

16:00 – 16:30

Conference Opening (Dr. Shpresa Delija, representative of MASH, Representative of IZHA - Tidita Abdurrahmani, Dean of Foreign Languages Faculty Prof. Dr Klodeta Dibra, US Embassy, British Embassy, BC, Peace Corps representative)

16:30- 17:30

Plenary: Mark Algren: [I Know It When I See It](#)



Mark Algren, President of TESOL for 2009-2010, is an Associate Director of the Applied English Center at the University of Kansas, USA. He has been active in TESOL as a frequent presenter at conferences, author, and member of interest sections, standing committees, and the Board of Directors (including convention chair for TESOL 2003-Baltimore). Mark has been an ESL/EFL teacher and program administrator since 1979, and has spent 14 years teaching in and directing IEPs in Saudi Arabia and the UAE, and taught for a year in Hong Kong. With a strong interest in professionalism, standards, and accreditation, he has served on the TESOL Professional Development Committee, and on a task force to develop the *Self-study Guide for International Reviews* for CEA (Commission on English Language Program Accreditation) and has been a program site reviewer for CEA.

I Know It When I See It

Who defines quality? As professionals in English language teaching and learning, we believe that we are the ones to define quality in the teaching/learning dichotomy. What role do your students – and their parents, as well as administrators, decision makers, politicians and society – have in defining quality? Quality is a nebulous concept, and it is often said, “I know it when I see it.” With a clear understanding of what constitutes a profession, and what makes us professionals, we can determine how best we can provide quality instruction so that others will indeed know it when they see it. (98 words; I can shorten this if needed)

17:30 – 18:30

Plenary: Lisa Harshbarger [What Works in the English Language Classroom](#)

Dr. Lisa Harshbarger has been active in the field of English teaching and teacher training since her first job as a Teaching Assistant in Indiana University's Intensive English Language Program in 1982. In 1985, she taught writing and speaking skills in Malaysia to students at the Shah Alam campus as part of a Midwestern Consortium for International Activities to prepare them for undergraduate studies at U.S. universities. She then returned to Indiana University and completed her Ph.D. coursework and then accepted her first Fulbright assignment to teach speaking skills the University of Mostar in 1987. This was followed by a Fulbright at the University of Novi Sad in 1989, and another Fulbright in Mostar in 1990. She then took on an English Language Fellow (ELF) assignment in Belgrade in 1991, and then moved to Ljubljana in 1991 to continue her ELF work for five years, completing her Ph.D. during her last summer break in 1995. When the ELF program in Ljubljana closed, she worked at the Slovenian School of Military training, developing Standard Agreement (STANAG)-based reading, listening and writing tests, and English courses for sergeants, NATO Officers and members of peacekeeping units. She joined the Foreign Service as a Regional English Language Officer in 2001.

18:30–19:30

Philip Kerr : [The Wonderful World of Word Associations](#)

Saturday

9 : 0 0 – 1 0 : 0 0

Plenary: Gavin Dudeney [New Literacies, Teachers & Learners](#)

1 0 : 0 0 – 1 1 : 0 0

Plenary: Fannie Daou [Teaching Visually and Kinesthetically](#)

11:30 – 12:15 Workshops

- **Deborah Lee**

Blended Learning: Why and How

Blended learning is the future. Learn how to enrich your face-to-face classes with technology proven to enhance learning. From blogs and discussion forums in no-cost course management systems to presentations with Prezi, word lists with Wordle, posters with Glogster, movies with Windows Movie Maker, and journeys with Google Earth, we will investigate the tools and how they enhance student motivation.

- **Tatjana Glušac**

Peer coaching – another burden on EL teachers’ shoulders or a way out?

It is beyond doubt that professional development should be an integral part of the EL teachers’ profession. However, opportunities for professional development are rather scarce or inadequate, so peer coaching may be a valuable solution.

This presentation is based on a PhD research project that deals with peer coaching as a form of classroom supervision. It will examine the benefits and drawbacks of introducing this form of professional development into teachers’ repertoire of activities. The workshop will also offer attendees an insight into how best to employ this technique so as to achieve teaching and learning excellence.

- **Simona Bali**
- **Antonia Ivanova**

Integrating skills through video- activities – the signs in our life

Do we pay attention to the signs surrounding us? What is the hidden message each sign conveys and how does sign interpretation influence our lives? Integrating different language skills through a dynamic activity based on a short feature film, we explore the possibility of creating a motivating environment for effective language learning.

- **Sanja Conjagic**

Break The Ice And Build The Team

In this workshop, the participants will be introduced to some effective ways of `breaking the ice`, motivating students, introducing new topics, revising vocabulary and structures creatively and filling the time remaining until the end of the lesson. All of the activities can easily be adapted for different grade levels and require little preparation combined with a lot of creativity!

- **Tim Ward**

English Results

- **Mark Algren**

Writing a Proposal and Making a Conference

There is technique to writing a good conference proposal. Together with several other form TESOL convention chairs, the presenter has developed a presentation on writing conference proposals.

Attendees will learn the elements of a good proposal, focusing on both technical and content requirements. The presentation follows TESOL guidelines for proposals, but the skills learned are transferrable to other proposal writing. As time allows, conference presentation skills will be reviewed, including managing a hostile or aggressive audience member.

- **Amber Warren:**

Teaching Reading Thematically

Reading is essential to learning a second language. However, including reading can be daunting, especially in EFL settings. In this session, the presenter will demonstrate how to utilize reading in regular lessons through the development of thematic units. Helpful suggestions for developing units using existing texts and available resources, and thematic unit starters, including texts that teachers may adapt to their own uses will also be provided.

12.20 – 13:05 Workshops

- **Gavin Dudney**

New Literacies : From Theory to Practice

- **Janis Droegkamp**

Experiential Learning Helps Everybody

- **Joshua Miekley**
- **Erjon Agolli:**

21st Century Language Projects

What language skills are most important for English students in Albania? How do English teachers construct projects that give students an opportunity to use these skills? Participants in this workshop will complete in a task and discuss a project that utilizes new web technology. These techniques engage students and are appropriate for language teachers in Albania whether the classroom has technological equipment or not.

- **Mark Algren**

Speeding up Writing Feedback

Giving students feedback on their writing can be very time consuming. Speed it up by using special functions in Microsoft Word. You will learn how to input commonly-used comments into Microsoft Word, and then how to prepare feedback sheets for students. A handout of instructions for adding your comments into Microsoft Word will be provided, along with a list of 62 common comments used by the presenter with his students.

- **Charles Roe**
- **Jane Turner:**

Determining the Positive Washback of a High-Stakes Speaking Test

While it is accepted that curriculum, assessment and classroom pedagogy are inter-related, how can we determine the “positive washback” of our courses, tests and lessons? The presenters explore this issue by examining the implications of a recently-implemented speaking test at an English-medium university in Istanbul, Turkey. As well as outlining instructor and student attitudes to the test, we discuss whether students subsequently utilised the target skills in their university departments.

- **Milka Hadjikotaeva**
- **Antonia Ivanova:**

Creating Motivation through Speaking Activities

Why is motivation important? Who is responsible for creating it? Answering these questions sheds light on some classic activities to develop speaking skills. But in the 21st century, media is an important means of inspiring students’ interest and motivation. Is it possible to combine watching video and speaking activities? Definitely yes, especially if it is a combination of a well-known British sitcom and speaking activities based on it.

- **Arben Bushgjokaj**

Creating an atmosphere of ease for adult learners in the English language class

THE AIM OF THIS PAPER IS TO DEAL WITH FACTORS THAT CREATE AN ATMOSPHERE OF EASE AND ENCOURAGE ADULT LEARNING IN THE ENGLISH LANGUAGE CLASSROOM. THESE FACTORS WILL BE VIEWED IN RELATION TO LEARNING STYLES, LEARNING PERSONALITIES, AND ACQUISITION PURPOSES. THE AIM IS TO INFORM AND ENLIGHTEN TEACHERS OF ENGLISH ON THE IMPORTANCE OF CREATING A WARM ATMOSPHERE FOR ADULTS IN THE CLASS BY BEING AWARE OF CERTAIN FACTORS THAT FACILITATE OR IMPEDE THEIR LEARNING PROCESS.

14.30 – 15.15 Workshops

- **Nancy Limprecht**

Our Modern Shibboleths: diction as a conveyance of topical, political, regional, and cultural identity

Political correctness in English has led to grammatical incorrectness. The political and cultural implications of word choice are discussed in an entertaining and enlightening way. Do changes in word choice reflect changes in thought and attitude or do they cause them? Illustrations from history, politics, civil rights, advertising, pop culture, etc.

- **Nancy Ackles**

Helping students develop a narrow, focused writing topic

Learning how to develop specific, focused, and academically appropriate topics for essays and research papers is an important skill for students, and often one with which students have great difficulty. This workshop will demonstrate practical ways to help students learn how to generate writing topics, how to narrow the topics in appropriate ways, and how to distinguish a topic from a thesis statement. Developing these skills helps our students learn to think analytically, rather than simply amassing and reporting information.

- **Laureta Vavla**

The role of background knowledge in the assessment of receptive skills

The purpose of this presentation is to reflect on the major role that background knowledge plays in the assessment of the receptive skills of reading and listening. The presentation is going to start with an introduction of the concepts of *formal schemata* and *content schemata* which are going to be further analyzed and elaborated with concrete cases and situations. Teachers will be informed on the importance of these two elements when preparing test items and tasks.

- **Sylvie Dolakova**

Storytelling...? Young Learners...? Limited Vocabulary...? Why Not?...

It is a well known fact that children of a very early age, if properly guided, can absorb foreign language easily. Due to their curiosity, they like stories. Are teachers ready to teach English to very young learners through stories? This workshop presents various stories for children and activities for them to listen to, comprehend, retell, compare the contents and remember phrases by listening, acting, miming, fingerplay, drama, action games, songs. Participants will be given an opportunity to learn games for children. Welcome to the fascinating world of children's imagination!

- **Amy Schirmer:**

Practising What We Preach in Teacher Development

This workshop will address functional ways for teacher trainers and mentors to empower teachers, especially those with limited classroom and systematic resources, in their skills development. Through implementation of practical training models and approaches, teachers can find alternatives for overcoming real or perceived obstacles in the classroom. The presenter will draw upon current experience working with primary and secondary school teachers throughout Kosovo.

Tim Ward

Teaching teenagers

15:20 –16:05 workshops

- **Fannie Daou**

Smart Board

- **Grenville Yeo**

Everyday life in Britain

This illustrated talk highlights many of the everyday aspects of life in Britain which course books tend to miss. The importance of the sea in the development of Britain as a nation, as well as in the development of the English language, is frequently underestimated. These contexts can be very useful and motivating in teaching or studying English. All images will be available to those attending.

- **Michael Fennell**

Hard on English: Quality or Endurance?

Is there a line to be drawn between the use of the mother-tongue and English? How far does one push to adhere to its marking? These questions will be addressed by the participants and the argument put that overstepping the line predetermines failure in and of teacher training. The discussion will centre around the presenter's anecdotal evidence from his two years of pre- and in-service teacher training in Northern Palestine as Assistant Professor (TESOL) Arab American University Jenin, Palestine.

- **Monika Shehi**

Grammar mistakes

As English teachers, we are constantly concerned with the obstacles that stand in the way of the student's grammar proficiency. This paper compares the grammatical mistakes of students who are native speakers with mistakes of the students who are not native speakers. The goal is to understand the roots of grammatical mistakes and to see which strategies work best for each student. The presenter argues that sometimes grammatical mistakes reflect a cognitive breakdown and therefore should be treated as problems of conceptualization.

- **Andrée C. Fee:**

Transactional Reading: Understanding the interaction of reader and text

This presentation will explore the idea of reading as a “transaction” where readers take an active role in making meaning, rather than just passively receiving information from text. Participants will learn about transactional reading theory and how to apply it to real-life classroom situations.

Lecture/workshop format

- **Mustafa Zülküf Altan:**

Active Learning: Creating excitement in the classroom

Active learning can involve reading, writing, discussion or being engaged in problem solving. In this view of learning, it is the learners who are responsible for their understanding and their own active construction of meaning. The incorporation of active learning strategies into the daily routine of classroom instruction can, and should, be done. To help in this pursuit, this workshop will engage participants in specific, practical teaching strategies designed to model the use of active learning in the classroom.

17.15 – 18.00 workshops

- **Anna Parisi**
- **Fitore Sulejmani**
- **Shpresa Delija**

Intrigued ?

- **Fiona Dalziel**

Integrating the European Language Portfolio (ELP) into university language courses

This presentation will describe the use of the CercleS ELP with students majoring in foreign languages at the University of Padova in northern Italy. Our experience has shown that if the ELP is to be effective it must become an integral part of language courses, closely related to the day to day business of learning. In order to achieve this aim, teachers have devised a series of authentic, communicative ELP activities, involving collaboration and use of the target language. For example, the parts of the Language Biography where learners are asked to describe their language learning and intercultural experiences have formed the basis for classroom and online debates. In addition, by means of regular learner diaries, students have been encouraged to set themselves targets based on the ELP’s “I can” checklists. The presentation will also stress the need for ongoing in-service teacher education to support ELP use, pointing out that this can provide teachers of different languages with valuable opportunities to share and to develop ideas about their role in the learning process.

- **Brunilda KONDI**

Course taught by American teachers

Native English Speaker EFL teachers are in high demand in Albania. However, due to cultural differences, NES EFL teachers face certain challenges when they introduce new teaching methods and techniques in the new cultural environment. The most common areas of mismatch focused on are related with learners' style and behavior and the class environment. Three specific means for institutions to provide effective cultural training for NES EFL teachers are proposed.

- **Ludmilla Stefani**

Quality Assurance in Language Education and the role of CEFR

The workshop will be focused on what quality is and how it can be achieved in teaching and learning, considering it as a client satisfaction principle, a process model of quality, quality based on results, quality based on personal development and value-driven quality. CEFR for languages and its influence on quality in language education will be discussed.

- **Tatjana Vucani**
- **Fozilet Simoni**

Integrating ELP into language learning: A challenge for teachers

The European Language Portfolio (ELP) is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

The European Language Portfolio was first conceived of together with the CEFR at the Council of Europe symposium held in Rüşchlikon, Switzerland, in 1991. ELP was launched on a pan-European level during the European Year of Languages as a tool to support the development of plurilingualism, pluriculturalism and learner autonomy. The ELP is designed to promote linguistic and cultural diversity in Europe through education and to contribute significantly to the dissemination of European goals, values, concepts and principles. ELP is tool for the development of learner autonomy by goal-setting and self assessment: Learner self-assessment carried out against based on level of CEFR. ELP is Recommended by the Council of Europe as an implementation tool for the CEFR.

The European Language Portfolio project has two main aims:

- a) to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels (its pedagogic function);
- b) to provide a record of the linguistic and intercultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad) (its reporting function).

There are many occasions to present a European Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself. There are three ELP approved by the Validation Committee Ministry on behalf of Education and Science of Albania, ELP for students of High schools age group 15+, nr 96.2008, ELP for University teachers Nr.103.2009 and ELP for elementary education students of age group 11-14, Nr 106.2010.

- **Shykrane Gërmizaj**

Mother tongue in English language teaching

17. 50- 18.35 Workshops

- **Fitore Sulejmani**

A true teacher should love all students

How much do teachers know about our students? Can they do an insight of a student's needs, interests, worries, griefs, wishes, dreams? Can teachers use student energy?

Using a real story, the session will show a teacher's ability to see beyond apparent and easy indicators and the students' problematic behaviours and some recommendations of solutions to these problems.

- **Shpresa Hoxha**

Teaching methodology of English as a foreign language in the faculty of Economy

This paper will consider these topics: The method of comparison between existing Albanian economic terminology and that of English; the shortcoming of the appropriate economic terms in Albanian; the use of the terms that do not fit to the meaning of financial operations etc.; the impact of the translated economic Serbo-Croatian terminology into Albanian in the past that was not done by specialists.

- **Sonila Daiu (Tanku)**

Picture Story as a creative connection between reading and writing.

In this workshop, it will be shown how the transition from reading to writing is made through the medium of the Picture Story. The opportunity for oral reading of pictures leads to shared reading and then to individual reading and writing. Perhaps it is the recognition that writing is an essential skill in the school curriculum and that learners encounter many difficulties in acquiring the skill, which informed the call for a writing evolution.

- **Niman Dreshaj**

Test designing

This presentation will consider guidelines to be used in designing tests. Topics will include: What do we want to test, test types, types of test items, writing multiple-choice questions (MCQs), how to write a good MCQ, and guidelines for writing MCQs.

- **Ymer Leksi**

AbraVocabra

Helping students improve their vocabularies is a project with enormous benefits. When students improve their vocabularies, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because, indeed, they are more powerful. Luckily, vocabulary improvement is a relatively easy project for the classroom, and one that reaps results almost immediately. *AbraVocabra* makes vocabulary study easy, interesting, practical and, yes, even enjoyable!

- **Jehona Shala**

Teacher leadership

Teacher leadership is a means to strengthen teachers' professionalism by enabling them to feel that leadership is part of their work. It is about teachers taking responsibility for leading change and making a difference to their professional practice and to the development of professional knowledge. It requires teachers to understand their own potential, to be inspirational and to be open to change.

Sunday, May 23, 2010

09.00 - 10.00

Plenary: **Pan Polychronopoulos: Smart**

10.05 - 10.25 Papers

- **Albana HADRI (Çaushi)**

Communicative grammar teaching in a developing Albanian education context

Traditional grammar teaching has long been the "reality" of the English classroom. Findings of a questionnaire given to the English teachers of the high schools and the discussions with university students of English in Shkoder confirmed the hypothesis that traditional grammar teaching is still the favourite teaching practice among our teachers. The CEFR for languages

and the students' changing needs require a new and more communicative approach toward English grammar teaching.

- **Shpresa Rira**
- **Rudina Xhillari**

Project with Learners of English

Abstract

The demands for activities with learners of English continue to grow. So we are trying to offer coherently organized projects which can engage the learner over a period of time. These projects provide the essential guidelines which will serve as a springboard for teachers to develop their own projects when back at school.

- **Erida Prifti**

Validity and Reliability of the Tests as Key Concepts in Assessment

The idea behind all assessment is to discover something about the person being tested. It is vital that what the test says about that individual is correct and that both student and assessor have confidence in the result. This means that the test must be both valid and reliable. We shall initially deal with these two concepts separately and we will draw them together at the end of the session.

- **Meri Guli**

Classical English and Albanian Proverbs in an English Class

The study deals with the possible passageways through which classical Albanian and English proverbs were used interestingly and effectively in an English class.

- **Tidita Abdurrahmani**

Realia and Methodology of Incorporating Culture into Foreign Language Classroom

The paper is concerned with the contribution and incorporation of the teaching of culture into the foreign language classroom. Consideration will be given to the sociocultural factors, the framework for building cultural understanding and the means of measuring and raising cross-cultural awareness. Special emphasis is on the application in the Albanian environment of such techniques and methodology as cultural islands, cultural capsules, cultural assimilators, cultoons, kinesis and cultural scavenger hunts.

- **Rajmonda Kecira**

Teacher training- a long-life challenge

- **Valdet Shporri**

Adult second language acquisition in the Albanian environment

This paper will mainly focus on error analysis, which measures errors due to the effect of teaching, interlanguage, and its origin as a stylistic continuum. This paper will include not only the theoretical aspects of the above-mentioned issues but surveys and questionnaires based on personal experience.

- **Linda Meniku**

JFDP scholarships

10.30: – 10:50 Papers

- **Marsela Harizaj**

The use of authentic materials in EFL classes where CLT is applied.

Learning to communicate should be the principal objective of studying a foreign language. Teachers should provide classroom work which involves students in comprehending, manipulating, producing or interacting in the target language. This paper deals with the importance of authentic materials and what teachers should do to have effective teaching. Both theoretical and practical aspects of this issue will be discussed. What students learn in class cannot be transferred into the real world. To overcome this difficulty, we have to expose them to real language or situations through the use of authentic materials.

- **Ekaterina Gjergo**
- **Klodiana Leka**

The role of the teacher as a motivator

Motivation is a significant issue not only in everyone's life but also in education and in language learning. Both self-motivation and teacher's motivation are essential in the lifelong learning process. The teacher as a substantial figure in the class exercises a wide range of roles, all of a considerable importance and impact with the role of motivator contributing notably to the class effectiveness.

- **Vilma Tafani**
- **Shpresa Delija**

Standards – based learning a crucial issue of world education

- **Eglantina Hysi**

The Challenges of Teaching Academic Writing

Nowadays a lot of emphasis is put on academic writing since this is the dominant form by which students present their ideas. But preparing students for writing is no easy task. The major challenge is to prepare students with varying English proficiencies and from a wide range of cultural and academic backgrounds. Many students have never been taught how to write; in schools the focus is usually on the product and not on the process.

- **Albana Lilaj**

Assessment challenges for ELT in Albania

There is now a general recognition of the need to integrate cultural learning as an important element in Foreign Language Teaching in Albania. This paper aims at presenting some of the challenges in assessing cultural competence in the Albanian reality, where the teachers themselves have only recently been introduced to this facet of foreign language teaching and will try to offer possible ways to overcome them.

- **Anisa Trifoni**

The importance of objective and subjective assessment

Assessment of students' work is a crucial point in teaching. But the question that we frequently face is: "What kind of assessment is more effective - objective or subjective assessment?" Objective assessment leaves no space for interpretation; contrary to subjective assessment where the teacher's judgment determines the student's grade. By alternating these two forms of assessment the teacher can assess various aspects of English language, which would not be possible if we used them separately.

- **Brikena Petritaj**

The use of Karaoke in an EFL class

My article is about exploiting the new technological advances and utilizing them inside the classroom as a useful tool for teaching and learning a foreign language. It is a lesson plan based on the idea of using a karaoke program in class as a way of both developing the student's language proficiency and also enlivening the classroom environment.

- **Daniela Tamo**

Cooperative learning as a method of interactive teaching and learning process

Students need opportunities to experience on their own how to interact cooperatively with one another, to celebrate each other's successes, to encourage each other to understand, to work together for the same goal and vision regardless of different backgrounds. Students have to learn to respect and appreciate others as relevant sources for their own growth so that they can create together an environment of work on common goals.

10.55 – 11.15 papers

- **Rudina XHILLARI**
- **Shpresa Rira**

Translation and second language learning and teaching

The goal of this paper is to focus on the new trends in teaching English as a second language, where translation is considered as a significant language skill. It tries to provide reasons why and to what extent it should be used in a classroom setting and how it can improve language learning, enhance student comprehension and communication by non-native teachers.

- **Fatma SHIJAKU**

Core approaches to English as an international language – implications for teaching

As English takes on the responsibilities of a *lingua franca* and non-native speakers are taking a more active role in the development of the language, this paper aims at shedding light on some approaches to English as an international language, such as A.C. Gimson's and B. Jenner's approaches and draws on "Albanian English" approach and the teachers' positioning towards this issue and explores some implications in this respect.

- **RUDINA VRIONI**

Language acquisition through group presentations: Small groups versus whole classes.

Presentations are a part of many people's lives, but making them is a task that few would say they enjoy doing. In language classes, learners under stress do not acquire language as well as those who are relaxed. So with this thought in mind, I decided to see if I could reduce the debilitating stress that affects so many students and allow them to make presentations in small groups, rather than have them speak in front of the class. The first part of this article focuses on how to conduct group presentations. The second part investigates students' attitudes toward making presentations, and compares the final results of the students who made group presentations to those who made individual presentations.

- **Irena Pata Kapo**

Albanian Students' Attitudes Toward Anglicisms

This paper will primarily deal with the attitude Albanian students, studying English language, have toward Anglicisms; how they use them in everyday life and also in other forms of written and spoken communication.

- **Orges Selmani**

Challenges of teaching economic terminology to university students

Economic terminology is, in itself, a very difficult field of study due to the complexity of the concepts it covers. As Albania moved from a centralized economy to a market economy, this transition was reflected in the economic terminology. In a situation where the Albanian language is caught unprepared to deal with the flood of new global phenomena, teaching students how to deal with the translation of economic terms becomes a risky enterprise. This paper aims at presenting the situation, identifying the problems and offering some possible ways to make economic terminology translation a viable teaching process.

- **Albana Coni**

Communication and teaching face to face and distance communication

Education and communication have been tightly interwoven, since the early age of humans. To teach and to communicate are activities that have very close meanings. In a traditional teaching situation, the teacher is in direct contact with his students. He/she speaks, presents the topic, suggests working rules and manages his/her relationships with his/her students through his/her guidance, advice, encouragement etc. Such pedagogical communication is said to be direct. In contrast, the situation is very different in distance teaching, since the students need to be present neither at the same time nor at the same place with the teacher. Therefore the content and exercises can only be transmitted to the student through information and communication means, written documents, computerized audio-visual devices, video conferencing etc. In this case, communication is said to be 'mediated'. The aim of the article is to compare and contrast these two forms of communication in teaching. It will also highlight the benefits of each form and help teachers make use of them.

- **Luljeta Buza**

Comparative Study of Learning Styles in Law & Political Science Faculty

The way that students process information differs regardless of whether the students are traditional or nontraditional. Barbe and Milone (1980) stated that when teachers know their students learning styles then both teaching and learning can be more effective.

In this study, both the quantitative and qualitative results obtained from the three assessments on learning styles and the questionnaire to determine the students' perceived values of identifying their learning styles will be presented.

Analysis of data results indicate that law students of both faculties (law faculty and political science) prefer to process information through their visual modalities and auditory rather than kinesthetic modalities. The students believe that they learn best through images, demonstrations, and description (visual) or through verbal instruction (auditory). The results indicate that there is a need for enrichment in kinesthetic processing in the teacher education curricula.

- **Violeta Shaba**

A cognitive strategies approach to teaching English idioms to Albanian students

It is often maintained that the meaning of idioms is arbitrary, which makes them difficult to understand and acquire. Teachers often neglect them and students resort to rote-learning. But with the development of cognitive science, idiom acquisition is seen as a conscious and reasoned thinking process, involving the deliberate use of learning strategies which promote insightful learning rather than learning by heart. This paper deals with the cognitive strategies that can be employed when teaching idioms.

- **Luljeta Mine**
- **Shpresa Delija**

How to do terminology work with students

Some Verb-Subject (VS) constructions were found in a number of essays in English of Albanian university students. Linguistic and cognitive factors have been explored to explain the interactions of languages in contact and the processes of language learning. It is suggested that the markedness of VS word order of Albanian and the saliency of *it* and *there* constructions of English may have contributed to the emergence of these syntactic constructions.

- **Leonard Danglli**

Synonymy and its role in the process of teaching and learning

This paper treats the linguistic phenomenon of synonymy, focusing on its main features both in English and Albanian. Being a part of numerous textbook exercises, it can also be seen from a methodological viewpoint, taking into consideration the ways it helps deal with the vocabulary of a foreign language. The use of synonyms can serve as a means of learning and teaching, when properly used by both learners and teachers.

- **Adelina Albrahimi**

- **Ogerta Koruti Stroka**

How to teach English prepositions

Prepositions are quite difficult for the ELL to grasp for many reasons. The nature of second language acquisition creates certain clash points. Prepositions are part of these clash points because there is a mismatch between languages and because there is a perceived inconsistency in English, even though prepositions are one of the most difficult points in the English language, few textbooks address the problem. It seems like the prepositions in English as well as in Albanian can be very difficult especially because they all seem to have many uses. Remembering all of them in both languages is not only a hard task but one that can be accomplished only with time and practice.

- **Ergys Bezhani**

How to use dictionaries in ESL?

Bilingual dictionaries are essential tools for second language learners, but using them correctly requires more than just looking up a word in one language and picking the first translation you see. Dictionaries try to save space whenever possible, and one of the most important ways they do this is by not duplicating information. When you want to look up an expression, there are two possibilities: you might find it in the entry for the first word in the expression, but more likely it will be listed in the entry of the most important word in the expression. Even after you know which word to look up, you still have work to do. You probably just skip right over the first dozen or so pages in your dictionary in order to get to the actual listings, but a lot of really important information can be found there. All of the symbols and abbreviations provide important information about how, when, and why to use any given word. Once you've found your translation, even after considering context, parts of speech, and all the rest, it's still a good idea to try to verify that you've chosen the best word. A quick and easy way to check is with a reverse look-up, which simply means looking up the word in the new language to see what translations it offers in the original language. And the best (though not always the easiest) way to find out whether your bilingual dictionary gave you the right translation is to ask a native speaker.

- **Daniela Hasa**

How to cope with spelling problems with regard to homonyms

- **Aleksandra Janaqi**

Motivation adult learners through anecdotes

This presentation offers a description of adult learners and their motivation, and shows how anecdotes motivate adult learners in EFL classes by overcoming difficulties such as being passive, hostile and unmotivated. I will describe in detail one of my classes where anecdotes enhance cooperation, the participation of students in class discussions, effectiveness, and what is more important in learning English.