(6), 641-758.

¹⁰ Cullen, M. *Weighting it Up: A Case Study Of Discontinuing Access Students*. Edinburgh, Scotland: University of Edinburgh, 1994.

¹¹ Maehr, M.L. and Braskamp, Larry B. *The motivation factors: A theory of personal investment*. Massachusetts, Lexington Books, 1986.

¹² *Ibidem*.



Method

Participants

The participants of this study were the student teachers from the University of Elbasan and of Tirana University. There were 12 student teachers from Tirana University and 12 student teachers from the University in Elbasan, were taking their Master degrees in teaching English as a Foreign Language. These student teachers had a bachelor degree in English when they started the training course.

Those student teachers had almost no experience, but 8 out of 24 student teachers had a little teaching experience. Most teachers did not have a prior contact with a native speaker. Nor did they have prior teacher trainings. The training which took place in Tirana provided the participants with necessary knowledge to teach English in elementary schools. The training aimed to give basic knowledge and understanding of teaching English, English curriculum, and English teaching methodology. The participants were provided with questionnaires used as the instrument of data collection. There are five sections. The sections are classified according to the research questions:

Section A: Demographic Questionnaire

Section B: The effectiveness of training program

Section C: Building teachers' confidence

Section D: Building teachers' motivation

Section E: Future needs of the teachers

In this study, questionnaires are distributed to get the respondents' information about individual, the effectiveness of teacher training experience and their perception of training needs. Semi-structured interview was used as the second

data collection instrument, which included some prearranged questions suggested during a preliminary brainstorming activity. During the brainstorming session the questions that came up made us construct a general frame of three questions for the interview in which each participant had to provide information on: (a) teachers' need of the Teacher training (b) Teacher training program content (c) Teachers' language and social skills for their confidence and motivation.

Data was elicited from the questionnaire and interview. The teachers' responses to questionnaires were examined for the number of frequency and percentage by using SPSS 11.5. It will be used to draw mean to decide the score based on the measurement of score grades proposed by Katz and Kahn: if the mean score is "1" or less than 2.49 then effectiveness is low; if the mean score is 2.5 or less than 3.99 then effectiveness is moderate; if the mean score is 4 or less than 5.49 then effectiveness is high. Finally the mean score compared to the responses given by other teachers.

Scoring Measurements

Scores	Levels
1.00 - 2.49	Low
2.50 - 3.99	Moderate
4.00 - 5.49	High

The interview transcripts were read several times in order to get the reply that was relevant to the questions. Then the data was analyzed manually to draw general ideas, hypothesis and concepts about the research. The participants were asked individually for 8-10 minutes.

Results

From demographic data, it was 37.5% (n=8) of the respondents have one year teaching experience as an English teacher in elementary school level. The rest of the participants did not have any of the teaching experience i.e. 22 student teachers or 95.8%. All of them had a bachelor degree in English. So almost all the participants stated that they need teacher training, whereas the student teachers that teach stated that they still feel bewildered in their teaching because they do not feel competent of their teaching and of using the textbooks.

The results revealed that the teachers in this study identified the training program as being a source of influence for their teaching and upgrading their level of English as well. Generally, the training program was highly effective for the teachers for being effective English teachers. According to Guskey¹³, the effectiveness of the training program needs to be evaluated at five different levels: participants' reactions, participants' learning, organizational support and change, participants' use of new knowledge and skills, and student achievement.

From the findings above, it can be concluded that further English teacher training courses are needed by the English teachers in Albania. The participants in this study stated that the syllabus of their training should meet the standards of teaching set by the Ministry of Education and Science (MoES). They should be ongoing teacher trainings in order to update the language teachers with the recent trends in teaching. They also pointed out some problems which should be taken into consideration by MoES:

1. Teacher training should be balanced for urban and remote school teachers in the country.
2. Raise the awareness and the effectiveness of teacher training, which now it is low.
3. As much practice during the teacher training as possible, in order to raise the effectiveness of these training in the real classes.

However, in the final analysis, the effectiveness of this study for helping participants to develop and manage effective innovative pre/in-service teacher education programs in the Albanian schools is vital in order to provide young teachers with the necessary theories and practices in teaching English as a foreign language.

¹³ Guskey, T.R. What Makes Professional Development Effective? *Phi Delta Kappan* 84(10):748-750, 2003.