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Italian language curriculum versus labour market challenges

Abstract

The purpose of this research is to emphasize the issues that arise from the actual application of Italian language curriculum versus nowadays labour market challenges that are met in Albania and abroad, and to offer possible solutions related to it. In this research we are going to present a summarized overview of the Italian language curriculum for both existing studies' cycles in the Faculty of Foreign Languages, of the development of this language in the Albanian framework, a summarized overview on the Italian or Italian-Albanian enterprises operating in our country and the employment needs they have.

It is a well-known fact that the Italian language cannot be considered an instrumental language; therefore, there are encountered difficulties in studying, acknowledging and using it within this framework. From the surveys carried on with first year students in our faculty, there is noticed a lack of motivation from their part in studying Italian, a very significant indicator which emphasizes the difficulties this language faces while functioning as a labour language in a labour market. Of course, this will result in a drastic reduction in the number of students who want to study Italian, and a decrease in the quality of students who will apply in our faculty in the upcoming years. It is true that the average marks of students learning Italian has been that of a decreasing trend. Also, the employment index of graduated students according to the proper study profile is very low, and this highlights the low level of needs and requirements that labour market offers for this students' profile.

Therefore, there arises the necessity of an urgent intervention in the curriculum of this language, to offer programmes which are suitable to the education of people who can find a job in their study field in the future. Also, this intervention is necessary not only in the employment framework, but also in handling the challenges that we face due to globalization; in order to make our faculty and especially the programs offered by the Italian department more attractive, so that they can serve to the requirements and needs of the future, in collaboration with local and foreign institutions. The ways and the forms of this intervention and the proposals will be a very important part of this research. This intervention will be vertical, as well as horizontal, for more efficiency and productivity in the education of people capable to manage future challenges.

Keywords: curriculum, Italian language, labour market, student

Teaching Italian language at the faculty of Foreign Languages, Tirana, is facing more and more problems that are directly connected to its usage as a language able to be used in practice in the labour market in Albania and abroad. This is greatly noticed in those generations which have finished both study cycles in this faculty and who are now facing difficulties finding a job in their specific profile. Not only this, but the majority of them are either employed with no relation to their studies, or, in the best case, in positions that require knowledge of Italian language, such as call centres, but this does not justify long years of studies, cost, efforts and their education. Without any doubts, this depends on many factors:

First of all, Italian language, different from the English one, is not and cannot be considered an instrumental language, and, as Balboni claims, it is considered a “useless” language (Balboni, E. P. 1994) with regards to its instrumental usage, and can be such only in those cases where it can be applied in countries, where political, economic, social and cultural relations and geographical proximity allows it. In fact, the Albanian environment favours such a thing. The relations between Italy and Albania have been and continue to be of mutual collaborative nature, which favours a positive atmosphere with regards to a multitude of relations between them.

As far as the way Italian is taught in Albania is concerned, let's refer to statistics. Teaching Italian in high school or elementary is ranked third, after English and French. Recent statistics (M.A.SH) of 2013 show that the number of pupils who study Italian before going to university, as a first or second language, is 65000 (M.A.SH).

Different projects of the Italian government, which are managed and followed up from Italian institutions present in Albania, such as: Italian Embassy through the Education office, Italian Institute of Culture, etc., try to invest, preserve and spread Italian language and culture in Albania. Therefore, projects such as Iliria, initiated years ago and which is present in 19 regions of the country (Alla, 2012), not only has assisted this spreading, but has also offered continuous training of Italian language teachers on the recent developments of global glottodidactics, through a close collaboration with famous local and foreign professors. Initiatives, enterprises and different cultural activities that accompany this process are often done from these institutions, in order not to lose what Italian language used to mean to Albanians: the language of music, movies, of love and future. Actually, in some aspects the Italian language has lost ground, although it has gained in other aspects, but despite this, it has suffered continuous downfall. In a country where 60 % of the population understood and 50% spoke Italian (Italian Embassy, 2014), this number has decreased due to some factors:

1. Italian television is not the only access Albanians have to the rest of the world
2. The need for knowing other languages much more necessary than Italian with regards to studies, employment and emigration, despite the fact that in Italy the presence of regular Albanian immigrants is around 482.627 (ISTAT, 2012) equal to 13,7% of the number of foreigners living in Italy, and which ranks it as the second largest foreign community in Italy (Husha A., 2013). Let's add to this the number of 11.802 Albanian students in Italian universities, ranking them as the first foreign

students' community in Italy.

Still, requests to study and use this language for employment purposes are declining. This can be noticed from the decreasing number of students that attend studies in this faculty and the declining quotas offered for studying Italian in the same faculty. This number varies from 80-120 students a year, but the number of those who are registered as final students of this language is always decreasing. There are further drops in the upcoming years due to internal factors, such as:

- Lack of will and lack of motivation to study Italian
- Small knowledge of the perspectives this language has to offer
- Difficulties in deeper studies of this language
- Large number of failed exams
- Other study or employment perspectives
- Dropping the studies with no convincing reason
- External factors

Motivation to learn this language in its entire complexity and using it in the future is low and this is clearly shown in the applications of high school students in the acceptance forms, where they have the right to choose ten study fields and then, based on the gained points, the Ministry of Education defines which field they will study. Italian language is ranked nearly at the end of the selections. Actually, from the surveys we have done with freshmen of Italian language on why they chose this language, it results that:

- 75 % of them chose Italian just to fulfil the number of preferred studies and they attended because the Ministry of Education defined it based on their points
- 5.5 % of them, because they like Italian language and have a fair knowledge of it
- 3.5% of them, because they want to attend master studies in Italy
- 3% of them, because they like Italy and what it represents
- 2.5 of them, because they have attended the bilingual lyceum, where Italian has been their primary language
- 1.5 % of them do not know why.
- 0,5% of them, because they want to find a job in Italy.

Definitely, this shows clearly the lack of motivation our students have. Also, the fact that the selected field is ranked at the end, means that these students have fewer points, and as a consequence, it means that the level of students is not good, and if we take into consideration their lack of motivation, we can imagine that their future education in the application of this language will be poor and shallow. Therefore, even if they graduate, are they going to be able to use Italian with the quality the existing labour market demands?

The Faculty of Foreign Languages, especially the Department of Italian language, actually offers three study cycles (F.G.J.H, 2014), based on the Bologna Card System:

The first three-year Bachelor cycle in three profiles:

a) Italian Language, Literature and Civilization, where the below subjects are taught in Italian language GjB, while part of the subjects are done in Albanian language GjA (Albanian language and syntax) or GjH C and Gj D:

- First year: Practical Language (it), Phonetics (it), Introduction to Linguistics (it), Text Typology 1 (it).
- Second year: Theory of literature (it), Italian Language Morphology, Text Typology 2/3 (it), Medieval / Modern / Contemporary History (it), Italian Literature 1/2, Italian Syntax, Stylistics (it), Lexicology (it), Research Methodology (it), Sociolinguistics (it)
- Third year: Italian civilisation, Glottodidactics (it), Italian Literature 3 /4, Text Typology 4, Text linguistics (it), Translation (it), Didactics (it), Language History (it), Philology (it), Introduction to Communication theory (it). Thesis (it)

b) Language and communication, first and second year coincide with the profile of Italian Language, Literature and Civilisation, whereas distinct changes in this profile are noticed in the third year,

- Third year: Italian civilisation 1/2, Introduction to Semiology (it), Basis of Anthropology (it), Italian Literature 3/4, Text Typology 4, Introduction to pragmatics, Text linguistics (it), Translation (it), Didactics (it), Language history(it), Philology (it), Introduction to Communication Theory (it). Thesis (it)

c) Translation and Interpretation, first and second year coincide with the above-mentioned profiles, whereas distinct changes in this profile are noticed in the third year,

- Third year: Theory of Translation (it), Consecutive Interpretation (A-B, B-A), Text Typology 4 (it), Practice of Translation (A-B, B-A) 1/2, Simultaneous Translation, Comparison of Translation, Thesis (it)

Second two-year cycle, Scientific Master, which profiles in:

a) Teaching – as follows:

- First year: Teaching Methods and Critical Thinking (Alb), Development Psychology (Alb), Curriculum Development (Alb), Psycholinguistics and Foreign Language Methodology (It), Foreign Language, Learning and Class Management (Alb), Evaluation (Alb), Applied Linguistics and Intercultural Communication (it), Sources of Information for Teaching a Foreign Language (it)
- Second year: Foreign Language for specific Purposes (it), Methodology of Scientific Research and Research in the Pedagogic Context of Foreign Language (it), Practical Laboratory for writing the final exam thesis (it). Practice. Thesis (it).

- b) Intercultural and tourist communication
 - First year: Literature Culture B (it), Applied economics (alb), Tourist communication (it), Translation, Interpretation, Literature Culture A (alb), Public relations (alb), Literature Culture C.
 - Second year: Communication strategy (it), Archaeology and Ethnography / tourist enterprise (it), Methodology of scientific research (it), Translation (C-A), Practice, Thesis (it)
- c) Translation
 - First year: Translation, Translation methodology and didactics, foreign language C, Interpretation, Terminology translation, Translation C-A, and a subject of choice
 - Second year: Translation C-A, Methodology of scientific research, Interpretation, Practice, Thesis (it).
- o **Third cycle, Doctorate School which has the below profiles:**
 - Linguistics
 - Didactics and methods
 - Literature
 - Communication
 - History and civilisation
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We will deal more with the presentation of subjects that are done during only the first two study cycles, as they include nearly 98 % of the students in our faculty.

The first three-year Bachelor cycle aims at a general education of the students with regards to the language, the country of origin with whom it is closely related. These three years serve to make the student understand what he is capable of, for a further profiling and what will be his specialty in the second and third study cycle.

But, analysing the curriculum and based on the continuous feedback from our students, we verify that besides the above-mentioned gaps, the stated subjects are in need of a review with regards to the improvement of, first, learning the Italian language as a communication language in every form, and then, in deepening other aspects related to it.

- What does this mean?

Our students face difficulties in learning the language, especially that of university. Despite the fact that they spend 160 hours learning the language, that is 6 hours/week for 30 weeks during the first year, for the majority of them the level of language remains in mediocre levels. Without any doubts, this brings frustration, emotional and affective barriers, and as a consequence, lack of motivation and no knowledge. This is later accompanied by incapability of understanding theoretical subjects and consequently, leads to low levels of education.

- What can be done?

Of course, there is area for improving the subjects and also the content of specific subjects in order to improve the situation. We have to admit that the blame is ours

first, and then we can blame the student. We need to check where our gaps lie and not take for granted the fact that the students must know the language, because we know it. What we can suggest with regards to this issue is:

- Review of content and number of hours in subjects that deal specifically with language learning, such as: practical language, morphology, syntax and lexicology and the way they are presented, in order to make possible an effective and productive language learning for the student, making it possible for them to absorb enough knowledge that will enable them to deepen the learning of this language with the necessary will and passion to achieve a complete education that will serve in the future.

Also, in subjects of choice, students are offered subjects in the Albanian language, such as: Physical training, Human geography, Albanian literature, Economics, International relations, etc. It seems inappropriate for a foreign language student to participate in subjects that are not related to his profile, and especially in Albanian, with no aim to damage the general education of the student, who manages a complete background from high school, or to deteriorate the use of Albanian language. If Albanian subjects have to be organized, let's increase the hours in Albanian morphology and syntax which are reduced in a semester, while our specifics require from the student to be a good acknowledger of his native language first, and then of a foreign one. And actually, our students lack even in this aspect, which is important in knowing and then approaching two languages.

How can a student learn a foreign language when the reference points in the native language are weak and lacking? Even this is an issue that needs to be solved, but actually this needs to find a solution in the high school system, so that when the student studies at the university, he will not have to start learning the native language from the beginning. He must deepen and develop his critical, analytical, and approaching aspect in the university. This needs to be solved.

What can we do? We provided a solution previously: increase the number of hours in the classes of Albanian morphology and syntax. Another suggestion would be to include new subjects that aim at the improvement and development of writing in Albanian and acknowledging different typologies of Albanian text.

The second cycle aims at a true specific acknowledgment, specialization in the respective profile. But if we could look more carefully, we could see that there are issues, such as:

- In the teaching profile, the majority of the subjects are done in Albanian, especially during the first year, which is normally reflected in the linguistic education of the student, who stops at the effective use of the respective foreign language he is studying, despite the fact that the content and the teaching of these subjects are good ones, as they are prepared and taught from specialists, who have few or no knowledge of the Italian language. Still, this does not deny the fact that teaching Albanian from professors of Social Sciences represents a weakness for the Faculty of

Foreign Languages. And this is verified not only from us, but also from the students themselves, who often complain on the lack of usage of Italian or for a seldom use in subjects which occupy less hours than the Albanian subjects.

- Another fact that can be verified is that the teaching plans between the three profiles do not respect a fair share of subjects. Hours and credits are the same, but there is noticed that, while the teaching profile has a great number of subjects, the profile of communication and translation has a decreasing trend.

- Also, in the approach between the two cycles, there are noticed repetitions of subject titles. It is clear that the subjects are aligned to a deepening from one cycle to the other, but there should definitely be a specification to distinguish one module from the other.

However, we should accept the fact that these teaching plans are continuously improving, due to the fact that the Bologna process has been recently implemented and, of course, there will be issues and difficulties during the road, and it is important to identify and work for their improvement.

Still, we should accept the real fact that even with five long years of study, the Italian language students do not find a job in the majority of the cases, or, as we mentioned above, they find a job that has no relation to their education. This arises some questions that require an answer, as our students' development and the development of our department, as well, depends on them.

1. Has the labour market ever been tested in order to verify the specific needs it represents with regards to the usage of Italian language in terms of employment?
2. How many Italian language students have been employed in their specific profile after graduating?
3. Are our students capable to face the requirements of this market?
4. How valuable and practical has been the knowledge acquired during the study years in the workplace?
5. Is it necessary to review the curriculum of both study cycles, in order to approach more closely to the market requirements and students' needs for the future?
6. What proposals and suggestions can we offer in order to solve these issues?

Of course, before we start thinking about changing the curriculum and bringing forth other proposals and suggestions from other departments, it is necessary to carry on a more general research, in order to understand what truly is needed in the actual labour market, and not make assumptions based on those design curriculum, subjects and programs, which will not serve to the real employment of students in the future.

If we can make an overview of the Italian presence in Albania, we could verify a large number of investments, enterprises, schools, hospitals, medical labs, insti-

tutions: the embassy, the Italian Institute of Culture, The Italian Chamber of Commerce, which, as we explained previously, comes as a result of bilateral relations between our countries, which have been in place for a very long time. All these close collaborative relations in different areas and sections not only of economic, industrial, social and cultural nature, but of political, military and juridical, as well, are a very important indicator that there really exists the need for people with good knowledge and use of the Italian language. Let's take a closer look in the areas where the need is stronger and what their nature is.

With reference to data provided from different sources on the Italian presence in Albania, there is noticed that (ICE, 2013):

Import from Italy: food, beverage, minerals, fuel, energy, chemical and plastic products, leather and similar products, wood and paper products, textile and shoes, building materials and metals, machinery, tools and exchange parts, etc., make a total of 1.211 million Euro = 32% of Albanian import

Export to Italy: 748 million Euro = 51% of Albanian export.

Italian and Italian-Albanian enterprises – 1460 active enterprises with different nature and forms, starting from commerce, light and heavy industry, telecommunication, agriculture, livestock, education, medical services, banking, television, etc.

Therefore, we can say that there are job positions in every area; it is only needed to find and apply. But that is not so simple:

- The fact that the majority of employees in key positions or the respective administration of these enterprises is Italian and only simple employees are Albanian, because they are paid less than what is paid in Italy.
- What Italian entrepreneurs present as an issue is the fact that, if they accept employing Italian graduates, only a few of them possess enough knowledge of the Italian language needed for a specific position or a few of them are able to use it properly.

So, what is required from us is not only the creation of professionals with linguistics capability, but also to know what kind of professionals we need to form. Therefore, the labour market requires specifics, such as: language users with good knowledge in the economic & industrial, health, administrative, communication and education section. Therefore, the purpose of our job is not to create invalid, theoretical and impractical education, but to make it practical and vital, so that it can serve to our students to achieve what they aspire in the future.

Due to all the above-mentioned reasons, the purpose of this research is to identify what we need to do to change the actual reality.

The required intervention must be deep, vertical, as well as horizontal. What we can do is face the need of the market, so that our students will not be employed in

positions that do not justify five years of study.

That's why, our faculty, and more concretely, our department, besides the review of the existing curriculum of the Italian language, has proposed the opening of professional short-term master studies, whose purpose will be the creation and forming of new professionals that will adapt to the labour market specifics. These proposals, designed from workgroups in our department, are linked to different areas, such as communication, knowing and using Italian for specific reasons, creating multimedia translators. They are presented below:

a) Professional master in translation – profile audio-visual, with the objective of : Preparing qualified professionals in the translation of audio-visual texts.

- Subjects: History and theory of audio-visual translation, cinema and translation, theory of translation, characteristics of the audio-visual language, subtitles' translation, translation via dubbing, translation of cartoons, C language translation, translation for dubbing language C, Practice, Thesis.

Possible employment areas

- Televisions
- Different agencies that deal with translation and movie dubbing

b) Professional master in translation – technical profile, with the objective of: Preparing translators for different specific areas.

- Subjects: Theory of specialized translation, Terminological aspects of specialized translation, Text editing, Linguistic and informatics sources of specialized translation, Characteristics of terminology and translation of economic texts, Characteristics of terminology and translation of medical texts, Characteristics of terminology and translation of administrative texts (language C), Characteristics of terminology and translation of economic texts (language C), Practice, Thesis.

Possible employment areas

- Freelance translators
- Employed translators (in translation societies, enterprises, organs, institutions of public and private research, national and international organizations)
- Translators in press offices
- Translators and linguistics consultants for information portals

c) Professional master in Communication – operative profile with the objective of: forming a professional general image with regards to the public relation area. It aims at enabling the student to intermediate and facilitate the communication between different institutions, between public and private institutions, between institutions and the public or even within the institution he is employed.

- Subjects: Ethnology of public speech, institutional communication, public speaking, research and analysis of the material used in public communication, organizing and promoting public events, communication through art: music, cinema, pictures, techniques and strategies of online communication (language and culture C), practice, and thesis.

Possible employment areas

- In different public or private institutions, as spokesperson in the public relation section
- As a translator in the public relation section
- In the administration
- In different NGOs
- In newsroom
- Any kind of administrative assistance
- Any other institution that deals with public information

As we have noticed, the offered proposals highlight the preparation and formation of professionals in different areas in the use of Italian language, with the sole purpose of enabling our students not only to compete, but also aim a qualitative and adequate employment, which gives them the opportunity for a further development in their career and their future in the respective specific areas of their professional education.

We do not pretend that, through these proposals, we are going to solve everything at once, which cannot be reached, because, in order to achieve this, there is required for both educational policies to play their role in the enforcement and preservation of the Italian language and culture. Also, with regards to the employment policies, it is essential to design and implement the agreement with effective Italian and Italian-Albanian enterprises which are present in Albania, with the purpose of mandatory employment of Albanian professionals.

Besides this, as the institution which prepares these generations of students, we think that it would be very effective if a common agenda should be prepared together with the private Italian enterprises of every sector that are operating in Albania. Such a step would require preliminary meetings in the beginning of the academic year with representatives of such enterprises, where they would present real needs they have for students with the appropriate profile for such job positions. Such a structured and long term (3-5 year) agenda would highlight the areas of improvement in the existing curricula or even introducing new elements in the existing ones. But, normally, this would be most effective in the labour market. In the light of such an organization, we have to add that we need to thoroughly consult the legislation with regards to the design of a common agreement with these foreign private sectors operating in the Albanian territory. This legal "precaution" would avoid any kind of future dissatisfaction or disagreements from both parts.

There is still a lot to be done and more difficult challenges await us in the future,

but we will try hard to make it possible for our students to gain enough knowledge and make them ready to handle with success the challenges they will face after graduation.

Translation by: Doruntina Mekshi

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Anxiety/Depression and Academic Achievement in Adolescents in Prishtina

Abstract

Numerous empirical studies suggest that psychological difficulties of children and adolescents are negatively correlated with academic achievement. The main purpose of the study is the recognition level of emotional problems-anxiety and depression to an adolescent school sample in Prishtina and their relation with academic achievement. A sample of the school population (219 children aged from 10 years to 18), 38.8% boys and 61.2% girls have completed instruments: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for children. 15% of cases have resulted in anxiety and 22.1% with depression. Results showed that anxiety and depression have no significant correlation with success at school while having significant positive correlation between them ($r=.56, p<.00$) with great effect size. Nonsignificantly students with depression had a poor success and those with anxiety had better success. Also the results showed statistically significant gender differences in the level of anxiety and depression. Women have more anxiety ($r=.24, p<.00$) and depression ($r=.20, p<.01$); in both cases the effect size is small. The multiple standard regression analysis of academic achievement as the dependent variable and gender, age, anxiety and depression as independent variables resulted in a significant statistical model ($R^2=.216, F(5, 131)=6.598, p<.00$). However, the model describes only 21 % of shown success variance, significant unique contribution have given gender ($\beta= .17, p<.04$), residence ($\beta= .24, p<.00$), age ($\beta=-.19, p<.02$) depression ($\beta= -.24, p<.01$) and anxiety ($\beta=.20, p<.03$). These results have important implications in the context of addressing anxiety and depression with the goal of improving academic achievement.

Key words: *academic achievement , anxiety, depression, students, Prishtina.*

1. Background

1.1 Anxiety, depression, academic success

Experiencing emotional states such as anxiety and depression is a universal phenomenon (Spielberger, 2006). Anxiety is one of the most common psychological disorders in school-aged children and adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). The prevalence rates range from 4.0% to 25.0%, with an average rate of 8.0% (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000). Anxiety is associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Petermann, 2000) and with negative sequelae: poorer academic performance and higher rates of school drop out (Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam, 1994; Ialongo, Edelsohn, Werthamer-Larsson, Crocket & Kellam, 1995; Kusche, Cook, Greenberg, 1993).

The depressive syndrome in young people has been estimated at 10 to 30% by some researchers (Hammen & Rudolph, 2003). Edwards and Holden (2001) found that among college students seeking counseling services, anxiety and depression were ranked first and third as presenting problems.

Performance in academic life demands all aspects of well-being, those that include physical, social, emotional, spiritual, and psychological well-being (Crystal, Chen, Fuligni, Stevenson, Hsu, Ko, Kitamura, & Kimura, 1994).

1.2 Literature review: anxiety, depression and academic success

Numerous empirical studies suggest that children's psychological difficulties are negatively correlated with academic achievement. Previously it has been known that anxiety plays a significant role in student's learnings and academic performance (Tobias, 1979). According to Owens (2012): "a finding that schoolchildren and adolescents experiencing high levels of anxiety or depression are at risk for poor academic performance (Hembree, 1988) has been replicated in many countries including South Africa, Finland, Australia, the UK, Germany, the USA, and others".

The majority of the research literature in this area has tended to focus on anxiety rather than depression, a fact which is reflected in the extant meta-analyses on anxiety and test anxiety (Ergene, 2003; Hembree, 1988; Ma, 1999). The researches show that psychological problems like anxiety and depression affect academic achievement inversely; especially the high level of anxiety has more damaging effect on academic achievement and can lead to lower academic performance and poorer working memory function; because school tasks that involve more working memory are greatly affected (Owens et al., 2012). In the same time this effect is due to poor school attendance and the negative behavior (Hughes, Lourea-Waddell & Kendall, 2008). Similarly, in research carried out by Von Ameringen et al. (2003), results suggest that children and adolescents with anxiety problems suffer greater risk of failing academically, of dropping out of school, and of not aspiring to higher education, when compared to the normal population. In this line, results from Mazono et al. (2007) reveal a statistically significant association between high level

self-reported anxiety and poor academic performance. Thus, children with high levels of anxiety were more likely to have school grades in the failure range, as compared to children with low scores in anxiety.

Ialongo et al. (1995) followed first grade children for 4½ years and found that the children who were in the top third of self-reported anxiety symptoms were 10 times more likely to be in the bottom third of achievement in the fifth grade. Moreover, research findings suggest children and adolescents with anxiety problems are at increased risk of underachieving in school, dropping out of school, and/or not pursuing higher education compared to the general population (Kessler, Foster, Saunders & Stang, 1995; Von Ameringen, Mancini & Farvolden, 2003) .

Regarding depression in children and adolescents the results of the studies showed that there was an inverse relationship between academic achievement and depression. Moreover, several researchers have linked depressive disorders or symptoms to underachievement (e.g., PuigAntich et al., 1993). Adolescents with depression are at increased risk for impairment in school and educational attainment (Asarnow, Jaycox, Duan, LaBorde, et al., 2005). This notion was then supported by Zaid, Chan, and Ho (2007) in the study on emotional disorders among medical students in one of the Malaysian private colleges found that students who experienced depression had a lower academic performance.

Eisenberg, Golberstein, & Hunt (2009) stated that detailed descriptive analysis of association between mental health and academic outcomes in college showed depression as a significant predictor of lower GPA (Grade Point Average) and co-occurring anxiety and depression have an additional negative association with GPA. Students who experience mild or moderate symptoms of depression or anxiety also demonstrate more academic difficulties and lower GPA than non-depressed students (Locke, 2009; Deroma, Leach, and Leverett, 2009). Certainly, clinical depression is often associated with both an inability to concentrate and intrusive ruminative thoughts (Nolen-Hoeksema, 2000) which are likely to reduce available cognitive resources. Many clinical descriptive reports suggested that depression may be a contributing factor to poor academic performance (Fine & Carlson, 1994). It is noteworthy that other researchers have found no connections between internalizing symptoms and poor academic performance (e.g., Reinherz et al., 1993).

2. Aims

In this study, it is aimed to estimate the levels of depression and anxiety to a sample of adolescents in Prishtina and their correlation with academic achievement. At the same time it will be analysed socio-demographic factors such as age, gender and residence and their correlation anxiety, depression and academic achievement in adolescents.

The scope of this research is to answer the following questions:

1. Do the anxiety levels of students show a significant difference according to their age, gender and residence?
2. Do the depression levels of students show a significant difference according to their age, gender and residence?
3. Do the academic success levels of students based on GPA show a significant difference according to their age, gender and residence?
4. Do the academic success levels of students based on GPA show a significant difference according to their presence of anxiety?
5. Do the academic success levels of students based on GPA show a significant difference according to their presence of depression?
6. Do the levels of anxiety and depression can predict academic success levels of students based on GPA ?

3. Method

The population of this descriptive study, carried out to identify depression, anxiety and the academic success levels of students of the primary and secondary schools in Prishtina kapital city of Kosovo. The data were obtained by using The Revised Children Manifest Anxiety Scale (RCMAS) and The Depression Self-Rating Scale for Children that were applied to students in the school, between 15 and 30 January in 2014. In terms of the accessibility the study group consists of 219 students randomly selected, aged 10-18 years. The sample was constructed by students of primary and lower secondary schools of Prishtina region. School population regarding the gender composition was 38.8% boys and 61.2 % girls. 85.4 % of samples come from urban areas and 14.6% from rural areas.Regarding to academic achievement students are classified as follows:exellent,very good,good,enough,not enough.In Kosovo in pre-University education grades are from one five. The classification is done based on the average mark of self-reported by students in the end of research.

3.1 Instruments

To measure anxiety and depression are used: Revised Children Manifest Anxiety Scale (RCMAS) and Depression Self-Rating Scale for Children. These two questionnaires are translated in Albanian language by Martin Asshauer, Merita Osmani & Ziberi.

Revised Children Manifest Anxiety Scale (RCMAS) is a 28-item self-report inventory used to measure anxiety in children, for clinical purposes (diagnosis and treatment evaluation), educational settings, and for research purposes. The RCMAS consists of 28 Anxiety items and was developed by Reynolds and Richmond (1978) to assess "the degree and quality of anxiety experienced by children and adolescents" (Gerald and Reynolds, 1999, p. 323). Wisniewski, Mulick, Genshaft and Coury (1987) examined the test-retest reliabilities of the RCMAS with 161 children in Grades 6 to 8. Analyses of retesting after one and five weeks indicated "good reliability" (Pearson correlations from .60 to .88, significant at $p < .01$, p. 67) and

an insignificant difference between test and retest mean raw scores. These results would support the stability of the scale over brief periods. With retesting after a substantial longer period, nine months, Reynolds (1981) found a .68 correlation between RCMAS Anxiety Scale scores for 534 children in Grades 4 to 6. This would be indicative of relatively high temporal stability. The RCMAS is suitable for individual or group administration, by clinicians, researchers or teachers, with 6 to 19 year old children. Each item is given a score of one for a “yes” response, yielding a Total Anxiety score. A score above 18 has been suggested as indicative of possible depressive disorder. In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach’s alphas for the 28 items of Depression Self-Rating Scale for Children were .84. Thus showed that has good internal consistency. The Depression Self-Rating Scale for Children was developed in 1978 as part of a Masters of Philosophy Thesis at the University of Edinburgh. The Depression Self Rating Scale (DSRS) is an 18-item self-report measure for children (Denda, Kako, Kitagawa, & Koyama, 2006) , which has been used in a range of cross-cultural contexts (Denda, Kako, Kitagawa, & Koyama, 2006). This instrument records symptoms over the past week. Items are presented as statements, e.g. “I sleep very well.” Responses are a 0 ‘mostly’, 1 ‘sometimes’, 2 ‘never’. Scores are then added. A score above 15 has been suggested as indicative of possible depressive disorder. Author reported test-retest reliability coefficient of 0.80 and a split-half reliability of 0.86 (Birlson, 1981). Further studies have found split-half reliabilities ranging from 0.61-0.85 and alpha coefficients ranging from 0.73-0.90 (Birlson, 1981). This measure has moderate concurrent validity and demonstrated discriminative validity with acceptable sensitivity and specificity (Birlson, 1981). In this study the reliability of the scale was assessed using Cronbach alpha coefficients. Cronbach’s alphas for the 18 items of Depression Self-Rating Scale for Children were .75. Thus showed that has good internal consistency.

Students’ GPA was accepted as the indicator of their academic success.

3.2 .Data Analysis

The data analysis was performed using SPSS 21.0 software package and Microsoft Excel 2007. Since the scores obtained by study group from the scales don’t show a normal distribution, non- arametric tests were used. Thus, Mann-Whitney U test was used to analyze whether student’s anxiety, depression and academic succes levels differ significantly according to tenderand residence. Kruskal- Wallis H test was used to analyze whether student’s anxiety, depression and academic succes levels differ significantly according to their age-group and to analyze whether academic succes levels differ significantly according to their anxiety and depression levels. The multiple standard regression analize is used to etamine predictive poker of anxiety, depression, age, gender and residence in the academic succes levels. The results obtained from analysis are summarized in the finding section.

4.Results

4.1. Anxiety and depression

Results showed that 15,7 of cases resulted with anxiety; by sex 3,4% are boys and

12,4% are girls. With depression are 22% of sample; by sex 4,7% are boys and 17,4 are girls.

Based on found correlations we have some statistically important differences in anxiety and depression level by gender, age and location. Gender is in significant positive correlation with anxiety ($r=.24, p<.00$), which means girls have correlation with highest levels of anxiety and in this case the effect size is small. (Tab.1). Also in case of depression gender is in positive significant correlation with highest levels of depression ($r=.20, p<.00$), where girls have correlation with highest levels of depression and in this case the effect size is small. (Tab.1).

Chi-square test (me Yates Continuity Correction) indicates that we have significant association between gender and depression presence, $X^2(1, n= 163) = 7.028, p= .008, \phi = .22$. This has a small effect size. From this analysis we understand that in cases with depression 81.8 % are girls and 12.8 % boys. We don't have significant association between gender and anxiety presence. Also, we don't have significant association between residence and anxiety / depression presence.

We calculated the Eta to estimate association between age and depression presence; in this case $\text{Eta}=.022$ and in case of anxiety $\text{eta}=.016$. This is a small effect size in both cases.

It is used Man-Whitney technique for testing differences between groups within variables by sex. Therefore Mann-Whitney test has found that there are statistically important differences between girls ($Md=11; N=98$) and boys ($Md=10; N=65$) in depression level; $U=2601.500, Z=-2.841, p < .04, r = .21$ (this is a moderate effect size). With this technique there are not found differences in anxiety level. Also there are not found differences in case of location.

Correlations	Sex	Residence	Age	Success	ANXIETY	DEPRESSION	Mean	SD
Sex	-	.104	-.044	.206*	.243**	.203*	1.6136	.48877
Residence	-	-	-.349**	.328**	.023	.023	1.8333	.37410
Age	-	-	-	-.293**	.055	.067	14.3788	2.37522
Success	-	-	-	-	.104	-.093	4.17	1.099
ANXIETY	-	-	-	-	-	.580**	12.28	6.436
DEPRESSION	-	-	-	-	-	-	11.55	5.362
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed). c. Listwise N=132								

Table 1. Intercorrelations, Means and Standard Deviations for variables (N= 132)

4.2. Success at school

In terms of academic achievement, students are classified as follows: excellent were - 58.8 %; very good-15.5%; good-19.6 %; enough - 4.1 % not enough - 2.1 %. Gender is in significant positive correlation with success in school ($r=.20, p<.01$), where girls have correlation with highest levels of success (Tab.1). In this case the effect size is small. Residence is in positive significant correlation with success in school ($r=.32, p<.01$), where students from city have correlation with highest levels of success (Tab.1). In this case the effect size is medium. Age is in negative significant correlation with success in school ($r=-.20, p<.01$) where younger ages have correlation with highest levels of success Tab.1. In this case the effect size is small.

To investigate the report between success and gender we have used Kendall-Tau analysis. It indicates that we do not have significant association between them. $(161) = .314, p<.00$. But Kendall Tau analysis has found positive significant association between success and residence. This means that students from urban areas had better success. This is a medium effect size.

4.3. Anxiety, depression and success at school

Results showed that anxiety and depression don't have significant correlation with school success but have positive significant correlation between each other with big effect size ($r=.58, p<.00$) (Tab.1). Non significantly the high level of depression was in correlation with lowest success. In case of anxiety we have positive non-significant correlation where the highest level of anxiety resulted with the highest level of success.

The multiple regression analysis with academic achievement as a depended variable and gender, residence, age, anxiety and depression as independent variables resulted in a model with statistical significance ($R^2=.216, F(5, 131)=6.598, p<.00$) (Tab.2). However, the model describes only 21 % of shown success variance, where significant unique contribution have given gender ($\beta= .17, p<.04$), residence ($\beta= .24, p<.00$), age ($\beta=-.19, p<.02$) depression ($\beta= -.24, p<.01$) and anxiety ($\beta=.20, p<.03$). (Tab.3).

Table 2. Arithmetic average, standard deviation and correlations between success at school and gender, residence, age, anxiety, depression

Variablat	M	SD	Sex	Residence	Age	Anxiety	Depression
School Success (GPA)	4.17	1.099	.206	.328	- .293	.104	-.093
Predictor variables							
Sex	1.6136	.48877	-	.104	- .044	.243	.203
Residence	1.8333	.37410	-	-	- .349	.023	.023
Age	14.3788	2.37522	-	-	-	.055	.067
Anxiety	12.28	6.436				-	.580
Depression	11.55	5.362					-

Table 3. Summary of standard regression analysis gender, residence, age, anxiety and depression while predicting success at school

Variables	B	SEB	β
Sex	.383	.184	.170
Residence	.712	.249	.242
Age	-.091	.039	-.197
Anxiety	.036	.017	.208
Depression	-.049	.020	-.241
Constant	3.865		

Note: $R^2=.216$, $F(5,131)=6.598$, $p<.00$

So Kruskal Wallis test found that there are not any statistical differences between the groups by success in school.

Kruskal-Wallis analysis performed on groups by school success showed that there are not any significant differences in depression level between groups (not enough success, n=4: enough success, n=8 good success, n=31: very good success, n=28: and n=103 excellent success) $X^2(4, n=174)=7.996$, $p=.092$. Cases with bad success had the highest median (Md=15.5) comparing to other groups (Md=10.5) , (Md=11), (Md=12) dhe (Md=10).

Kruskal –Wallis analysis performed on groups by success in school showed that there are not any significant differences on anxiety levels (not enough success, n=4: enough success, n=8: good success, n=36: very good success, n=27: and excellent success, n=101) $X^2(4, n=176)=5.227$, $p=.265$. Cases with good success had highest median (Md=14), comparing to other groups (Md=13), (Md=13), (Md=9) dhe (Md=8). Overall, groups with higher success had higher level of anxiety.

5. Limitations

A limitation is the measure of academic success based in only student’s self-report average of their marks. However, it should be noted that there it is a empiric evidence(meta-analysis) which suggests that self-report of marks’s average reflects good actual performance (Kuncel et al., 2005). In fact Chi-square test showed that academic achievement of study are statistically higher than official reported marks in years 2004-2005 in Kosova’s level $X^2(4, n=219)=32.029$, $p<.00$ (MASHT,2008).

6. Discussions and conclusions

Finding of a higher level of depression than anxiety are interesting; but however as prevalence are in range of findings from different known researches (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone, Ollendick & Shek, 2000; Hammen & Rudolph, 2003); in the other side their presence in our case with big effect size is something accepted in research literature (Costello, Mustillo, Erkanli, Keeler & Angold, 2003).

Findings that these disorders are often present in girls (Rutter, et al., 2008, Costello, Mustillo, Erkanli, Keeler & Angold, 2003) based in correlations they are verified only for depression and not for anxiety with association and difference between groups statistical analysis.

Findings of higher of depression than the anxiety are interesting but however as a prevalence are in a range (Strahan, 2003) to most of the research findings, but in some cases contrary to most of the research findings, Preiss and Franova (2006) found no effect of gender on academic achievement of school students.

Findings that anxiety and depression have no significant correlations with success in school despite that students who had more anxiety and those who had less depression had better results in school, they hadn't achieved statistical significance in comparative and differences between groups analysis; thus showed that relationship between academic performance and anxiety /depression symptomatology is complex; and as Ormord (2000) stated "anxiety and academic achievements has been a difficult relationship to clearly elucidate". This goes in line with findings of one longitudinal study in community (Reinherz, Giaconia, Pakiz, Silverman, Frost, & Lefkowitz, 1993). Overall all the variables as gender, age, residence, anxiety and depression each gave predictive power of success.

Despite of these findings we are sure that understanding the relationship between psychopathology and academic performance may have implications for devising counselling interventions directed at the negative effects of psychological distress on students' learning outcomes.

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Phraseological Irreversible Binomials in Albanian

Abstract

In the group of the set phraseological multi-word sequences of the Albanian language we include even those structures with a transferred meaning for which they are studied in phraseology, eg shëndoshë e mirë (safe and sound, lit. sound and good), herët ose vonë (sooner or later), pak a shumë (more or less), natë e ditë (night and day), kokë e këmbë (completely, lit. head and legs), etc. Those structures will be called phraseological irreversible binomials. In the phraseological irreversible binomials we will include only the literal phraseological ones, whereas the so-called “figurative phraseological binomials”, such as flakë për flakë (immediately, lit. flame to flame), mish e thua (very related to each-other, lit. flesh and nail), etc., will be included in the category of idioms, because they are characterized by the figurativeness which is more important than the structure and which constitutes one of the basic features of idioms. Consequently, “the figurative phraseological binomials” will be called idioms with a binary structure. Then, we will focus on the phraseological nature of the literal binomials whose main phraseological condition is the meaning transfer of the lexical structure. Finally, we will make a distinction between literal phraseological binomials and non-phraseological binomials which are characterized only by the one-level content, such as sot e tutje (from today onwards, lit. today and away), lerë e rritur (born and grown-up), etc. A special case of non-phraseological binomials in Albanian are also some binary structures, e.g. javë për javë (week by week), muaj për muaj (month by month), vit për vit (year by year), shtëpi më shtëpi (in every house, lit. house by house), fshat më fshat (in every village, lit. village by village), rrugë më rrugë (in every street, lit. street by street), etc., in which there is no meaning transfer and which, structurally, constitute a “type of sequence formation” that is not characteristic of the phraseology.

Key words: *Phraseology, phraseme, idiom, phraseological binomials, irreversable order, meaning transfer, semantically related words.*

Introduction

Although phraseological expressions are very useful tools in any (natural) language, the interest of linguists in them came too late. The first who developed Albanian phraseology from the point of view of the linguistic discipline is J. Thomai, in 1981. As far as “phraseological units” of the Albanian language are concerned, in “the phraseological dictionary of the Albanian language” (1999) J. Thomai states that “the general features of phraseological units which are recognized in Albanian are two-content-word-combination structure, semantic unit, stability, figurativeness, neutralization of internal syntactic relations, word equivalence from the view of categorical meaning and function in discourse”. It is true that most phrasemes are figurative, but figurativeness is not sufficient to determine or identify phrasemes, because there are also phrasemes that are not figurative, e.g. *rreth e rrotull* (lit. round and around, for from all sides), *fund e krye* (lit. bottom and top for everywhere over the whole body), *ditë për ditë* (day by day, continuously), etc.

The determining criterion that we propose for phraseology is non-literal referentiality or meaning transfer, which means that phrasemes have lost their literal meanings or say more than their literal meanings. They are studied for their (new) transferred meaning, obtained only within stable syntactic word combinations. The essence of phrasemes lies in their semantic nature and, as a result of that, they have been studied in the framework of lexicology. Otherwise, stable word combinations should have been studied by syntax as syntactic combinations. Through non-literal referentiality we can identify all phraseological sequences. Consequently, we will expand the phraseology of the Albanian language by also adding non-figurative phrasemes, e.g. *rreth e rrotull*, *fund e krye*, *ditë për ditë*, etc., which are not figurative and which we include in another phraseological category, the phraseological irreversible binomials.

Definition and history of phraseological irreversible binomials

Phraseological irreversible binomials are phraseological stable multi-word combinations or phrasemes consisting of two words which are semantically related and which generally belong to the same word class, are placed at the same level of the syntactic hierarchy, are connected by coordinate conjunctions and have an irreversible order, e.g. *urtë e butë* (lit. quietly and gently, for without being noticed), *shëndoshë e mirë* (lit. soundly and well, for safe and sound), *mirë e bukur* (lit. well and beautifully, for fully, completely), *rreth e rrotull* (lit. round and around, for from all sides), *natë e ditë* (night and day, continuously), *ditë e natë* (night and day, continuously), *fund e krye* (lit. bottom and top for completely, over the whole body), *anë e kënd* (lit. side and corner, for everywhere at an wide area), *lart e poshtë* (up and down, everywhere), *poshtë e lart* (lit. down and up, for up and down, everywhere), *brenda e jashtë* (lit. inside and outside, for everywhere), *jashtë e brenda* (lit. outside and inside, for everywhere), *herët ose vonë* (soon or later, surely at an indefinite moment), *pak a shumë* (lit. less or more, for more or less, almost), *bardhë e zi* (lit. white and black, for black and white # in colour), *me sot e me nesër* (lit. with today and with tomorrow, for soon), *me sot me nesër* (lit. with today with tomorrow, for soon), *gjallë a vdekur* (lit. alive or dead, for without fail), *rrallë e tek* (lit. rarely

and alone, for very rarely) , orë e pa kohë (lit. time and without time, for untimely), rrallë e për mall (lit. rarely and for longing, for very rarely), kokë e këmbë (lit. head and leg, for everywhere all over the body), poshtë e përjetë (lit. downwards and upwards, for everywhere), këmbë e duar (lit. legs and hands, for completely), kockë e lëkurë (lit. bone and skin, for very thin), sot a nesër (today or tomorrow, for soon), mirë a keq (lit. well or badly, for to the best of one's possibility), krah për krah (lit. arm next to arm, for together), sot për sot (lit. today for today, for having nothing sure for the future), tani për tani (lit. now for now, for temporarily), një për një (lit. one by one, for in great detail), fjalë për fjalë (lit. word by word, for in great detail; without any change), fije për fije (lit. a bit by a bit, for in great detail), nga çasti në cast (lit. from a moment to another moment, for very soon), ditë për ditë (day by day, continuously), gjysh pas gjyshi (lit. grandfather after grandfather, for from ancient times), brez pas brezi (generation after generation, for from ancient times), dita ditës (lit. the day from the day, for day by day, continuously), dita ditën (lit. the day the day, for day by day, continuously), gjerë e gjatë (lit. widthways and lengthways, for completely), gjatë e gjerë (lit. lengthways and widthways, for completely), rrugë pa rrugë (lit. road without road, for through inappropriate or undesirable pathways), rrugë e pa rrugë (lit. road and without road, for through inappropriate or undesirable pathways), kohë pa kohë (lit. time without time, for at inappropriate time), kohë e pa kohë (lit. time and without time, for at inappropriate time), etc.

The term irreversible binomials was established in 1959 by Yakov Malkiel. In his work "Studies in Irreversible binomials", Malkiel particularly describes semantic relations between the two constituents of binomials, but also the semantic relations between the constituents of the binomials and the meaning of the whole sequence. He states that binomials often have syntactic and semantic features not predicted on the basis of their forms.

The term binomial is a mathematics term (where it refers to an expression consisting of two elements connected by plus or minus signs), which is used more and more in linguistics as well. Consequently, in linguistic binomials there are two words connected between them by word connection means. The main connection means are the conjunctions, e.g. e (and), a (or), etc.

Nature of the constituent words of phraseological binomials

The first model of phraseological binomials in the Albanian language is the combination of (quasi-) synonymous words, e.g. shëndoshë e mirë, urtë e butë, rreth e rrotull, etc.

Another model of phraseological binomials includes combination of (quasi-) antonymous words, e.g. lart e poshtë, rrallë e tek, pak a shumë, etc.

Another model of phraseological binomials includes the combination of words that complete each-other, e.g. këmbë e duar, kockë e lëkurë, fund e krye, ditë e natë, etc.

A frequent model of phraseological binomials are the word sequences made up by the repetition of the same word, e.g. *krah për krah*, *sot për sot*, *tani për tani*, *një për një*, *ditë për ditë*, *fjalë për fjalë*, *kokë për kokë*, *gjysh pas gjyshi*, *brez pas brezi*, *dita ditës*, *dita ditën*, *këmba këmbës*, *kot më kot*, etc.

Types of phraseological binomials according to their meaning

On the basis of the literal meaning or the figurative meaning that phraseological binomials may have, we will single out two types of phraseological binomials: literal phraseological binomials, e.g. *shëndoshë e mirë*, *bardhë e zi*, *mirë e bukur*, *lart e poshtë*, *rreth e rrotull*, *poshtë e përpjetë*, *urtë e butë*, *rrallë e tek*, *pak a shumë*, *rrallë e për mall*, etc., and figurative phraseological binomials, e.g. *flakë për flakë* (lit. flame to flame, for immediately), *mish e thua* (lit., flesh and nail, for very related to each-other), *me kuç e me maç* (lit. with dogs and cats, for all the family members and house things), *hiq e mos këput* (lit. pull it and don't cut it, for to never finish a job), *kodra pas bregut* (the hill after the bank, for nonsense), etc.

Figurative phraseological binomials are binomials for their special binary structure, but they are idioms for the figurative meaning they have. As Gabrovsek (2003) notes, most existing phraseological typologies recognize that there is partial overlapping between phraseological categories and that there are few clearly distinct categories. As figurativeness is a more important phraseological feature than the structure of phrasemes, because it constitutes the highest level of meaning transfer for which set phrases are studied by phraseology, and as it constitutes one of the basic criteria of idioms, the so-called figurative phraseological binomials can be included in the phraseological category of idioms. For the proper phraseological category of phraseological irreversible binomials we propose to include only the literal phraseological irreversible binomials, also mentioned in our study as literal phraseological binomials, or phraseological binomials, or literal binomials, which differ only in their special binary structure, whereas the so-called figurative phraseological binomials will be called idioms with a binary structure.

The category of literal phraseological binomials is relatively small and, as far as their structure is concerned, this category is simpler than the other phraseological categories. The general feature of this category is its structure with the use of two semantically related words (synonyms, antonyms, etc.) or with the repetition of the same word. Structurally, they constitute the simplest group of adverbial phraseology, even the first degree in the field of phraseology.

Phraseological fixedness of literal binomials

Not only figurative binomials (or idioms with binary structure), but also literal binomials are phraseological. Unlike literal binomials, figurative binomials are also phraseological for their figurativeness as well as idioms.

In the course of our study we will focus on arguing the phraseological nature of phraseological binomials, because they present some very interesting points about their phraseological fixedness:

Meaning transfer of phraseological binomials

As far as their meaning is concerned, literal phraseological binomials have a broader meaning than the sum of the meanings of their constituent words. Thus, the meaning of the literal phraseological binomial *bardhë e zi* (in black and white) in the example “film/ fotografi *bardhë e zi*” (film/photo in black and white), is more than the sum of the meanings of the constituent words black and white, which is “having only the combination of black and white” as it happens in the example “*këmishë bardhë e zi*” (a black and white shirt), where the binomial black and white is not a phraseological binomial, but constitutes a non-phraseological binomial. In the example “film/ fotografi *bardhë e zi*” the basic (literal) meanings of these lexical elements have a role in the meaning, but they form only part of this meaning. The expressions also has the semantic feature of the lack of colors “without colours”, which can not be inferred from the specific meanings of the constituent words. As a result of this added (or new) meaning “without colours”, which might be more or less dominant, the literal phraseological binomials have a non-compositional meaning.

The same can be said for the literal phraseological binomial *ditë për ditë* (day by day, continuously), which obtains the added idea of continuity, or the literal phraseological binomial *kokë e këmbë* (everywhere, all over the body), which acquires and the idea of all-over-spreading and, therefore, the above sequences obtain an added meaning, such as continuously, anytime, anywhere, very much, etc., which makes their meaning non-compositional.

Regarding literal phraseological binomials we can add that the phraseological relationship is weak, because, besides the meaning transfer that is expressed through the added meaning, the constituents preserve their literal meanings too.

Syntactic restrictions

Literal phraseological binomials are two-syntactic-member expressions with strong syntactic relations (Thomai, 1981) and in most cases they appear to have an irreversible order, e.g. *bardhë e zi*, *shëndoshë e mirë*, etc. Even those literal phraseological binomials that are not irreversible, show a clear tendency to a preferred order, e.g. *gjerë e gjatë* vs *gjatë e gjerë*.

Syntactic restrictions are also expressed by not allowing the modification of the constituents of phraseological binomials. Consequently, we can not say **shëndoshë e shumë mirë* (lit. soundly and very well), **mirë e shumë bukur* (lit. well and very beautifully), **shumë mirë e bukur* (lit. very well and beautifully), **mirë e më bukur* (lit. well and more beautifully), etc.

Morphological restrictions

Morphological restrictions concern the phraseological binomials consisting of variable parts of speech. Thus, the noun constituents of phraseological binomials tend to be used in a fixed form (regardless of the form fixedness tends to happen), e.g. *fund e krye*, *anë e kënd*, etc.

Lexical restriction

Lexical restriction is expressed through the tendency of the constituents of phraseological binomials to be used only in the company of each-other, e.g. *shëndoshë e mirë* (lit. soundly and well) and not **shëndoshë e shkëlqyer* (lit. soundly and excellently); *mirë e bukur* (lit. well and beautifully) and not **përkryer e bukur* (lit. perfectly and beautifully); *mirë e bukur* and not **mirë e këndshëm* (lit. well and kindly); *gjallë a vdekur* (lit. alive or dead) and not **gjallë a vrarë/ plagosur* (lit. alive or killed/wounded), etc.

Phraseological features of literal phraseological irreversible binomials

Based on the above defining criteria of literal phraseological irreversible binomials we can now single out their phraseological features which are as follows:

Polylexicality

The first criterion that allows us to talk about the fixedness of literal phraseological irreversible binomials is the criterion of polylexicality, which implies the existence of more than one word having autonomous existence in the language, e.g. *shëndoshë e mirë*, *mirë e bukur*, *fund e krye*, *rreth e rrotull*, *ditë për ditë*, etc., where each of the constituents is a word with autonomous existence in the language (in the dictionary).

Lexical restriction

The lexical restriction criterion means the impossibility to replace a word with another (quasi-) synonymous word in the paradigmatic axis, e.g., in the binomial *shëndoshë e mirë* the constituent *mirë* (well) can not be replaced with its synonyms *shkëlqyer* (excellently), *përkryer* (perfectly) or *mbarë* (auspiciously).

Meaning transfer or non-literal referentiality

One of the main criteria of phraseological fixedness is non-literal referentiality or meaning transfer of the constituents or the structure of phrasemes. Meaning transfer is the term used to describe the fact that phrasemes have a transferred meaning which is different from the sum of their original literal meanings, e.g. the binomial *kokë e këmbë*, besides its original literal meaning, has also obtained the added meaning of all-over-spreading, i.e. “completely, all over the body”.

Semantic non-compositionality.

According to the principle of non-compositionality, the meaning of a sequence can not be derived from the sum of the literal meanings of its constituents, because the expression is not coded on the basis of the literal meanings of the constituents, and, therefore, can not be decoded on their base. The meaning of phraseological binomials is different from the sum of the meanings of the constituents, e.g. the binomial *kokë e këmbë* = completely, all over the body.

Morpho-syntactic restrictions

Unlike free word combinations, literal phraseological irreversible binomials are characterized by morphology and syntax restrictions which are related to the impossibility to change the forms of the constituents or the construction of the expres-

sion, such as the number and the forms of nouns, the number of the constituents, etc. Thus, the binomial *kokë e këmbë* (lit. head and legs) can not be transformed into **koka e këmba* (the head and the leg) or **koka e këmbët* (the head and the legs) without losing the phraseological meaning of all-over-spreading. The same can be said about the binomial *shëndoshë e mirë* which can not be changed into **mirë e shëndoshë* (lit. well and soundly) or **shëndoshë e shumë mirë* (lit. soundly and very well).

Word equivalence and their lexicalization

Word equivalence is another feature of literal phraseological irreversible binomials. As a result of semantic non-compositionality, they enter the sentence as a single lexical unit like words, i.e. they are word equivalents, e.g. *mirë e bukur* = fully, completely. In this case we say that the structure is lexicalized and literal phraseological irreversible binomials constitute lexical units.

Prefabrication of the sequence and its reproduction as a ready-made unit

In literal phraseological irreversible binomials the combination of words is not made on the spot, at the moment of speaking, but it is done with the passing of time, historically. They are not produced at the moment of speaking from the beginning, but are reproduced in the discourse as ready-made, inseparable units.

Memorization of the sequence

Literal phraseological irreversible binomials constitute language ready-made units and, as such, they are memorized in the mental lexicon of the speakers of the language. Their constituents are determined only by use, unlike free phrases whose composition is determined by the meaning of the constituents and which, therefore, are not memorized, but are constructed in discourse. They are stored as a whole by the users of the language and are not produced from the beginning at the moment of speaking, but are reproduced in discourse as ready-made, inseparable units.

Non-productivity of the sequence

Non-productivity is due to lexical restriction. Literal phraseological irreversible binomials do not constitute productive models in the language, because their constituents are determined only by use and not the meaning. Consequently, phraseological binomials can not be built unrestrictedly on the basis of a given model. Thus, according to the model *mirë e bukur* we can not construct other phraseological sequences having a transferred meaning, e.g. **mirë e urtë* (lit. well and quietly), **shpejt e bukur* (lit. quickly and beautifully), etc.

The structure of literal phraseological irreversible binomials

Most literal phraseological binomials are structures built with two words of the same part of speech. But what are the parts of speech that enter the formation of binomials and which parts of speech contribute most to their formation? Word classes entering the construction of literal phraseological binomials are as follows:

-Most of the constituent elements of phraseological binomials are nouns, e.g. brez pas brezi, natë e ditë, fund e krye, krah për krah, etc.

-A lot of the constituent elements of literal phraseological binomials are adverbs, e.g. shëndoshë e mirë, bardhë e zi, mirë e bukur, mbarë e prapë, rreth e rrotull, poshtë e përpjetë, etc.

-Finally, we have a group of literal phraseological binomials with a different structure where the second part is not equivalent to the first part, e.g. orë e pa kohë, rrallë e për mall.

Cases of literal phraseological binomials according to their structure

The most difficult categorization of literal phraseological binomials is the one based on their structure where a lot of elements are involved, such as the lexico-grammatical nature of the constituent parts, their syntactic relations, their order and their connection means.

We will single out two cases of literal phraseological binomials: the typical case and the limit cases.

-The typical case of literal phraseological binomials

By the typical case of literal phraseological binomials we understand the binomials that are constructed by coordinate conjunctions, belong to the same part of speech and are placed at the same level of the syntactic hierarchy, as provided in the definition of phraseological binomials.

As a typical case of phraseological binomials in the Albanian language we find binomials having as constituents synonymous or antonymous words, e.g. shëndoshë e mirë, bardhë e zi, mirë e bukur, mbarë e prapë, çikë e thërrime, etc., or words that complete each-other, e.g. kokë e këmbë, etc.

-Limit cases of literal phraseological binomials

Limit case through the use of prepositions

The first and most important limit case for the Albanian language is the one where the constituent words are connected by prepositions, e.g. krah për krah, sot për sot, brez pas brezi, rrugë pa rrugë, kohë pa kohë, etc. The most important prepositions are për (lit. for), pas (after) and pa (without). Sometimes, the construction with the preposition pa is built by coordination through the conjunction e, e.g. rrugë e pa rrugë, kohë e pa kohë etc.

Limit case through asyndetic connection

Another limit case are the binomials through asyndetic connection, e.g. me sot me nesër, dita ditën, dita ditës, etc.

Limit case through syntactic anomaly

Another limit case are binomials constructed through syntactic anomalies, e.g. dita ditës, dita ditën, etc. in which the rules of syntactic connection are broken. It is about “phrases with a subordinated relation, without any preposition, but with a noun in the nominative case and one in the dative-consecutive definitive cases, or as a more old form, in the accusative definitive case, e.g. dita ditës/ dita ditën, këmba këmbës, etc.” (Thomai, 1981).

Limit case of binomials with an non-irreversible order

Another limit case are the binomials that don't have an irreversible order, e.g. lart e poshtë and poshtë e lart, gjerë e gjatë and gjatë e gjerë.

Limit case of binomials with phrase structure constituents

The case with phrase structure constituents constitute another limit case of binomials, e.g. me sot e me nesër, etc.

Limit case of binomials with non-equivalent constituent parts

Finally, there is a group of binomials with a different structure where the second part is not equivalent to the first part lexico-grammatically speaking, e.g. orë e pa kohë, rrallë e për mall, etc.

Functions of literal phraseological binomials

From the functional point of view literal phraseological irreversible binomials are adverbial phrasemes that denote manner, time or place.

Most phraseological irreversible binomials denote manner in an intensifying meaning like the adverbs very, too, completely, etc., e.g. Pas ndërhyrjes fëmija është shëndoshë e mirë (After the operation the child is safe and sound) = “very good”; E tregoi historinë fjalë për fjalë (He/she told the story word by word) = “in very great details”, or without any connotation, e.g. Film i xhiruar bardhë e zi (A film in black and white) = “not in colour”.

Another part of them denote time in the meaning of frequency or continuity like the adverbs frequently, always, continuously. Thus, ditë për ditë has the meaning “frequently, always, continuously”, e.g. Ditë për ditë po kjo punë është me ty (We have the same old story with you day by day) = “always, continuously”.

A few literal phraseological irreversible binomials denote place in the meaning of all-over-spreading like the adverb everywhere, e.g. Uji i ftohtë e drodhi fund e krye dhe e pruri në vete (lit. The cold water shook him/her bottom and top and revived him/her) = “everywhere over the whole body”.

Boundaries and identification of literal phraseological irreversible binomials

To determine the boundaries of literal phraseological irreversible binomials, we will start from the reason that leads to their creation, which is semantic cohesion or opaque relation between the meaning of the specific words and the meaning of the

whole sequence (Libben, 1998).

The role of semantic cohesion in literal phraseological irreversible binomials can be seen when they are compared with non-phraseological binomials that, although they consist of semantically related words which are frequently used with each-other, are not phraseological, because the frequency of their use has not led to the meaning transfer of the sequence or to semantic cohesion, which is the object of study phraseology is interested in, e.g. *lerë e rritur* (born and grown-up), *sot e tutje* (today and on), *tani e tutje* (now and on), *babë e bir* (father and son), *nënë e bijë* (mother and daughter), *zonja e zotërinj* (ladies and gentlemen), *bukë me djathë* (bread and cheese), etc. Referring to the examples *sot e tutje*, *tani e tutje*, etc., Thomai (1981) points out that they “generally have one-level content, without idiomaticity and without any obvious semantic development, that is why we think that they should not be considered as phraseological units”, but as non-phraseological binomials. “Some of them form relatively open word groups, within a lexical field”. The last case includes non-phraseological binomials with words that repeat themselves, e.g. *rrugë më rrugë* (street by street), *fshat më fshat* (village by village), *shtëpi më shtëpi* (house by house), *derë më derë* (door by door), *javë për javë* (week by week), *muaj për muaj* (month by month), *vit për vit* (year by year), etc. Even in these binomials there is no semantic development and the word group remains a sequence with a simple repetition of the first constituent, such as the sequence *vit për vit* in the example *Vit për vit këtë tokë e kemi mbjellë me grurë* (We have planted this land with wheat year by year), which has not won any added meaning, but simply marks the meaning of distribucion “every” expressed by the preposition *për* (by). “Structurally, we have here, as it were, ‘a type of formation’, which is not characteristic of linguistic phraseology in general” (Thomai, (1981). As a conclusion, phraseological binomials should be sequences with an associative connection between the constituent elements, with semantic cohesion and with an order generally irreversible. These are the cases phraseology is interested in.

The role of semantic cohesion in literal phraseological irreversible binomials is more obvious when they are compared with free binary word combinations. Although free binary combinations may be frequent, they can not be phraseological if their constituent elements don't have semantic cohesion and if they are not memorized as language sequences. For example, although the expression “*bora dhe e ftohta*” (snow and cold) is frequent, it has nothing unchangeable. The speakers are free to overturn the order of the constituents snow and cold and replace them with semantically related words, e.g. snow and winter, rain and cold, etc, which can not happen in phraseological binomials, e.g. **shëndoshë e shkëlqyer* instead of *shëndoshë e mirë*, **përkryer e bukur* instead of *mirë e bukur*, **gjallë a vvarë* instead of *gjallë a vdekur*, etc. Thus, although the words snow and cold are contextual synonymous words, the sequence snow and cold is not a phraseological binomial. Their frequency of use have not led to semantic cohesion.

A special role in phraseological binomials of the Albanian language is played by conjunctions. “As regards the adding coordinate conjunction, this is the conjunction *e* (and). It can not be replaced with another adding coordinate conjunction

(dhe (and) or edhe (and)), which shows how far the formal fixedness of these phraseological units has gone" (Thomai, 1981).

The importance of studying literal phraseological irreversible binomials

The study of literal phraseological irreversible binomials is important:

- to specify the nature of these items and their place in Albanian phraseology.
- to determine their volume as well as the volume of Albanian phraseology.
- to expand the volume of phraseology even by stable, non-figurative multi-word units.
- to separate stable phraseological word combinations as the object of phraseological studies from other, free or stable, word combinations which are not the object of phraseological studies.

Conclusions

The phraseological meaning of literal binomial is not inferred from the sum of the meanings of the constituent words of the sequence, but it is built on the sum of these meanings, to which is added another extra meaning, although the direct semantic value of the constituent words is still very clear.

Most literal phraseological irreversible binomials are two-syntactic-member expressions with strong syntactic relations (Thomai, 1981), which have irreversible order. Even those literal phraseological binomials that are not irreversible, show a clear tendency to a preferred order.

The category of literal phraseological irreversible binomials is relatively small and, according to their structure, it is simpler than the other phraseological categories. From their functional point of view literal phraseological irreversible binomials are adverbial phrasemes that denote manner, time or place.

The typical case of literal phraseological irreversible binomials includes binomials that are constructed through coordinate conjunctions, belong to the same word classes and are placed at the same level of the syntactic hierarchy, as provided in the definition of phraseological binomials.

The delimitation of literal phraseological irreversible binomials starts with the fixedness of the sequence and ends with its semantic cohesion by leaving outside the phraseological volume not only the non-stable binary sequences, but also the stable binomials without meaning transfer.

The difficult problem of classifying the so-called figurative phraseological binomials is related to the fact that among different phraseological categories there is partial overlapping and that there are few clearly distinct categories.

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Phraseological Conversation Formulae in Albanian Language

Abstract

Within the framework of phraseology in the broad sense, according to which the value of phraseological sequences goes up to the sentence level, we will study the Albanian phraseological conversation formulae, such as Tundu vendit! (Touch wood!, lit. Move from your place!) Punë e madhe! (It doesn't matter!, lit. Great work!) Me fund! (Bottoms up!, lit. With the end!) Si në shtëpinë tënde! (Make yourself at home!, lit. As at your home!), etc. Phraseological conversation formulae constitute a separate group because they are characteristic of the spoken language and because they are characterized by their use in various kinds of social encounters. From the point of view of phraseological fixedness they are phraseologically fixed structures due to idiomaticity, viz. their meaning is not the simple arithmetical sum of the literal meanings of their constituents, for which fixed structures are studied by phraseology. Afterwards, we make a distinction between phraseological conversation formulae and their corresponding free structures, a distinction that lies both in the semantic plan as well as the syntactic plan. Finally, we make a distinction between phraseological conversation formulae and other kinds of formulae, such as inscription formulae, the formulae of different rituals, etc., which are not of phraseological nature because of lack of meaning transfer.

Key words: *Phraseology, phraseological fixedness, phraseological formulae, meaning transfer, lexical restriction.*

Introduction

Besides phraseology in the narrow sense which deals with the study of word equivalence units or units under the level of the sentence, there is also phraseology in the broad sense which we accept and which we propose for the Albanian language too. By phraseology in the broad sense we understand the phraseology that studies phrasemes up to the sentence level, such as proverbs and phraseological conversation formulae, e.g. Ujët fle, hasmi s'fle! (lit. Water sleeps, enemies don't, for One has always to be vigilant against one's enemies!). Peshku në det, tigani në zjarr! (lit. The fish in the sea, the frying pan at fire, for First catch the fish then fry it!). Edhe njëqind (vjeç)! (lit. Another hundred (years), for Live to be a hundred!). Ditën e mirë! (Good day!). Mirë se erdhe! (lit. Good that you came, for Welcome!). Të lumtë goja! (lit. Bravo to your mouth, for You sang very well!). Ju lumshin këmbët! (lit. Bravo to your legs, for Welcome!) Tundu vendit! (lit. Move from your place, for Touch wood!), Zoti na ruaj! (May God save us!) and in which are included even word equivalence phrasemes. Consequently, the distinctive condition of phraseology in the broad sense from phraseology in the narrow sense is sentence equivalence, "a conception that most European phraseology researchers agree on today" (Piirainen, 2007). As Burger et al. (2007) point out "it can no longer be denied that proverbs possess important phraseological characteristics". But phraseology in the broad sense doesn't exclude phraseology in the narrow sense, but it includes phraseology in the narrow sense as one of its main categories.

Definition and content of conversation phraseological formulae

Phraseological conversation formulae, briefly phraseological formulae, are phrasemes or phraseological stable multi-word combinations that are used regularly and alike in a particular situation of communication, such as in congratulations, in wishes, in greetings, etc., e.g., Të lumtë goja!, a way of congratulation used for someone who sings beautifully, Edhe njëqind (vjet/vjeç)!, a way of wish used at someone's birthday, Mirë se erdhe! a way of greeting when people meet, or Ditën e mirë! a way of greeting when people leave each-other, or Zoti na ruaj! as an interjection to express surprise.

They are called by different names, such as "joint utterances" (Fonagy, 1982), "situation formulas" (Yorio, 1980), "discoursal expressions" (Alexander, 1984), "pragmatic idioms" (Roos, 2001), "functional idioms" (Cowie et al, 1983), "routine formulae" (Gläser, 1986a, Fiedler, 2007), "speech act idioms" (Sadock 1972, Burger 1973), "speech act formulae" (Granger & Paquot, 2008) or "conversational routines" (Coulmas, 1981a).

Traditional phraseology has paid special attention to phraseological conversation formulae which constitute a separate group, because they present discourse as an interaction (Granger & Paquot, 2008). According to Cowie (1988) phraseological conversation formulae "constitute a broad description of the way they function in discourse (as greetings, questions, invitations, etc.)" They are the most fixed formulae in discourse (Granger & Paquot, 2008), are characteristic of spoken discourse (Aijmer, 1996) and are used in various types of social encounters (Cowie, 2001). Besides, they can be seen as an expression of phatic communication (Fiedler, 2007).

Fixedness of phraseological conversation formulae

Before talking about the fixedness of phraseological conversation formulae, we must emphasize that, based on the figurative meanings or not of the constituent words, we can divide them into literal phraseological formulae and figurative phraseological formulae. A good part of the phraseological conversation formulae are figurative, e.g. Punë e madhe! (lit. Great work, for It doesn't matter!). S'prish punë!(lit. It doesn't ruin the work, for for It doesn't matter!). Më shtrifsh! (lit. Lie me, for I beg you!). Më qafsh! (lit. Mourn for me, for I beg you!). Më vraftë buka!(lit. Let bread kill me, for I swear!). Në djall (kjo punë)! (lit. To hell (this job), for It's not morth mentioning or talking about!). Të lumtë goja. Ju lumshin këmbët. Tundu vendit!). (Gjak e dhjamë! (lit. Blood and fat, for Be blessed what you eat or drink!). Mos ia pafsha bojën! (lit. Let me not see his/her colour, for May he/she get lost!). Vrafsh veten! (lit. Kill yourself, for Act as you like because we are not helping you any more!). Me krahë të lehtë! (lit. With light arms, for Be successful!). Me këmbë të mbarë! (lit. With good leg, for Be good luck for us!). Në kokën tuaj! (lit. To your head, as a toast to sb's wedding.). Për kokën e (diku)! (lit. To sb's head, for As someone liqes!). Si ia çon? (lit. How do you send it to sb, for How are you?), etc. The rest of the phraseological conversation formulae are literal and it is precisely for the latter that will try to argue they are phraseological, e.g. Me shëndet (xhaketën, pantallonat etj.)! (lit. (Have your coat, trousers, etc.) With health, for Enjoy it!). Me fund (gotën me pije)! (With end (your glass, your drink), for Bottoms up!). Si në shtëpinë tënde! (lit. As at your home, for Make yourself at home!). Në dasmë! (lit. To marriage, for To your wedding.). Edhe njëqind (vjet/vjeç)! (Qoftë) me jetë! (lit. (Be) with life, for Long live!). Për të mira! (lit. For good things, for To joyful events!). Natën e mirë! (Good night!) Ditën e mirë! (Good day!) Të rrini me shëndet (në shtëpinë e re)! (lit. Stay with health (at your new home), for Enjoy your new home!) Mbetsh me shëndet! (lit. Remain with halth, for Be in good halth!). T'u bëftë mirë! (lit. May it be good for you, for Be blessed what you eat or drink!). Mirë se vini! (lit. Good you come, for Welcome!). Mirë ardhsh! (lit. Good you come, for Be in good health until our coming back!). Mirë se ju gjejmë! (lit. Good we find you, for It's good to see you!), Si urdhëron! (lit. As you order, for Certainly!). Më vjen keq (=jo)! (lit. I am sorry, for No!, etc., because meaning transfer is more noticeable in figurative phraseological formulae.

Literal phraseological formulae are characterized by phraseological criteria, such as meaning transfer, lexical restriction and restricted grammatical forms.

Meaning transfer

Literal phraseological formulae, as well as other formulae, are associated with a given situation of use, .i.e. an expression of greeting will be chosen on the basis of the period of the day, whether it is morning, noon or evening.

In literal phraseological formulae, the literal referential meaning does not disappear, but it is accompanied with an added meaning that might be more or less dominant. As a result of the association of literal phraseological formulae with a given situation of use, phraseological formulae, although literally they are 100% compositional, they are non-compositional through their pragmatic function. Thus, the sequence

Edhe njëqind! used during a visit to the house of a friend who has his birthday is associated with the sanctioned model of wish and obtains the added meaning of wish.

But the same sequence can be found in the following dialogue between two architects:

- Sa vjet mendoni se do të rezistojë akoma kjo urë? (How many years do you think will this bridge still resist?)
- Edhe njëqind. (Another hundred.)

In this case the sequence Edhe njëqind! is not associated with the sanctioned model of wish. This situation is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Even in the sequence Mirë se vjen! or Mirë ardhsh! the meaning of the word mirë presents some deviation obtained only inside these word combinations, which, ultimately, are not derived from free word combinations, because there are no word combinations used with this meaning, such as *vij mirë (lit. come good), *mbetem mirë (lit. remain good), i.e. their meanings are not derived from the simple arithmetic sum of the meanings of the constituents.

Meaning deviation is more obvious in the figurative phraseological formulae in which we notice a deviation from the meaning of the corresponding free word combination, e.g. Vrafsh veten!!, which is a figurative phraseological formula meaning “Act as you like because we are not helping you any more”, is different from the corresponding free word combination vras veten (kill oneself), and especially in some figurative phraseological formulae where there is a deviation even from the meaning of the corresponding idiom, e.g., I pafsh hairin! (lit. See its profit) which is a figurative phraseological formula whose meaning “You deserve the bad thing that happened to you!” is different from the meaning of the corresponding idiom Nuk ia pa hairin (lit. He/she didn’t see the profit of it) which means “He/she experienced a bad thing instead of winning”.

Lexical restriction

Besides meaning transfer, what makes those expressions phraseological are lexical restriction and grammatical restriction.

To justify the lexical restriction of the literal phraseological formulae we will analyze the well-known formula of greeting Natën e mirë.

Thus, we say Natën e mirë! (Good night!), but not *Natën e mbarë! (lit. Auspicious night!) or *Natën e shkëlqyer! (lit. Excellent night!) as synonymous formulae, or *Natën e keqe! (lit. Bad night!) as an antonymous formula. Even for the formula of toast Me fund! (lit. With end for Bottoms up!), we can not say *Me mbarim! (lit. *With ending!) or *Me përfundim! (lit. *With termination!) as synonymous formulae, or *Pa fund! (lit. *Without end!) or *Me fillim! (lit. *With beginning!) as antonymous

formulae, because there is no formula-equivalent antonymous meaning.

Morpho-syntactic restrictions

Even to justify the syntactic restriction of literal phraseological formulae, we'll analyze well-known formulae, such as *Natën e mirë!* and *Mirë se erdhe!*

If we attempt to modify these formulae, the meaning of the formulae will be corrupted and we will pass to free word combinations. Thus, if we modify the formula *Natën e mirë!* into **Natën shumë të mirë!* (lit. Very good night!), the formula *Mirë se erdhe!* into **Shumë mirë se erdhe!* (lit. *Very good that you came!), the meaning of the formula will be corrupted. If we substitute the conjunction *se* (that) with its synonym *që* (that), we will obtain a completely different meaning: “*mirë që erdhe* (p.sh., sepse fëmijën nuk e zinte gjumi pa ty” (It is good that you came (e.g. because the child could not sleep without you). This also shows the deviation of the meaning of the conjunction *që* obtained only inside the above word combination. When the meaning of the formula *Edhe njëqind!* becomes a constituent of a broader sequence, such as *Edhe njëqind (vjet) të tjera mund të jetojmë me këto të mira që kemi sot* (Another hundred (years) we may live with the prosperity we have today), it is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Concerning morphological restriction we can say that we can't change the forms of the formula *Natën e mirë!* (Good night! in the objective case) and say good night **Nata e mirë!* (Good night! in the nominative case). Morphological restriction constitutes a particular characteristic of the Albanian language as an inflexion language, a form which immediately separates us from the formula and leads us to the literal referential meaning of the free word combination.

Prosodic restriction of phraseological formulae versus corresponding free word combinations

A special general feature of phraseological formulae is also prosodic restriction which is not characteristic of free word combinations. One of the first linguists who has paid attention even to the prosodic fixedness of phraseological formulae is Jespersen (1968). Speaking of the English formula “How do you do?” he says that in it “...everything is fixed: we can not change the stress, nor make any pause between the whole...”. The same can be said for Albanian formulae. Fixed prosody means that the stress can not be shifted from its normal position to any other element of the formula and that there may not be a pause between the elements of the formula, otherwise we would simply have the referential meaning of the free word combination, e.g. in *Ne do të presim edhe njëqind vjet po të jetë nevoja për të gjetur një prijës si ai* (We'll wait another hundred years if necessary to find a leader like him), where the conjunction *edhe* (and) is stressed. Even intonation is always fixed, generally ascending. Changing a word sequence from being a formula to a free word combination is associated with the change of intonation, e.g. in *Si në shtëpinë tënde!* (lit. As at your home!) vs *Kërkoj të më ndërtosh një shkallë druri për*

katin e dytë si në shtëpinë tënde (I want you to build for me a a wooden staircase to the second floor as at your home (when a customer addresses the carpenter), or Në dasmë! (To (your) wedding!) vs Kishte ardhur në dasmë i pafuar (He/she had come to the wedding uninvited). This is also accompanied with the change of the value of the sequence from the sentence equivalence of the formula into the equivalence to a sentence member as a free word combination.

Phraseological features of the phraseological conversation formulae

Based on the above defining criteria of phraseological conversation formulae we can now single out their phraseological features which are:

Polylexicality

The first criterion that allows us to talk about the fixedness of the sequence of phraseological conversation formulae is the polylexicality criterion which implies the existence of more than one word having autonomous existence in the language, e.g. Punë e madhe! Në djall (kjo punë). Me shëndet (xhaketën, pantallonat etj.)! Me fund (gotën me pije)! Si në shtëpinë tënde! Në dasmë! Më qafsh!, etc., where each of the constituents is a word with autonomous existence in the language (in the dictionary).

Lexical restriction

The lexical restriction criteria means the impossibility to replace a word with another (quasi-) synonymous word in the paradigmatic axis, e.g., in the formula Me fund! (lit. With end!) the constituent end can not be replaced with its synonyms mbarim (ending) or përfundim termination.

Meaning transfer or non-literal referentiality

One of the main criteria of phraseological fixedness is non-literal referentiality or meaning transfer of the constituents or of the sequence of phrasemes. Meaning transfer is the term used to describe the fact that in phrasemes we have the transferred meaning of the constituents, which is different from their original literal meaning, e.g. in the formula Edhe njëqind!, the sequence, besides its original literal meaning, has also obtained the added meaning of wish.

Figurativeness for part of them

Only part of phraseological formulae are figurative. Figurativeness is the source through which the meanings of words change from their original literal ones and this creates a discrepancy between the original meanings and the new ones, e.g. in the formula Punë e madhe! (lit. great work for It doesn't matter!), we don't have the original literal meaning of the word work, nor the original literal meaning of the word great, but through the impossibility of literal referentiality or through the meaning transfer, the new figurative meaning "It doesn't matter" is created.

Semantic non-compositionality.

According to the principle of non-compositionality, the meaning of a sequence can not be derived from the sum of the literal meanings of its constituents, because the

expression is not coded on the basis of the literal meanings of the constituents, and, therefore, can not be decoded on their base. The meaning of phraseological formulae is different from the sum of the meanings of the constituents, e.g. the formula *Më vraftë buka!* (lit. Let bread kill me!) = I swear!

Morpho-syntactic restrictions

Unlike free word combinations, phraseological conversation formulae are characterized by morphology and syntax restrictions which are related to the impossibility to change the forms of the constituents or the construction of the expression, such as the number and the forms of nouns, the number of the constituents, etc. Thus, the formula *Natën e mirë!* (Good night!) can not be transformed into **Natën shumë të mirë!* (**Very good night!*) without losing the phraseological meaning of wish.

Prefabrication of the sequence and its reproduction as a ready-made unit

In phraseological conversation formulae the combination of words is not made on the spot, at the moment of speaking, but it is done with the passing of time, historically. They are not produced at the moment of speaking from the beginning, but are reproduced in the discourse as ready-made, inseparable units.

Memorization of the sequence

Phraseological conversation formulae constitute language ready-made units and, as such, they are memorized in the mental lexicon of the speakers of the language. Their constituents are determined only by use, unlike free phrases whose composition is determined by the meaning of the constituents and which, therefore, are not memorized, but are constructed in discourse. They are stored as a whole by the users of the language and are not produced from the beginning at the moment of speaking, but are reproduced in discourse as ready-made, inseparable units.

Non-productivity of the sequence

Non-productivity is due to lexical restriction. Phraseological conversation formulae do not constitute productive models in the language, because their constituents are determined only by use and not the meaning. Consequently, phraseological formulae can not be built unrestrictedly on the basis of a given model. Thus, according to the model *Me fund!* we can not construct other phraseological sequences having a transferred meaning, e.g. **Me mbarim!*, **Me përfundim!*, etc.

Types of phraseological conversation formulae

Various linguists include in their phraseological formulae different groups or types of formulae.

Thus, according to Aijmer (1996), conversation routines or discourse expressions include a variety of phrases that are common in spoken language, e.g. swearing (bloody hell), interjections (oh dear), greetings (good morning), polite responses (thank you, I am sorry), different formulae of organizing the discourse (Frankly speaking, to brief) and “small talks” (what a nice day).

Roos's (2001) "pragmatic idioms" can be divided into :

1) Social formulae, i.e. expressions that perform phatic functions in communication (e.g. How are you? You are welcome.).

2) Gambit, i.e. expressions that are used to structure the discourse (e.g. It was nice talking to you. Believe it or not.).

3) Expressive formulae (e.g. Dear me. What the hell.).

Glasser's (1986a) "routine formulae" include among others greeting and leaving formulae (e.g. How do you do? Take care.), congratulation and condolence formulae (e.g. Merry Christmas. May I express my sympathy), question formulae (e.g. May I ask who is calling?/Who come?), forgiveness formulae (e.g. Excuse me. No hard feelings), encouragement formulae (e.g. Never mind. Keep smiling), response formulae (e.g. You're welcome. Touch wood), warning formulae (e.g. Wet paint. Beware of the dog!), and rhetorical formulae (e.g. so to speak, to the best of my knowledge).

In our classification will be limited to phraseological formulae whose interaction is most stressed and we'll single out as main types:

Phraseological formulae of wish and curse, e.g. Me këmbë të mbarë! Në kokën tuaj! Në dasmë! Me krahë të lehta! (T'u bëftë) gjak e dhjamë! Për hajër! Me shëndet (xhaketën, pantallonat etj.)! Me këmbë të mbarë! Si në shtëpinë tënde! Mos ia pafsha bojën!, etc., of which we will single out the formulae used in the following cases :

- after the birth of a child, e.g. Me këmbë të mbarë! (Qoftë) me jetë!, etc.
- at a birthday, e.g., Edhe njëqind (vjet/vjeç)!, etc.
- at a wedding, e.g., Në kokën tuaj! Në dasmë!, etc.
- at meal time, e.g., Gjak e dhjamë!, etc.
- before or during work, e.g. Me krahë të lehta!, etc.

Phraseological formulae of congratulation and condolence, e.g. Ju lumshin krahët! Të lumtë dora! Të lumtë goja! Ju lumshin këmbët! used to appreciate an exceptional job, action, behavior, etc. and Për të mira! used mainly in cases of mourning. Phraseological formulae of greeting , e.g. Natën e mirë! Ditën e mirë! Mirë se erdhe! Mirë se vjen! Mirë se të gjeta! Mirë ardhsh! Mirë mbetsh! Të lumshin këmbët! Si ia çon?, etc.

Phraseological formulae of oath, e.g. Për kokën e (dikujt)! Më vraftë buka!, etc.

Phraseological formulae of toast, e.g. Me fund!, etc.

Phraseological formulas of begging, e.g. Më shtrifsh! Më qafsh!, etc.

Phraseological formulae of response, e.g. Si urdhëron (=Certainly!). Më vjen keq (=No!).

Phraseological formulae to prevent evil, e.g. Tundu vendit!

Interjection phraseological formulae of swearing, e.g. Në djall (kjo punë)!

Interjection phraseological formulae of encouragement, e.g. Punë e madhe! S'prish punë!

Interjection phraseological formulae of surprise, e.g. Zoti na ruaj! Zot i mdh!, etc.

Delimitation of phraseological conversation formulae and their identification as a separate group

Not all types of formulae are phraseological, such as the formulae of inscription, e.g. Rrezik zjarri! (Fire danger!). Ndalohet kalimi!(No passing!) Ndalohet duhani! (No smoking!), etc., the formulae used in various rituals (such as religious ones), e.g. Në emër të atit, të birit e të shpirtit të shenjtë! (In the name of the father, the son and the holy spirit!), etc., or in different documents (such as legal ones), etc. The formulae of inscription, of different rituals and documents are not of phraseological nature, because they don't present meaning deviation, but are used in their literal meanings, unlike phraseological conversation formulae that present a transferred meaning for which they are studied by phraseology. The types of formulae mentioned above are mainly characterized by their information content, unlike phraseological conversation formulae that are used in social meetings and are mainly characterized by their phatic function.

Nor all conversation formulae are phraseological, such as Qofsh i mbarë! (Be auspicious!). Qofsh me shokë! (Be with friends!). Mos mbetsh i vetëm! (Don't be alone!) Të rroni vetë! (May you be alive!) Të pastë lënë bekimin!(May he/she have blessed you!) Kalofsh mirë! (Have a good time), etc., or (Ju uroj) udhë të mbarë! ((I wish you) a good journey!); (Ju uroj) lexim të mbarë! ((I wish you) good reading!); (Ju uroj) gjueti të mbarë! ((I wish you) good hunting!), etc., or Gëzuar ditëlindjen! (Happy birthday!) Gëzuar festat! (Happy holidays!), because they don't denote meaning transfer, but are simply used in their literal meanings. In the first group of the above formulae the meaning of wish is shown by the meaning of the verb tense (optative tense, in Albanian), e.g., qofsh (be), mbetsh (be), etc., whereas in the second group it is shown by the meaning of the word "i mbarë" (auspicious) and by the meaning of the introductive verb "uroj" (wish), in the third group it is shown by the meaning of the word "gëzuar..." (happy...).

The same can be said for the formulae (Ju uroj) një natë të mirë/të mbarë! ((I wish you) good night!) or Kalofshi një natë të mirë/të mbarë! (Have a good night!) where we are away from the meaning of greeting and we approach the meaning of wish which is expressed by the introductive verb uroj (to wish), the meaning of the words i mbarë/ i mirë (auspicious/good) and the meaning of the verb tense kalofsh (have a ...)

As far as their structure is concerned, phraseological conversation formulae consist of many words, e.g. Natën e mirë! Ditën e mirë! Mirë se erdhe! Me shëndet...!, Si në shtëpinë tuaj! Të lumshin duart!, etc., unlike other conversation formulae that

consist of a single word –primary or derivative ones-, e.g. alo! (hello!), gëzuar! (cheers!), mirëdita! (good morning!), faleminderit! (Thank you!), etc. In both cases, i.e. phraseological conversation formulae as well as the one-word conversation formulae, they both have a sentence structure and are sentence equivalents, but because of the multi-word structure of the phraseological conversation formulae, we'll exclude from our study the one-word conversation formulae.

Since conversation is an everyday discourse phenomenon, phraseological conversation formulae are of frequent use, and, by being used very often, they occur more frequently as formulae than as free word combinations.

Now, it is time to mention that a lot of phraseological conversation formulae are elliptical and they are used more in this version than in the version of a full sentence, but they continue to be sentence equivalents, e.g. Për të mira! vs Ju ardhshim për të mira! (May we come for joyul events!), Gjak e dhjamë! vs T'u bëftë gjak e dhjamë!(Be blessed what you eat or drink!).

The importance of studying phraseological conversation formulae

The study of phraseological conversation formulae is important:

- to specify the nature of these items and their place in Albanian phraseology.
- to determine their volume as well as the volume of Albanian phraseology.
- to expand the volume of phraseology even by stable, non-figurative multi-word units.
- to separate stable phraseological word combinations as the object of phraseological studies from other, free or stable, word combinations which are not the object of phraseological studies.

Conclusions

From the point of view of phraseological fixedness, phraseological conversation formulae are phraseologically fixed sequences, not only because of morpho-syntactic and lexical restrictions, but mainly because of their meaning transfer for which set phrases are studied by phraseology.

Phraseological conversation formulae are not all figurative. Part of them are literal phraseological conversation formulae. Consequently, phraseology doesn't study them only for their figurativeness, but mainly for their meaning transfer.

Phraseological conversation formulae are sentence equivalents unlike homonymous free word combinations which are equivalents to sentence members.

Phraseological conversation formulae should be singled out from the other types formulae which are not phraseological because of their non-literal referentiality. Even some conversation formulae should not be considered as phraseological because their meaning is not different from the sum of the literal meanings of their constituents.

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