CALL FOR APPLICATIONS FOR ENROLLMENT
IN THE DOCTORAL PROGRAM FOR THE 2025-2026 ACADEMIC YEAR
FACULTY OF FOREIGN LANGUAGES, UNIVERSITY OF TIRANA

The Dean's Office of the Faculty of Foreign Languages at the University of Tirana, at its meeting on 08 May 2025, decided to open applications for the Doctoral Program in the field of "*Human Sciences*" for the 2025-2026 academic year, in the following sub-fields:

➤ **"Linguistic Sciences"**, in the following research areas:

- "Applied and Comparative Linguistics"
- "Foreign Language Teaching"
- "Translation and Interpretation Studies"
- "Applied Computational Linguistics"
- "Intercultural Communication"

➤ **"Modern and Postmodern World Literature"**, in the following research areas:

- "American Literature"
- "English Literature"
- "French Literature"
- "Greek Literature"
- "Italian Literature"

CALL CALENDAR

Stages | **Dates**

Stages	Dates
Application period	**1 July – 31 July 2025**
File review period	**8 September – 18 September 2025**
Publication of preliminary list of successful candidates	**22 September 2025**
Appeals	**23 September – 25 September 2025**
Review of appeals by the ad hoc Commission	**26 September – 02 October 2025**
Publication of final list of successful candidates	**03 October 2025**

The opening of the programs is based on the following legislation:

- Law No. 80/2015 *"On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania"*.
- Decision of the Council of Ministers (DCM) No.41 dated 24.01.2018 *"On the Elements of Study Programs Offered by Higher Education Institutions"*, as amended.
- Decision of the Council of Ministers (DCM) No.112, dated 23.02.2018 *"On Defining the Criteria for Awarding the Scientific Degree 'Doctor' and the State Standards for Awarding the Academic Titles 'Associate Professor' and 'Professor'"*, as amended.
- Decision of the Council of Ministers (DCM) No.75 dated 12.02.2018 *"On the Approval of the Funding Model for Public Institutions of Higher Education and Scientific Research"*.
- Decision of the Council of Ministers (DCM) No. 777 dated 26.12.2018 *"On the Anti-Plagiarism Review of Dissertations for the Award of Scientific Degrees"*, as amended.
- Instruction of the Minister of Education, Sports and Youth No. 52, dated 03.12.2015 *"On Defining the Levels of Foreign Languages and International Tests for Admission to Second- and Third-Cycle Study Programs in Higher Education Institutions"*, as amended.
- Instruction of the Minister of Education and Sports No. 10 dated 16.06.2023 *Amending Instruction No. 52 'On Defining the Levels of Foreign Languages and International Tests for Admission to Second- and Third-Cycle Study Programs in Higher Education Institutions'*, as amended.
- Instruction of the Minister of Education, Sports and Youth No. 16, dated 08.07.2019 *"On Equipping Higher Education Institutions with the Student Master Register, the Academic Achievement Register, and the Register for Issuance of Diplomas and Certificates"*.
- Joint Instruction of the Minister of Education, Sports and Youth and the Minister of Finance and Economy No. 20, dated 20.09.2019 *"On the Scheme and Implementation of the Funding Model for Public Institutions of Higher Education and Scientific Research"*
- Instruction of the Minister of Education, Sports and Youth No. 29, dated 18.12.2019 *"On the Creation and Administration of the State Registers of Scientific Degrees and Academic Titles Awarded in the Republic of Albania"*.
- Instruction of the Minister of Education, Sports and Youth No. 1, dated 14.01.2020 *"On the Documentation and Procedures for Opening, Restructuring, and Closing Higher Education Institutions, Their Branches, Main Units, and Study Programs, as well as the Division or Merger of Higher Education Institutions"*, as amended by Instruction No. 7, dated 31.03.2021.
- Instruction of the Minister of Education, Sports and Youth No. 10, dated 30.03.2020 *"On Defining the Constituent Elements, Form of the Diploma or Certificate Issued by Higher Education Institutions, and the Procedure for Their Registration in the State Register of Diplomas and Certificates for Higher Education and Scientific Research"*.
- Instruction of the Minister of Education, Sports and Youth No. 29, dated 10.09.2018 *"On the Activity and Teaching Workload of Academic Staff in Higher Education Institutions"*.
- Statute of the University of Tirana.

- Regulation *"On the Organization of Doctoral Study Programs at the University of Tirana"*, approved by Decision No. 08, dated 26.04.2021.
- Order of the Minister of Education No. 153 dated 24.03.2022 *"On the Restructuring of the Third-Cycle Study Program in 'Human Sciences' at the University of Tirana"*.

Third-Cycle Study Programs

Doctorate in the field of "Human Sciences"

Doctorate in the sub-fields of "Linguistic Sciences" and "Modern and Postmodern World Literature"

Advanced Scientific Research in the Sub-field: "Linguistic Sciences" aims to:

- Deepen and enrich the doctoral candidates' theoretical and practical knowledge in the areas of linguistic sciences encompassed by the program (Linguistics, Communication, Translation Studies, Modern Language Didactics).
- Familiarize doctoral candidates with and recommend the main methodological tools that will enable them to conduct research in the field and its sub-fields and equip them with the methods, technologies and skills required for original scientific research work.
- Encourage doctoral candidates to undertake in-depth, critical, and well-argued analyses in their respective research sub-fields.
- Promote comparative research and studies of an applied nature.
- Prepare doctoral candidates for the analysis of diverse, specialized communicative contexts.
- Establish close cooperation with schools, institutes and other public or private research entities, with the aim of integrating advanced research competencies within a broader cultural, social, and economic context.

Advanced Scientific Research in the Sub-field: "Modern and Postmodern World Literature" aims to:

The development of literature from modernism to postmodernism is one of the most current research directions within the sub-field of World Literature. The cultivation of this sub-field implies more focused and in-depth study compared to the research conducted so far in the field of foreign literature. The proposed research projects aim to bring innovation to literary studies, as much of the existing work has concentrated on earlier and more classical literary schools.

Research in this sub-field would provide opportunities to explore new approaches and the influence of foreign literary models on Albanian literature, as well as open up to comparative studies. These studies, with their comparative approach and reception perspective, give the

research a multidisciplinary dimension, also providing a place for the analysis of literary translation and the impact of foreign literature.

Admissions to the Third Cycle of Studies

Doctorate in the sub-field of "Linguistic Sciences"

Doctorate in the sub-field of " Modern and Postmodern World Literature"

Criteria that a candidate must meet to be included in the Doctoral Program

a) The candidate must have an academic engagement at a higher education institution or be research staff at a basic or applied research institution.

b) The candidate must have completed higher education studies and hold a second-cycle degree "Master of Science" / "Master of Arts"; an integrated second-level degree, or a degree according to the old system, or an equivalent academic title obtained abroad and recognized by the competent authorities. These studies must have been completed in linguistic, didactic, and literary sciences or in related humanities fields aligned with this study program. If the candidate has not completed studies at the Faculty of Foreign Languages, depending on specific fields and in collaboration with the supervisor, the candidate will complete the required theoretical research training and undertake specific activities on research methodology.

c) The candidate must have an overall average grade of:

- Not less than 8.00 (eight) in both first - cycle and second-cycle studies together,
- Not less than 8.00 (eight) in an integrated second-level degree
  or an equivalent average for studies completed abroad.

d) The candidate must have proficiency in one of the following foreign languages: English, French, Italian, German, or Spanish, in accordance with the levels stipulated in point 3 of Instruction No. 52, dated 03.12.2015, "On the determination of foreign language levels and international tests for admissions to second- and third-cycle study programs in higher education institutions," as amended by Instruction No. 10, dated 16.06.2023. If the candidate has obtained a degree from a study program conducted in one of these languages, the degree itself serves as proof of meeting this criterion.

e) The candidate must provide two recommendations from individuals holding the academic title of "Associate Professor" or "Professor," who are familiar with the candidate's academic and professional abilities.

f) No disciplinary measures must have been taken against the candidate, nor have they been found in violation of research ethics rules, intellectual property rights, or anti-plagiarism regulations. The candidate must also self-declare their commitment to applying scientific and ethical standards.

Who can apply to the Doctoral Program at the Faculty of Foreign Languages?

Doctoral studies are primarily offered to those who are legally required to obtain a third-cycle qualification due to their employment as academic staff in higher education institutions. The declared priorities are:

1. Full-time academic staff employed at:
   a. Faculty of Foreign Languages, University of Tirana;
   b. Faculty of Foreign Languages of other public or private universities
2. Part-time academic staff of the Faculty of Foreign Languages, University of Tirana; when employed full-time at a basic or applied research institution;
3. Research personnel at a basic or applied research institution, whose activity is related to the research fields of the basic units of the Faculty of Foreign Languages.

Application Documentation

The submission of the application file with the required documentation takes place from Monday to Friday at the relevant basic unit.

The application file must include the following documentation:

1. Candidate's request indicating the sub-field of study.
2. Curriculum Vitae.
3. Notarized copy of the diploma and transcript of records.
4. Personal certificate and photocopy of ID card/passport.
5. Proof of foreign language proficiency (notarized copy).
6. Candidate's personal declaration on covering the expenses of the doctoral study program.
7. Certification from the workplace confirming that the candidate has academic engagement at a higher education institution or is research personnel at a basic or applied research institution.
8. Payment receipt for the application fee.
9. Candidate's self-declaration to comply with the scientific and ethical standards of research and publication.
10. Evidence and certifications regarding qualifications, trainings, postgraduate exams, or scientific articles that the candidate may have completed, as well as participation in scientific conferences, exchange programs such as Erasmus+, or national or international projects.

11. Two recommendations from academic staff holding the title of "Associate Professor" or "Professor."
12. Certification from the relevant basic unit confirming the acceptance of the application documentation.
13. The proposed scientific research, highlighting the objectives of the research, methodology, the need for in-depth study in the field/sub-fields/research directions, the proposed research projects, the innovations expected from the work, as well as the work plan divided by years.

DOCTORAL STUDY PROGRAM IN THE SUBFIELD "LINGUISTIC SCIENCE" WILL FOCUS THIS ACADEMIC YEAR ON THE FOLLOWING MAIN DIRECTIONS:

1. **"APPLIED AND COMPARATIVE LINGUISTICS"**
2. **"FOREIGN LANGUAGE TEACHING"**
3. **"TRANSLATION AND INTERPRETATION STUDIES"**
4. **"APPLIED COMPUTATIONAL LINGUISTICS"**
5. **"INTERCULTURAL COMMUNICATION"**

Main sub-field of research: "LINGUISTIC SCIENCE"

Main direction of research: "APPLIED AND COMPARATIVE LINGUISTICS"

Research projects by departments:

➢ Department of English Language:

1. **Comparison of linguistic phenomena in both Albanian and English**

Objectives:
a. To identify differences between specific linguistic phenomena in English and Albanian.
b. To identify similarities between specific linguistic phenomena in English and Albanian.
c. To integrate both differences and similarities.
d. To analyze these findings to determine their didactic implications for teaching and learning English as a foreign language.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

2.**Applied linguistics in education**

Objectives:
a. To address linguistic aspects within an applied framework.

b. To link applied linguistics with the teaching and learning process.
c. To study applied linguistic aspects in the areas of phonetics and phonology, lexicon, morphology, syntax etc.
d. To address linguistic methods and theories and apply them to English and Albanian.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

3. **Acquisition of different linguistic aspects by various age groups. Key factors and approaches contributing to their acquisition.**

Objectives:
a. To identify the factors that significantly influence the acquisition of a second or third language in different student populations.
b. To determine how sociocultural and cognitive variables affect language acquisition and to analyze quality in effective language learning.
c. To investigate second language acquisition (SLA) processes across all age groups.
d. To analyze the role of the native language in second language acquisition and to review bilingualism and multilingualism, including cognitive aspects and language processing.
e. To study the effectiveness of different pedagogical methods (e.g., immersion, explicit grammar teaching) in language acquisition.
f. To examine the impact of digital tools and AI on language acquisition in educational settings.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

4. **Language education. Evaluation and implementation of effective strategies contributing to the creation of critical pedagogy to promote language competence in various educational contexts.**

Objectives:

a. To review the effectiveness of teaching strategies in promoting language competence.
b. To evaluate different teaching methodologies in fostering language development among diverse student populations.
c. To examine the impact of critical pedagogy on reshaping language education to be more inclusive and equitable.
d. To compare traditional classroom-based language education with digital or blended learning models.
e. To review the integration of digital technologies in language education and their impact on learning outcomes.

f. To examine the impact of teacher training programs on the quality of language teaching.
g. To study language education in multilingual classrooms.
h. To develop a framework for effective language learning in multilingual and multicultural educational contexts.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

5. **Assessment of language skills. Research on different assessment methods and analysis of the impact of assessment formats to develop reliable, valid and fair strategies and assessment formats.**

Objectives:

a. To develop reliable, valid, and fair assessments of language skills.
b. To analyze the impact of assessment formats (e.g., multiple-choice versus open-ended questions) on student performance.
c. To analyze the role of formative and summative assessments in advancing language learning.
d. To investigate how technology-based language assessments compare with traditional paper-based tests.
e. To study the impact of high-stakes language tests (e.g., TOEFL, IELTS) on curriculum design and student learning behaviors.
f. To design and implement new assessment approaches and tools for students at different levels of language proficiency.
g. To understand the implications of different assessment methods on student engagement and learning outcomes.
h. To analyze the effects of feedback from language tests on teaching practices and curriculum design.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

6. Creation of language corpora for teaching purposes and their impact on foreign language learning.

Objectives:

a. To build and analyze corpora for language teaching and assessment purposes. To create a learner corpus to examine patterns and errors in language acquisition.
b. To research lexical and syntactic patterns in learner language through corpus data. Analyze language patterns in authentic language use across different genres and registers. Study language variation, dialectology, and language change through corpus analysis.
c. To develop data-driven approaches from the corpus for language teaching. To explore the use of corpora in identifying language proficiency levels and tracking learner progress.
d. To use corpus data to develop language teaching materials or to improve descriptors of language proficiency.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

7. Implementation of code-switching models for students enrolled in foreign language programs.

Objectives:

a. To identify language-switching patterns depending on context, audience, and linguistic constraints.
b. To identify situations and factors influencing code-switching (e.g., language proficiency level, lesson topics, social pressure).
c. To design new teaching strategies and methods that use code-switching as a tool to enhance learners' skills and comprehension in foreign languages.
d. To investigate perspectives on code-switching as a practice that either facilitates or hinders foreign language acquisition.

Engaged research-teaching group: Research-teaching group of Didactics and Methodology; Research-teaching group of Linguistics

➢ **Department of Italian Language – Research Projects:**

1. **Various phenomena in Italian and Albanian, focusing on lexicology, lexicography and semantics.**

Objectives:

a. To explain different phenomena at the linguistic level, specifically in lexicology, lexicography, and semantics in both Italian and Albanian.
b. To examine specific lexicon-semantic phenomena in Italian and Albanian, considering both

similarities and differences.

c. To perform a quantitative analysis of these lexicon-semantic aspects and their features, and to utilize these linguistic insights in the didactic processes of foreign language teaching

➢ **Department of Slavic and Balkan Languages – Research Projects:**

1. **Balkan Linguistics**

Objectives:
a. To study issues described syn-chronically according to the goals of this research direction.
b. To study issues described di-achronically according to the goals of this research direction.
c. To analyze the language/culture relationship.
d. To create opportunities for developing regional Balkan projects that focus on collaboration among doctoral students in this research direction.

2. **Applied linguistics in foreign language teaching**

Objectives:
a. To study different methods for teaching a foreign language.
b. To study speaking, writing, reading, and listening skills in accordance with the Common European Framework of Reference for Languages (CEFR).
c. To identify challenges in foreign language teaching.

3. **Psycholinguistics**

Objectives:
a. To assist in addressing speaking difficulties in children of different age groups.
b. To promote research and analytical skills among young scholars to study and identify challenges in this field.
c. To enhance the abilities of academic staff to lead projects in this field.
d. To contribute to developing the analytical and comparative skills of doctoral students and provide concrete suggestions for overcoming difficulties observed in children of various age groups.

4. Linguistic Anthropology

Objectives:
a. To study aspects related to the field of linguistic anthropology.
b. To examine methods used in analyzing issues in linguistic anthropology.

5. Sociolinguistics

Objectives:
a. To study language varieties according to age, gender, educational level, ethnic affiliation, religion, etc.
b. To study the fundamental concepts of sociolinguistics.
c. To examine sociolects, their grammar, vocabulary, and other aspects.
d. To study sociolinguistics variables.
e. To study linguistic, extralinguistic, transfer, instrumental, and strategic competencies required by translators and interpreters, as well as issues of professional ethics.

6. Terminology in contrast with another language

Objectives:
a. To study terminology in a specific field.
b. To identify new terms influenced by recent developments in technology and science.
c. To encourage research and analytical skills among young scholars through concrete work with a terminological corpus.

7. Semantics in contrast with another language

Objectives:
a. To study the structures of idiomatic expressions and proverbs.
b. To examine the current state of lexical resources in the Turkish language.
c. To work with selected material from the languages mentioned above.
d. To conduct specific work with phraseological dictionaries of Turkish, Russian, Greek, and Balkan languages.

8. Comparison of grammatical phenomena between Albanian and Russian

Objectives:
a. To identify and compare shared grammatical phenomena between the two languages.
b. To conduct diachronic and synchronic analysis of these phenomena.
c. To use linguistic similarities and differences efficiently for translation between Russian and Albanian, as well as in teaching Russian as a foreign language.

➤ Department of German Language – Research Projects:

1. Research on linguistic differences and similarities between German and Albanian in the main areas of linguistics

Objectives:
a. To present differences and similarities between specific linguistic phenomena in Albanian

and German.

b. To analyze differences and similarities and identify universal features of linguistic phenomena.

c. To address differences and similarities with particular focus on didactic approaches in teaching and learning German in the Albanian context and beyond.

d. To study linguistic phenomena syn-chronically and di-achronically and fill current gaps in research and contrastive studies between Albanian and German in all linguistics disciplines (phonetics, morphology, syntax, lexicology, phraseology, pragmatics, cognitive linguistics, etc.).

e. To examine the language-culture relationship.

f. To conduct in-depth research on linguistic phenomena in the spirit of contemporary linguistic theories.

g. To link applied linguistics with the process of teaching German as a foreign language.

➢ **Department of Greek Language – Research Projects:**

1. Strategic and methodological approaches to vocabulary acquisition in students of Greek in a predominantly Albanian context

Objectives:
a. To study strategies and methodologies adopted by Greek language students to acquire Greek vocabulary in Albania for academic and professional purposes.

b. To study the linguistic/lexical needs of students in terms of methodology and vocabulary acquisition strategies.

c. To support the development of students' linguistic, lexical, cultural, and communicative competencies.

d. To encourage the use of active approaches in methodologies and strategies for vocabulary acquisition, promoting learner autonomy.

e. To support transparent and objective assessment methodologies for student competencies, fostering self-assessment and autonomous learning.

f. To promote the use of transparent and objective criteria in evaluating teachers' skills and qualifications.

g. To support the design of lexical and pedagogical materials aligned with research goals and criteria.

➢ **Department of French Language – Research Projects:**

1. Linguistic Analysis and Documentation of Albanian Sign Language (ASL)

Objectives:
a. To identify and classify the morphological structure of ASL

b. To study the formation of words and signs in this language.

c. To analyze the syntactic structures of ASL.

d. To observe word order, relationships between sentence elements (e.g., subject-predicate-

object), and question/negation constructions.

e. To investigate the semantic and iconic system of ASL.

f. To examine how concepts and meanings are represented through iconicity (visual representation of meaning) and visual metaphor.

g. To study the pragmatic functions of signs in different contexts, including the influence of communicative, emotional, and cultural situations.

h. To identify similarities and differences with other sign languages.

i. To contribute to the development of a descriptive grammar

j. To prepare an academic document describing the basic rules of this language comprehensibly for researchers and practitioners.

Research Direction: "FOREIGN LANGUAGE TEACHING"

Research Projects by Departments:

➢ **Department of English Language: Research Projects**

1. **Teaching Reading in English in Albanian Schools: Experiences and Challenges**

   Objectives:

a) To equip students with advanced theoretical knowledge and high-level critical skills, demonstrated through a strong understanding of literature related to the field of study, theories and various approaches, practices, as well as research paradigms in the field.

b) To develop expertise in teaching and learning English as a foreign language, demonstrated through mastery of concepts, theories, and research, and understanding of relevant educational practices and contexts necessary for critical analysis and for raising questions beyond mere knowledge, aiming to develop and improve existing experiences.

c) To acquire advanced competencies in developing and evaluating foreign language curricula and to deepen understanding of the teaching and learning process.

d) To create and develop advanced research approaches and competencies, including formulating research problems based on theories, research, and practices in foreign language teaching, as well as determining appropriate methodologies and selecting research methods for the posed research problems.

 Research-Teaching Group Engaged: Research-Teaching Group of Didactics and Methodology.

2. Integrated Foreign Language Teaching Based on Harmonizing Traditional and Contemporary Methods: Challenges in the Albanian Context

Objectives:

a) To raise awareness of the importance of an integrated teaching approach.

b) To update knowledge with research findings in foreign language teaching methodology, especially regarding the most effective teaching methods.

c) To develop the ability to accurately evaluate the most effective methods and practices in foreign language teaching.

d) To successfully apply the most effective approaches, methods, and practices in the Albanian context.

Research-Teaching Group Engaged: Research-Teaching Group of Didactics and Methodology

3. Integrating Technology and Innovation Skills (Critical Thinking, Communication, Collaboration, and Creativity) in Foreign Language Teaching alongside Basic Skills Development (Speaking, Listening, Writing, Reading)

Objectives:

a) To familiarize with various information technology resources and to develop the ability to integrate them into foreign language teaching.

b) To understand innovation skills, also known as 21st-century skills.

c) To integrate innovation skills into teaching alongside basic skill development.

d) To raise the level of foreign language teaching to meet contemporary demands.

e) To explore the impact of new technologies (artificial intelligence and augmented reality) on creating realistic contexts for language practice, such as using chat bots or AR programs to simulate real-life situations.

f) To examine the role of social media platforms (Facebook, Instagram, YouTube, Twitter) in language acquisition and practice through interaction with authentic content.

g) To analyze the effect of digital games on motivation and foreign language acquisition.

h) To assess technological and infrastructural challenges in integrating ICT into foreign language classrooms.

i) To study the impact of synchronous and asynchronous communication technologies on foreign language teaching.

j) To research the influence of Open Educational Resources (OER) on foreign language learning.

k) To explore new assessment technologies for foreign language teaching.

l) To investigate the impact of technology on students' autonomy in the foreign language learning process.

Research-Teaching Group Engaged: Research-Teaching Group of Didactics and Methodology

4. Continuous Professional Development of Foreign Language Teachers: Comparing Models and Their Impact on Teaching Quality

Objectives:
a) To inform foreign language teachers about new approaches and methods in teaching.
b) To develop new skills and strategies for more effective teaching.
c) To prepare foreign language teachers to meet the challenges posed by modern learning contexts.
d) To promote programs and practices that improve teaching quality.
e) To evaluate the role of ICT in improving the professional development of foreign language teachers.
f) To research teachers' experiences and attitudes toward the use of ICT in the teaching process.

➢ **Department of French Language: Research Projects**

1. Intercultural and Action-Oriented Didactic and Methodological Approach in Teaching/Learning and Teacher Training: Assessment of Competences According to European Standards

Objectives:
a) Provide a clear and detailed overview of foreign language teaching/learning in Albania for academic and professional purposes.
b) Study the linguistic needs of students, teachers, and learners in methodological approaches and teaching/learning strategies.
c) Support the development of students' linguistic, cultural and communicative competencies.
d) Promote an action-oriented teaching approach, making learners active language users and fostering autonomy.
e) Support transparent and objective assessment methodology of students' competencies, encouraging self-assessment and learning autonomy.
f) Promote the use of transparent and objective criteria in evaluating teachers' skills and qualifications.
g) Support the design of pedagogical materials and didactic sequences in accordance with research goals and criteria.

2. Integration of Information and Communication Technologies (ICT) in the Foreign Language Classroom and Teacher Training

Objectives:
a) To provide an overview of the current use of technology in foreign language teaching and learning in Albania.
b) To identify the needs of teachers and students in using ICT in the foreign language classroom.

c) To support the development of digital literacy, knowledge and use of new technologies in teaching and learning.
d) To assist teachers and students in integrating ICT into their pedagogical practices.
e) To study how technologies can enhance the teaching and learning of linguistic and cultural skills.
f) To support the acquisition and integration of reference frameworks for the development of ICT skills in foreign language teaching and learning.

3. Interaction between Machine Translation and Language Teaching for Specific Purposes / Machine Translation and Its Use in Teaching Languages for Specific Purposes (LSP)

Objectives:

a) To analyze the most effective ways to integrate machine translation into LSP lessons.
b) To evaluate the quality of machine translations in various terminological fields (legal, economic, etc.).
c) To develop didactic practices combining machine translation with post-editing and cross-linguistic analysis.
d) To develop a task-based approach that promotes critical thinking and metalinguistic awareness in students.

➢ **Department of Italian Language: Research Projects**

1. Aspects of Scientific Research in the Teaching/Learning of Italian as a Foreign Language in the Albanian Context

Objectives:
a) To develop the doctoral student's research competencies in the field of education, focusing on teaching and all its aspects.
b) To deepen knowledge of methods, approaches, and teaching methodologies in foreign language instruction, including their analysis and application.
c) To develop advanced theoretical knowledge and critical thinking skills to analyze, compare, and extract quantitative and qualitative data.
d) To develop analytical skills regarding issues related to teaching and learning Italian.
e) To develop diagnostic competencies for identifying field problems, analyzing them, and proposing potential solutions.
f) To develop competencies in evaluating Italian language curricula.
g) To develop competencies in teaching and learning core and integrated foreign language skills.
h) To develop competencies in assessing Italian language acquisition.

i) To develop competencies in designing Italian language assessment tests.
j) To develop competencies in evaluating Italian language texts and didactic materials.
k) To develop student-centered teaching competencies.
l) To develop classroom management competencies.
m) To develop intercultural and civilization-oriented teaching competencies, focusing on approaches to different cultures and civilizations in Italian language teaching.
n) To develop competencies in using technology in Italian language teaching.

> **Department of German Language: Research Projects**

1. **Acquisition of German with Focus on Language Competences and Expressions: Methodological and Didactic Approaches to Developing and Assessing Language Skills (Focus on Writing and Speaking Skills).**

Objectives:

a) To transmit effective, specific strategies related to writing and speaking competences, considering prior knowledge and students' learning needs.
b) To individualize and differentiate tasks related to these competences according to focus groups.
c) To analyze the selection of teaching materials to increase motivation and interest in learning.
d) To analyze techniques such as modeling, self-instruction, guided, and independent practice.
e) To continuously monitor and report individual progress in mastering these two strategies.
f) To demonstrate and apply new strategies in practice in response to evolving educational demands and challenges.
g) To analyze the influence of the native language to understand difficulties in these two competences.
h) To determine the teacher's role in successfully developing these two competences.

RESEARCH DIRECTION: "APPLIED COMPUTATIONAL LINGUISTICS"

Research Projects by Departments:

> **Department of English Language: Research Projects**

1. Automatic Language Processing for Specific Purposes

Objectives:

a) To research existing theories and methodologies in automatic language processing (ALP).

b) To develop an advanced model for identifying specific purposes, and to create and test a machine learning model to analyze specific purposes in texts using various data sources.

c) To analyze the use of specific purposes in different contexts, examining their application in fields such as medicine, technology, and law to identify needs and requirements for automatic processing.

d) To develop methods that allow personalization of specific purpose processing according to user needs and various contexts.

Research-Teaching Group Engaged: Research-Teaching Group of Linguistics

2. Creation of a Parallel Corpus for Developing Didactic Materials for Foreign Language Learning

Objectives

a) To compile a parallel corpus specifically designed for language learning, including educational texts for students learning Albanian and English.

b) To collect and align teaching materials such as textbooks, language exercises, and reading texts in both Albanian and English.

c) To include examples of everyday language usage, idioms, proverbs, and culturally marked vocabulary to enrich language acquisition.

d) To develop didactic tools in both languages using the parallel corpus for interactive exercises, vocabulary building, and grammar improvement..

Research -Teaching Group Engaged: Research -Teaching Group of Linguistics

➢ **Department of French Language:**

1. Automatic Language Processing for Specific Purposes

Objectives:

a) To conduct an accurate and comprehensive evaluation of needs for interdisciplinary programs to equip students with language and IT competencies, enhancing their employ-ability in local and European markets.

b) To provide specialized training, such as in automatic language processing.

c) To redesign teaching methodologies based on the digital dimension.

d) To create shared and suitable resources for the training of translators using IT tools, focusing on electronic content.

e) To create multilingual corpora.

2. Computer-Assisted Foreign Language Teaching

Objectives:
a. To create platforms/programs/tools for developing textual content.
b. To use deep learning to classify, recognize, localize, and describe linguistic information for various purposes.
c. To perform semantic and syntactic analysis through automatic language processing.

3. Natural Language Processing / Semantic Processing of Written Documents (legal, economic texts, etc.)

Objectives:
a. To develop a system for semantic analysis of legal/economic documents.
b. To automatically extract entities (persons, dates, institutions, numbers, laws).
c. To build models for semantic relationships among these entities (e.g., who requests what from whom, under which law, on what date).

4. Topic: Natural Language Processing / Machine Translation for Low-Resource Languages

Objectives:
a. To develop a system for accurate and fluent automatic translation for one or more low-resource languages.
b. To build bilingual corpora.
c. To develop efficient methods to improve translation quality in the absence of sufficient data.

5. Interaction Between Machine Translation and Language Teaching for Specific Purposes / MT Use in Teaching Languages for Specific Purposes (LSP)

Objectives:
a. To analyze the most effective ways to integrate machine translation into LSP lessons.
b. To evaluate the quality of machine translations in various terminological fields (legal, economic).
c. To develop didactic practices combining MT with post-editing and cross-linguistic analysis.
d. To develop a task-based approach that fosters critical thinking and metalinguistic awareness in students.

RESEARCH DIRECTION: "INTERCULTURAL COMMUNICATION"

Research Projects by Departments:

 ➢ **Department of English Language:**

Research Focus – Communication

1. Designing Culture and Heritage in Tourism; Creating Informational Guides and Tourist Maps in Collaboration with Stakeholder Groups to Promote the Uniqueness of Cultural Heritage

Objectives:
a. To examine the impact of cultural heritage on tourism development and to analyze the social, economic, and environmental effects of tourism on local communities, including benefits and challenges.
b. To study tourists' motivations and behaviors when visiting cultural heritage sites and to identify aspects of cultural identity, nostalgia, and learning from experiences.
c. To evaluate preservation strategies by reviewing effective methods for preserving and promoting cultural heritage, assessing how tourism can support or hinder these efforts.
d. To analyze the perspectives of different actors (e.g., local communities, government, tourists) regarding the management and development of cultural heritage tourism.
e. To develop sustainable tourism models that balance visitor engagement with cultural heritage preservation, ensuring long-term benefits for both communities and tourists.
f. To create local tourist packages in collaboration with stakeholder groups and to produce informational guides that promote the uniqueness of cultural heritage to tourists.

Research-Teaching Group Engaged: Research-Teaching Group of Communication and Cultural Studies

2. Development and Evaluation of Project Guides for Improving Verbal and Non-Verbal Communication (Soft Skills) Among Specific Groups

Objectives:
a. To research theoretical models of verbal communication and non-verbal codes (e.g., body language, facial expressions, gestures) and to analyze their use in different contexts.
b. To identify cultural influences by examining how communication styles and practices are shaped by cultural background, with emphasis on intercultural interaction.
c. To assess the effectiveness of verbal and non-verbal communication in specific environments (institutions, organizations, educational settings) and to identify factors enhancing or hindering clarity and understanding.
d. To examine the role of technology (e.g., social media, videoconferencing) in transforming communication patterns and to analyze its effects on interpersonal relationships.
e. To propose, develop, and evaluate project guides aimed at improving verbal and non-verbal communication (soft skills) among specific groups such as professionals and students.

Research-Teaching Group Involved: Research-Teaching Group of Communication and Cultural Studies

3. Development of Intercultural Communication Strategies; Proposing Training Programs to Improve Communication Skills Among Specific Populations

Objectives:
a. To examine cultural frameworks by analyzing key theories and frameworks of intercultural communication and evaluating their relevance and applicability in intercultural interactions.
b. To identify and explore barriers in intercultural communication, including language differences, cultural biases, and non-verbal misunderstandings.
c. To study contextual factors (social, political, historical) and their impact on intercultural communication practices and perceptions among different groups.
d. To evaluate globalization's impact by examining how globalization and technological advances affect intercultural communication, focusing on challenges and opportunities.
e. To develop strategies for effective interaction by proposing strategies or training programs aimed at improving intercultural communication skills.
f. To create an informational guide on the main communication styles, norms, and values of different cultures.

Research-Teaching Group Engaged: Research-Teaching Group of Communication and Cultural Studies

4. Role and Impact of ICT on Public Speaking Practices; Development of Projects, Programs and Seminars to Improve Public Speaking Skills

Objectives:
a) To analyze main techniques and strategies used by successful public speakers to engage audiences and improve message delivery.
b) To study audience perception by examining how audience demographics (age, culture, profession) influence the effectiveness of public speaking styles and methods.
c) To evaluate methods that help speakers manage anxiety and build confidence in public speaking situations, including psychological and physical techniques.
d.)To study the role and impact of technology (e.g., PowerPoint presentations, social media) on public speaking practices and audience engagement in contemporary settings.
e) To develop programs, seminars, and projects aimed at improving public speaking skills among specific groups such as students, professionals, or community leaders.

Research-Teaching Group Engaged: Research-Teaching Group of Communication and Cultural Studies

5. Development of Frameworks for Media Literacy Education; Evaluating Existing Frameworks and Proposing New Programs to Enhance Media Literacy Across Populations

Objectives:
a. To identify current trends in media consumption, focusing on how technology affects viewing habits and preferences.
b. To explore the effects of social media platforms on public discourse, identity formation, and community building, evaluating positive and negative implications.

c. To assess the impact of emerging technologies (e.g., AI, virtual reality) on media production, distribution, and consumption, including changes in audience engagement.

d. To analyze ethical issues in media and technology, such as privacy violations, misinformation, disinformation, and the role of media companies in shaping public perception.

e. To develop media literacy frameworks by evaluating current frameworks and proposing new frameworks or programs in educational contexts to enhance media literacy across populations, emphasizing critical thinking and continuous information awareness.

Research-Teaching Group Engaged: Research-Teaching Group of Communication and Cultural Studies

6. Development of Projects to Improve Group Communication Skills for Teachers and Students Through Interactive Platforms and Panels

Research-Teaching Group Involved: Research-Teaching Group of Communication and Cultural Studies

Objectives:
a) To analyze group communication dynamics in educational contexts, focusing on how interactions influence collaboration, engagement, and learning outcomes.

b) To examine roles and responsibilities within groups by identifying the roles individuals play in group settings and how these roles affect group communication effectiveness and overall performance in educational contexts.

c) To evaluate the impact and effects of technology-mediated communication tools (e.g., discussion forums, video conferences) on group interactions and learning processes in both traditional and online education.

d) To analyze strategies for managing and resolving conflicts in group settings, assessing their effectiveness in promoting constructive dialogue and increasing group cohesion.

e) To develop projects aimed at improving group communication skills for teachers and students, focusing on fostering effective collaboration and enhancing learning experiences.

Research-Teaching Group Engaged: Research-Teaching Group of Communication and Cultural Studies

> **Department of French Language: Research Projects**

1. Foreign Language Communication Strategies for Promoting Tangible and Intangible Cultural Heritage

Objectives:
a. To develop a research study on linguistic approaches in tourism communication at the European level, focusing on cultural heritage, examining national strategies for its promotion, and exploring the latest studies in cultural tourism.

b. To analyze a corpus created from authentic tourist documents about Albania in foreign languages, including tourist guides, books presenting cultural heritage, posters, tourist brochures, publications in general and specialized press, websites of travel agencies, hotels and restaurants, official portals, tourism blogs, and advertising spots. To examine this corpus for discourse and communication, lexicon and terminology, stylistic, translation, and intercultural features. To identify parameters and specifics (written and spoken genres, mono logic and dia-logic communication, communicative situations and participants – status, role, physical and socio-professional characteristics, space-time, explicit and implicit objectives, morphological, syntactic, lexical, and terminological features, translation-related issues, intercultural dimension – country image, inhabitants, constructed national identity, self- and hetero-stereotypes, cultural and historical clichés, reality, and terms) that will form the research questions. To determine the influence of each of these communication components on potential pragmatic effects on recipients, i.e., potential visitors to the presented cultural heritage.

c. To build a model of tourist communication to improve cultural heritage promotion. To compare results, practices and observed models with foreign examples. To develop reflections, suggestions, and models of successful foreign-language communication strategies.

➢ **Department of Spanish Language: Research Projects**

1. Bektashi Albania, a New Itinerary in the Heart of the Balkans

Objectives:
a. To construct a narrative highlighting the strengths and weaknesses of Albania for potential Spanish tourists, based on traditionally strong points such as history, archaeology, folklore, the Riviera, mountains, cuisine, multiculturalism, and local myths and heroes. To also build a narrative around points shared with or different from other Spanish-speaking countries, such as religious coexistence, differences in experiences of transitions through dictatorships, and the Balkan-Mediterranean identity.

➢ **Department of Slavic and Balkan Languages: Research Projects**

1. Issues of Linguistic Intercultural Communication Across Languages

Objectives:

a. To recognize and study appropriate communication tools, techniques, and strategies.
b. To recognize and study elements of non-verbal communication.
c. To study different communication theories.
d. To study the communication process, including the message, its purpose, and the importance of communication.
e. To study and understand cultural diversity.

f. To identify issues of communication and non-communication, new status for others, coexistence among people, and the need for communication

> ➢ **Department of German Language: Research Projects**

1. Verbal and Non-Verbal Communication, Mass Media

Objectives:
a. To conduct in-depth research on the scientific understanding of verbal and non-verbal communication, cultures, rites, customs, and media as reflective and comparative realities.
b. To develop the ability to overcome barriers during verbal and non-verbal exchanges, such as prejudices, identity (linked to group belonging), stereotypes, ethnocentrism, and cultural relativism.
c. To raise awareness of different linguistic and cultural variations in content delivery to ensure better choice of communication form, aiming for effective, accurate, purposeful, and respectful communication across cultures.

MAIN RESEARCH DIRECTION: "TRANSLATION AND INTERPRETATION STUDIES"

> ➢ **Department of English Language: Research Projects**

1. **Evaluation of the Quality of English Novel and Short Story Translations into Albanian by Two or More Translators**

Objectives:
a) To analyze the translation process and the evaluation of translations produced before and after the 1990s in the literary prose genre, focusing on typical examples of how language and style features of the author(s) are conveyed in the target language.
b) To conduct an in-depth and comprehensive analysis of morphological, syntactic, lexical, and stylistic aspects of literary texts, raising awareness of specific textual features.
c) To carry out detailed and comprehensive analyses of literary works in the prose genre, based on two or more versions translated into Albanian, to highlight and emphasize specific language and stylistic features used by the author(s).
d) To provide extensive and nearly exhaustive information regarding English-to-Albanian translations of one or more English-language works by various authors, considering both theoretical and practical perspectives.
e) To utilize different scientific research methods in Translation Studies, including quantitative, qualitative, and mixed methods.
f) To apply quantitative research instruments in Translation Studies, primarily through the analysis of multilingual, parallel, and comparable language and cultural corpora, using artificial intelligence and various computer applications.

g) To identify and further deepen the methodologies applied in this specific field of Translation Studies research regarding translation issues of literary texts.

h) To analyze patterns and features of specific aspects in two or more translated versions of a work, highlighting similarities as well as differences in translation methods and approaches over the years.

i) To provide a theoretical and practical description and analysis of two main trends observed in contemporary translation studies, namely foreignization and domestication, using concrete examples from linguistic and cultural corpora to analyze these aspects in English-to-Albanian translation.

j) To shed light on possible transformations in the translation process, the profession of literary translators, and the evolution of translation over the years.

k) To identify and evaluate standards in literary translation from English into Albanian, focusing on adaptation and rendering of equivalents at different textual, semantic, grammatical, lexical, stylistic, and cultural levels.

l) To contribute to Translation Studies in Albania by researching the work of the best English-to-Albanian translators.

m) To highlight various aspects of comparative translation and translation evaluation based on the 12 research directions in Translation Studies identified by Williams, Jenny & Andrew Chesterman (2002), which play a crucial role in studying a translated literary work, focusing on cultural, linguistic, and metalinguistic aspects and their transfer in context.

n) To provide an almost exhaustive analysis of translation strategies, solutions, and achievements from the perspective of linguistic stylistics and pragmatics.

o) To study the role of culture in translation as one of the most challenging issues for translators and translation in general.

p) To highlight the contributions of Albanian linguists, translators, and researchers to Translation Studies in the 20th and 21st centuries.

q) To recognize the difficulties and challenges faced, and still faced, by Albanian Translation Studies researchers

Research-Teaching Group Engaged: Research-Teaching Group of Translation and Interpretation Studies

2. **Evaluation of the Quality of English Poetry Translations into Albanian by Two or More Translators.**

Objectives:
a) To analyze the translation process and the evaluation of translations produced before and after the 1990s in the poetry genre, focusing on typical examples of how language and style features of the author(s) are conveyed in the target language.

b) To conduct an in-depth and comprehensive analysis of morphological, syntactic, lexical, and stylistic aspects of literary texts, raising awareness of specific textual features.

c) To carry out detailed and comprehensive analyses of literary works in the poetry genre, based on two or more translated versions in Albanian, to highlight and emphasize specific language and stylistic features used by the poet(s).

d) To shed light on and provide the most extensive and nearly exhaustive information regarding English-to-Albanian translations of one or more works written in English by various authors, from both theoretical and practical perspectives.

e) To examine the challenges of translating poetry, highlighting issues regarding the translator's profile, whether the translator should be solely a translator or whether poets can also perform the translation.

f) To utilize different scientific research methods in Translation Studies, including quantitative, qualitative, and mixed methods.

g) To apply quantitative research instruments in Translation Studies, primarily through the analysis of multilingual, parallel, and comparable language and cultural corpora, using artificial intelligence and various computer applications.

h) To identify and further deepen methodologies applied in this specific field of Translation Studies research regarding translation issues of literary texts.

i) To analyze patterns and features of specific aspects in two or more translated versions of a work, highlighting similarities as well as differences in translation methods and approaches over the years.

j) To describe and analyze, both theoretically and practically, the two main trends observed in contemporary translation studies, namely foreignization and domestication, using concrete examples included in linguistic and cultural corpora, with the aim of analyzing these translation aspects from English into Albanian.

k) To shed light on possible transformations in the translation process, the profession of literary translators, and the evolution of translation over the years.

l) To identify and evaluate standards in literary translation from English into Albanian, focusing mainly on adaptation and rendering of equivalents at different textual, semantic, grammatical, lexical, stylistic, and cultural levels.

m) To contribute to Translation Studies in Albania by researching the work of the best English-to-Albanian translators.

n) To highlight various aspects of comparative translation and translation evaluation based on the 12 research directions in Translation Studies identified by Williams, Jenny & Andrew Chesterman (2002), which play a crucial role in studying a translated literary work, focusing on cultural, linguistic, and metalinguistic aspects and their transfer in context.

o) To provide an almost exhaustive analysis of translation strategies, solutions, and achievements from the perspective of linguistic stylistics and pragmatics, especially regarding the specifics of poetry translation.

p) To study the role of culture in translation as one of the most challenging issues for translators and translation in general.

q) To highlight and emphasize the contributions of Albanian linguists, translators, and researchers to Translation Studies in the 20th and 21st centuries.

r) To recognize the difficulties and challenges faced, and still faced, by Albanian Translation Studies researchers.

Research-Teaching Group Involved: Research-Teaching Group of Translation and Interpretation Studies

3. Evaluation of the quality of translations of plays written in English by various dramatists and rendered into Albanian by two or more translators

Objectives:

a) To analyze the translation process and the evaluation of translations produced before and after the 1990s in the drama genre, focusing on typical examples of how language and style features of the author(s) are conveyed in the target language.

b) To conduct an in-depth and comprehensive analysis of morphological, syntactic, lexical, and stylistic aspects of literary texts, raising awareness of specific textual features.

c) To carry out detailed and comprehensive analyses of literary works in the drama genre, based on two or more translated versions in Albanian, to highlight and emphasize specific language and stylistic features used by the playwright(s).

d) To shed light on and provide the most extensive and nearly exhaustive information regarding English-to-Albanian translations of one or more works written in English by various authors, from both theoretical and practical perspectives.

e) To utilize different scientific research methods in Translation Studies, including quantitative, qualitative, and mixed methods.

f) To apply quantitative research instruments in Translation Studies, primarily through the analysis of multilingual, parallel, and comparable language and cultural corpora, using artificial intelligence and various computer applications.

g) To identify and further deepen methodologies applied in this specific field of Translation Studies research regarding translation issues of literary texts.

h) To analyze patterns and features of specific aspects in two or more translated versions of a work, highlighting similarities as well as differences in translation methods and approaches over the years.

i) To describe and analyze, both theoretically and practically, the two main trends observed in contemporary translation studies, namely foreignization and domestication, using concrete examples included in linguistic and cultural corpora, with the aim of analyzing these translation aspects from English into Albanian.

j) To shed light on possible transformations in the translation process, the profession of literary translators, and the evolution of translation over the years.

k) To identify and evaluate standards in literary translation from English into Albanian, focusing mainly on adaptation and rendering of equivalents at different textual, semantic, grammatical, lexical, stylistic, and cultural levels.

l) To contribute to Translation Studies in Albania by researching the work of the best English-to-Albanian translators.

m) To highlight various aspects of comparative translation and translation evaluation based on the 12 research directions in Translation Studies identified by Williams, Jenny & Andrew Chesterman (2002), which play a crucial role in studying a translated literary work, focusing on cultural, linguistic, and metalinguistic aspects and their transfer in context.

n) To provide an almost exhaustive analysis of translation strategies, solutions, and achievements from the perspective of linguistic stylistics and pragmatics, especially regarding the specifics of drama translation.

o) To analyze the relationships and collaboration between the playwright (if living), the translator, and the director during the staging of the respective work.

p) To study the role of culture in translation as one of the most challenging issues for translators and translation in general.

q) To highlight and emphasize the contributions of Albanian linguists, translators, and

researchers to Translation Studies in the 20th and 21st centuries.

r) To recognize, analyze, and document the challenges historically faced and still encountered by researchers in Albanian Translation Studies.

Research-Teaching Group Involved: Research-Teaching Group of Translation and Interpretation Studies

Research Projects for Other Departments

1. Literary (Re)Translation

Objectives:
a. To analyze translations of literary works (prose, poetry, drama, theater, children's literature) from critical, didactic, and theoretical perspectives.
b. To study correlations of lexical, grammatical, and stylistic phenomena to create a complex translation method considering three main language elements: lexicon, grammar, and style.
c. To analyze the language–culture relationship and determine translation strategies used for cultural elements.
d. To evaluate translation quality from source-language-oriented or target-language-oriented approaches.
e. To argue and justify the necessity and feasibility of re-translation of literary works.

2. Technical-Scientific Translation

Objectives:
a. To study lexical, semantic, and morphosyntactic specifics of technical-scientific texts from a translation perspective.
b. To identify and theorize terminological translation issues based on the translator's bilingual and subject-matter competence.
c. To translate relevant terminology with the aim of creating bilingual glossaries.

3. Multimedia Translation

Objectives:
a. To identify features and issues related to multimedia translation and its specialties, such as dubbing, subtitling, adaptations for cinema and TV, translation for mobile devices, and software, web, and video game localization.
b. To promote research and analytical skills among young scholars to investigate issues and debates related to multimedia translation and the challenges faced by translators.
c. To enhance the academic staff's capacity to lead projects in this field.
d. To contribute to the development of analytical and comparative skills of doctoral students and to provide concrete suggestions for overcoming difficulties related to this type of translation.

4. Didactics of Translation and Interpretation

Objectives:
a. To explore the pedagogy of professional translation and interpretation at the university level.
b. To investigate methods, approaches, and tools for analyzing translation practices and specialized interpretation corpora.
c. To examine professional ethics (deontology) in the work of translators and interpreters.

5**. Scientific Research in Translation and Interpretation**

Objectives:
a. To review issues related to the cognitive aspects of professional practice, including how the translator's and interpreter's brain functions and memory operate during consecutive and simultaneous interpreting.
b. To study interpreter behavior during professional activity, including note-taking techniques, time management, stress control, and visual contact with participants.
c. To analyze the linguistic, extra-linguistic, transfer, instrumental, and strategic competencies required for translators and interpreters, as well as professional ethics.

6**. Contribution of Albanian Scholars to Translation and Interpretation Studies in the 20th and 21st Centuries**

Objectives:
a. To highlight the contributions of Albanian linguists, translators, and researchers in translation and interpretation studies, and to recognize the difficulties historically faced and still encountered by Albanian scholars.
b. To encourage the research and analytical skills of young scholars using concrete examples from studies and research conducted in Albania.

DOCTORAL STUDY PROGRAM IN "MODERN AND POSTMODERN WORLD LITERATURE"

1. **"American Literature"**
2. **"English Literature"**
3. **"French Literature"**
4. **"Greek Literature"**
5. **"Italian Literature"**

Research Subfield: "Modern and Postmodern World Literature"

Research Direction: "American Literature"

> **Department of English: Research Projects**

1. Modern and Postmodern American Literature and Its Plural Directions in Contemporary Era

Objectives:

a) To enable students to investigate cultural, social, and political contexts of specific historical periods and their reflection in representative literary works.

b) To equip students to use contemporary approaches, especially comparative ones, in studying American literature.

c) To enable students to explore aesthetic and multi-ethnic aspects of the modern, postmodern, and contemporary literary process in the USA.

2. Modern and Postmodern British Literature and Its Plural Directions in Contemporary Era

Objectives:

a)To enable students to study the cultural, social, and political contexts of specific historical periods and their reflection in representative literary works.

b)To equip students to apply contemporary approaches, particularly comparative ones, in the study of British literature.

c) To enable students to explore the aesthetic and multi-ethnic dimensions of the modern, postmodern, and contemporary literary process in the UK.

RESEARCH DIRECTION: FRENCH LITERATURE

> **Department of French - Research Projects**

1. Study of 20th and 21st Century Literary Developments and Prominent Authors in the Cultural, Artistic, and Social Context of France through a Comparative Approach

Objectives:

a. To study literary products and aesthetic schools/trends according to *topoi* or chronological periodization, including early 20th-century literature, wartime and postwar literature, the New Novel, 1980s literature, and literature influenced by the humanities.

b. To analyze and interpret literary works within social, cultural, and artistic developments, and to review authors' works comparatively in order to identify converging or diverging trends among literary schools and individual creative voices, specifying the aesthetic and poetic tendencies of the century.

c. To study late 20th- and early 21st-century literature with the aim of identifying new trends at the turn of the century, shifts following ideological decline, and the emergence of a diverse literary poetics beyond traditional groups and schools; to analyze new literary products and to draw conclusions explaining the end of a literary era and the rise of 21st-century trends.

d. To conduct specialized and in-depth studies explaining the connections between modern and postmodern literature and social/cultural realities, their links with other arts, and their

mutual influences, thereby contributing to transversal studies relevant for art specialists, sociologists, or critics of literature and the arts.

2. Literary Realities in 20th and Early 21st-Century Political, Social, Cultural, and Artistic France

Objectives:
a. To study literary realities in relation to elements of civilization in order to explain interactions between literary products and political, social, and artistic developments.
b. To study literary works not only according to inherent literary laws but also as products of the social, political, and cultural developments of their era.
c. To identify the close links between literary realities and a nation's civilizational developments.
d**.** To draw parallels between literary ideas/theories, ideologies, and literary products in order to explain the impact of major social fractures (wars, revolutions, cultural movements, social emancipation movements, etc.) on the emergence and flourishing of major literary schools, as well as on the modification of tastes and literary trends.
e. To study 21st-century literary developments in relation to new social realities, such as ideological decline and the weakening of grand historical narratives, and to highlight the increasing influence of the humanities on French literature, alongside the emergence of a new plural poetics focusing on memory, history, and ethnology in the post-industrial era.

RESEARCH DIRECTION: GREEK LITERATURE

> ➤ **Department of Greek: Research Projects**

1. Poetic Sensitivity of Female Writers in Greece after 1930

Objectives:
a. To categorize female literature in Greece according to major historical periods, including Modernism, the post-1945 period, the Greek Dictatorship period (1974), and contemporary literature.
b. To analyze and interpret selected literary works based on themes and various literary trends of the time (such as Modernism, Symbolism, Surrealism, Postmodernism, etc.).
c. To highlight the poetic sensitivity of female writers in Greece through comparison with well-known European and global literary models, from a comparative perspective.
d**.** To assess the extent to which these female poets are familiar to Albanian readers by identifying which authors have been translated into Albanian and whether their poetic sensitivity has been conveyed with the same tone.

RESEARCH DIRECTION: ITALIAN LITERATURE

➢ **Department of Italian- Research Project**

1. Italian Literature /Religion/History/Geography/Sociology/Power

a. To conduct in-depth study of written works.

b. To understand different literary genres and the main aesthetic, political, religious, and social issues that have influenced and shaped literature across times and cultures.

c. To study human behavior and modes of expression in order to understand others and enhance the researcher's ability to interact within a community.

d. To enhance knowledge and understanding of literature through its diverse cultural approaches.

e. To develop multilingual and intercultural communicative competencies in foreign languages.

f. To familiarize Albanian scholars and literary critics with literature written in Italian by Albanian authors, creating a comprehensive overview of relevant publications.

g. To explore practical approaches for using literature in foreign language teaching and other fields such as journalism, public relations, publishing, and communication, within historical and/or cultural contexts or consultancy settings.