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INTERNATIONAL CONFERENCE ON EDUCATION AND DEVELOPMENT

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Education and Development

Edited by
Edmond Hajrizi

Conference Book of Proceedings International Conference Pristina

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Editor Speech of IC - BTI

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Congratulation!

Edmond

Hajrizi, Rector of UBT and Chair of IC – BTI 2023

Contents

Mathematics Unplugged and Digitized: Bridging Traditional and Tech-DrivenApproaches

Duli Pllana

Math teacher at Jose Marti STEM Academy, Union City, New Jersey

The paper starts with analyzing a real world example that was given as a project in algebra class to apply the piecewise functions in the Giant's Devil's Flower Mantis (two spiked grasping forelegs), and reviewing literature on the combining technology in education. Digital technology graphs the parabola within the insect and adjusts the critical points based on the error and trial (for parabola). Also, the technology accurately graphs the linear equations representing the antenna of the insect by connecting two points. Technological tools (desmos - graphing calculator) determine the piecewise functions that describe the upper body of the insect that is depicted in Igor Siwanowicz photography. In the same figure is applied analytical work to verify results of the technology, in addition, the analytical work confirms the same result with the tenth point decimal accuracy. Combining the work of technology and critical thinking proves that combining teaching mathematics with and without technology increases the impact of the instructions and elevates the learning outcome of high school students. Moreover, the paper applies inductive analytical research by analyzing the effect of combining teaching with and without technology through reviewing literature. Consequently, the literature confirms the students prefer classes with moderate IT to other four different options. Above all, the paper brings the evidence that combining teaching with and without technology advances instructions to a level where teachers and students could create conjectures, respectively theorems.

Key Words: Technology, Critical Thinking, Rationally, Combining, Instruction, Learning, Students

1. Introduction

The paper aims to delineate a rational approach to instruction by combining teaching with and without technology, utilizing a real-world example (an algebra class project) as the initial scenario. This is followed by additional examples from the literature that illustrate this methodology in the broader context of teaching mathematics. Crucially, the research is grounded in an analytical induction design.

The strategic amalgamation of technology and traditional teaching methods in mathematics markedly enhances students' learning outcomes. The integration of technology into mathematics education involves the invaluable utilization of tools during instructional processes. Technology empowers educators and learners to visualize geometric figures and graphs on an exact scale with intricate detail. This heightened precision, as demonstrated by Hanson (2019), has catalyzed significant mathematical advancements. Furthermore, technology facilitates swift result verification and validation of mathematical work.

Conversely, math educators are encouraged to employ critical thinking when elucidating mathematical concepts or solving mathematical problems through non-technological means. The math teacher should resort to technological tools when explicating intricate mathematical concepts or resolving complex problems. However, in situations where technology is unnecessary, traditional teaching methods are still advantageous.

The paper outlines the efficacy of combining mathematical instruction with and without technology through the analysis of various scenarios. The notion of using technology as a pedagogical tool within the mathematics classroom holds significant importance in the context of this exploratory study (Nkhwalume, 2013). The provided examples encompass situations wherein technology clarifies natural phenomena, enabling the application of mathematical strategies commonly employed in high school math, particularly in algebra.

One example illustrates the utilization of piecewise functions (quadratic and linear functions) in the context of an insect's characteristics. Additionally, this example highlights how technology serves as a tool for validating and verifying results. Another case involves a math teacher formulating a conjecture by observing examples during instructional sessions aimed at solving mathematical problems. In this instance, technology expedites result generation and aids in arriving at a decision to assert the conjecture. Subsequently, it's revealed that the conjecture evolves into a proven theorem.

To prevent inaccuracies, the utilization of technology becomes essential when encountering obstacles. The amalgamation of modern and traditional teaching methods serves to mitigate shortcomings and elevate instruction to a novel echelon. Numerous challenges emerge in geometry and geometrical interpretation, often stemming from the misrepresentation of figures due to inaccurately scaled drawings. This practice can lead to a distortion where geometric

shapes are erroneously grouped under unrelated categories. The mental imagery of the object under scrutiny, however, significantly influences one's perception while attempting to materialize the sought-after object (Brown, 2015).

In contemporary times, mathematicians employ technology even for substantiating intricate mathematical conjectures, involving extensive calculations such as lemmas and theorems. Technology's expansive role in mathematics yields enhanced comprehension and improved outcomes. Nonetheless, technology brings along its drawbacks, fostering dependence and impeding critical thinking. The optimal approach to circumvent mathematical inaccuracies and foster sharper critical thinking involves a harmonious blend of both techniques – traditional teaching without technology and the strategic use of technology when required.

2. Method

The paper will center on the astute integration of technology within high school mathematical instruction, particularly in instances where technology expedites instructions without feasible substitutes, alongside a teaching methodology devoid of technology that nurtures critical thinking. The instruction of select mathematical concepts sans technology yields a more pronounced impact on the cultivation of students' critical thinking abilities.
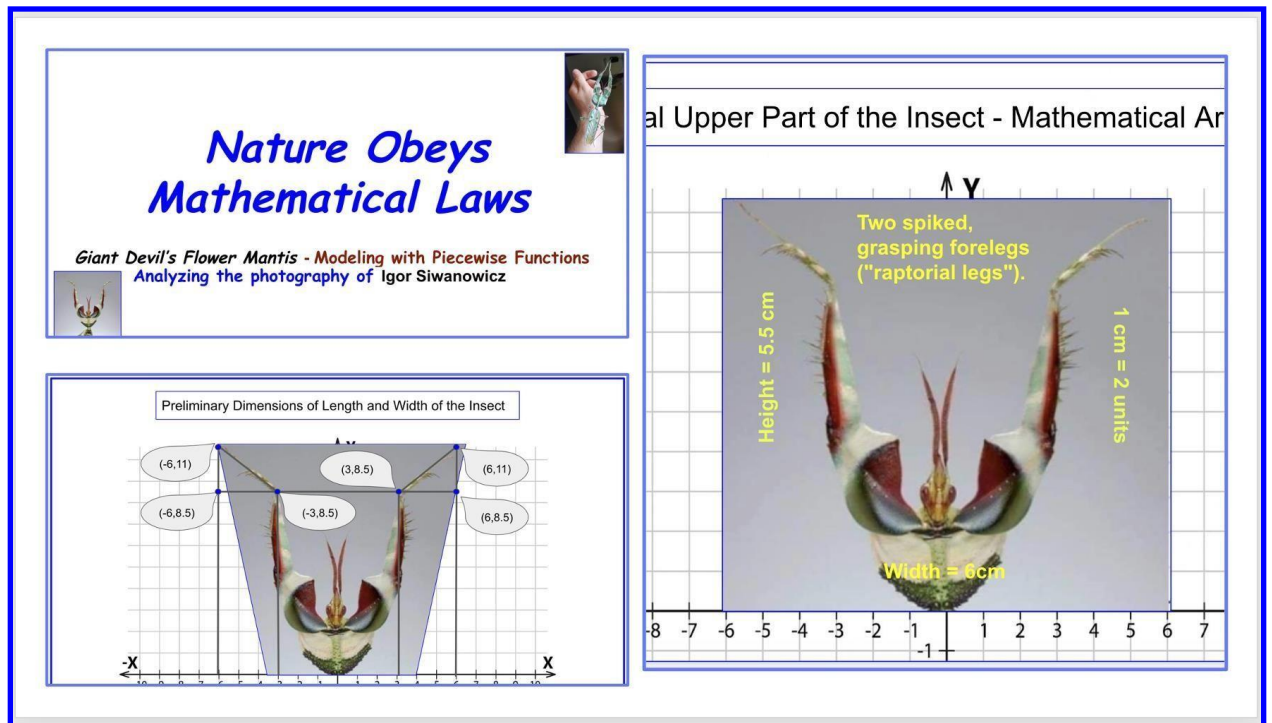
Figure 1. Analyzing the photography of Igor Siwanowics by applying the piecewise well defined functions in the Giant Devil's Flower Mantis.

The paper will center on the astute integration of technology within high school mathematical instruction, particularly in instances where technology expedites instructions without feasible substitutes, alongside a teaching methodology devoid of technology that nurtures critical thinking. The instruction of select mathematical concepts sans technology yields a more pronounced impact on the cultivation of students' critical thinking abilities.

For instance, numerous examples in standardized exams can be resolved without calculators more expeditiously than with their use. Conversely, scenarios exist—such as deciphering figures from real-world contexts or intricate geometrical shapes—where technology serves as an invaluable conduit for lucidly explicating mathematical concepts. Devoid of technology, comprehending the content swiftly and thoroughly becomes exceedingly challenging.

Thus, a rational approach to teaching necessitates the incorporation of modern educational technology. This transcends mere utilization of contemporary tools in the classroom; it is paramount to assist students in conquering pivotal and intricate aspects of knowledge comprehension (Wang et al., 2010). This approach is evident even in standardized tests like the SAT/ACT, where the mathematics section is divided into two parts: one allowing calculators and the other disallowing them. The SAT exam comprises four sections, with the third being a calculator-free mathematics exam and the fourth involving calculator use. Logically, these standardized math exam sections correspond with the overarching structure of the math curriculum. However, the question content necessitates heightened critical thinking from slightly different perspectives.

In essence, the fusion of instructional methods involving both technology and non-technology approaches is inevitable, fostering a comprehensive educational experience.

2.1. Review on the single Project

Based on general information, the Giant Devil's Flower Mantis typically attains a size of about 5 inches. More specifically, females reach a length of around 13 centimeters (approximately 5 inches), while males grow to about 10 centimeters (approximately 4 inches) (All species Wiki, n. d.). These dimensions are conveniently illustrated in Figure 1.
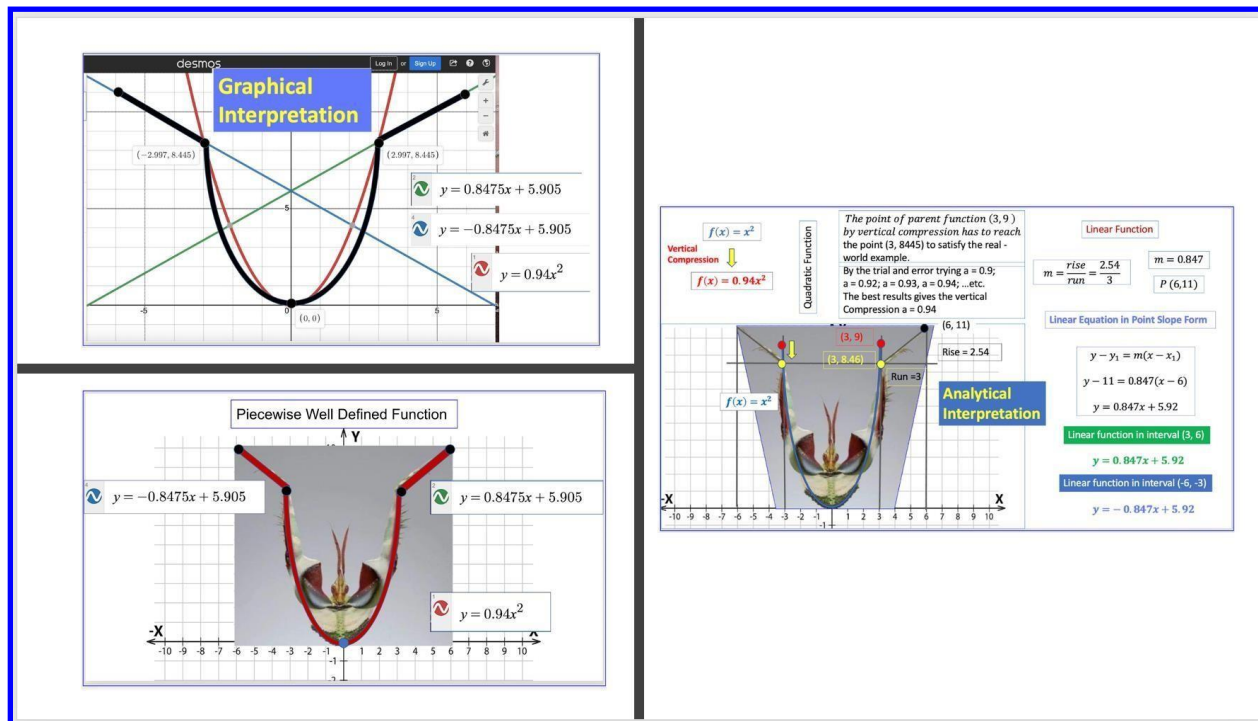
Figure 2. Application of technology on interpreting graphically and application of analytical work based on critical thinking (the work without technology).

Numerous real-world problems can be effectively represented through mathematical models. However, it's important to note that a model may not capture the real-world situation with absolute precision (Envision Algebra, 2). In the present example, each square in both the horizontal and vertical directions corresponds to a length of 0.5 centimeters. When the insect raises its two spiked grasping forelegs, as depicted in Igor's photography, its body exhibits an exquisite symmetry with respect to the y-axis, presenting a visually pleasing form. Thus, I positioned the midpoint of the upper body part at the coordinate system's origin.

Upon visual inspection of the figure (without employing technology), it becomes apparent that the shape can be likened to a piecewise-defined function, comprising parabolic and linear components.

Problem-solving in mathematics hinges on the proficient application of analytical methods devoid of technology. While

solving mathematical problems analytically might be manageable, grappling with intricate geometrical figures, including real-world shapes or graphs, can be perplexing. Technology is a judiciously applicable resource across various high school subjects. Whether it's English language arts, mathematics, sciences, social studies, history, art, or music, integrating 21st-century competencies and skills such as critical thinking, complex problem-solving, collaboration, and multimedia communication is imperative in all subject areas (National Education Technology, 2010).
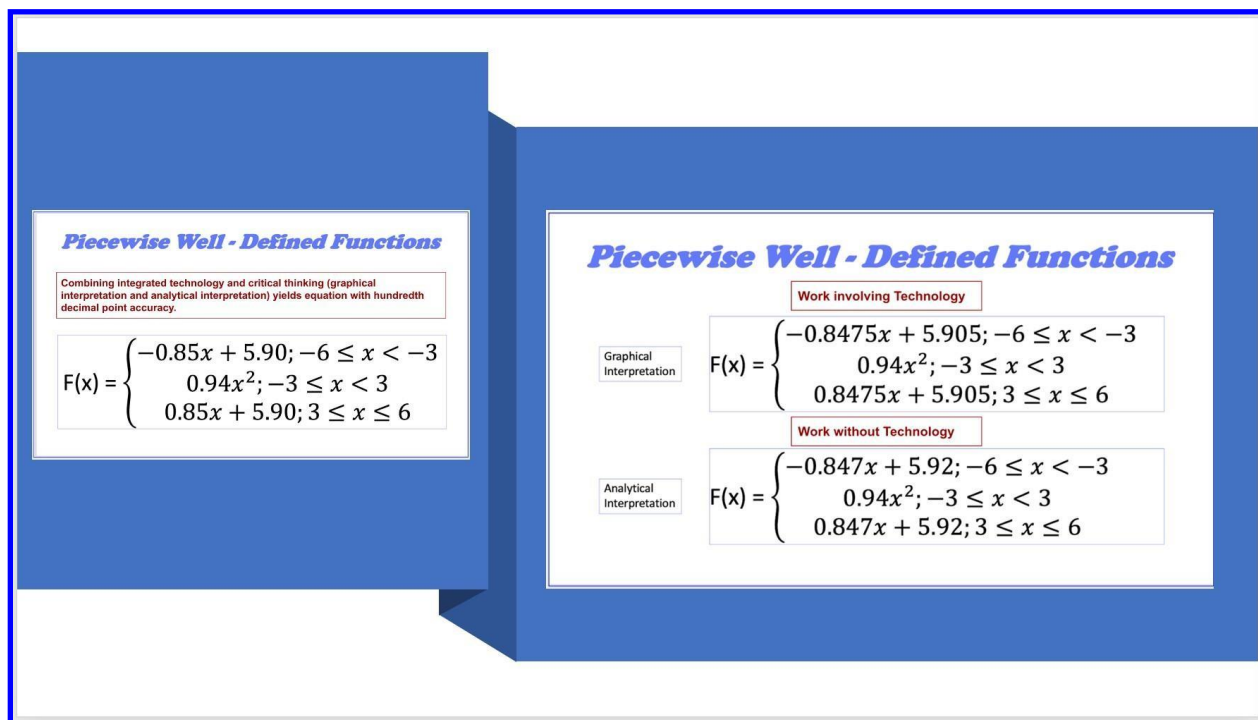
Figure 3. On the right window shows two equations of piecewise well defined functions: one equation comes as a result of using technology, and the other as a result of analytical work (work without technology). On the left side, combining integrated technology and critical thinking (graphical interpretation and analytical interpretation) yields equations with hundredth decimal point accuracy.

However, if we attempt to solve problems without taking into account all the pertinent parameters and conditions, the outcomes are likely to be erroneous, resulting in misinformation. Teachers who solve problems using markers on the board or through traditional means (teaching without technology) lack the ability to accurately depict geometric figures to scale and with proper proportions. Frequently, we illustrate figures in a manner that suits our requirements, yet this approach can sometimes lead to inaccuracies. Each interpretation remains partial, intrinsically tied to the interpreter's inherently contingent subjective standpoint (Žižek, 2012, p. 359).

It's important to recognize that relying solely on an analytical interpretation of a mathematical problem's solution doesn't necessarily encompass a comprehensive and thoughtful solution.

Integrating technology judiciously into instructional practices substantially enriches the content and significantly clarifies complex concepts. In Figure 2, the graphical interpretation facilitated by Desmos employs a trial-and-error approach to determine the optimal scaling factor, denoted as 'a = 0.94', which yields the most accurate quadratic equation representing the distinctive 'u-shape' of the insect. Employing trial-and-error, a solution is intuitively derived through experimentation to observe the outcomes (Bartlett, 2018).

Moreover, the linear functions effectively capture the length and direction of the insect's antennae. The subsequent step involves the utilization of technology to generate a comprehensive graph of the well-defined piecewise function, displayed in red. Desmos and Geogebra excel in this task, serving as outstanding tools. However, their effectiveness is amplified when guided by human input (Mastantuono, 2021).

The complementary section of the figure showcases the analytical approach (devoid of technology) used to derive equations for both the quadratic and linear functions within the limited domain.

The algebra project produces two distinct piecewise functions: one equation emerges from employing technology,

while the other arises from analytical work, as depicted in Figure 3. In both equations, the determination of coefficients and constants for the linear equations involves calculations to several decimal places. A slight disparity between the linear equations generated through graphical interpretations and those derived analytically is observed. Nevertheless, the amalgamation of integrated technology and critical thinking (via graphical and analytical interpretations) culminates in equations accurate to the hundredth decimal place.

2.2. Reviewing Literature

As a general principle, the integration of technology in education aims to elevate the efficacy of teaching and learning to an advanced level. Often, teachers strive to impart optimal instruction in their sessions, while students grapple with a comprehensive understanding of mathematics. Alarmingly, approximately 79% of students identify mathematics as a significant hurdle in their learning journey (Pisa, 2015).

For educators to deliver lessons effectively, with lucid explanations and a coherent structure, it's imperative for them to blend technology into their teaching methods while exercising critical thinking judiciously. Conversely, students should also employ technology sensibly in their mathematics studies. Information and Communication Technology (ICT) serves as a valuable tool for meaningful learning when it offers students opportunities to learn with technology rather than simply from it (Jonassen et al., 2008).

The primary aim of mathematics teachers revolves around a dual focus: instructing without undue reliance on technology, and structuring content to encourage a higher level of critical thinking. Regardless of whether students possess average or challenging math proficiency, teachers should adapt lessons to require fewer steps in solving problems initially and progressively intensify the complexity of examples in line with students' progress. Technology, while supplementary, should function alongside teachers' efforts in the classroom. It supports and augments students' learning experiences while assisting teachers in refining their instructional approaches (Tramonti, Marinova, 2019).

Consequently, the astute combination of teaching methods involving both technology and non-technology approaches in mathematics substantially magnifies the impact of instructional practices within the classroom, creating a marked difference in learning outcomes.

The judicious application of technology, when employed optimally and in appropriate contexts, has a profound impact on the enhancement of mathematical thinking. Choi-Koh (1999) demonstrated how technology, specifically Geometer's Sketchpad (GSP), rapidly elevated a student's understanding of geometry from one level to the next. In the realm of geometry, Geometer's Sketchpad and its more advanced counterpart, Geogebra, accurately depict geometrical figures to scale and denote various dimensions of these shapes.

Moreover, students with a penchant for visual learning inherently gravitate towards translating problems into graphical representations as a means of solving them (Mianali, 2021). Once these concepts are transcribed into geometrical figures, they can be effectively inputted into digital tools. Groman (1996) uncovered that by utilizing GSP, students could construct medians of triangles and subsequently formulate conjectures, which in turn could progress to the development of proofs and higher-order thinking.
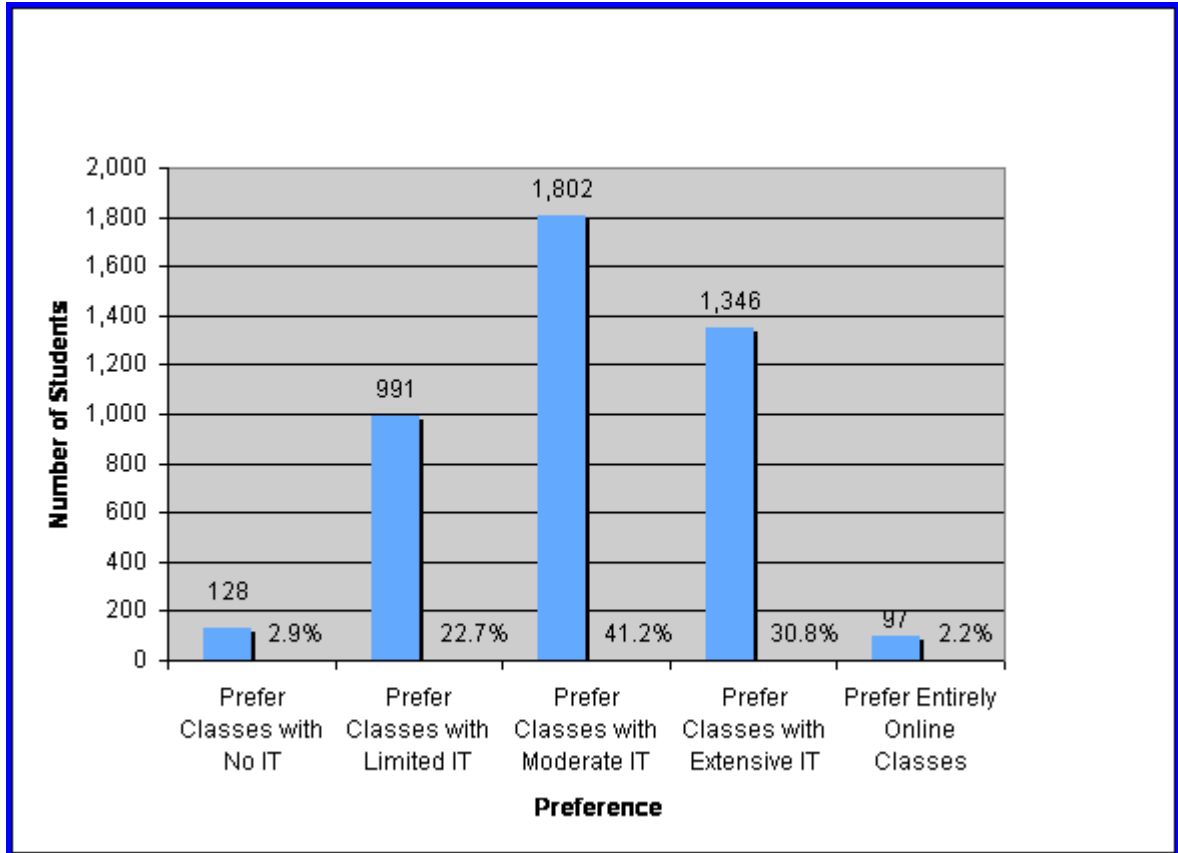
Figure 4. Student Preference for Use of IT in Classes (N=4,363). The figure is the work of EDUCAUSE (Kvavik, n.d).

Employing technology intelligently undoubtedly contributes to a substantial augmentation in the elevation of students' critical thinking abilities. Such thoughtful use of technology significantly raises the bar for students' cognitive engagement.

Throughout the paper, I have repeatedly used the term "teaching without technology," which I am referring to as analytical work or critical thinking. Irrespective of their proficiency in the subject, students often resort to a single strategy to navigate their academic journey: memorizing the material and hoping it aligns with exam questions (Halonen, 1996). Numerous courses necessitate preparation for multiple-choice exams featuring closed-ended answers. Consequently, students tend to bypass multifaceted analysis of questions through the lens of critical thinking.

Critical thinking is a concept defined in various ways, but I personally favor a straightforward interpretation. Critical thinking entails the capacity to objectively analyze information and arrive at reasoned judgments. It encompasses the assessment of sources, including data, facts, observable phenomena, and research findings (Doyle, 2022). Figure 5 outlines six essential components of critical thinking: Analysis, Inference, Reasoning, Generation, Interpretation, and Evaluation. Fundamental principles of robust critical thinking models involve recognizing challenges and formulating potential solutions (Black Sheep Community, 2022).

The essence of exceptional mathematical instruction hinges on robust critical thinking. Indeed, critical thinking serves as a robust foundation for effective teaching, analogous to how advancement to more complex math courses requires a mastery of fundamental mathematical concepts (Myers, 2009). Profound teaching devoid of excessive reliance on technology is inherently anchored in critical thinking – and it is through this mode of thinking that substantial learning flourishes.
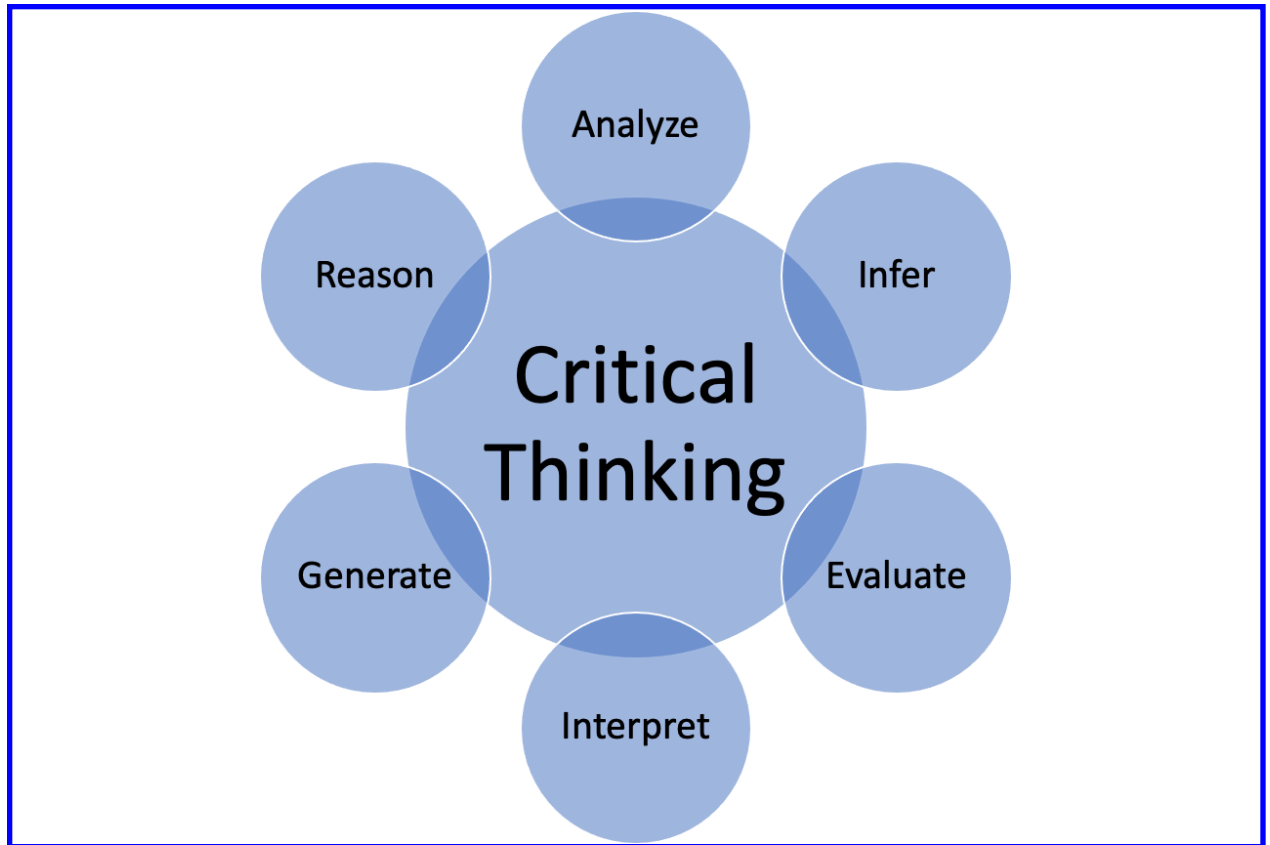
Figure 5. The domain of critical thinking is very wide, but the figure narrows to the main six components: Analyze, Infer, Reason, Generate, Interpret, and Evaluate. The figure is modified based on the (Black Sheep Community, 2022).

Critical thinking serves as a crucial tool for identifying patterns and examining real-world instances within any educational context, including mathematical lessons involving concepts and mathematical examples. Contemporary education places less emphasis on rote memorization. Instead, the focal point of the educational process lies not in the accumulation of information but in the comprehension of connections within and between the subjects being explored (Lipman, 2003). This educational philosophy harmonizes with a widely accepted definition of mathematics as the science of unveiling relationships amidst patterns.

Teachers should employ critical thinking within their instructional methods, aiming to discern connections among patterns. By doing so, students can learn through observing the lesson plan. Sternberg and Williams (2002) highlighted that students might not necessarily require formal instruction in critical thinking, as thinking inherently transpires within everyone as a natural process. This innate cognitive process encompasses the inclination to apply learning in novel contexts and the recognition that real-world predicaments are intricate and rarely possess a singular straightforward solution (Kennedy et al., 2010).

Frequently, when math teachers address real-world scenarios using a singular approach, they might subsequently discover a more straightforward method. Through diligence and experience, educators can hone their critical thinking abilities, enabling them to decipher patterns more efficiently and with reduced effort.

Combining rational approaches to teaching mathematics with and without technology yields seamless instructional experiences and significantly enhances students' learning outcomes. Several factors contribute to effective teaching, including the level of teachers' critical thinking abilities and their proficiency with digital tools. Additionally, a teacher's teaching philosophy holds considerable sway, influencing instructional methods by aligning them with the teacher's perception of students' preferred learning styles. Hence, the impact of teacher perceptions regarding student learning styles should not be underestimated (Choy, 2009).

Furthermore, teachers' proficiency with digital technology is a pivotal factor that can reshape and enhance instructional

practices. When I assert that the strategic integration of teaching mathematics using both technological and non-technological methods serves as a powerful tool for optimal instruction, there are essentially classifying five distinct modes of teaching within this framework:

Teaching only with technology

Teaching with technology and limited without technology

Combining rationally teaching with and without technology

Teaching without technology and limited with technology

Teaching without technology

My assertion is that the most effective teaching approach involves a rational combination of teaching mathematics with and without technology. This claim finds support in the visual data presented in Figure 4, which exhibits five analogous categories to the teaching classifications mentioned earlier.

In Figure 4, a total of 3,363 students were surveyed using five questions or preferences: a) preference for classes without IT, b) preference for classes with limited IT, c) preference for classes with moderate IT, d) preference for classes with extensive IT, and e) preference for entirely online classes. Notably, the preference for classes with moderate IT (choice - c) garnered the highest number of preferences. This preference aligns closely with the rational combination of teaching with and without technology, substantiating the effectiveness of this approach

3. Results

This research case study, rooted in inductive analytical research, yields several outcomes. Due to the paper's confined scope, only seven potential results are presented. The preeminent outcome underscores that the strategic fusion of teaching mathematics with and without technology bestows seamless instruction and significantly enhances students' learning outcomes to a considerable extent, thereby corroborating the principal theme of the paper. Another outcome of paramount significance within this study is the realization that the judicious combination of teaching with and without technology may give rise to fresh conjectures and, in turn, novel theorems.

The mathematical model might not represent the real world exactly

The presence of piecewise well defined functions (quadratic and linear functions) in the real world.

Combining rationally teaching mathematics with and without technology imparts smooth instructions and elevates students' learning results to an extended degree.

Analytical (teaching without technology) and graphical interpretations (Teaching with technology) yield similar results.

Mathematical concepts that we learn in high school are applicable in the real world

Combining teaching with and without technology rationally might create new conjectures, respectively new theorems.

The literature confirms the students prefer classes with moderate IT to other four different options: a) prefer classes with no IT, b) prefer classes with limited IT, d) prefer classes with extensive IT, and e) prefer entirely online classes.

The secondary findings of this research hold immense significance as they lend a logical basis for the practical application of high school mathematics, particularly algebra, in real-world contexts. The project serves as a tangible demonstration of how piecewise functions can be effectively employed in real-world scenarios. However, it's imperative to leverage critical thinking to bridge the gap between real-world geometrical figures and mathematical concepts, ensuring an approximation that maintains a reasonable level of accuracy.

4. Discussion

Typically, quadratic equations (and functions) constitute an integral component of high school curricula across the globe. Almost every national standardized test mandates that students tackle quadratic equation problems (Kim et al., 2021). Within the realm of quadratic equations, two predominant forms emerge: the vertex form and standard form. An additional, albeit less prevalent, format is the factored form. Notably, the factored form of quadratic equations offers distinct advantages over the aforementioned two forms, especially concerning the identification of critical points (x-intercepts).

The quadratic function (or equation) in standard form provides an advantage when seeking the critical point, specifically the y-intercept. Conversely, the vertex form of a quadratic function (or equation) holds an edge over the

other two formats when it comes to determining the parabola's vertex. Each variation of the quadratic function boasts its own set of advantages and drawbacks. Researchers and educators have meticulously explored these diverse forms of quadratic functions, recognizing their role in establishing a robust mathematical groundwork for high school students.

Find the vertex of the quadratic functions in factored form

a) $y = (x + 2)(x - 4)$ b) $y = (x + 1)(x - 7)$ c) $y = -3(x - 2)(x + 6)$

a) $y = (x + 2)(x - 4)$	b) $y = (x + 1)(x - 7)$	c) $y = -3(x - 2)(x + 6)$
$x_1 = -2, \quad x_2 = 4$	$x_1 = -1, \quad x_2 = 7$	$x_1 = 2, \quad x_2 = -6$
$x = \frac{x_1+x_2}{2} = \frac{-2+4}{2} = 1 = h$	$x = \frac{x_1+x_2}{2} = \frac{-1+7}{2} = 3 = h$	$x = \frac{x_1+x_2}{2} = \frac{2-6}{2} = -2 = h$
$k = f(x) = f(1)$	$k = f(x) = f(3)$	$k = f(x) = f(-2)$
$= (1 + 2)(1 - 4)$	$= (3 + 1)(3 - 7)$	$= -3(-2 - 2)(-2 + 6)$
$= (3)(-3)$	$= (4)(-4)$	$= -3(-4)(+4)$
$k = -9$	$k = -16$	$k = 48$
$Vertex - V(1, -9)$	$Vertex - V(3, -16)$	$Vertex - V(-2, 48)$

Conjecture: Analytical process on finding k yields k = (m)(-m) when $m \in \mathbb{R}$.

Figure 6. Examples of quadratic functions/equations in factored form. Finding the vertex, respectively, the coordinate k implies at a certain point $k = (m)(-m)$ when $m \epsilon \mathfrak{R}$.

Exploring quadratic equations, both with and without the aid of technology, endeavors to foster more conducive conditions for students to comprehend the various approaches and techniques for solving quadratic equations. Broadly speaking, quadratic equations present challenges to many students, manifesting in diverse forms like struggles with algebraic procedures—particularly when factoring quadratic equations—and difficulties in attributing significance to these quadratic expressions (Didis, Erbas, 2015).

By employing rational instructional methods coupled with critical thinking and the judicious application of technology, students can achieve a deeper grasp of concepts and mathematical strategies required to solve quadratic equations in any of their three forms. Furthermore, through consistent practice, thorough elaboration, and the exploration of quadratic functions from varied angles, the learning outcomes are significantly enriched.

Quadratic functions are a staple of the curriculum in high schools, encompassing all three forms: standard form, vertex form, and factored form. Within the lesson plans, each of these forms is covered for a minimum of one week, comprising various topics such as quadratic function introduction, progressive problem-solving from simple to complex instances, conversion between different forms of quadratic functions, and practical applications of quadratics in real-world scenarios. The process of teaching and learning quadratic functions necessitates a substantial time investment. To illustrate, the conversion of quadratic functions from standard form to vertex form alone requires a minimum of five examples, equivalent to one instructional session. This conversion process repeats for transitioning between vertex form, standard form, and factored form, and vice versa. Proficiency in these lessons demands a significant duration of time dedicated to mastery.

Theorem - Factors of Quadratic Functions in Factored Form

If one of the factors $x + r_1 = m$ *of quadratic function in factored form*

$f(x) = a(x + r_1)(x + r_2)$, **then the other factor** $x + r_2 = -m$

Figure 7. The simple theorem on the factors of quadratic functions in the factored form. The figure is taken from youtube channel Duli Pllana. Click the button to watch the proof □ ⇒ Theorem - Factors of Quadratic Function in Factored Form

While I was engaged in solving quadratic equations in factored form during my class, using the examples presented in Figure 6, I stumbled upon a recurring pattern. This pattern emerges consistently in every instance when we determine the coordinate "k" of the vertex. The three examples illustrated in Figure 6 indicate that the value of "k" is the product of certain integers with opposite signs: k = (3)(-3), k = (4)(-4), and k = (4)(-4). At this juncture, I posed a critical thinking question to my students: Does this pattern repeat across all cases, and if so, what might be the underlying reason?

The question piqued the students' curiosity, prompting them to contemplate the occurrence of this specific pattern in the solution of mathematical problems. Engaging in critical thinking laid the foundation for potentially formulating a conjecture. Before proceeding, let me offer a concise definition of a conjecture: a statement that holds potential truth, often supported by reasoning or research, but remains unproven (Math is Fun, n. d.).

We collectively discussed the concept of a conjecture in the classroom and deliberated whether we could formulate a conjecture in this particular case. However, before making any claims, we acknowledged the necessity for further evidence, a process intricately tied to probability (Achinstein, 2001). Subsequently, we turned to technology to gain a more comprehensive perspective. Employing SYMBOLAB (a math solver and graphing calculator), we selected numerous examples in the factored form and executed calculations swiftly. As anticipated, all the instances exhibited the identical pattern in the "k" coordinate of the vertex. Notably, the "k" value in each case manifested as a product of integers sharing the same absolute value but with opposing signs.

Through the amalgamation of manual analysis and technological assistance during my instructional sessions, a novel conjecture emerged.

As technology affords us the capability to solve multiple examples swiftly and with precision, I proceeded to examine over fifty instances. Remarkably, all these examples exhibited the same recurring pattern, prompting me to contemplate the potential emergence of a theorem from this scenario. Allow me to offer a straightforward definition of a theorem before delving further: a theorem is a statement that can be logically proven as true using accepted mathematical operations and arguments (Wolfram, n.d).

After allowing technology to take a back seat, I embarked on an analytical exploration to determine whether this pattern could indeed lead to a possible theorem. Given that quadratic equations fall within the domain of elementary mathematics and the patterns at hand are readily discernible and uncomplicated, I commenced by scrutinizing the matter from a basic perspective. This involved observing the general form of the midpoint formula and substituting quadratic equations in their factored form. By applying the general midpoint formula to the general form of the factored quadratic equation, I unraveled the explanation for the recurrence of this pattern in the y-coordinate (k) of the vertex.

Ultimately, I formulated the theorem, conceptualized as a "homemade theorem," through a blend of technology and my

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YouTube channel, as depicted in Figure 7. Once again, the strategic fusion of both manual analytical work and technological assistance yielded a noteworthy and straightforward theorem.

5. Conclusion

The research case study focuses on investigating the impact of combining mathematics teaching with and without technology during instructional sessions and its subsequent effect on learning outcomes. While all high school math teachers equipped with smart boards or other advanced digital platforms incorporate technology into their mathematics lessons, not all of them adeptly blend technology with analytical thinking strategies in a rational manner. Among these educators, a spectrum emerges: some excessively rely on technology, some underutilize it, and only a few effectively merge technology with critical thinking in a judicious manner. The divergence in teaching approaches stems from varying experiences, levels of education, and individual teaching philosophies, highlighting the inherent diversity among educators. It's important to recognize that educational practices should be pragmatic and suited to the current context (Creswell, 2009).

It's worth noting that this paper does not address other significant teaching factors that also influence mathematical instruction. Its focus is confined to three primary components of mathematical instruction: the integration of mathematics teaching with and without technology, the exclusive use of mathematical teaching without technology, and the sole use of mathematical teaching with technology. Furthermore, there exist teachers who incorporate both technological and non-technological approaches to some extent but may not do so rationally. In such cases, the impact of such teaching methods might not yield an exceptional learning outcome.

Above all, the paper delves into the ample evidence validating the central theme of the study: that the strategic combination of teaching mathematics with and without technology not only facilitates seamless instruction but also significantly enhances students' learning outcomes.

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Investigating the Language of Tourism: A Case Study of Tourism Discourse in AlbanianWebsites

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Abstract. This study aims to provide some insights into the language of tourism discourse in Albanian websites. We start the paper by providing some relevant literature review on tourism discourse and language of promotion. The paper is composed of two parts: in the first part we build a relevant literature review framework based on research on tourism discourse and then we highlight distinctive features of persuasive language of tourism discourse. The second part of the paper brings concrete examples to support the theoretical framework, taken from Albanian tourist websites. Findings of the study point out that some of the linguistic strategies used to promote tourism in Albania are: frequent use of adjectives in the superlative degree, key phrases, imperatives, and poetic language. Further extension of the study is predicted to relate the current investigation of tourism discourse analysis to the translation of tourism discourse in order to investigate on the complimentary role of translation on intercultural understanding and shared values via tourism promotion.

Keywords: Tourism, Discourse, Promotion, Albanian, Language, Websites.

Literature review on tourism discourse

It is now acknowledged that analyzing different text types can aid in the apprehension of language mechanisms that are needed to achieve certain communicative effects [1]. In this paper we focus on tourism discourse, starting with a literature review framework, and a brief elaboration of distinctive features of persuasive language in tourism discourse. The second part of the paper brings illustrative examples from tourism discourse as witnessed in Albanian websites, in support of the theoretical framework brought in the first part of the paper. The paper ends with some relevant conclusions as well as some suggestions to extend the current study in the future.

Research on tourism discourse

Tourism has its own discourse [2]. Former studies on tourism discourse have investigated the language of tourism from a sociolinguistic perspective [2], [3] and other similar perspectives [4], [5], [6], [7], [8], [9], [10], conceptualizing language as a creator of identities, power and social differences in the context of tourism. Research on tourism continued with investigation into various genres, such as travel articles [11], hotel websites [12], tourist brochures [13], adjectives in tourism discourse [14], as well as translation of tourism promotional discourse, such as tourism websites [15], tourist brochures [16], adventure tourism [17], multidimensional study of hospitality and the host-guest paradigm [18], mixed-method literature review about translation in tourism [19], tourism translation and cultural mediation [20], application of cultural-conceptual translation model in the commercial world of tourism promotion [21], strategies of translation for effective cross-cultural promotion and translation of tourism advertising and promotion materials [22], translating tourism landscapes, performancescapes, and stylescapes [23], corpus-based study on the translational tourism English corpus [24], and the application of language of tourism in LSP [25].

Other aspects of tourism discourse have also been examined, such as use of metadiscursive markers and thematic lexicon of tourism websites as a way to inform and persuade tourists [26] and word formation of neonyms in tourism discourse [27]. The persuasive function of tourism discourse is also fulfilled by the use of multimodal elements, such as pictures, images, video messages, etc., as has been pointed out by research [28], [29], emphasizing the dependence on graphic, visual, and sound effects of promotional texts for destination branding, but that is beyond the scopes of the current paper. We also acknowledge research that delves into semiotic multimodal analysis of travel websites, focusing on the alternation of visual and verbal elements to produce harmonious effect [30], as well as corpus-based studies that compare tourism English with general English. The latter concluded that in the specialized corpus of tourism English has been found an overwhelming percentage of content words and shorter sentences with simpler structures, preference for objective, concise, and prudent word choice of tourism English [31] and captivation of tourist attention and imagination through use of keywords, comparisons, metaphors, attribute-noun phrases, and intensifying adverbial-adjectival clusters [11].

We list below some distinctive features of the language of tourism as a specialized language with particular interactive potential.

Distinctive features of persuasive language in tourism

As already mentioned, interdisciplinary studies in tourism have been intertwined with linguistic research carried out in the fields of discourse analysis, critical discourse analysis, interactional analysis, etc. There are two main areas of enquiry with reference to the language of tourism: the development of tourism education, and the focus of linguistic

research on the language of tourism as a specialized language. The current study contributes to the latter, attempting to throw light on the language of tourism and its role to attracts potential tourists and turn them into real tourists.

Effective promotion of tourism requires adequate and effective linguistic skills, that is why there has been a tendency in the last decades to concentrate on the linguistic aspect of tourism promotion materials.1 We outline below a summary of some rhetorical techniques of the language of tourism promotion within a monolingual setting, based on Sulaiman and Wilson's description in Translation and Tourism (pp. 25-31) [23]. The techniques below represent a summarized account of some of the most frequently used techniques in English tourism promotion materials and, as the quoted researchers maintain, the degree to which they are used for maximum impact differ from one language and culture to another.

Ego-Targeting. Ego-targeting is used to address the reader directly, as it is believed that if a potential consumer recognizes that he or she is being addressed by an advertisement, he or she feels singled out from the crowd. This technique is believed to increase the likelihood of turning the reader into an actual tourist. The effectiveness of this technique depends on the level of individualism of the target culture. Linguistic strategies used to realize this technique are: direct forms of address, informal tone (colloquial expressions and contractions) and the imperative mood (to invite readers to take part in the experience).

Keying. The discourse of tourism promotion, in all languages and cultures, requires lexical items to be chosen with great care, in order to reflect the glowing 'euphoric' qualities of the destination. Keywords are instrumental in representing tourism concepts and themes and they may be in the form of adjectives, imperative verbs, etc.. They are important also for search engine optimization to increase the visibility of the website on search engines.

Contrasting. Creating contrast is another common technique of the language of tourism promotion to reinforce the image of the destination being promoted. Binary opposition is often used, either through the explicit use of lexical opposition or implicitly through ideational meaning, to highlight the gap between people's ordinary lives and that of the promoted destination. Temporal contrast such as 'past versus present' and 'present versus future' is also a favourite contrasting technique which aims at creating the 'time travelling' effect required to lure tourists.

Exoticizing. It is the impressive use of foreign words of which readers have little knowledge, with the aim of creating a stylistic effect and provide exotic color and flavor, or to flatter the pseudo-linguistic ability of the reader. This technique can also be used to make the text appear to be aimed at a niche of customers, hence creating a feeling of superiority in the reader (ego-targeting). Overuse of this technique could result in unfavorable effects as it flatters the pseudo-linguistic abilities of the reader.

Comparing. It is a converse technique with exoticizing, at reducing strangeness and enhancing familiarity with the destination. It can be accomplished through the use of figures of speech such as simile and metaphor. Cliché metaphors are used often, such as: Bangkok, the Venice of the East; Delhi, the Paris of India, etc. Potential tourists are persuaded to reach other destinations, but feel as though they have never really left home and they visualize the attractiveness of the destination by referring to a more familiar attractive destination.

Poetic devices. Some of the most commonly used forms of poetic devices are alliteration, assonance, and consonance; often used in combination with other figures of speech such as puns and metaphors to create a stronger effect on the reader.

Humor. The language of tourism promotion, like the language of advertising, tends to use humorous, funny and amusing elements of expressions to put the reader in a comfort level, reduce anxiety about travel, boost concentration, and connect tourists and hosts. It needs to be used with caution to avoid alienation of target audience and creation of controversy due to cultural constraints.

Features of the language of tourism in Albanian websites: a case study of the websites of official websites in Albania

Due to its speed and cost-effectiveness, the Internet has become the most frequently used channel for tourist destinations' promotion. That is why we have selected websites as one of the most elaborated tourism promotion materials for the focus of the practical part of our study. Websites are considered an interesting aspect of promotional media with rich content given limited space [32], that is why we believe that the language used in tourism websites in worthy of investigation in order to discover more about the persuasive role of language in tourism promotion. Being aware of the multimodality of tourism websites, we emphasize that, within the aims and space limitations of this study, we have focused only on linguistic features. We have navigated on the official websites of some municipalities in Albania [33-38] as well as the website of the Ministry of Tourism and Environment in Albania [39]. Apart from the informative section about tourist attractions, we have identified some of the most representative features of the language of tourism, as listed below.

Ego-Targeting. We have found examples of ego-targeting illustrating direct address to minimize distance between the

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[1] For more detailed research in discourse of tourism promotion materials, among others, see also Valdeón, 2009; Sanning, 2010; Halliday, 2004, Rokowski, 2006; Taylor, 2001; Cohen, 1986; Gotti, 2006; Pierini, 2009.

host and the tourist (Shëtit në fshat! Eksploro shtigjet natyrore!), informal tone (petulla me djath; Po the Gjirokastra, i ke thënë të tëra!), and imperative mood (Eja në Korçë! – second person singular, vs. Pasi të keni mbaruar me kalanë, zbrisni në qytetin e vjetër, dhe nisni turin e shtëpive karakteristike të qytetit. – second person plural). There were also cases when the tourist was not addressed directly, but through general constructions (Vizitori mund të gjejë në disa dyqane gdhendje me pamje karakteristike të Beratit) thus, implying higher formality; as well as cases of shift of formality from second person plural to second person singular (Nëse na vizitoni për një ditë, ju sugjerojmë një plan. Shijoje!)

Keying. Examples in this category abound, with lexical items that denote key phrases in the field of tourism (panoramë të mrekullueshme; frutat e mrekullueshme; një natyrë të mrekullueshme; akoma më të këndshëm; shumë interesante; mundësi të shkëlqyera të turizmit kulturor dhe historik; monument i trashëgimisë kulturore; mbishkrime; veshja popullore tradicionale; vlerat të spikatura arkitektonike e ndërtimore; historia e lavdishme; kushtet strategjike; kala shumëshekullore; turizmi malor; gjuetia; turizmi familjar dhe ai i organizuar; burimet etnografike; folklori muzikor; motorët kryesorë të rritjes kombëtare; zhvillim ekonomik; punësim dhe vetëpunësim; investime; trashëgimia natyrore dhe kulturore; ushqimet tradicionale; plazhe, ekosistemet e pasura; biodiversitet;turizmi bregdetar, kulturor, natyral, rural; ekoturizmi) as well as imperatives in the positive (Ha! Pi! Bli!) and negative (Mos humb një shëtitje me kalë; Mos u largo pa shijuar ushqimet bio tradicionale të zonës dhe pijet karakteristike).

Exoticizing. The use of foreign words, we think, mostly aims to attract attention and does not impose barriers in the communication process (fondamentet e civilizimit; atraksion turistik; prosperitet; atraktiv; kostume popullore autentike; potencial; akomodim, inovacion). There are also cases of unnecessary or redundant use of foreign words (Qyteti përjetoi transfomime të imponuara, nga bastion i feudalizmit, në xhevahir otoman, nga qendër e rezistencës për indipendencë dhe një pikë e rëndësishme për pushtuesit fashistë italianë.)

Poetic devices. Most poetic devices we have found were metaphors (kalaja është bërthama e jetës së Gjirokastrës) and similes (si një udhëkryq ku takoheshin kulturat e kohës). We have also found one example of cliché metaphor, used frequently by Albanians, (Korça, Parisi i vogël i Shqipërisë!) comparing Korça to Paris.

Within the investigated examples, we have found no use of humor and comparing and contrasting. We think that further investigation into other websites, social sites, blogs, and other types of texts, such as travel brochures, etc. might reveal even use of such techniques.

Conclusions

The current study aimed at outlining distinctive features of the language of tourism and techniques of the language of persuasion used in tourism discourse. To fulfil such aims, a literature review framework has been built in the first part of the study, followed by examples taken from Albanian websites under the section of tourism. Examples found illustrate the techniques of ego-targeting, keying, exoticizing, and poetic devices. The limitations of this study relate to the multimodality of tourism discourse, which cannot be restricted only to the linguistic aspect. Therefore, we aim to extend the study in the future in order to include other features of tourism discourse as well as other types of tourism promotion materials, such as travel brochures, videos, reels, blogs, comments on social media, etc. We also intend to conduct further research with reference to the translation of tourism promotion materials and cultural-conceptual translation model.

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Exploring Productive Use of Educational Games in Teaching English as a ForeignLanguage

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ABSTRACT

Educational games significantly support classroom learning and promote social interaction among peers. Research studies clearly show that the use of games is a basic strategy in language education, in order to include all students regardless of their language level. According to Gartner, games play a special role in a child's development because they push the child to discover his motor and thinking skills. The role of games in foreign language learning is also related to the theory of multiple intelligences presented by Gartner. The game in the classroom brings fun and makes learning more useful for all students, relieves stress and plays an important role in the implementation of inclusiveness. This research explains some examples of educational games in English language learning as well as sheds light on some essential elements that educational games should have that teachers can implement in an inclusive classroom.

Keywords: English language learning, effectiveness of games, educational games, ELT, ELL

1. INTRODUCTION

Education is a necessity for everyone. Education is a vital aspect for everyone, which can lead everyone to have a better life. These days, methods of teaching are more oriented toward a communicative language approach than going through grammar teaching. Therefore, while in the past, learning a new language was based on reading the literature of that language now the necessity emerges in a communicative need. As of this need, teachers are trying on inventing new teaching methods and also apply more adapted approaches to bring an innovation in a learning context.

Learning a foreign language is not an easy task and first of all it must be interesting and motivating enough to take away any anxiety of the students. Therefore, the use of different smart electronic boards and multimedia projector connected to the computer and other video equipment are making the language learners class more dynamic.

In education, teaching and learning play an important part, therefore, the teachers use different approaches and different kinds of aids to make effective learning. Visual aids are instructional aids which are used in the classroom and help the teachers to explain the concepts easily. According to Burton "Visual aids are those sensory objects or images which initiate or stimulate and support learning". (Burton, 1982). In addition to this, with the development of technology, new innovations learning techniques are being brought up in regard to language teaching.

Kinder, S. James; describe visual aids as "Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active". (Kinder, 2010)

Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). We can use many visual aids these days but they also can be identified the ones, which use sense of vision for example, model samples, objects, charts, images, maps, slides etc.

In Kosovo, teachers of English Language use visual materials to teach English Language to students in order to make the class interesting and contextualized and ensure effective language teaching and learning.

Usual of visual learning aids on teaching has proved to be effective in the learning outcomes. This study aims to

investigate the teachers' perceptions on the use of visual aids (e.g., cartoons, picture, songs etc) as a motivational tool in enhancing children's interest for learning English Language as foreign language.

The research will be conducted in two elementary schools; a public school "Musa Zajmi" in Gjilan and a private elementary school "Hello Academy of Education" in Gjilan, Kosovo. Children are 7-8 years old. The research will interview 10 teachers in total from both schools.

The study will also cover the information about the conditions and infrastructure between private and public preschools, what kind of methods they use, textbooks and which methods are more attractive for children.

The importance of this topic will be the comparison between public and private schools as well as the difference between learning methods in these two types of schools. Although, the use of visual aids in language teaching has been implemented in practice, yet, many of them might not understand the effect of visual aids used and how they help students memorize the lesson. This paper will give an insight to the language teachers of using audio-visual aids in facilitating language skills of the learners. It is expected that the findings of the study will help the language teachers to know better about the effectiveness of using audio-visual aids in the classroom. As a result, this study will be a future guideline for the English language teachers regarding the issue.

2. LITERATURE REVIEW

This chapter provides a comprehensive review of existing literature focused on evaluating the impact of visual learning aids on the academic performance of students in public secondary schools. According to Clark et al (1986), effective educators can enhance their teaching methods by incorporating a variety of visual learning aids into the instructional process. Makyikyeli further emphasizes that visual learning aids play a crucial role in conveying messages and fostering a deeper understanding between teachers and students.

Within this chapter, sub-chapters are dedicated to exploring theoretical literature, empirical findings, the relevance of the literature to the present study, and identification of research gaps. The discussion covers insights from established researchers, such as Clark et al (1986) and Makyikyeli, aiming to provide a thorough understanding of the relationship between visual learning aids and students' academic performance in the context of public secondary schools.

According to Paivio (1990), there exists a distinction in cognitive processing between images and words, leading to the utilization of separate memory systems for each type of information by the brain. Paivio asserts that verbal memory is directed towards the language system, whereas image memory encompasses graphics and sensory experiences. He further explains that verbal information undergoes a transition from sensory memory to visual processors.

The interesting question arises: to what extent have secondary subject teachers enhanced their proficiency in creating improvised visual learning aids to facilitate the attainment of quality education?

This study aims to shed light on this matter. Paivio's dual-coding theory proves fitting when discussing the retrieval of information from memory systems. According to this theory, memory functions as a network with distinct paths—verbal and image—that ultimately lead to the same information. Paivio concluded that the effectiveness of memory recall is enhanced by the existence of multiple pathways. In other words, learners who utilize various pathways to remember information are better equipped to recall that information at a later time. The theory emphasizes the interconnectedness of verbal and image-based memory systems, underscoring the notion that diverse cognitive pathways contribute to a more robust and comprehensive retention of information.

Mayer's Multimedia theory underscores the notion that learners, especially students, experience improved learning outcomes when verbal and visual information are presented together, fostering a more meaningful learning experience. Mayer argues that verbal and visual elements are interconnected and mutually supportive. When students receive information in both verbal and visual formats simultaneously, they engage with different cognitive models concurrently. The primary question arising from this perspective is how these theories can aid subject teachers in creating effective visual learning aids to enhance students' academic performance. This study aims to provide insights into this question.

Additionally, the instructional theory, influenced by Skinner's behaviorism, plays a crucial role in explaining how students can learn and comprehend concepts more easily. This approach emphasizes the significance of visual learning materials in promoting quality education. Instructional theory guides teachers on organizing and coordinating learners, introducing visual learning materials, and directing students towards their effective use. While this theory is potent for

structuring and delivering learning objects, it has a limitation in that it may not sufficiently consider the output of the education process. In contrast, it prioritizes the learning process over the students as future education products. This perspective is against a teacher-centered approach and places emphasis on learners as active participants in the teaching and learning processes.

The learner-centered approach, within the instructional context, delves into how the education system develops meanings associated with learning participation and how these meanings influence learners' behavior and their relationship with their teachers. Teachers, in this approach, focus on their students when preparing for the teaching process, including developing schemes of work, lesson plans, and instructional visual learning materials. These materials, such as pictures, charts, and models, are instrumental in achieving teachers' desired goals and objectives, ultimately contributing to the delivery of quality education.

Language games play a crucial role in fostering positive relationships with a new language among students. Drawing upon these findings, it is recommended that curriculum designers incorporate a sufficient number of language games into the curriculum. The study also explores the impact of using games on enhancing vocabulary learning in English as a foreign language or second language (Khatir, 2015). The research conducted by Khatir confirms that games not only create authentic language contexts but also serve as effective tools for interaction with children in elementary classes.

Caganaga (2016) explores the significance and effectiveness of games in English as a foreign language, concluding that integrating games into classrooms creates a favorable atmosphere for English language learners, fostering enjoyment, motivation, and subsequently improving educational performance.

Furthermore, various studies have highlighted the utility of games in learning vocabulary, attributing benefits such as improved word memorization, enhanced student interaction, better communication skills, and increased motivation.

In connection to Multiple Intelligences Theory (MIT), Gardner's theory of eight basic intelligences, game-based learning aligns well with this educational philosophy. Games facilitate individual expression, communication, and participation, allowing learners to engage with the language using their dominant intelligence.

Educational games are defined by Mubaslat (2012) as activities conducted within or outside the school, guided by a capable individual, aimed at providing pleasure to learners while prompting them to demonstrate their skills. Dempsey et al. (1993-94) define games as overt instructional or learning formats involving competition and rule guidance, while Willis et al. (2017) define games developed specifically for educational purposes.

Key elements of educational games include a clear learning goal, well-defined rules, an element of competition, appropriate challenge levels, stimulation of imagination, and an entertaining aspect. Electronic educational games, in addition to these elements, should consider adaptation to learners' diverse learning patterns and provide excitement, positive responses, immediate feedback, and reinforcement (Syukroni, 2020).

Features of educational games encompass the use of audiovisual effects to enhance learning effectiveness, increased motivation, freedom from adversarial conflict, self-proof through goal achievement, and the ability to integrate knowledge with skills such as logical thinking, problem-solving, planning, and decision-making.

Educational games can take various patterns, including competitive styles, exploratory scientific styles, and types such as individual or collective, indoor or outdoor, and muscular or mental. They serve as effective tools for addressing individual differences and educating learners according to their potential and abilities.

Teaching using educational games is recognized as a significant teaching method that engages learners actively and positively in the educational process. Games contribute to the achievement of educational objectives and provide firsthand experiences that help learners understand and absorb key meanings and ideas in an integrated way (Yunus, 2019).

Examples of language games that can be used to teach English include the Grammar Installation Game, Wooden Pocket Panel Game, Language Fluency Game, Who Am I?, Game of Boxes, Clown Game, Cat and Mouse Game, Tipper Board Game, Debate Game, and Discover Error Game.

Basic elements of educational games

Any game and in order to be educational should have the following basic elements.

Objective: Every game should articulate a clear and specific learning objective aligned with the desired goal the player aims to achieve by the end of the lesson. It is advisable to reference Bloom's Revised Taxonomy when defining these objectives.

Rules: Each game must incorporate a challenging component, namely rules, which elucidate how students should engage with and navigate through the game. These instructions ought to be imparted to students before the commencement of the game.

Competition: The attainment of lesson outcomes hinges on introducing an element of competition. This can manifest as a competition between learners, between the learner and an opponent, or against a predefined standard or criterion. This competitive aspect is instrumental in mastering skills and achieving specific goals.

Challenge: Games should present a suitable level of challenge, one that stretches the individual's abilities just beyond their current level. This challenge should be calibrated to be slightly more advanced than the students' present proficiency.

Imagination: Games should be designed to stimulate the imagination of learners, fostering intrinsic motivation and a genuine desire to learn. Engaging students' creative faculties through imaginative elements enhances their overall learning experience.

Entertainment: While the primary goal of a game is not entertainment, it is crucial to incorporate elements that bring tangible amusement and pleasure to the learning process. Striking a balance between enjoyment and educational content ensures a positive and engaging learning environment.

In conclusion, using games as a teaching tool in language learning is a modern and effective approach. It harnesses the inherent impact of games on children to create a positive and useful educational tool. Educational games contribute to efficient student-material interaction, increase verbal communication, and aid in the acquisition of new vocabulary. They offer a dynamic way for students to develop speech, language, and listening skills, making them autonomous users of the language. The integration of games into language teaching not only benefits novice teachers but also enhances the teaching practices of experienced educators.

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Exploring the Richness of English Idioms with Numbers

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Abstract. Idioms are a fascinating aspect of language, offering unique insights into cultural nuances and the figurative nature of communication. This article delves into a specific category of idioms: those containing numbers. By examining the usage and origins of idiomatic expressions featuring numbers, this study aims to shed light on the linguistic and cultural significance of numerical references in English.

Drawing upon a comprehensive collection of idioms, the article presents a diverse range of numerical idiomatic expressions. It explores their meanings, providing examples to illustrate their usage in different contexts. It also explores their structure and their syntactic roles in different examples. The research investigates the figurative interpretations associated with numbers.

Furthermore, the article delves into the cultural and historical origins of selected idioms, tracing their roots and evolutions over time. It explores how numerical idioms have permeated various domains, including literature, popular culture, and everyday conversations. Through this exploration, the article highlights the enduring relevance and impact of numerical idioms on contemporary language use.

By analyzing the semantic and pragmatic dimensions of numerical idioms, this article contributes to a deeper understanding of the intricate interplay between language, culture, and cognition. It underscores the richness and complexity of idiomatic expressions in English and offers valuable insights for language learners, educators, and researchers interested in their study.

Keywords: Number Idioms, English, Linguistic, Cultural Significance.

1 Introduction

1.1 Some theoretical background

Idioms are the colorful gems of language, encapsulating cultural wisdom, metaphorical richness, and linguistic flair. Generally speaking, they are unique linguistic constructions whose meanings often cannot be derived from the individual words that comprise them. Instead, their interpretation relies on cultural and contextual knowledge. First, here are some of the main characteristics of idioms: as far as their definition is concerned, it is said that idioms are fixed, non-literal expressions that have a meaning that differs from the sum of their individual parts. They often convey cultural, historical, or social nuances and are deeply rooted in a specific language or community [1]. Idioms are a subset of figurative language, which includes metaphors, similes, and other forms of expression that deviate from literal meaning to create vivid imagery and convey abstract concepts [2]. While some idiomatic expressions might be found across different languages, many idioms are culture and language-specific. This highlights the importance of cultural context in understanding idiomatic meanings [3]. Research on idioms often explores how they are processed in the human mind. Cognitive linguists investigate the mental mechanisms that allow people to comprehend idiomatic language and how idioms are stored in memory [4]. Idioms serve various pragmatic functions in language, such as conveying humor, sarcasm, or social identity. Studying idioms helps researchers understand how language is used to achieve specific communicative goals [5]. Idioms often reflect cultural values and norms. Their use can vary depending on factors like age, region, and social group, making them important in sociolinguistic research [6]. Some idioms have fascinating historical origins, and their meanings may evolve over time. Studying the history of idiomatic expressions sheds light on language change and cultural shifts [7]. Understanding idioms requires a multifaceted approach that combines linguistic analysis, cognitive psychology, and cultural studies, among other disciplines. Research in these areas contributes to a deeper appreciation of the richness and complexity of idiomatic language use. Within the vast tapestry of English idiomatic expressions, a particular subset stands out—those infused with numbers, which have the same characteristics as other types of idioms. From *in one fell swoop* to *on cloud nine*, these numerical idioms weave a fascinating narrative of language and culture. In this article, we embark on a journey to unravel the mysteries behind English idioms containing numbers, exploring their origins, meanings, cultural significance and their structure as well.

2 The Power of Numbers

Numbers have long held symbolic and cultural significance across different societies. Harnessing their power, idiomatic expressions employ numbers to evoke vivid imagery, convey emotion, and add depth to everyday conversations. Whether it's the luck of *lucky seven* or the elusive *catch-22*, numerical idioms become linguistic shortcuts that paint a picture with just a few words.

Let us now dive into the diverse realm of idioms containing numbers. We encounter the enigmatic *six of one, half a dozen of the other*, which highlights the equivalence of two choices. Meanwhile, *third wheel* and *fifth wheel* depict social dynamics by describing unwanted companionship.

Many of these number expressions are more idiomatic than others. Their meanings are very difficult to be interpreted without a given context. *Bat a thousand*, for example, is used to show that someone is very successful at something to be accomplished. English people can use *deep-six* if they want to get rid of something or someone, and *a dime a dozen* in order to describe something as cheap and common. They should also know that if they *get the third degree*, they are to be questioned in great detail about a certain situation. *To have someone's number*, on the other hand, has a totally different meaning from the literal one. It is interpreted as getting the key information to be able to understand someone. English language users are aware that if they want something to be done very quickly, they can add more color to the situation by saying *in two shakes of a lamb's tail*. A person, who is not very smart or clever, can be called *one sandwich short of a picnic* or *two bricks shy of a load*, which is not in fact a very good way to address to people, no matter how many mistakes they can make. *A stich in time saves nine* may serve as a very good piece of advice in order to prevent any damage or mistake to become worse. One may wonder why a person who is drunk is described as *three sheets to the wind* [8].

Native English speakers associate the interpretation of some idioms with certain fields, such as sport: *hole in one, have two strikes against (one), behind the eight ball, not touch with a ten-foot pole* – to name a few (related to golf, baseball, billiards, and athletics, respectively). These number idioms and many more demonstrate the power of numbers to encapsulate complex situations and emotions within concise expressions.

3   Unraveling Origins and Evolution

Just like language itself, idioms evolve and adapt over time. Through etymological exploration, we unearth the historical and cultural origins of numerical idioms. Only a few examples are provided. For instance, *on cloud nine* traces its roots to the United States during the 1950s, where weather enthusiasts classified clouds based on altitude. This idiom, originally *on cloud seven*, illustrates the ever-changing nature of language and the cultural contexts that shape idiomatic expressions [8].

The phrase *as phony as a three-dollar bill* is an American idiom used to describe something or someone as fake, counterfeit, or not genuine. The origin of this expression is not entirely clear, but it likely dates back to the late 19th or early 20th century. It's important to note that the use of the term "phony" to mean fake or counterfeit was popularized in the United States during the early 20th century. While there isn't a specific documented source for the exact origin of this phrase, it's believed to have emerged during a time when counterfeit currency was a significant concern in the United States. Three-dollar bills, however, were never issued by the U.S. government, making the phrase a humorous way of emphasizing something's falseness [8]. The usage of the idiom likely evolved over time as part of American colloquial language, influenced by cultural and historical factors related to counterfeit money.

The idiom *at sixes and sevens* means to be in a state of confusion, disorder, or disarray. The origin of this phrase is a bit unclear, but it dates back several centuries and is thought to have originated in English in the late Middle Ages. There are a few theories about its origin, but none of them are definitively proven and they only provide some historical context for the phrase: One theory suggests that the phrase originated in the 14th century in London when two prominent trade guilds, the Merchant Taylors and the Skinners, were in dispute over their order of precedence, and the phrase may have emerged as a way to describe the disorder and uncertainty that resulted from this decision [9]. Another theory suggests that the phrase has its origins in medieval gambling with dice [10]. In this context, "sixes" and "sevens" may have been difficult or unlucky numbers to roll, leading to a state of uncertainty and confusion for the players.

The phrase *take five* is an idiom that means to take a short break, usually for five minutes. Its origin can be traced back to the world of jazz music. The expression is closely associated with the jazz saxophonist Paul Desmond and his composition "Take Five," which was recorded by the Dave Brubeck Quartet in 1959 [11]. As the song and the phrase gained popularity, *take five* started to be used more broadly outside of jazz circles to refer to taking a short break or intermission. The phrase's usage beyond jazz contexts is a testament to the cultural impact of this musical genre.

The phrase *catch-22* originates from Joseph Heller's 1961 novel "Catch-22." It is a satirical work set during World War II and explores the absurdity, bureaucracy, and paradoxical nature of war and military institutions. In the book, the phrase refers to a paradoxical and absurd rule governing the behavior of military personnel [12]. The phrase *catch-22* has since entered common usage to describe any situation in which a person is trapped by contradictory rules or conditions that make it impossible to escape a dilemma. It's used broadly to refer to a paradoxical or circular situation in which there is no easy or logical solution.

The phrase *deep-six* is a nautical term that means to discard something or throw it overboard into the deep sea, usually in a manner that ensures it won't resurface. Its origin can be traced to maritime and naval terminology. The term "deep-six" has been in use in nautical contexts since at least the 1920s and became more widely known in American English

during and after World War II [13]. It gradually extended beyond maritime usage to describe the act of getting rid of something permanently or irretrievably.

The phrase *the three R's* refers to the fundamental elements of education: reading, writing, and arithmetic (often pronounced as "rithmetic"). The origin of this phrase can be traced back to the 18th and 19th centuries when these three skills were considered the basic building blocks of education [8]. Over time, the phrase became ingrained in educational discourse and remains widely recognized to this day. While there may not be a specific source that definitively documents the first use of *the three R's*, it is a term that has been used for centuries to describe the foundational skills taught in early education.

However, it should be noticed that some numerical idioms often transcend linguistic boundaries, offering insights into shared human experiences. Expressions like: *all in one breath, in one ear and out the other, one jump ahead, seventh heaven, sixth sense, two heads are better than one, one thing leads to another, know a trick or two, kill two birds with one stone*, etc. [8] find resonance in different cultures, despite variations in language and context (being used almost in the same way in Albanian). Examining such cross-cultural idioms allows us to celebrate the universal threads that bind humanity together through language and expression.

4 The structure and functions

As far as their structure is concerned, numerical idioms appear as belonging with several types of syntactic units, such as Noun Phrases, Verb Phrases, Prepositional Phrases, etc. Some examples are mentioned below: NP: *quick one, forty winks, hole in one, nine-day wonder, number one, one hell/heck of a (someone or something), sixth sense, seventh heaven, three R's*, etc. VP: *put two and two together, stand on one's own two feet, take five, deep-six, two-time (someone), cast the first stone, give me five, get the third degree, not touch (someone or something) with a ten-foot pole, not give too hoots about (someone or something)*, etc. PP: *at one time, at one with (someone), at sixes and sevens, at the eleventh hour, in one fell swoop, in two shakes of a lamb's tail, on all fours, on cloud nine, like two peas in a pod*, etc.

These are just a few of many more examples to be mentioned. There are also plenty numerical idioms which have the structure of a sentence with a subject, predicate and other secondary elements: *One good turn deserves another. One man's meat is another man's poison. One thing leads to another. There's more than one way to skin a cat. Two heads are better than one. Two can play that game. A stitch in time saves nine. It takes two to tango. Two wrongs don't make a right. Two's company, three's a crowd.* etc.

What about their syntactic roles within the sentences where different numbers appear? Some examples are provided to analyze the role of each number expression in relation to the other elements within the sentences. First, here are some examples with numerical expressions playing the role of the direct object being used after transitive verbs: *The sport's federation made an eleventh-hour decision to suspend the star player. The golfer got a hole in one during his first round of golf. I ordered the food and when the two plates arrived, I took the lesser of the two. The rock band played several* one-night stands *last month. Many people believe that teaching the three R's is the most important role for schools.* etc. Second, there are many cases when the numerical idioms play the role of the subject predicative being used with copular verbs (mainly the verb be): *I was as busy as a one-armed paperhanger during the last two weeks. The woman's excuses are as phony as a three-dollar bill and I do not believe any of them. It is a catch-22 situation; if I go to work, there will be problems but if I do not go to work, there will also be problems. I did not want to take the job but it was the lesser of two devils because having no job, was even worse. The girls are like two peas in a pod and are very good friends. My sister has been on cloud nine since she won the money in the contest. My uncle has been six feet under for five years now. The man is two bricks shy of a load and he is very hard to deal with.* etc. Third, there are also many other examples in which the numerical idioms play the role of the adverbials, found in different positions and being used with all types of verbs: *The schedule of my boss is always changing but nine times out of ten he is in his office on Monday morning. I will return in two shakes of a lamb's tail. Ten to one, our secretary will come to work late again. I do not like that man – not one iota. We only go to the small Mexican restaurant once in a while. The piano arrived at its destination all in one piece. In one fell swoop my friend got a new car, a new job and a new girlfriend. I told my friend about the accident all in one breath.* etc. Fourth, numerical idioms also play the role of the attribute by modifying different nouns, either in pre-position or post-position: *Our university has the one and only medical imaging system in the country. The man walked down the street with three sheets to the wind.*, etc.

Conclusions

English idioms containing numbers are more than mere linguistic curiosities. They offer glimpses into cultural heritage, thought patterns, and the innate human tendency to find meaning in numbers. Exploring the origins, meanings, cross-

cultural dimensions, and structure of numerical idioms enriches our understanding of language as a living, evolving entity.

As we navigate the intricate world of idioms, we can appreciate the numerical charms that grace the English language. These idiomatic expressions with numbers, as all the other types of idioms, breathe life into conversations, transcend borders, and weave together the fabric of shared human experience. So, whenever encountering an idiom with a number, native and non-native English speakers could embrace its metaphorical beauty and savor the magic of language's numerical tapestry.

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The Importance of Oral Presentations for Future Teachers of Language Departments - Students' Perception
The Case of Senior Students at the Faculty of Philology- University of Prishtina

Trëndelinë Haliti-Sylaj

Abstract

- The aim of this paper is to find out the role of oral presentations in language departments

in the Faculty of Philology. The focus was directed in two aspects: exploring the frequency of using oral presentations and the impact of them in the students' future professions.

The information was taken from senior students, 20 from each department through questionnaires. We further analyzed the obtained data through descriptive analyses. The results show that all the departments of languages use oral presentations as a method of both teaching and evaluation. Because the majority of students in language departments have attended courses of teaching practicum and because most of them plan to be teachers, most of the respondents think that oral presentation have helped them a lot in developing the main skills needed for a successful teacher: an effective communicator, a good time manager, a successful cooperator, organizer, researcher, and a confident and flexible person.

Even though they are aware of the benefits from presentations, they admit that they did not pay enough attention to them and if they would do them again they would spend more time and effortin preparing them.

The results of our research reveal that students do not pay enough attention to presentations even though they are conscious of their benefits.

The findings show that some implications would give for teachers as well as for students.

Based on some students' answers, teachers have to not only teach students about how a presentation is done but also make them aware about the importance they have in their future

professions especially, whereas students have to take more seriously the process of preparing fora presentation.

II

Introduction

Recently, oral presentations are being considered as a very important aspect of language learning, especially for university level. The main aim of those presentations is to help developing skills which are crucial when future professions are to be considered, especially that of teacher's. It is of a major importance for students to develop those skills which would help them to fit in the labor market and what is more important, to gain advantage over other competitors. According to Fallon and Steven (2000, p.468) such employability skills include: 'the retrieval and handling of information, communication and presentation, planning and problem solving, social development and interaction, creative thinking, active and reflective application of knowledge'.

Communication skills are essential in any job, but when it comes to teaching, it is the key

to being a successful teacher. This is because teachers interact with a lot of people, starting with students, school staff, parents and so on. Silver (2000, p.2) argues that whether this communication happens in person or electronically, the message needs to be well constructed and properly delivered.

Developing professional skills (communication, time management, organization) is not the only benefit from oral presentations- it also helps in language improvement. Preparing for a presentation takes a lot of reading which means it improves reading and comprehension skills, writing that includes the preparation of the text that will be included in the final version of presentation, and speaking skills that has to do with the proper delivery of information to the audience. But this is not all, vocabulary is another important aspect as well which can be improved a lot while preparing presentations where one can be introduced to many new terms of that particular field.

According to Carpenter (2006), students prefer interactive classes rather than traditional

ones. He conducted a study on students' perception the usage of old versus new teaching methods. None of the respondents claimed to disagree with the usage of the lecture teaching method as long as the participation of the students is encouraged. According to him students want to be included cooperation, discussions as some of the efficient methods on maintaining their participation through the whole lecture. However, in the other hand students do not want tobe obliged to interact, such is the case with presentations that are mandatory. Haber and Lingard dealt with this issue and came up with the conclusion that students find presentation as an obliged, strictly regulated activity, while teachers find it as a method of practicingcommunication. This somehow represents a gap between teachers and students regarding presentations, which requires clarification.

Whether this is the case with the students of language departments in University of Prishtina or not, this study will tell.

The purpose of this research was to firstly find out whether oral presentations are applied in all the departments of languages or not. If yes, the idea was to find out the way those presentations are done by students and whether they are aware of the role they play in their professional future; if not, then I wanted to know if they consider this as a disadvantage. The focus was mainly on senior students, studying foreign languages in the Faculty of Philology. They were exposed to questions about the frequency of doing presentations throughout their studies, the methods of doing them (whether they did them individually or in group work, if it was a research of their own or just a presentation of a particular topic by consulting some literature). Also, I wanted to find out the way of delivering them to the public, their reflections on the importance given to those presentations by students.

III

Literature review

Before proceeding with the other steps of collecting data of our own, information from many resources were identified, selected and analyzed. All these resources led to a broader background information and different ideas on oral presentations as well as having a clear idea what to focus on specifically. The research papers and articles consulted were based on oral presentations and different aspects regarding them: importance of them, benefits of communication skills, developing communication skills and so on.

The articles that were consulted gave relevant facts and information related to different aspects of oral presentations, communication skills, steps towards a successful oral presentation and other required skills such as listening and speaking that future teachers should possess.

According to Fallows and Steven, 2000 it is very important to work on communication

skills since nowadays those skills are crucial for the job market. Such skills should be presented in college graduates in order for chances of employment to be increased for them in the future. Those communication skills should be firstly learned in classroom environment and then transferred into the workplace. Communication skills are a crucial aspect of professional environment since one might have to attend seminars, and conferences during their career.

Teachers should have good communication skills because they have to deal with school

staff and parents other than students if a teacher has the skills mentioned above, he or she will be able to pass on his knowledge better to his students.

Meloni and Thompson (1980) argue that oral presentations supply students studying foreign languages with skills that will help not only in other subjects but especially in their future careers. They play an important role in the language learning process, and the student's future jobs.

-Oral presentation is a complex, time requiring process. It requires preparation,

researching skill as well as the ability to speak publically. Practice improves academic skills and prepares for labor market. Based on Brooks and Wilson (2014), the lack of opportunities to practice oral presentations in language classes is equal to the lack of experiencing the positive impact they have in language ability.

Oral presentation is quite a challenging activity, but it gets more manageable through

practice. Ken Hyland (1991) elaborates the whole process of doing a presentation starting form researching to evaluation. According to him, presentation is done through seven steps. First students should establish communication strategies, and then they should set the goal of the presentation. The two next steps are related to the data, where student should arrange the data that they are going to present and choose appropriate visual aids. However, students should pilot the presentation and receive feedback, before they present. The sixth step is delivering the presentation and handling questions. Finally, students get evaluated by the teacher.

Students and teacher do not share the same idea when it comes to usefulness of

presentations. Haber and Lingard (2001) came up with the conclusion that students find presentation as an obliged, strictly regulated activity, while teachers find it as a method of practicing communication. While teachers find it a good way of practicing language skills and

learning students see it as a mandatory, non-profitable activity. Ironically teachers evaluate students based on what they present while the given feedbacks concern other issues such as bodylanguage, physical appearance, eye contact and so on. This does not help students improve on their presentation skills.

Other skill that future teachers should possess is the skill of listening. Teachers are the

ones who should adapt their teaching style to the needs of their students so a teacher that listens carefully to its students creates a better communication. Wolvin and Coakley (1991) found that listening is crucial for communication in working environment which affects job success.

According to Al Mutawa and Kailani (1989) presentations are a successful way for both:

students who present and students in the audience. The presenters have the opportunity to use meaningful oral language whereas the audience will be able to practice listening. A similar opinion has also Hyland (1991) where he states that public speaking makes presenters more confident, develops their articulation, research skills, planning and preparation in the use of language. Speaking is one of the most neglected skills that foreign language students practice. Oral presentations encourage students to practice their language but at the same time the studentsthat are in the audience will practice their listening skills. Oral presentations help students prepare for real life since some students find it challenging because they are afraid to speak in front of bigger crowds. Teachers also have to show authority as well as transmitting their knowledge to their students. Those teaching roles are "emphasized by communicative language teaching approach" (Larsen Freeman 1986).

IV

Methodology

Quantitative method research was used for this study. The reason why this method was chosen is because of the statistics on the main aspects of oral presentations that concern students which served as a reflection of students' experiences throughout their studies.

Firstly, piloting was done with 5 students from each of the language departments. This turned out to be very helpful in improving our questionnaire. This is because there were some changes needed to be made in some of the questions because they were not clear enough forstudents.

After the revise and corrections of the questionnaire, distributing the main questionnaires to senior students of Turkish, German, Albanian and French department followed. 20 students from each department were chosen to participate on the questionnaires. Their schedule was checked and students were met before/after their lectures in their departments. Fortunately enough they were responsive and willing to help.

The questionnaires contained 14 questions, both close ended and open ended. This was done not just for getting the statistics but also exploring and collecting their answers in questions that required wider elaboration of their opinions. The questionnaire was focused in twodifferent aspects of presentations which would answer our two research questions: the frequency of usage and their impact on students' future profession. The third question, immediately after the question about which department they belong to and the second question about whether they

have attended a teaching practicum course, was if they plan to be teachers. The reason behind this is because future teachers are the ideal targeted people for this research. Taking into consideration the relation between oral presentations and teaching, they helped us a lot in getting a future teachers' perspective in this respect.

After collecting the data, an analysis of them was made and came up with the conclusions that supported with the literature review of this research.

Results

This research project investigated students' perceptions on the importance of oral

presentations in their profession as future teachers. The results show that all the respondents have done oral presentations to a certain degree during their studies and despite the fact that they have not paid enough attention to preparing them, they are conscious of the importance and the benefits they gained from them. Students' standpoint towards these two elements mentioned above can be summarized as follows:

Most of the respondents have done presentations 3-4 times during one academicyear
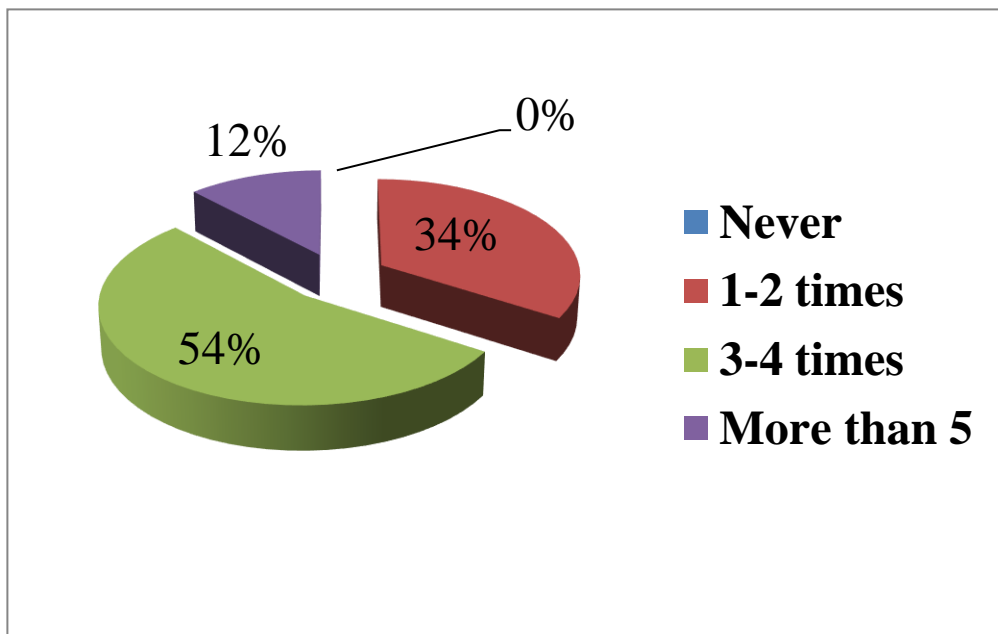
- **Half of the respondents answered that the presentations they did were mandatory**
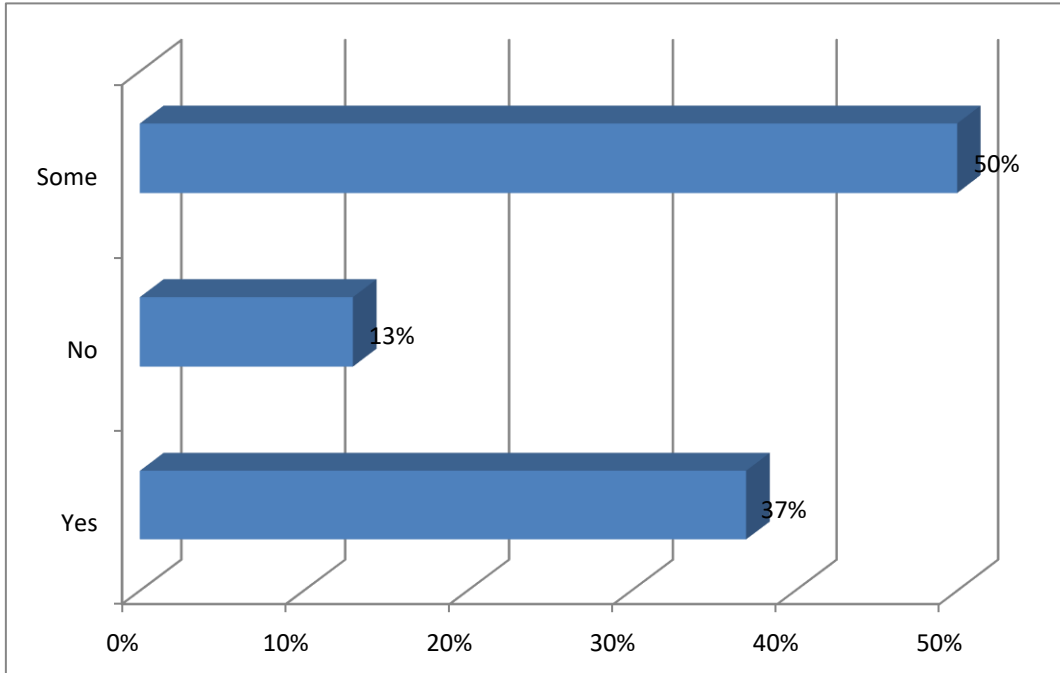
-**Most of the respondents answered that they did presentations both in groups andindividually**
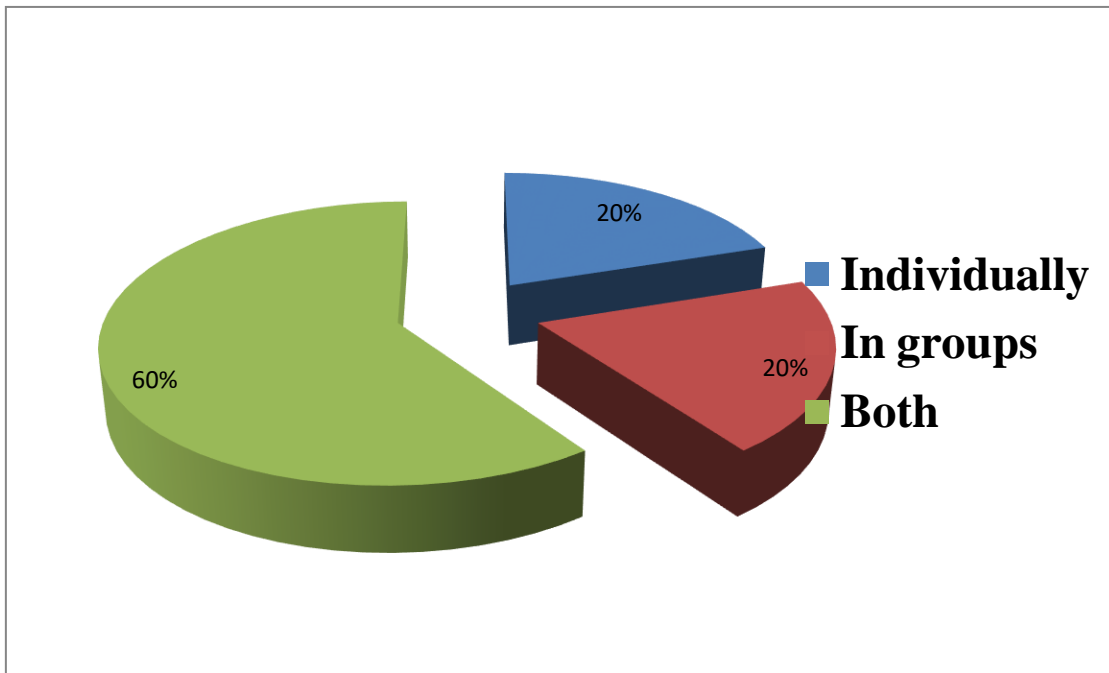
- 41% of the students claimed that they consider individual presentations moreeffective
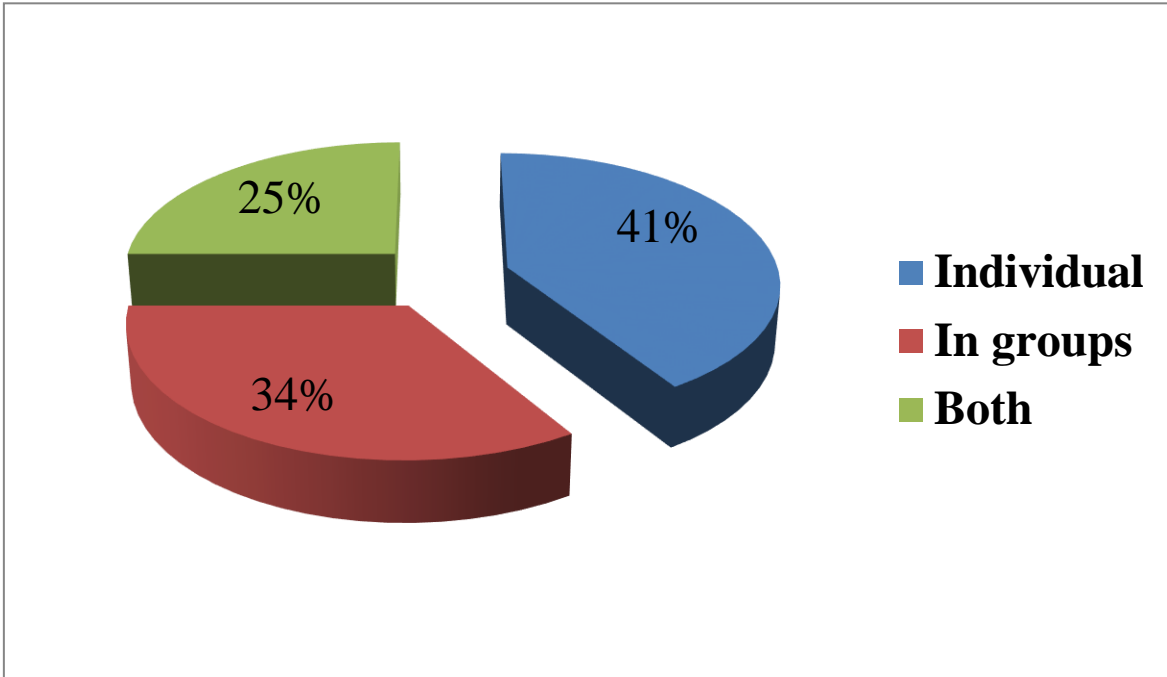
The majority of students have given an average importance in preparing for presentations
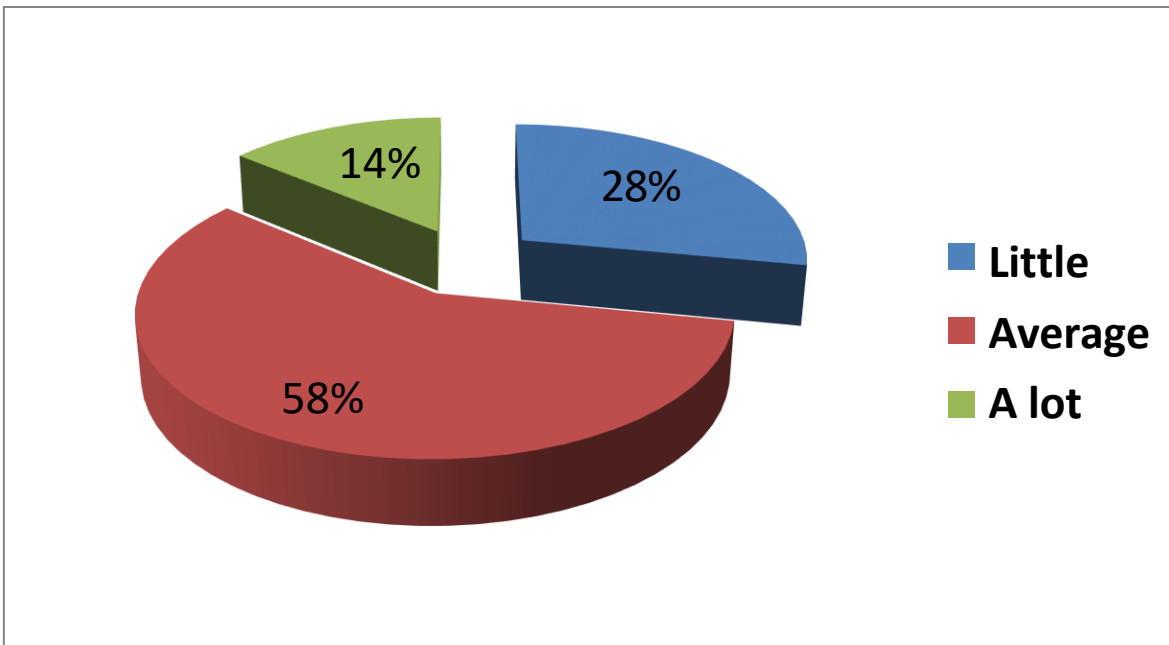
- The graphic below shows how many hours the respondents have spent in preparingfor presentations
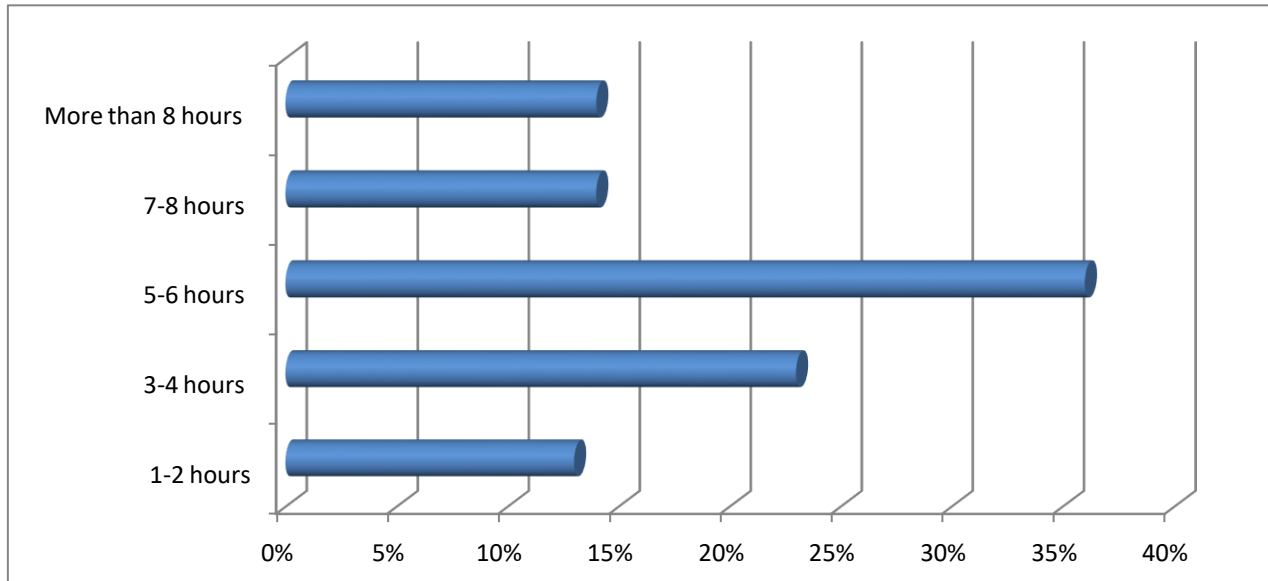
Below are shown the skills that the respondents have developed during the presentations throughout their studies

	1	2	3	4	5
Communication	1	3	12	14	70
Time management	2	4	36	21	38
Cooperation	1	12	22	13	52
Organizing skills	1	0	12	31	54
Research skills	1	2	9	25	63
Self confidence	1	3	15	26	55
Flexibility	0	5	19	29	47

- **55% of the respondents were positive to an average extent with their presentationsexperience;**
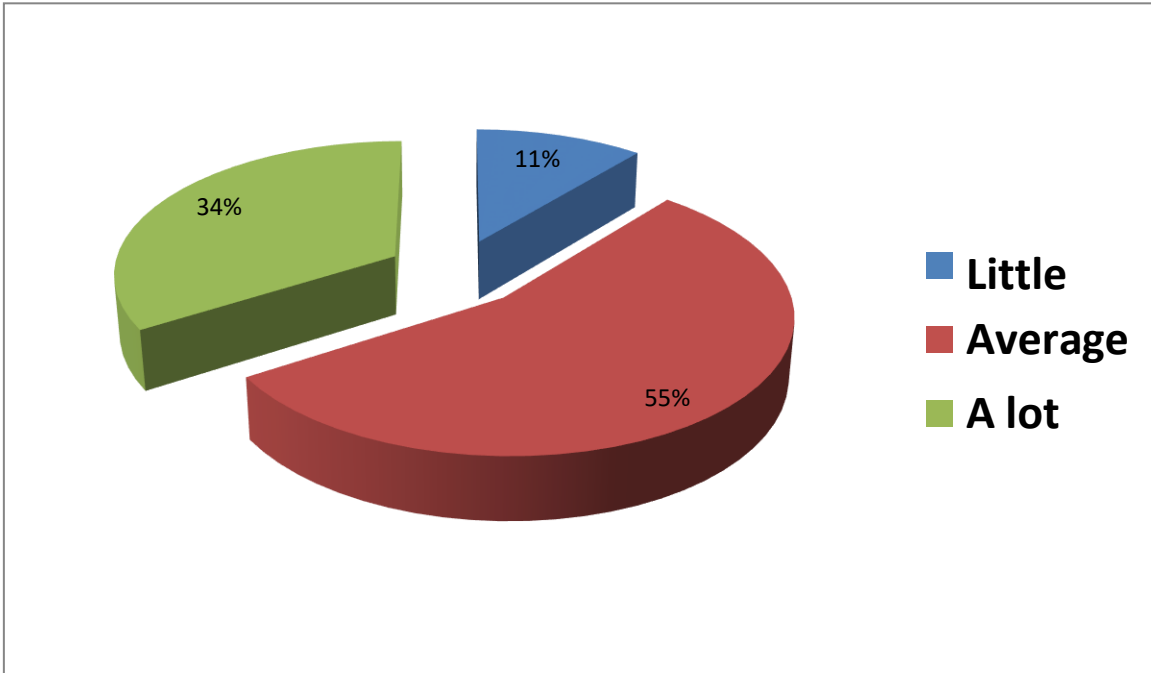
- **The majority of respondents would use presentations as a teaching method as futureteachers**
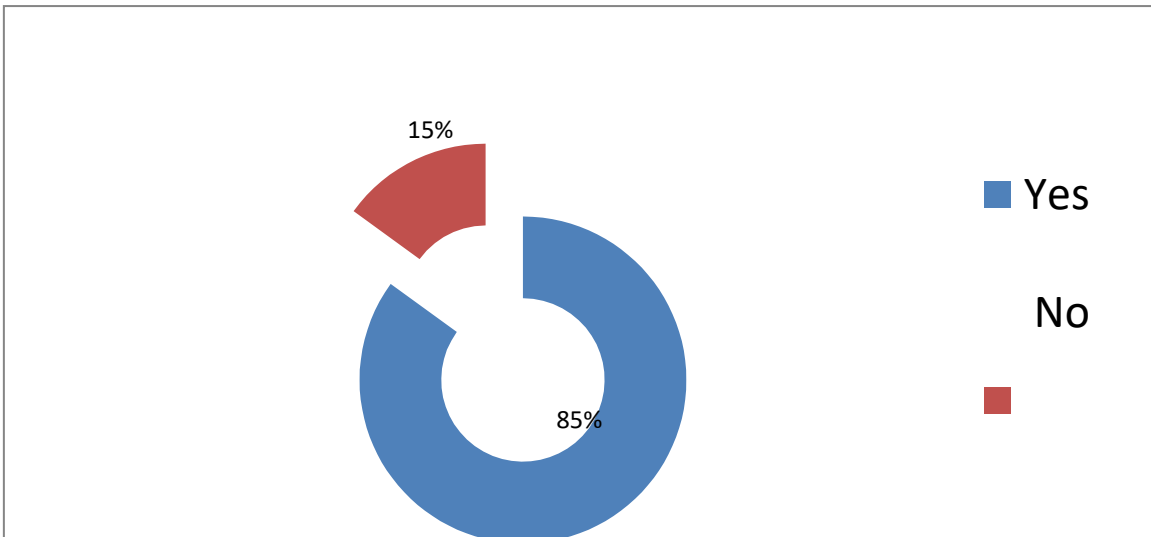
- **The majority of respondents would use presentations as a evaluation method**
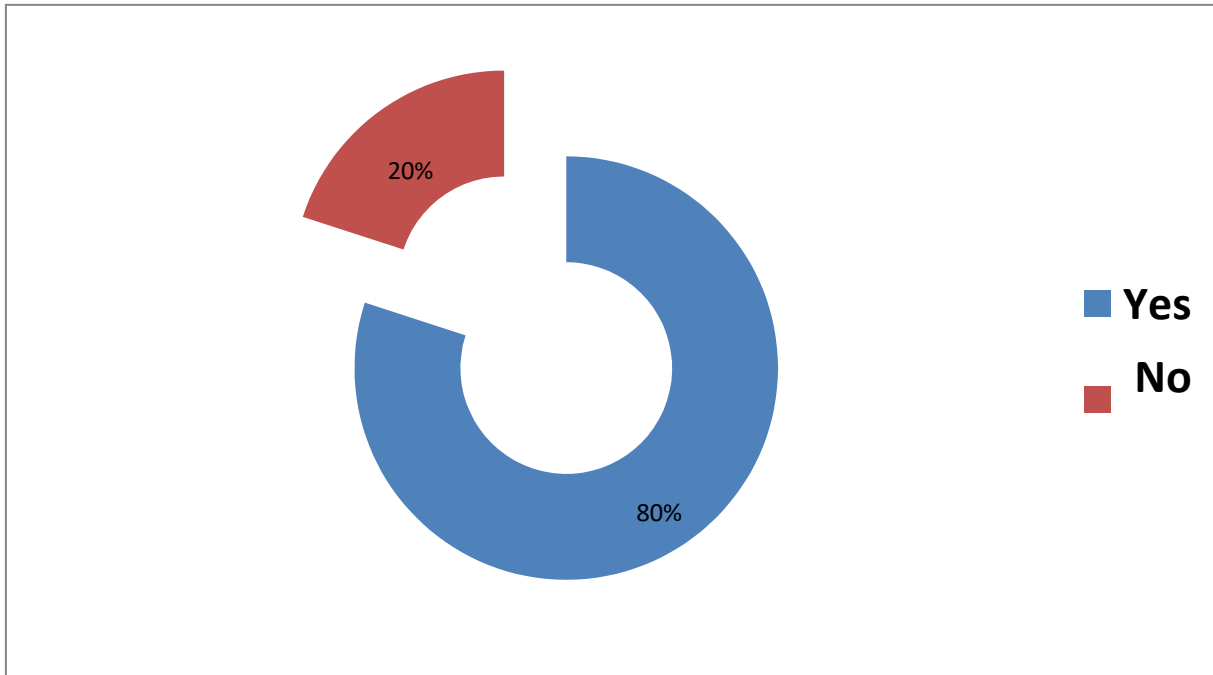
- Beside close-ended questions there were also some open-ended questions where students

were asked to give additional explanations to their answers. When they were asked about what would they change about the presentations, most of them answered with 'nothing'. However, somesuggested technical modifications such as the usage of the projector or visual aids which seem to be an issue on other departments of languages.

- When asked whether they would use it as a teaching method, 85% of them said that they

would. The most common reason is because it is an interesting way of lecturing and students would pay more attention during the whole lecture.

- The fact that presentations are not being the most adequate method of assessing students

was the most common concern when they were asked whether they would use it as an evaluationmethod. 80% of the respondents agreed on the usage of oral presentations as an evaluation method, however they suggested on it being one of the assessing methods, since it does not coverup the whole learning and participation during the whole course and students did not give their best on presentations because of the stress or emotions.

- The final question was if they become teacher in the future, what would they advise their

students. They answered they would explain how a presentation is done. Some of them were concerned about technical issues such as eye contact, dressing code, whether others were focusedon issues such as well preparations, confidence, flexibility, maintaining calmness, etc. What was more interesting is that many common answers were that they would tell their students about the importance of presentation, because apparently they were not told so and they did not understandit until now that they are nearly finishing their studies.

- Generally stating, based on the results of this research, the majority of the students

considered oral presentations as an efficient language learning technique as well as an effective method of preparing students for the labor market. Students who aspired to pursue teaching career, would use oral presentation as a teaching and evaluation method. However, they did not agree on using presentations as a teaching method on regular bases, due to monotony, and also disagreed on grading being completely based on presentations due to the reasons mentioned before.

VI

Discussion/Conclusion

-      This study set out to assess the impact of oral presentations on studying languages and students' professional development.

The overall results of this research have shown that oral presentations are already being

used in language departments to a certain degree in the University of Prishtina. Students agree that they have helped them develop skills that are necessary for labor market, especially in their future profession as language teachers.

- According to Gray (2010), the frequency of doing presentations is very important

because it helps students to improve the skills that are necessary for them in their futureprofessions. He suggests that the higher the frequency of them, the higher their improvement regarding these skills. Taking into consideration the fact that in those language departments, presentations were done approximately 3-4 times per year, this suggests the students did not havethe chance to practice them enough and there is room for improvement in this respect.

- Most of the students argued that only some of the presentations were mandatory, and this

depends on the subjects and teachers, whether they chose to use them only as a teaching method or also as an evaluation one. There was found out that students tend to like presentations as a teaching method because they think is a creative way of learning and it does not necessarily have to be obligatory whereas they hesitate when it comes to using it as an obliged method of evaluation. They think that only presentations are not capable of assessing all the aspects   of   learning   in   one

This fact is supported also by Al-Nouh, Abdul-Kareem&Taqi(2015) where they cite Irvine (2012) in their statement regarding this issue. Irvine emphasizes the necessity of having differentevaluation methods in the process of assessment in order to be able to evaluate the students' abilities in multiple ways.

Haber and Lingard (2001) also dealt with this issue. They came up with the conclusion that students find obliged presentations as a "strictly regulated activity", apart from teacher who find it as a very effective and easy method of evaluation.

- Based on the results, I came to the conclusion that students would not necessarily use

presentations as a mandatory tool of teaching but they see it as an attractive way of delivering lectures. Based on our findings, some of the students have shown that they have used both, individual presentations and group work. However, most of them claim that they prefer individual ones more. They support this with the idea that they are able to express themselves without anyone interfering with their thoughts. This is supported also by Al-Issa and Al- Qubtan(2010) who say that individual presentations provide them with independence and gives them the opportunity to see the product of their own work at the end. However there is a slight difference between those that prefer individual work and those that prefer group work. Thosethat prefer group presentations declare that this helps them become more cooperative and tolerant toward different opinions and attitudes. They think that this is crucial for teachers' profession since they will have to be in contact with students, parents, staff, colleagues and so

on. Al-Issa and Al-Qubtan(2010) give another argument in this issue, saying that group presentations turn out to be more productive and help students value more the teamwork.

-    The results show us that oral presentations have helped students develop a wide range ofskills that have to do with the main language aspects as well as with the professional ones.

According to them, oral presentations require students to put to use the four language skills: writing, reading, speaking, and listening. They consider presentations as a productive way of practicing them simultaneously. Moreover, students claim that during presentations they had the opportunity to improve in other aspects as well, such as: public speaking, communication,cooperation, organization, time management, research skills, self confidence, flexibility, body language and proper use of standard language.

According to Al-Nouh, Abdul-Kareem oral Taqi(2015), all those elements are crucial not only in higher level of studies but also in future careers especially in teaching. A teacher will have to talkto their students in public, to know how to communicate effectively with them, to cooperate withstudents, other teachers, parents and school staff. Also, they will have to be good managers in different aspects in the process of teaching, possess good research skills and they have to reflect confidence and flexibility since a teacher is a role model for its students.

- Finally, the respondents gave their own suggestions in what would they, as future

teachers, do to improve the quality of presentations. All of the students were mainly concerned with the structure of presentations(how a presentation should be constructed and delivered); whereas some of them also with the way how to interact with the audience (eye contact, body language, dressing code, how to remain their calmness so on).

Zivkovic(2015) states that teaching students how to do a proper presentation means that the teachers should provide students with several strategies which will affect the success of presentation. Improving the value of presentation also helps students improve the quality of their thinking.

However, one important and common answer of the respondents was that they would firstly tryto make students aware of the importance of presentations. They think that this was not enough stated by their teachers during the studies and if they were to start with them from the beginning they would give more importance to preparation.

- In conclusion, this study shows that even though in these departments students do not

apply presentations very often and do not give the importance that they should be given, theystill see that there were improvements and they have gained skills that they can use in future.

6.1. Suggestions for further researches

- More research in this area is necessary because our method was quantitative which gave us ageneral overview on this matter. What we consider that needs to be explored further is using the qualitative method also. This would help in having a more deep insight in students' experiences with presentations throughout their studies. Also, another advice is that future researchers could take the teachers' viewpoint as well.

VII

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Introducing Corpus Linguistics as a novelty to English teachers and learners: current language practices of tools, corpora and online resources

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Abstract

The present paper represents how Corpus Linguistics has developed and is employed as a methodology in foreign language teaching and learning. It highlights its many relevant, innovative, creative and engaging applications to both axes of the linear process of teaching and learning. It bridges theory into practice so that learners understand the importance of this discipline and are willing to apply corpus-based tools in the language learning classroom. It introduces among a range of online resources Compleat Lextutor (Cobb, 2000) pointing out the most practical, dynamic, easy-to-use and accessible tools such as concordance, hypertext, frequency and vocabprofile. They can be utilized either in a computer lab or out of class and areintended for a range of learners.

Provided the flexibility of the corpus-driven approach students can autonomously use thedatabases and choose among the tools in dependency to their proficiency level. They can explore, generate or design materials, tasks and activities that can eventually inform or guide towards Data Driven Learning (DDL) on the web and consequently yield in reinforcing vocabulary. Moreover, the present work paper conceptualizes the corpus-driven approach dissemination accomplished under the language educator's instructional guidance with a mere focus towards student learner-oriented autonomous conduct. Alongside, they are addressed to exploit the numerous site's video tutorials; utilize the selected tool/s in understanding the authentic language use as displayed in corpora lines; explore and address linguistic patterns of use, grammatical co-occurrence patterns so that gain consistency of native-like use of the genuine patterns of language use.

Key words: Corpus Linguistics, corpus, tools (concordance, hypertext, frequency, vocabfrofile), online resources (Compleat Lextutor, Cobb 2000), DDL.

1. The rationale

It is time that learning foreign languages becomes a process that indulges learners to learn effortlessly, captivating knowledge by scrolling authentic input in real time, diverse contexts and evolving technological devises. That is made possible throughout Corpus Linguistics (CL), a

new methodology in foreign language teaching and learning. It provides a vehicle for bringing natural language into the classroom in a way that evolves learners through interactive hands-on activities interacting with the 'real' language (Reppen, 2010). Originated with the advent of powerful use of computers in the late 60s, CL served the scope of storing electronically governmental data in corpus databases to later be used in storing educational documents.

CL is specifically defined as a research methodology with a mere focus on empirical investigation of language use and its contextual and geographical variation, providing a plethora of results that have much greater generalizability and validity in feasible natural occurrences (Biber, Reppen & Friginal, 2010). Corpora (referring to enormous bodies of electronically stored texts) and CL have supported the view that language is systematic and as such can be spotted in corpora lines, described, analyzed and taught by employing empirical, frequency- and pattern-based approaches (Friginal, 2018). Finding an immense worldwide application to the teaching of English as a foreign language, this new methodology offers learners relevant and meaningful data-frequency implications and distributions of actual patterns of English vocabulary and grammar structures as they are precisely used in natural occurrences in oral and written discourse. It relies on real-world (linguistic) data supporting so many interrelated theories in gaining satisfactorily outcomes and achievements especially in English language learning and teaching. From the Latin word for "body", the word *corpus* (corpora, plural) has been used to refer to a large collection of *authentic texts* stored electronically on a computer. *Corpus Linguistics* is the study of language using corpora. It is nota theory of language. Corpus Linguistics is a tool/method to study language and investigate linguistic phenomena. Specifically, *'language'* refers to the naturally occurring examples in spoken or written way supporting what Sinclair (1991) defines as *'genuine communication of people going about their normal business'*.

Corpus Linguistics is an extremely versatile method with a whole range of applications in social science research, the digital humanities, as well as in practical areas such as marketing, journalism, language learning and teaching, language testing, textbook writing and so on.

A corpus is a principled collection of texts underlying a planned and intended operation not a randomly collection of texts. Researchers and corpus compilers have a research question on their focus, prior to the process of compiling it or conducting research through it. These electronic texts are equivalent to researcher databases. In linguistics, a corpus is defined as a collection of information, done in a systematic way consisting of naturally occurring categories of texts. This process of storing language information was done manually prior the age of computers. Later on with the advent of personal computers and the digitalization of much of our everyday spoken and written language, CL has become a practical, accessible and innovative approach to examining languages and their evolving use. A linguistic corpus is, by definition, computerized and searchable by computer programs (Friginal & Hardy, 2014 a). The following definitions elicited from seminal publications from various corpus linguists provide us with a clear view of the importance of applying corpora in language teaching and learning:

A corpus is a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research.

(Sinclair, 2005)

A corpus can be briefly defined as systematically designed electronic collection of naturally occurring texts […]. Researchers compile corpora and search for existing constructs of written or speech patterns identified as relevant and measurable. A corpus provides the opportunity to measure tendencies and distributions across registers (and genres) of language.

(Friginal et al., 2017)

Several ESP and EAP studies report that students using corpora, corpus tools and corpus-based materials and literature make them effective in awareness-raising exercises where specific characteristics of spoken and written registers are noticed for self-correction and additional motivation in search of language misuse turning the latter into a better use of language production (Gavioli & Aston, 2001). Classroom activities and tasks in association to these types of language learning exercises can be generated under the pitfalls of Corpus Linguistics as an approach evolving within instructional technology. The latter comprises the use of elements such as internet, a computer, laptop or Ipad, and free accessible corpora, used to support teaching and learning of a particular subject, aspect or issue. Corpus approaches eventually merge innovations in instructional technology and educational computing with a range of computational tools as well as promote the inclusion of different perspectives on language learning inside and outside the language classroom. In today's global advancement in technology in all human endeavours mobile technology, individualized instruction and data visualization are estimated as complimentary constituents of CL where digital learners may easily fit, get involved by adopting and appreciating corpus-based approaches to genuinely learn English.

Among a range of CL tools and softwares, the present study introduces the most widely used software in learning languages where English is considered as a mediator to transfer and/or transmit information/thought from one language to another and that is *Compleat Lexical Tutor* (Cobb, 2000). It represents a true armoury of corpus- and frequency-based tools for English and French language learners and teachers, and researchers in linguistics. Since vocabulary learning is a central concern in most language classrooms, the overwhelming focus of the tools is on lexical development, English for Academic Purposes (EAP), and Computer Assisted Language Learning (CALL). The use of this software and its variety of tools (Figure 1.) such as: Concordance, Frequency, Vocabprofile, Hypertext, Corpus Grammar, Concord Writer…etc. LexTutor brings together a multiplicity of research and a plethora of over 25 corpora.

Figure. 1 Compleat Lexical Tutor Interface (Cobb, 2010)

As observed from the site's interface, vocabulary is the target language feature that corpora deal with. Provided the fact that English Foreign Language (EFL) learners strive hard to enhance and be native-like apprehending and using English, Compleat Lexical Tutor has reported to be a rich resource of vast amount of genuine linguistic data. Being fond of digital devices and guided from the curiosity of tackling information in all domains of human development, it fosters to the sharp learner's eye that learning can be fast, immense, fun, motivating and challenging through the main approach that prevails the software programme that is data-driven learning (DDL) on the web. The developer and designer of this website, Tom Cobb, Associate Professor at the Department of Didactics of Languages at Quebec University, Montreal Canada, maintains and updates this website which is consulted by 1500+ learners, teachers, and researchers every weekday worldwide and is regularly cited in research publications and conferences in theresearch area of Corpus Linguistics, Computational Linguistics, Applied Linguistics, Lexicography, Stylistics, Translation studies and many others.

2. Methodology

The present study employs corpus tools which refer to specific electronic interfaces that help language learners find linguistic patterns in corpus texts. The typical approach that makes use of the existence and compilation of online corpora is Data Driven Learning (DDL) on the web. This approach was pioneered and the term coined by Johns (1991). It is an approach to foreign language learning that allows learners, teachers and researchers to use data independently so that they undertake guided discovery tasks. The impetus in relevance to this pedagogical approach relies upon the *information-knowledge* data paradigm that equips the interested on such pattern-based and/or pattern-driven approach to grammar and vocabulary as well as a lexico-grammatical approach to genuine foreign language use. So as Tognini & Bonelli (2001:84) explicate "descriptions aim to be comprehensive with respect to corpus evidence". In addition Biber (2009: 279) further asserts that [… pattern grammar studies attempt to uncover new linguistic constructs- the patterns- through inductive analysis of corpora].Indeed the pattern grammar studies are instructive since they allow learners to note the lexical associations of each discovered word pattern through corpus analysis. Research in the field, among which spotting out a 2015 Thomas task-based study, acknowledges John's approach and reconfirms the data-driven principle of that he labels as *'cutting out the middle man'* explicating so the direct learning and study of language from the instant use/s of language as viewed from the corpora lines. Besides, it revolutionizes traditional learning from resources such as sourcebooks,dictionaries, grammars, manuals ...etc.

Essentially, DDL is a consistent approach in Second Language Acquisition that embraces the various research remarks elaborated from the theory of language hypothesis and usage-based learning (UBL). On support of the noticing hypothesis theory, Friginal (2018) states:

[… a language learner needs to notice some feature of input to have the best chance of acquiring it. DDL works by drawing the learner's attention to the target feature by providing numerous of examples in context. One of the tenets of UBL is that we learn language through analyses of massive amounts of form-function pairings in authentic contexts.]

p.224

So the language learner has the ownership to formulate a statement, put forward a research question, test hypothesis and elicit evidence from the corpus-data to answer and clarify the sceptical views, relying so on his/her intelligence, knowledge and intuition to give correctanswers. In reality corpora are created so that learners bridge the gap between learners' current language ability and the expected ability.

2.1 Compleat Lexical Tutor online tools: Concordance, Frequency, Hypertext, Vocabprofile

Concordance and Frequency as seen from Figure 1, refer to a piece of software that can be found and instantly used online form the interface of the originated website of Cobb (2000) or can be installed on a computer to search all kinds of language across different genres or targeted text type. *Frequency* is the base measure to examine whether the targeted word is frequent or infrequent in language use. A Frequency Indexer is a tool used to the frequency of the targeted search word in a text, or is used to compile a frequency list displayed in a range starting from the most frequent to the least frequent word. It gives additional computational information on the percentage of each word and how many times it occurred in a text.

Provided the enormous language examples, DDL approach fosters vocabulary enhancement where learners independently investigate to find out what insights to get beyond the concordance lines. *Concordance programs* create word lists that can be arranged in either alphabetical order or in word frequency order and that in dependence to what lexical significance language searchers aim to elicit. They can be utilized to identify the different usages and *frequency data* of a content word (noun, verb, pronoun, adjective, and adverb), examine word collocations, and explore key words in context indexes to precisely define the semantic meaning/s that is rendered from the genuine source of occurrence/s.

Hypertext basically links a text with various furnished activities such as linking to a dictionary interface, providing examples of language use and images for comprehension or speech discourse. It provides adequate space to search, acquire, investigate, process and assess vocabulary use with a mere target on academic texts especially in reading and vocabulary learning acquisition. Cobb's video tutorial remarks point out that academic success is largely a matter of reading dealing with vocabulary, and the latter when handled with a specific computational approach assists learners to view and recall vocabulary use in additional contexts of future use.

Vocabprofile is a frequency-based analytical tool that sorts the vocabulary of a text into four categories: K1, K2, AWL, or Non-list. Precisely a K1 is a list of the first thousand most frequent words in English, representing about 85% of the speech; K2 is a list of the second thousand; the AWL is an academic word list; and non-list words which consist of words that are not in the lists which may be infrequent or non-academic. Lextutor's tools focus on categorizing words by relationships and frequency. In addition the output from Vocabprofile tool classifies words by lists and also shows 'type-token ratio 'analysis by list and family. This measure indicates the number of different words in the text (types) divided by the number of words on which they arebased (tokens). So that learners increase the variety of words used specifically in writing tasks, they are encouraged by a higher type-token ratio number.

3. Implementing corpus web-based tools for English language learning and teaching

The scope of creating these online software tools is not using them separately, since they are intertwined in various activities. As a start you need to know how to operate with each of them, and what novelties and specifics each brings to use as explained in the methodological section of the present study. The most interesting part by using *Compleat Lexical Tutor* website relies on the fact that the creator himself, Tom Cobb provides plenty of free video tutorials for the site implication and the tools it consists of. He eventually updates information through various activitiesand lesson plans on how to implement the site's novelties in our daily EFL classrooms. Besides there is launched plenty of evidenced video operations how worldwide practitioners, outstanding Tom Cobb, Tony McEnery, and Tatyana Karpenko-Seccome, who evidence online tasks and lessons effectively implemented in their English teaching and learning practices (videos easily found on google. The site itself as a start, gives plenty of abrupt info to check the meaning of unknown words at any time when encountered in unknown contexts either when choosing online reading texts or while using any methodological course books in English classes .

❖ Using this site you can generate tasks and activities for vocabulary acquisition in terms of spelling, pronunciation, semantic meanings, contextualization, image comprehension and other additional readings for future contextual inferences and applications (see Figure 2).

❖ You can observe simple phonetic, morphological, semantic, etymological, pattern and collocation vocabulary searches *vs* complex book dictionary entries.

Specifically by just typing a word at the Compleat Lexical Tutor interface search box (on the top right side of the interface) you:

- Get the prompt pronunciation of the targeted word either in American or British English;

- Search for the English definition;

- Can find additional linguistic information on the word's etymology;

- Find the word's reference in various dictionaries searching all at once;

- View the word's usage in various parts of speech;

- Expand the vocabulary by searching for the word's synonyms;

- Learn the word's function and meaning/s through online image/s;

- Enhance a deeper understanding of text exploitation by getting the word's collocations throughout the online tool – Concordance.
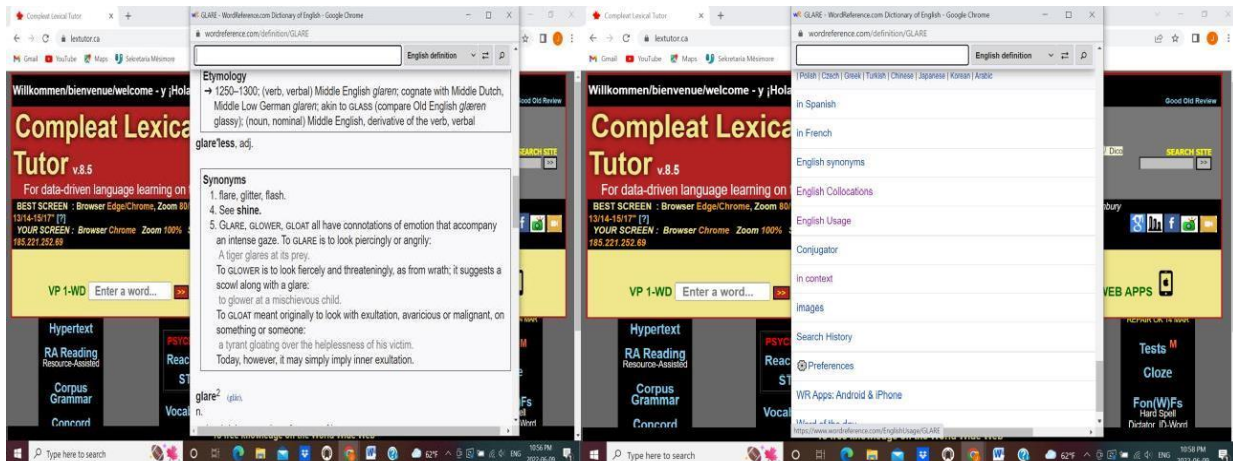
Figure. 2 Etymology & synonym word search entry **Figure. 3** Complex Word search entries

3.1 Hypertext and Concordance

Throughout the use of Hypertext teachers can choose a text (fiction, film, newspaper, magazine, science, literature, sport, entertainment..etc) and further manipulate data for linguistic purposes ona concordancer to get a deeper text analysis. These tools give EFL students the ability to search, access and analyze new vocabulary when encountered in their course books; or in cases when linking an online text from various resources in diverse subject areas.

Once you click the Hypertext tool you get its interface with three additional vocabulary activities serving the scope to test, reinforce and check vocabulary such as:

✓ to send a word as a Dictator

✓ to send the word to Concordance

✓ to find word in a jumble ID-word search box

Proceed by inserting the reading or listening text in, (if willing to analyze a TV show, radio broadcasting.., etc), which is linked to dictionary and speech, choose a dictionary (French-English; English-English, English- German…etc); choose TTS (Text-to-Speech) Voice: US, BT, French (pronunciation) that is used from students for multi-modal learning; and then click the button 'BUILD'. As noted from Figure 4, the text displays in the search box, to later operate by clicking on the unknown words or the difficult ones to get a profound dictionary use of them.

Once completing the dictionary word comprehension activity, manipulate the data using the three other tools to yield into the selected words' dissemination by practicing dictation; spelling the words you hear by practicing listening and punctuation; use of words across concordance (Figure 5) lines (grasp the word use in the blank spaces); or you may test the word's memorization by building the online activity I-D word builder (a query to find the word in the jumble matching both the form and the meaning of the word). The intertwining of *Hypertext* and *Concordance* display in forms of descriptive activities and amusing check-up games by using the targeted words multiple times out of a corpus so that students as sharp observers against what technology offers end up noting and as a result enhancing the word use in numerous contexts. Noticeably, the following figures give a panorama of how EFL lessons report to be interactive, challenging, motivating, making a difference from the daily practice routine. By means of digital gadgets, online resources, educational websites and their profiled tools both senses of the axe can complement one another to yield to satisfactory results in teaching and learning English.

Figure. 4 Interface of Hypertext builder   **Figure.5** MultiConc Interactive Quizz Interface

So the highlighted words from the text indicate to be the words that are being examined into specific contexts. A small concordance is given for each of the highlighted word which applies to a range of texts by requiring so the students' attention to find out from the data-driven question which one from the selected words applies to all texts. Recalling so grammatical, structural and semanti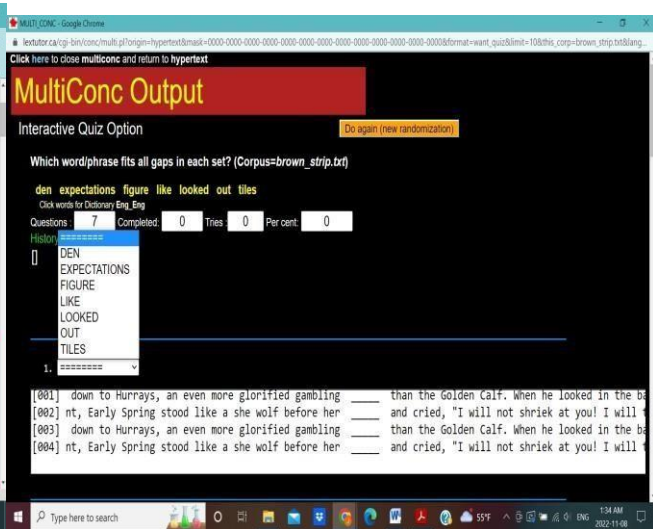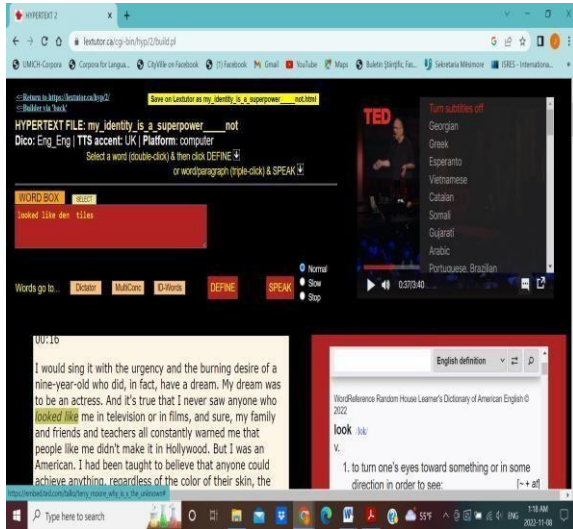c knowledge they decide which words go together and which not. The program displays such meaningful input as it urges by gamification for the students' attention to get the valuable insights of the *word's pattern use* in both sides before and after the target word, and afterwards test their skills in English vocabulary. Indeed the scope of presenting the Compleat Lexical Tutor reveals what Karpenko-Seccombe (2021) estimates her students' behaviour towards corpora and concordancers in [… fun to use, engaging and enlightening]. She concludes that these easy-to-use, open-source, accessible corpus-tools assist them work independently and consequently they gain a greater control of the language learning process.

3.2 Vocabprofile and Frequency

Lextutor Vocabprofile has been used as tool in foreign language learning by many researchers. Sapa-asa (2006) reports the website to be an effective way to verify the level of a reading text difficulty and consequently improve and facilitate English vocabulary teaching and learning. It provides an insight on students' lexical richness, on the level of the words giving clues whether they use common or more specific words. Language teachers often step when dealing with reading and text exploitation directing so the possible questions: How hard this text might be for my students? How can I test whether the text I intent to use in the EFL class is in the correct level of my students? Relevantly, what you need to get the instant answers is using the online Vocabprofile to run a profile of the targeted text. In this way you get a clearer text analysis framework prior to conducting tasks to the EFL students. To elaborate results and obtain efficiency against these variables the present study gives explicit information on:

✓ How this online tool works;

✓ How to analyze the search results;

✓ How to operate with the targeted text.

Vocabprofile is a measure of the proportions of low and high-frequency vocabulary used in a written text. It gives information in percentages of how frequent or infrequent in use the vocabulary in the text is. After the text is chosen for vocabulary analysis, copy and paste it in the tool's search box, choose VP classic and click on the Submit box to get the instant results which pursue as the following. *The text is divided into four categories by Frequency:* 1) the most frequent 1000 words of English (level K1), 2) the second most frequent thousand words of English i.e. 1001 to2000 (level K2), 3) the AWL (Academic Word List, the 750 words that are frequent in academic texts across subjects, 4) and off-list words that are not found on the other lists. The later may include proper nouns, unusual words, specialist vocabulary, acronyms, abbreviations and misspellings. Aftersubmitting the text, the search results obtained in percentages show how many times a word occurs in the text and further displays in certain computational figures in different colours representing: blue the K1, green the K2, yellow the AWL, and red off-list words (Figure 6).
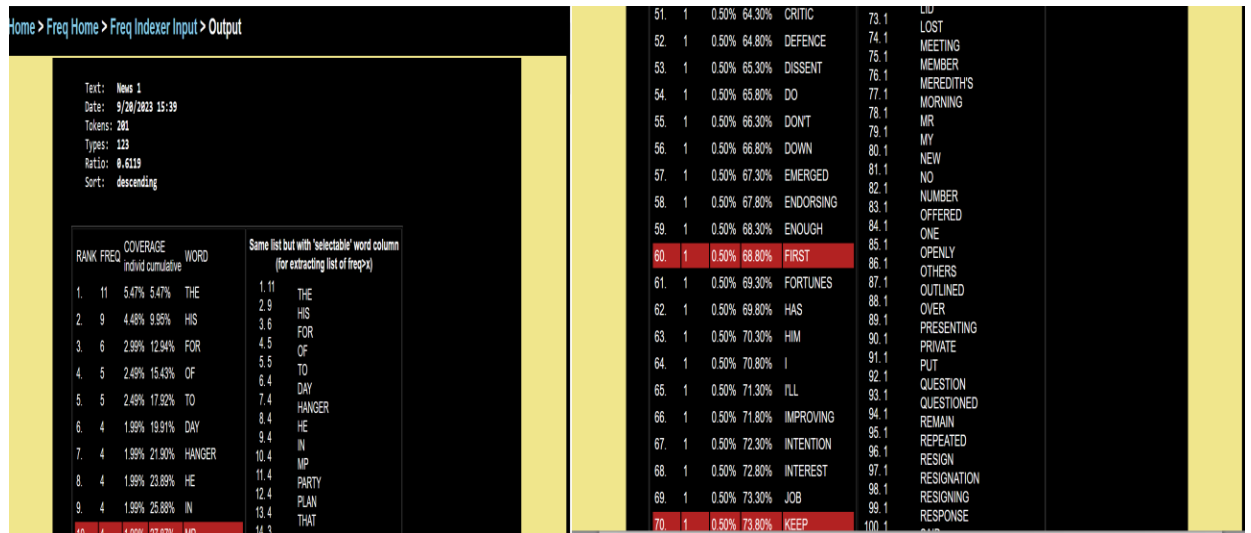
Figure. 6 Frequency Indexer Input

As the computational data show elicited from a 'News' text; the number of tokens is 201 referring to the number of total word counts, the number of types is 123 referring to the number of different words, ratio refers to the level that students can cope with and as research shows it should be less than 5%. In our case the first K1 words show that are easier for them to be reinforced and distinguished into texts; whereas K6, K7, K8 …and so on where the coverage surpasses the ratio of 5% denotes that the words are less frequent in use at the academic level and as such they require students' attention for a better use of them in other formal contexts.

An investigation from McCrostie (2007a) concludes that "Japanese learners have difficulty in identifying high frequency words … and view all words they do not know equally important." He necessarily demands that teachers assist and instruct their learners how to distinguish between these two types of emphatic and most frequently used words. They can simply refer to the Frequency Indexer, a tool that provides even a range of frequency tests in forms of games by the end of which they get the instant scores serving so as a good strategy for word choice in terms of frequency intuition.

4. Results, Conclusion and Refinement

The main focus on the present study concerns vocabulary instruction in a contemporary, challenging, real and virtual learning environment (classroom, computer lab). The knowledge of knowing, using and applying a word goes beyond its dictionary definition as it requires what Corino & Onesti (2019) describe as word's categories: spelling (Phonolology), Parts of Speech (POS), morphology, variant spellings (Semantics), collocations (Phraseology), and specific uses across registers and genres (Stylistics). The implementation of corpora, Compleat Lexical Tutor website and its most relevant, easy- and friendly- to use tools assist all kinds of learner-teacher-researcher commitments. It aims to facilitate the language learning process throughout the grasp of: vast lexical information, patterns of textualization, having an impetus on genre- structuring features of words, the intertwining of tasks and activities leading so to guided *vs* autonomous *interaction* in EFL classroom. Subsequently, what Leech (1997) confirms is that by

learning to interact with corpora […students find themselves learning a great deal about language, and how to study language. They learn about the kind of questions that can be usefully put forward and answered by reference to corpus data p.23].

Implementing the free and easily accessible website Compleat Lexical Tutor, designed from the associate professor Cobb (2000), and provided that it is yearly updated can be effectively achieved in our ELT classrooms by the use of only some laboratory equipment such as: Internet, a digital gadget (PC/ laptop, pad). The present study was implemented at academic level with ELT students. The appeal to the study encapsulates the framework of this setting as addresses the need to be implemented at various pre-university levels in EFL education. Provided that all educational institutions possess a modern infrastructure to transmit knowledge to learners, it is time that computer laboratories are used for foreign language learning as well. Utilizing Compleat Lexical Tutor software, choosing Concordance, Frequency, Hypertext and Vocabprofile among a range of tools language urges practitioners and learners to notice that the web displays basic to advanced learner activities that suit their levels of proficiency. DDL approach stimulates both classroom linguistic inquiry and speculation on the part of the learner. Moreover it assists them to view genuine language in huge bodies of texts across different corpora to patterning of words and form generalizations to account for the pattern explanation. The teacher's role transforms into that of a guidance that highlights the student- autonomous initiated research. Corpus Linguistics and Corpora grounded on DDL approach fosters to the EFL learners what Rutherford (1987) labels as a new style of 'grammatical consciousness-raising' in which the learners themselves discover grammar through language exposure. In sum, the major impetus of the present study is to mirror to both foreign/English language practitioners and learners at all levels of pre-university and university education, *the opportunity* to view, to construct and to generate corpus-based tasks and activities by evolving DDL input. This motivating and novice path would no doubt lead to autonomy of language learning. It is time that are established concrete bridges of institutional cooperation between two levels of education (that of teaching and learning a foreign language), as well as the exchange of the lecturer's experience through teaching and scientific-research in the field of Corpus Linguistics. Resulting as a new methodology unknown for English teachers, the present study aims to transmit the novelty among colleagues, in all chains of the teaching and learning process, inside and outside the institution. The pre-requisites of the study favor among foreign language educators, student learners and researchers:

- Institutional connection and interactive cooperation between these knowledge institutions;

- Contemporary weaving of knowledge (academic context and pre-university context);

- Practicality of using contemporary methodologies in English foreign language learning,through the innovations it presents. (Website and Virtual Tools);

- Transition through digital learning towards the acquisition and reinforcement of English vocabulary learning;

- Design of 'materials, tasks, activities' (practical and interactive exercises) to reinforce,

  test and expand the vocabulary as defined in the Corpus Linguistics methodology itself.

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The Interrelatedness between Affective and Cognitive Variables and theirImpact on EFL Students' Written and Spoken Performances

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Abstract Emphasizing the importance of the affective variables in the classroom plays a vital role in fostering students' achievements and cultivating their emotional states. Students' emotional distress can be induced by internal or external factors; classroom related or personal. It is disheartening that foreign language anxiety is still present and evident even now when most students speak English in non-academic surroundings. This anxiety amplifies when students have to do any academic writing tasks or deliver public speeches in front of their colleagues. Hence, this study examines the impact that affective variables (anxiety, apprehension, inhibition, motivation, attitude) have on students' written and spoken performances. The participants of this study were 75 students attending English courses at the Language Centre, at South East European University in Tetovo: 25 advanced students and a group of 50 students who were attending English skills; pre-intermediate level. A structured student-interview and two well-known standardized questionnaires were administered: "Foreign Language Classroom Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) and "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). It can be concluded that the students with a lower English proficiency level were more affected by the presence of affective variables, which had a negative impact on their cognitive variables (memory, learning and usage of the language) and resulted in poor written and spoken performances.

Keywords: affective variables, cognitive variables, public speaking, productive skills

1. Introduction

It can be hypothesized that the students who are perfectionists tend to be more anxious and afraid not to make mistakes because they do not want others to have a negative impression of them. On the other hand, we can assume that the students who have lower English proficiency have a stronger anxiety because they are more inclined to make mistakes and as a result they may be more anxious not to say something irrelevant which can have a negative effect not only on their success, but also on their willingness to practice the language outside the classroom. Foreign language anxiety can stimulate feelings of avoidance during classroom activities, and it inhibits students' participation in class. Students who suffer from foreign language anxiety usually refrain from practicing productive language skills such as: speaking and writing. We have witnessed circumstances when students have failed not only "academically" but have also suffered "mentally" and "physically" experiencing severe symptoms. It is worrying to see that there are students under extreme discomfort while they give a public speech or write any academic composition in EFL. Consequently, the present study aims to give a practical contribution to the field of ELT in relation to students' emotions and fears caused as a result of their performance.

2. Literature Review

Hurd, S. (2008) emphasizes the importance of affective factors and the fact that there is not enough understanding of the "affective strategies" (p. 1). However, it is important to emphasize that the "affective domain" has gained an increasingly vital role in language teaching and learning. This is also confirmed by researchers such as (Arnold, 1999; MacIntyre, 2002; Rossiter, 2003) who have been cited by (Hurd, S., 2008, p. 3).

As cited by (Mee Bell, Sh. & McCallum, R. S. 2012, p. 88); Sideridis, G. D et al. (2006) state that motivation has a big influence on academic engagement/performance and that is why "affective processing" is crucial in helping understand different "types of engagement" and motivations while students are doing their activities. Oxford (1990) claims that "the affective side of the learner is probably one of the biggest influences on language learning success or failure" (p. 140). Next, she asserts that even the students who understand the material can not show any progress if they have negative feelings and attitudes, and vice versa; positive attitudes will make students show more progress and become happier. Another researcher, Hurd, S. (2008) says that "Affect is about emotions and feelings, moods and attitudes, anxiety, tolerance of ambiguity and motivation" (p.1).

There are two types of anxiety, one which is productive and helps the students, and the other one which inhibits learning. Occhipinti, A. (2009) defines "*facilitating anxiety* as the positive force which may lead the student to become even more motivated for language learning (p.12)." On the other hand, as cited by Occhipinti, A. (2009, p. 12), the students who are affected by *debilitating anxiety* avoid doing language tasks and as a result they develop "avoidance behaviours" (Alpert & Haber, 1960; Scovel, 1978). According to Price, (1991) as cited by Occhipinti, A. (2009) these students study harder but do not show results; whereas, Horwitz et al. (1986) say that the students who are highly affected by anxiety learn the vocabulary for a longer period, and they do not involve in difficult discussions. To conclude, Bandura, (1988) as cited by Hoffman, B. (2015) states that "anxiety most often occurs when negative outcomes are anticipated during a performance task" (p. 245).

Carroll & Sapon, 1959 as cited by (Gardner, R. C., 1978) claim that cognitive variables "refer to intellectual and verbal abilities which promote second language learning" and that *intelligence* is the abilities of learners to "understand learning tasks", afterwards, they state that language aptitude is their "capacity to learn languages" (p. 3). Gardner, R. C., (1978, p.3) also cites Gardner & Lambert, 1965 who state that even though these variables are in correlation with each other, they are "independent of each other in a factor analytic sense."

3. Methodology

The participants of this study were seventy-five students studying at South East European University in Tetovo. From these students twenty-five of them were *advanced* level and fifty students had *pre-intermediate* level of English. The research instruments used were: "Foreign Language Classroom Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) and "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). The following are the hypotheses which were tested in order to obtain the study results:

#1. There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their *written* performance.
#2. There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their *spoken* performance.
#3. Female students are more affected by foreign language anxiety.

3.1 (H1) Results for the first hypothesis

H1 - *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their written performance.*

The first instrument for assessing the first hypothesis is the "Writing Apprehension Test (WAT)" by Daly, J. A., & Miller, M. D. (1975). The questionnaire that was administered to the student participants was the shorter version with only twenty items. The test items were translated to the students in case there was something they did not understand.

As table 3.1 and 3.2 below show, Cronbach's Alpha is ,087 which means that the test is reliable.

Table 3.1 Summary of the reliability test

Case Processing Summary

		N	%
Cases	Valid	75	100,0
	Excluded[a]	0	,0
	Total	75	100,0

Listwise deletion based on all variables in the procedure.

Table 3.2 Checking the reliability of the measuring instrument.

Reliability Statistics

Cronbach's Alpha	N of Items
,087	

Table 3.3 below gives the *mean* and *std. deviation* for the two groups of students. The *mean* for *pre-intermediate* students is higher (M=69,4800) than the mean of *advanced* students (M=57,9200). Since this is a standardized test, it means that: the higher the mean the higher is the WAT. Therefore, it can be concluded that lower proficiency students (pre-intermediate) are more affected by writing apprehension.

Table 3.3 Mean and standard deviation for *advanced* and *pre-intermediate* students.

Group Statistics

	Advanced & Pre-Intermediate	N	Mean	Std. Deviation	Std. Error Mean
Writing Apprehension Test	Advanced	6925	57,9200	12,77015	2,55403

Pre-Intermediate	50	69,4800	11,78072	1,66605

To see if these results are statistically significant, an independent T test was conducted. According to the results of the test we can easily conclude that there is a statistical significance Sig, 000; p<0,1 between the two variables being evaluated. To conclude, based on the obtained results the first hypothesis is proven. It means that: *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their written performances*. Hence, *pre-intermediate* level students were more affected by writing apprehension.

Table 3.4 Measuring the statistical significance between the two variables.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing Apprehension Test	Equal variances assumed	,435	,512	-3,895	7:	,000	-11,56000	2,96754	-17,47430	-5,64570
	Equal variances not assumed			-3,791	44,798	,000	-11,56000	3,04939	-17,70255	-5,41745

To understand better the level of writing apprehension see Chart 3.1 which will clearly illustrate the results.

Chart 3.1
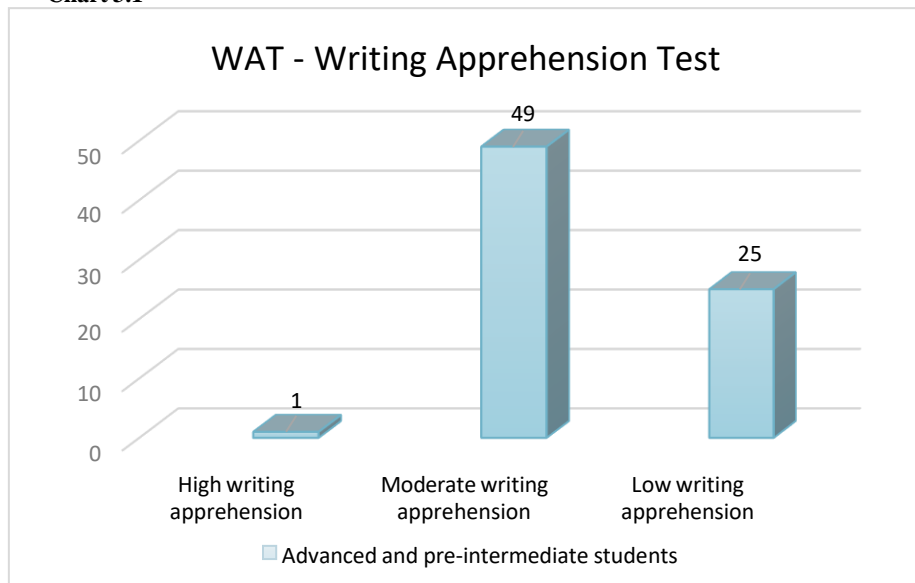
From **Chart 3.1** we can see that forty-nine students suffer from a moderate writing apprehension and there is one student who has a high writing apprehension. Writing apprehension shows to be at an average level, forty-nine students out of seventy-five showed to be affected by a moderate level of writing apprehension. We can conclude that: majority of the students are moderately affected by writing apprehension.

3.2. (H2) Results for the second hypothesis

H2 - *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their spoken performance.*

The second hypothesis was measured using the standardized questionnaire "Foreign Language Anxiety Scale" by Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986). The questionnaire is a 5-point Likert scale format. The questionnaire was adapted to suit the purpose of the present study. Three of the items from the original questionnaire were taken out because they were irrelevant for the purpose of this study. Also, the items written in negative form were "reverse-coded" (which is a widespread practice from other researchers who have used the same questionnaire for their own research) to prevent the students' responses from affecting the results. This well-known questionnaire from Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) was administered to all the sample of student participants. The purpose of this questionnaire was to compare the students' level of anxiety based on their English proficiency level: for example, *advanced* and *pre-intermediate* students.

As table 3.5 and 3.6 below show Cronbach's Alpha is ,993 which means that the test is reliable.

Table 3.5 Summary of the reliability test.

Case Processing Summary

		N	%
Cases	Valid	75	100,0
	Excluded[a]	0	,0
	Total	75	100,0

Listwise deletion based on all variables in the procedure.

Table 3.6 Checking the reliability of the measuring instrument.

Reliability Statistics

Cronbach's Alpha	N of Items
,993	30

Table 3.7 gives the descriptive statistics with th7e1*mean* and *standard deviation* for both groups of students for all thirty items of the questionnaire. For every single item of the questionnaire the

mean is higher for the intermediate level of students than the advanced group of students. Since this is a standardized test for measuring Foreign Language Classroom Anxiety, the scale for comparing the means is: "the higher the mean the higher the anxiety".

Table 3.7 Group statistics for checking FLCA.

Group Statistics – Foreign Language Classroom Anxiety Scale
(By Horwitz, E.K., Horwitz, M. B., & Cope, J., 1986)

FLCAS			N	Mean	Std. Deviation	Std. Error Mean
	Advanced & pre-intermediate level					
"I never feel quite sure of myself when I am speaking in my foreign language class."	Advanced		2	2,80	1,22	,245
	Pre-Intermediate		50	3,20	,944	,133
"I worry about making mistakes in language class."	Advanced		2	2,68	1,030	,206
	Pre-Intermediate		50	3,18	,94	,133
"I tremble when I know that I'm going to be called on in language class."	Advanced		2	2,40	,816	,163
	Pre-Intermediate		50	2,68	,999	,14
"It frightens me when I don't understand what the teacher is saying in the foreign language."	Advanced		2	2,04	,790	,158
	Pre-Intermediate		50	2,82	1,082	,153
"It bothers me to take more foreign language classes."	Advanced		2	2,32	,802	,160
	Pre-Intermediate		50	2,96	,941	,134
"During language class, I find myself thinking about things that have nothing to do with the course."	Advanced		2	2,44	,917	,183
	Pre-Intermediate		50	3,00	,935	,132
"I keep thinking that the other students are better at languages than I am."	Advanced		2	2,48	1,046	,209
	Pre-Intermediate		50	2,94	1,185	,168
"I start to panic when I have to speak without preparation in language class."	Advanced		2	3,00	1,190	,238
	Pre-Intermediate		50	3,48	1,054	,149
"I worry about the consequences of failing my foreign language class."	Advanced		2	3,32	1,145	,229
	Pre-Intermediate		50	3,60	1,122	,159
"I understand why some people get so upset over foreign language classes."	Advanced		2	2,44	1,044	,209
	Pre-Intermediate		50	3,00	,948	,134
"In language class, I can get so nervous I forget things I know."	Advanced		2	2,60	1,29	,258
	Pre-Intermediate		50	3,22	1,21	,172
"It embarrasses me to volunteer answers in my language class."	Advanced		2	2,44	1,044	,209
	Pre-Intermediate		50	3,00	,948	,134
"I would be nervous speaking the foreign language with native speakers."	Advanced		2	2,68	1,282	,256
	Pre-Intermediate		50	2,30	,762	,108
"I get upset when I don't understand what the teacher is correcting."	Advanced		2	2,40	1,080	,216
	Pre-Intermediate		50	3,46	,952	,135
"Even if I am well prepared for language class, I feel anxious about it."	Advanced		2	2,68	1,145	,229
	Pre-Intermediate		50	3,42	1,032	,146

Item	Group	N	Mean	SD	SE
"I often feel like not going to my language class."	Advanced	2:	1,6{	,69	,13{
	Pre-Intermediate	5(	1,9{	,93	,13{
"I don't feel confident when I speak in foreign language class."	Advanced	2:	2,1{	,83:	,16{
	Pre-Intermediate	5(	2,7(	,89<	,12(
"I am afraid that my language teacher is ready to correct every mistake I make."	Advanced	2:	1,7(	,72:	,14:
	Pre-Intermediate	5(	2,2:	,76<	,10{
"I can feel my heart pounding when I'm going to be called on in language class."	Advanced	2:	2,4<	,87(	,17<
	Pre-Intermediate	5(	2,9<	1,13:	,16(
"I feel pressure to prepare very well for language class."	Advanced	2:	2,4{	,91{	,18{
	Pre-Intermediate	5(	2,8:	1,00<	,14:
"I always feel that the other students speak the foreign language better than I do."	Advanced	2:	2,7:	1,13'	,22{
	Pre-Intermediate	5(	3,0:	1,11(	,15{
"I don't feel very self-conscious about speaking the foreign language in front of other students."	Advanced	2:	2,6<	1,22:	,24<
	Pre-Intermediate	5(	2,6{	,81{	,11(
"Language class moves so quickly I worry about getting left behind."	Advanced	2:	2,8<	1,14:	,22{
	Pre-Intermediate	5(	2,7(	,84<	,12(
"I feel more tense and nervous in my language class than in my other classes."	Advanced	2:	2,0{	,86:	,17:
	Pre-Intermediate	5(	2,6:	1,14<	,16<
"I get nervous and confused when I am speaking in my language class."	Advanced	2:	2,1(	,98'	,19'
	Pre-Intermediate	5(	2,7(	,96(	,13(
"When I'm on my way to language class, I don't feel very sure and relaxed."	Advanced	2:	1,8(	,76<	,15:
	Pre-Intermediate	5(	,1(	,81<	,11(
"I get nervous when I don't understand every word the language teacher says."	Advanced	2:	2,2{	,89<	,17{
	Pre-Intermediate	5(	3,4(	1,11(	,15'
"I feel overwhelmed by the number of rules you have to learn to speak a foreign language."	Advanced	2:	2,3(	1,22'	,24<
	Pre-Intermediate	5(	3,1{	1,06:	,15(
"I am afraid that the other students will laugh at me when I speak the foreign language."	Advanced	2:	2,1(	1,06{	,21<
	Pre-Intermediate	5(	3,2(	1,08{	,15<
"I get nervous when the language teacher asks questions which I haven't prepared in advance."	Advanced	2:	2,4{	1,194	,23{
	Pre-Intermediate	5(	3,2<	1,08(	,15:

As seen on Table 3.8 the *mean* of every single item related to advanced students is much higher than the *mean* of pre-intermediate students.

Table 3.8 Group statistics for advanced and pre-intermediate students
Group Statistics

	Advanced & Intermediate	N	Mean	Std. Deviation	Std. Error Mean
FLCA	Advanced	2:	69,92	26,937	5,387
	Pre-Intermediate	5(	84,92	26,689	3,774

As seen on table 3.9 the independent T test shows a Sig.,025 and p<0.5 which means that there is a significant statistical difference between the two groups. This proves the second hypothesis correct, meaning that: *There are important statistical differences between the impact of the affective profile of the advanced and pre-intermediate students on their spoken performance.*

Table 3.9 Measuring the statistical significance between the two variables.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FLCA	Equal variances assumed	,009	,925	-2,288	73	,025	-15,000	6,557	-28,069	-1,931
	Equal variances not assumed			-2,280	47,712	,027	-15,000	6,578	-28,228	-1,772

3.3 (H3) Results for the third hypotheses

H3 - *Female students are more affected by foreign language anxiety.*

The same instrument "Foreign Language Anxiety Scale" from Horwitz, E.K., Horwitz, M. B., & Cope, J. (1986) was used to test the third hypothesis which states: *Female students are more affected by foreign language anxiety*. The purpose of this questionnaire was to compare the level of foreign language classroom anxiety between female and male students.

Table 3.10 gives the *mean* and *std. deviation* for every single item of the questionnaire because it is particularly important to know how male and female students react to the same factors. As it can be seen from the table, the mean for female students is higher for every single questionnaire item.

Table 3.10 FLCAS - Group statistics for *male* and *female* students.

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Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
"I never feel quite sure of myself when I am speaking in my foreign language class."	F	4‚	3,5‚	,820	,12‚
	M	3‚	2,4‚	1,06‚	,190
"I worry about making mistakes in language class."	F	4‚	3,3‚	,868	,13‚
	M	3‚	2,4‚	,92‚	,16‚
"I tremble when I know that I'm going to be called on in language class."	F	4‚	2,9‚	,92‚	,13‚
	M	3‚	2,1‚	,74‚	,13‚
"It frightens me when I don't understand what the teacher is saying in the foreign language."	F	4‚	2,8‚	1,01‚	,15‚
	M	3‚	2,1‚	,94‚	,16‚
"It bothers me to take more foreign language classes."	F	4‚	3,0‚	,92‚	,140
	M	3‚	2,3‚	,83‚	,15‚
"During language class, I find myself thinking about things that have nothing to do with the course."	F	4‚	3,2‚	,92‚	,13‚
	M	3‚	2,2‚	,68‚	,12‚
"I keep thinking that the other students are better at languages than I am."	F	4‚	3,2‚	,96‚	,140
	M	3‚	2,1‚	1,08‚	,19‚
"I start to panic when I have to speak without preparation in language class."	F	4‚	3,9‚	,640	,09‚
	M	3‚	2,4‚	1,12‚	,20‚
"I worry about the consequences of failing my foreign language class."	F	4‚	4,1‚	,63‚	,09‚
	M	3‚	2,6‚	1,08‚	,19‚
"I understand why some people get so upset over foreign language classes."	F	4‚	3,2‚	,88‚	,13‚
	M	3‚	2,2‚	,84‚	,15‚
"In language class, I can get so nervous I forget things I know."	F	4‚	3,5‚	1,170	,17‚
	M	3‚	2,2‚	,99‚	,17‚
"It embarrasses me to volunteer answers in my language class."	F	4‚	3,1‚	,92‚	,13‚
	M	3‚	2,2‚	,90‚	,16‚
"I would be nervous speaking the foreign language with native speakers."	F	4‚	2,9‚	,87‚	,13‚
	M	3‚	1,7‚	,58‚	,10‚
"I get upset when I don't understand what the teacher is correcting."	F	4‚	3,5‚	,81‚	,12‚
	M	3‚	2,4‚	1,15‚	,20‚
"Even if I am well prepared for language class, I feel anxious about it."	F	4‚	3,6‚	,77‚	,11‚
	M	3‚	2,4‚	1,15‚	,20‚
"I often feel like not going to my language class."	F	4‚	2,2‚	,87‚	,13‚
	M	3‚	1,3‚	,47‚	,08‚
"I don't feel confident when I speak in foreign language class."	F	4‚	2,8‚	,90‚	,13‚
	M	3‚	2,1‚	,74‚	,13‚
"I am afraid that my language teacher is ready to correct every mistake I make."	F	4‚	2,3‚	,78‚	,11‚
	M	3‚	1,6‚	,49‚	,08‚
"I can feel my heart pounding when I'm going to be called on in language class."	F	4‚	3,1‚	1,03‚	,15‚
	M	3‚	2,2‚	,88‚	,15‚
"I feel pressure to prepare very well for language class."	F	4‚	3,0‚	,91‚	,13‚
	M	3‚	2,1‚	,82‚	,14‚
"I always feel that the other students speak the foreign language better than I do."	F	4‚	3,3‚	,96‚	,14‚
	M	3‚	2,3‚	1,07‚	,19‚
"I don't feel very self-conscious about speaking the foreign language in front of other students."	F	4‚	3,0‚	,95‚	,14‚
	M	3‚	2,1‚	,65‚	,11‚
"Language class moves so quickly I worry about getting left behind."	F	4‚	3,2‚	,81‚	,12‚
	M	3‚	2,1‚	,71‚	,12‚
"I feel more tense and nervous in my language class than in my other classes."	F	4‚	2,8‚	1,02‚	,15‚
	M	3‚	1,8‚	,86‚	,15‚
"I get nervous and confused when I am speaking in my language class."	F	4‚	2,9‚	1,00‚	,15‚
	M	3‚	2,0‚	,77‚	,13‚
"When I'm on my way to language class, I don't feel very sure and relaxed."	F	4‚	2,4‚	,78‚	,11‚
	M	3‚	1,5‚	,50‚	,09‚
"I get nervous when I don't understand every word the language teacher says."	F	4‚	3,4‚	1,04‚	,15‚
	M	3‚	2,4‚	1,12‚	,20‚
"I feel overwhelmed by the number of rules you have to learn to	F	4‚	3,3‚	,89‚	,13‚

speak a foreign language."	M	3	2,2	1,20	,216
"I am afraid that the other students will laugh at me when I speak the foreign language."	F	4	3,30	,95	,144
	M	3	2,2	1,20	,216
"I get nervous when the language teacher asks questions which I haven't prepared in advance.:	F	4	3,4	,99	,150
	M	3	2,3	1,11	,200

Table 3.11 below shows the *mean* and *standard deviation* for both groups in total. The mean for female students is M=92,14 whereas for male students it is M=62,58. From this we can conclude that female students are more affected by FLCA.

Table 3.11 Foreign Language Classroom Anxiety Scale for 'male' and 'female' students.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
FLCAS	F	44	92,14	23,071	3,478
	M	3	62,58	24,005	4,31

The means of the two groups show a noticeably significant difference, however, this is not enough to conclude if there is a statistical significance. Therefore, table 3.12 below gives the evidence. The 2-tailed Sig.,000; p<0.01 which means that there is a statistical difference. This proves the third hypothesis correct. It means that: *Female students are more affected by foreign language anxiety.*

Table 3.12 measuring the statistical significance of the two variables.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FLCA	Equal variances assumed	,106	,746	5,37	7	,000	29,556	5,501	18,592	40,520
	Equal variances not assumed			5,33	63,109	,000	29,556	5,540	18,486	40,625

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4. **Conclusion**

From the results obtained from this study it was concluded that the lower English proficiency group of students were more seriously affected by the impact of the affective variables on their writing and speaking performances. It was also proved that *female* students were more affected by foreign language anxiety than *male* students. The mean of the 'two groups statistics' showed that the mean of female students was higher for every single questionnaire item. To conclude, if teachers or university professors spend more time analyzing the relationship between affective and cognitive variables, then the students can benefit a productive lifelong experience which will help them inside and outside the classroom.

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DERIVATION OF SUBSTANCE NAMES IN ALBANIAN LANGUAGE

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ABSTRACT

Over the years, language development has come along with the improvement of means of expression, an improvement that consists of creating new semantic, lexical, grammatical, or phonetic units. Alongside the creation of these units, there have been developments in the understanding of the semantic structure of words. Various studies have classified words into lexical classes, and among them, a quite interesting lexical class is that of substance names. But do all Albanian grammars contain a definition for substance names? How difficult is it to make such a distinction? We chose to analyze substance names based on the definitions given by various Albanian grammars and some grammars of foreign languages on this lexical class, thus having a supportive pillar to extract these names in the explanatory dictionaries of Albanian. Developments in the understanding of the semantic structure of words confront us with different meanings that these names take. We often say "gold," implying a metal, and on the other hand, we imply characteristics of behavior or morality like "good person," "beloved," "kind." But do all substance names have an open structure? How many of them have developed other meanings? This work is an attempt to shed some light on one of the interesting issues of semantics, that of defining substance names in the Albanian language, and presenting developments in the understanding of this lexical class of words. In addition to aiming to assist in the further study and analysis of substance names, this work aims to provide the compilation of a glossary of these names.

Keywords: semantic unit, explanatory dictionaries, substance names, semantic structure

Objective, Purpose of the work, Reason for choosing the topic, Work hypothesis

The object of this paper is the subject names, which constitute a lexical class or a paradigmatic group of words, having several main general characteristics that distinguish them from other lexical classes in Albanian, which are expected to be studied in the semantic content field. This paper has at least two objectives.

Firstly, it aims to present an almost complete overview of subject names in Albanian grammatology and explanatory dictionaries. Secondly, it aims to shed some light on the semantic developments that have occurred over the years in this class of words.

For the preparation of this paper, we have examined how subject names are reflected in Albanian grammatology, specifically, we have seen:

"Vepra 2, Gramatika, Sami Frashëri"[1]

"Grammar and Syntax of the Albanian Language, Ilia Dilo Sheperi"[2]

"Grammar of the Albanian Language, Academy of Sciences of Albania[3]

In addition to grammars, to see the position occupied by the subject names in national dictionaries, we have also extracted and specifically cataloged the subject names in the explanatory dictionaries of Albanian:

"Dictionary of the Albanian Language," 1954

"Dictionary of the Contemporary Albanian Language," 1980

"Dictionary of Modern Albanian," 1984

"Dictionary of the Albanian Language," 2006

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[1]Sami Frashëri, Vepra 2, Akademia e Shkencave e RPS të Shqipërisë, Tiranë 1988
[2]Ilia Dilo Sheperi ''Gramatika dhe sindaksa e gjuhës shqipe''
[3]Gramatika e gjuhës shqipe, Vëll.1, Akademia e Shkencave e Shqipërisë, Tiranë 2002

Methodology

The method of study primarily employs the compositional (componential) approach, complemented by the method of comparison and description (descriptive). Through the compositional method, we have managed to provide in this work an almost comprehensive overview of the derivation/semantic origin of subject names, emphasizing the most significant or typical semantic categories. On the other hand, with the method of comparison, we have endeavored to comparatively position the subject names within Albanian grammatology and lexicography. Using the descriptive approach, we have tried to describe the semantic shift/movement within the paradigmatic groups of subject names, observing the transition of this movement.

Construction of the Work

This work is structured in two parts. Initially, its aim is to theoretically address the subject names by contrasting them on the semantic level. Additionally, it comprises a glossary that encapsulates almost the entire corpus of subject names, according to a broader concept. Naturally, it's challenging to draw a distinct line between subject names and everything that can be termed subject-related. However, in our work, we have endeavored to introduce, for the first time, a comprehensive concept for subject names, despite the narrow concept for this category of words present in Albanian grammars.

Initially, in the analysis titled "Theoretical Approach to Determining Subject Names in Albanian Grammatology," we treat subject names as a distinct paradigmatic group of words or lexical word class, also highlighting the linguistic concept for this word category. We have endeavored to outline the most significant characteristics of subject names, referencing not only Albanian grammars but also some grammars of foreign languages such as English, French, and Russian.

Secondly, in "A View of Subject Names in Albanian Explanatory Dictionaries", we provide an almost comprehensive overview of subject names in grammars and explanatory dictionaries.

Thirdly, "Semantic Developments in Subject Names" serves as an attempt to elucidate the semantic derivation/origin of subject names, describing the primary semantic categories present within this lexical class. Within this section, we also identify sub-lexical classes of subject names, which, as mentioned, form a lexically homogeneous class but have differentiated sub-lexical categories. The second part of the work is a glossary encompassing the corpus of subject names drawn from various sources.

Source of the Subject

As a source material for this work, the following dictionaries have been utilized:

Albanian Language Dictionary from 1954, from which approximately 431 subject names were extracted.

Modern Albanian Language Dictionary from 1980, comprising 553 subject names.

Modern Albanian Dictionary from 1984, containing around 427 subject names.

Albanian Language Dictionary from 2006, with roughly 549 subject names.

This work concludes with several broader conclusions that emerge from a comprehensive examination of subject names and from the bibliography.

THEORETICAL APPROACH ON THE DETERMINATION OF SUBJECT NAMES IN ALBANIAN AND FOREIGN GRAMMATOLOGY

a. Subject Names in Albanian Grammar Books There are few Albanian grammar books that provide a precise definition or classification of subject names. In Sami Frashëri's [4]second work, while discussing the noun category, characteristics such as gender and number are provided, but there isn't a clear division or classification into subject names. Moving forward to the work "Gramatika dhe sindaksa e gjuhës shqipe" (Grammar and Syntax of the Albanian Language) by Ilia Dilo Sheperi, [5]a distinction is made between concrete nouns and abstract nouns. When discussing the gender of the neutral gender, we encounter a group of nouns that are part of the material extracted by us from explanatory dictionaries. It is stated, "Nouns of neutral gender are nouns like water, meat, wheat, flour, milk, cheese, oil, honey, yogurt, which are also used in masculine form."

Thus, there is a determination of the neutral gender, but not a distinct one solely for subject names.

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[4]Sami Frashëri, Vepra 2, Akademia e Shkencave e RPS të Shqipërisë, Tiranë 1988

[5]Gramatika dhe sindaksa e gjuhës shqipe, Ilia Dilo Sheperi, fq. 42

In the Albanian language grammar, volume 16, it is stated, "Within the category of general nouns that denote uncountable objects, apart from abstract and collective nouns, subject names are also distinguished as a separate group." In many respects, they are similar to collective nouns. Subject names are words that denote a homogeneous substance that can be divided into parts and weighed but cannot be counted. From a lexical perspective, subject names are diverse words that can denote: agricultural products, metals and minerals, chemical products, etc.: cheese, yogurt, butter, grains, oats, corn, honey, milk, brandy, wine, tobacco, oil, wheat, chestnuts, peas, flaxseed, alcohol, gasoline, iron, chromium, lead, copper, sulfur, fats, paper, nylon, nitrates, superphosphate.

Subject names are used only in a singular form; the majority have only the singular form, and few have the plural form. Like collective nouns, these cannot be defined by a basic numeral, including the number one, even with the value of the indefinite pronoun. [7]Since they denote a quantity of substance that, although cannot be counted, can be measured and weighed, subject names can be modified by words indicating an indefinite quantity, such as a lot of, a little, some: a lot of lead, a little cheese, some tobacco, a little gasoline, etc.

b. Subject Names in the Grammars of Foreign Languages

Just as Albanian grammars don't always provide a detailed treatment of subject names, the grammars of foreign languages may not always address them distinctly either. Among the foreign grammars that specifically treat subject names are those of the English language.

For instance, in the work "English Grammar, A University Course," subject names are addressed distinctly. It starts by defining when a referent is seen as a countable or an uncountable entity. For example, "lopë" (cow) leads to "mish lope" (beef). It is stated, "We use the terms 'uncountable noun' and 'substance noun' interchangeably since both are commonly used." When discussing uncountable nouns, [8]it's mentioned that an "uncountable noun" refers to a referent perceived as uncountable.

Moreover, it's evident that English grammarians recognize that, semantically, an uncountable noun is not necessarily a subject name. In the English language, uncountable nouns, including subject names, are primarily used in the singular form. This draws an analogy with the Albanian language since in Albanian grammar, singular forms are used for many metals, minerals, and chemical substances like "hekuri" (iron), "qymyri" (lead), "oksigjeni" (oxygen), etc., or some food products like "kafeja" (coffee), "qumështi" (milk), "piperi" (pepper).

Moving to Italian grammars, in the work "Grammatica italiana- italiano comune e lingua letteraria," [9]it's mentioned that subject names appear there as well. This includes "disa emra elementesh kimike a metalesh" (some names of chemical elements or metals) like "alumini" (aluminum), "argjendi" (silver), "merkuri" (mercury), "ari" (gold), "bakri" (copper), "titan" (titanium), "oksigjen" (oxygen), "squfur" (sulfur). Additionally, many names related to food products are listed, such as "gruri" (wheat), "qumështi" (milk), "mjalti" (honey), "buka" (bread). This classification reflects a categorization based on the semantic understanding of nouns in the Italian language.

From what we discussed earlier, and by comparing the assertions made in different grammars, we can express that substance names generally do not have a plural form. This fact helps us to have an even clearer conceptualization of the conditions or criteria that a name must meet in order for us to classify it as a substance name. Drawing a parallel between English grammar and Albanian, in the Albanian grammar (page 43), it is stated, "Substance names are those that do not have singular or plural forms." Only in singular [...] are names of many metals, minerals, and chemical substances like iron, lead, oxygen, some food product names: coffee, milk, pepper, rice [...] and other names like blood [...]. Based on this assertion, the French grammar also states, "Some names are usually in the singular... Names of substances like gold, silver (and in the figurative sense, "money"): To have money "(argent)".

2. A LOOK AT SUBSTANCE NAMES IN ALBANIAN EXPLANATORY DICTIONARIES

The theoretical comparison regarding the classification of substance names, which we discussed in the first part, has provided us with a clear understanding of which names should be identified as substance names. Accordingly, we have the substance name counts as follows:[10]

In the 1954 dictionary, there are exactly 430 substance names.

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[6]Gramatika e gjuhës shqipe, Vëll.1, Akademia e Shkencave të Shqipërisë, Tiranë 2002, fq. 87-88

[7]Only in specific cases, especially in spoken language, some beverage or food substance names may be used accompanied by the numeral "one," but with a different, distinct meaning: "bring me a wine," "a water," "a beer" (= a glass of wine, water, beer), "a milk," "a yogurt," "a cheese" (= a glass of milk, a bowl of yogurt, a piece of cheese); "give me a tobacco" (= a cigarette). With the general meaning of a substance, especially when there are comparisons, substance names can be accompanied by the numeral "one" with the value of an unspecified pronoun: "a water like this satisfies." "Such a tobacco is not paid for." Pg. 87.

[8]Over there.

[9]Luca Serianni, ''Grammatica italiana-italiano comune e lingua letteraria'' De Agostini Scuola SpA, Novara 2010

[10] Maurice Grevisse, Andre Goosse, le Bon Usage, Grammaire langue française, De Boeck- Duculot, Paris- Louvain-la- Neuve, 2007, fq. 661

In the 1980 dictionary, there are exactly 552 substance names.

In the 1984 dictionary, there are exactly 428 substance names.

In the 2006 dictionary, there are exactly 449 substance names.

3. DEVELOPMENTS IN MEAPrincipal Semantic Features of Substance Names

Ning of substance names

The foundational unit of lexical semantics always remains lexical meaning. This is asserted in Jani Thomai's book "Semantic Origin in the Albanian Language", which we have relied upon to study the semantic developments of substance names.

The determination of semantic developments is primarily associated with the system of meanings. Thus, it is stated: "Within the system of meanings, three broad levels are discerned: the concrete-abstract level of meanings and the direct-derived level of meanings. The concrete-abstract level is grounded in the nature of what is expressed by the meaning, determining whether the signified is material or immaterial. Meanwhile, the direct-derived level is anchored in the signifying capacity of the linguistic sign, granting it the ability to transition as a designation for various entities, thus being associated with semantic shifts. The stages of this semantic transition, ranging from direct meaning, through the derived material meaning (typically material), to figurative meaning (usually abstract, but not necessarily so) and further to the use of the figurative, must be clearly distinguished as distinct and differentiated magnitudes.[11]

Semantic derivation is linked to the direct-derived level of meanings. Concrete-abstract meanings can be found within the same word; for instance, "helm" - 'bitter substance that harms living organisms or causes their death' (concrete meaning) and "fig. Great bitterness, sorrow (abstract figurative meaning): ignite 'I set on fire, cause something to burn, etc.' However, a word can have only a concrete or only an abstract meaning."

Additionally, meanings can have an open structure or a closed structure. In words that have open-structured meanings, they encompass many realities that don't belong to a single category. For example, with the word "FILL", including:

Literal meanings:

Pe (cotton, wool, etc.); thread: spun fill; cotton mill; / something thin and long like a thread: telephone wire; it's like the lint of a towel (fig.) it's at great risk, it's on the brink of danger; it's on the brink of death (fig.) it's on the edge of the grave; saved by a hair's breadth (fig.) narrowly escaped; became thin (of someone) (fig.) weakened significantly; became skin and bones due to starvation.

Figurative:

Something that connects one event, phenomenon, etc., with another: the thread of the event (of thoughts); the thread is missing, it's very confusing; they are connected by many threads.

Figurative:

The beginning of the birth and development of something: starts, initiates; gave it a start and began it; found its beginning; don't know where to start, I'm in doubt; he seized the beginning (of something) and started where it should; how will things progress (how will things turn out) for someone or something.

Thus, the number of entries under this meaning can be or can be marked indefinitely, only under the condition that they have the main indicator linguistically represented under this meaning; thus;'' fill// pe//fije// spun fill// something thin and long like a thread// etc.

Regarding words with closed-structured meanings, linguistically a specific number of entries are represented (usually one or two realities).[12]

"Tutkall" - a substance extracted from the skins, bones, or hooves of animals and used to glue sheets, etc.

"Gelatin" - a substance obtained by boiling animal bones, skins, and other tissues, frozen gel that sets with the juice of meat or fish: fish gelatin.

"Tungsten" - a strong metal, gray in color, that melts at a very high temperature and is primarily used for the filaments of electric lamps.

"Faience" - a substance made from a white clay, mixed with plaster, etc., used to make dishes, tiles, etc.

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[11]Jani Thomai, '' Prejardhja semantike në gjuhën shqipe'', Akademia e Shkencave e RPS të Shqipërisë, Tiranë 1989, fq. 97
[12]Jani Thomai, ''Prejardhja semantike në gjuhën shqipe'' Akademia e Shkencave e RPS të Shqipërisë, Tiranë 1989, fq. 95

Based on the theoretical material we presented earlier, in the corpus of substance names that we extracted from Albanian explanatory dictionaries, we found that about 445 words have a closed structure meaning, while approximately 124 words have an open structure meaning. These latter ones are the names that we will examine to present the semantic developments these terms have undergone.

CONCLUSIONS

Although studies on substance names may not be exhaustive, as the passage of time brings developments in word meanings and expansions in their interpretations, we endeavored to take a step forward to shed light initially on what the substance names are in the Albanian language. Thus, this work concludes with an attached glossary of these names, revealing that in the four explanatory dictionaries of Albanian, there are approximately 567 substance names.

Furthermore, we observed that not all grammars mention or treat substance names specifically. For instance, in Sami Frashëri's Work 2, substance names were not mentioned. Moving forward to the grammar of Ilia Dilo Sheperi, another grammar in which there was no clear definition of substance names, but they were only observed when discussing the neuter gender.

The grammar of the Albanian language by the Academy of Sciences of Albania specifically addressed substance names, aiding us in getting a clearer understanding of which names should be classified as substance names, although this turned out to be a challenging task. We looked at foreign grammars, such as English, Italian, and French, which, like the Albanian grammar, specifically address substance names.

Transitioning from collecting the corpus of substance names to presenting which names are absent from one dictionary to another and how their presentation has changed in dictionaries over time, we also aimed to provide some insights into the developments that substance names have undergone in their semantic structure.

It turned out that 124 substance names have open-structure meanings, while about 455 are unambiguous (monosemantic). There were several lexical units that did not develop new meanings; for example, phosphorus, boron, platinum, zinc, tungsten, cobalt, cesium, germanium, gallium, etc.

According to the FGJSSH, the word "plumb" has 11 meanings, "iron" has 8 meanings, "bread" has 8 meanings, "mud" has 5 meanings, "flower" has 7 meanings, and so on.

In presenting the substance names that broaden their meanings, we found that about 70 of them take on figurative meanings. Such names include: ice, gold, mud, bloom, puddle, broth, mud, tar, flower, tar, resin, laurel, ash, soot, blood, sugar, pitch, jewel, paste, foam, lead, etc.

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