



REPUBLIC OF ALBANIA
UNIVERSITY OF TIRANA
FACULTY OF FOREIGN LANGUAGES

DOCTORAL STUDY PROGRAMME IN THE FIELD OF HUMAN SCIENCES WITH THE SUBFIELDS OF "LINGUISTIC SCIENCES" AND "MODERN AND POSTMODERN WORLD LITERATURE"

Subfield: LINGUISTIC SCIENCES, with the following major research directions:

1. "Applied and Comparative Linguistics"
2. "Foreign Language Teaching"
3. "Translation and Interpreting Studies"
4. "Applied Computational Linguistics"
5. "Intercultural Communication"

Main Research Subfield: LINGUISTIC SCIENCES

- ✓ **Main Research Direction: APPLIED AND COMPARATIVE LINGUISTICS**

Research projects by departments:

➤ **Department of English Language:**

1. Comparative study of linguistic phenomena in 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.



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- 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) Examining the effectiveness of teaching strategies in promoting language proficiency.
- b) Evaluating different teaching methodologies in fostering language development among diverse student populations. Investigating the impact of critical pedagogy on reshaping language education to make it more inclusive and equitable.
- c) Comparing traditional classroom-based language education with digital and blended learning models. Examining the integration of digital technologies into language education and their impact on learning outcomes.
- d) Examining the impact of teacher training programmes on the quality of language teaching.
- e) 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.

5. Investigating language education in multilingual classrooms. Developing a framework for effective language teaching in multilingual and multicultural educational contexts.



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Objectives:

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



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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



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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



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Objectives:

- To study language varieties according to age, gender, educational level, ethnic affiliation, religion, etc.
- To study the fundamental concepts of sociolinguistics.
- To examine sociolects, their grammar, vocabulary, and other aspects.
- To study sociolinguistics variables.
- 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:

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

7. Semantics in contrast with another language

Objectives:

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

8. Comparison of grammatical phenomena between Albanian and Russian

Objectives:

- To identify and compare shared grammatical phenomena between the two languages.
- To conduct diachronic and synchronic analysis of these phenomena.
- 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:

- To present differences and similarities between specific linguistic phenomena in Albanian



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- 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.

4. A Comparative Study of the Linguistic Similarities and Differences between Albanian and Greek across the Major Branches of Linguistics: A Theoretical and Practical Approach.

Objectives:

- a. To identify the structural similarities and differences between Albanian and Greek in the major branches of linguistics, including phonology, morphology, syntax, semantics, and pragmatics.



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- b. To analyse the shared and language-specific linguistic features that influence the acquisition of one language by speakers of the other, particularly in bilingual educational contexts.
- c. To provide a theoretical comparison based on existing linguistic studies and the relevant scholarly literature on both languages.
- d. To conduct practical analyses of authentic texts in Albanian and Greek (including educational, media, and academic texts) in order to examine the contemporary use of linguistic structures.
- e. To formulate conclusions and recommendations for language teaching, translation, and further research in the field of Albanian–Greek comparative linguistics.

Teaching and Research Group Involved: Linguistics and Translation Studies

➤ **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.



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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



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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



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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.



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- 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.



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- 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



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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 employability 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



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Objectives:

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

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

Objectives:

- To develop a system for semantic analysis of legal/economic documents.
- To automatically extract entities (persons, dates, institutions, numbers, laws).
- 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:

- To develop a system for accurate and fluent automatic translation for one or more low-resource languages.
- To build bilingual corpora.
- 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:

- To analyze the most effective ways to integrate machine translation into LSP lessons.
- To evaluate the quality of machine translations in various terminological fields (legal, economic).
- To develop didactic practices combining MT with post-editing and cross-linguistic analysis.
- 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:**



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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:

- 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.
- To study tourists' motivations and behaviors when visiting cultural heritage sites and to identify aspects of cultural identity, nostalgia, and learning from experiences.
- To evaluate preservation strategies by reviewing effective methods for preserving and promoting cultural heritage, assessing how tourism can support or hinder these efforts.
- To analyze the perspectives of different actors (e.g., local communities, government, tourists) regarding the management and development of cultural heritage tourism.
- To develop sustainable tourism models that balance visitor engagement with cultural heritage preservation, ensuring long-term benefits for both communities and tourists.
- 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:

- 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.
- To identify cultural influences by examining how communication styles and practices are shaped by cultural background, with emphasis on intercultural interaction.
- 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.
- To examine the role of technology (e.g., social media, videoconferencing) in transforming communication patterns and to analyze its effects on interpersonal relationships.
- 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



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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.



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- 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.



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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.

2. Historical Memory and Cultural Identity in Literary, Testimonial, and Documentary Discourses: An Intercultural Approach

Objectives:

a. To analyse the role of literary, testimonial, historical, and documentary discourses in intercultural communication by examining how they represent historical events, construct cultural and historical memory, and shape cultural identity across different European contexts.

b. To examine the relationship between literature, testimony, documentary sources, history, and memory.

c. To analyse how different textual genres represent historical events from diverse cultural perspectives.

d. To examine the function of literary, testimonial, and documentary discourses as instruments of intercultural communication and mediation.



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- e. To evaluate the role of individual and collective memory in the construction of cultural identity.
- f. To compare literary texts and documentary sources from different countries, including Spain, Albania, Italy, France, and other European contexts.
- g. To identify the similarities and differences in the ways different cultures narrate, interpret, and transmit the historical past.

Teaching and Research Group: Literature and Spanish Language Communication

3. Tourism and Intercultural Communication

Objectives:

- a. To foster interdisciplinary collaboration between tourism communication and terminological translation, drawing primarily on primary sources (such as museum materials, tourist guides, interpretive panels, brochures, and other informational materials), as well as on literary, historical, and other relevant works.
- b. To enhance the competencies of researchers and doctoral candidates in intercultural communication, with particular emphasis on intercultural communication, the terminology of tangible and intangible cultural heritage, and its adaptation for new target audiences.
- c. To develop models of tourism communication that integrate cultural, linguistic, and interpretative dimensions.
- d. To contribute to the standardisation and enrichment of bilingual (Albanian–Spanish) terminology in the fields of cultural heritage and tourism.

Teaching and Research Group: Literature and Spanish Language Communication

➤ 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.



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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.

2. Intercultural Communication in the Albanian–German Bilingual Context and Its Role in Communication, Education, and Social Interaction Processes

Objectives:

- a. To analyse intercultural similarities and differences between Albanian and German cultures in various communication contexts.
- b. To examine verbal and non-verbal communication patterns and their impact on intercultural understanding and cooperation.
- c. To identify stereotypes, prejudices, and cultural barriers that affect intercultural communication, and to develop strategies for overcoming them.
- d. To address intercultural communication in educational contexts, with particular focus on the teaching and learning of German as a foreign language in Albanian and international settings.
- e. To investigate the relationship between language, culture, and identity, and its impact on social and academic interaction processes.
- f. To study intercultural competence and its role in institutional, academic, professional, and digital communication.
- g. To analyse the impact of globalisation, migration, and digital media on the development of intercultural communication and cultural identities.
- h. To explore critical incidents and intercultural misunderstandings in Albanian–German communication, as well as to identify effective strategies for cultural mediation.

Teaching and Research Group: Linguistics and Communication; Linguistics and Didactics



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3. Didactic and Methodological Approaches to Teaching German as a Foreign Language in an Intercultural Context

Objectives:

- a. To study contemporary methods and strategies for teaching German as a foreign language in the Albanian context.
- b. To analyse the role of intercultural competence in the process of foreign language teaching and learning.
- c. To investigate didactic approaches that promote authentic communication, critical thinking, and intercultural interaction in the classroom.
- d. To address the use of digital media, artificial intelligence, and online platforms in German language teaching.
- e. To analyse teaching materials and didactic textbooks from linguistic, cultural, and methodological perspectives.
- f. To examine the role of the teacher as a cultural mediator and the impact of group dynamics on learners' motivation and participation.
- g. To explore innovative forms of assessment and the development of linguistic, communicative, and intercultural competences.
- h. To identify the challenges of teaching German in multilingual and multicultural environments.
- i. To establish connections between contemporary theories of didactics and methodology and the practical implementation of teaching German as a foreign language.

Teaching and Research Group: Linguistics and Communication; Linguistics and Didactics

4. Digitalisation and Intercultural Communication in the Teaching of German as a Foreign Language

Objectives:

- a. To study the impact of digitalisation on communication, interaction, and learning processes within intercultural contexts.
- b. To analyse the use of digital platforms, social media, and educational applications in the teaching of German as a foreign language.
- c. To investigate the role of artificial intelligence and emerging technologies in the development of linguistic, communicative, and intercultural competences.



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- d. To identify the advantages and challenges of online and blended learning in the Albanian and international contexts.
- e. To examine virtual communication and new forms of cultural interaction in digital environments.
- f. To analyse digital materials and resources from didactic, methodological, and intercultural perspectives.
- g. To investigate the role of digital media in enhancing learners' motivation, autonomy, and collaboration throughout the learning process.
- h. To address digital ethics, virtual identity, and media literacy within intercultural communication.
- i. To develop innovative research and pedagogical approaches that integrate intercultural communication, didactics, and technology.

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.



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- 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).



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- 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



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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



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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 the Department of Spanish Language**

1. Literary Translations of Spanish Literature into Albanian

Objectives:

- a) To study the history of the translation of Hispanic literature into Albanian.
- b) To analyse the translation strategies employed in the translation of literary works.
- c) To analyse and comment on translated texts from a translation studies perspective (rather than merely a linguistic perspective), based on contemporary approaches to translation studies, particularly cognitive and functionalist approaches to translation.
- d) To assess the role of literary translation as a bridge for intercultural communication.
- e) To identify the challenges involved in translating cultural elements.
- f) To promote the development of a new generation of translators through a critical approach to literary translation.

➤ **Research Projects for the Department of German Language**

1. Translation as Linguistic, Cultural, and Communicative Mediation in the Albanian–German Context

Objectives:

- a) To analyse translation as a process of mediation between language, culture, and social context within the Albanian–German linguistic relationship.
- b) To study the role of the translator as a cultural and communicative mediator in various translation contexts, including literary, institutional, academic, and professional translation.
- c) To investigate the challenges arising in the translation of cultural elements, realia, social concepts, and historical references from Albanian into German and vice versa.
- d) To identify translation strategies used for preserving, adapting, or explaining cultural elements in translated texts.



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- e) To analyse the relationship between equivalence, communicative function, and reader expectations in intercultural translation.
- f) To examine cases of cultural misunderstandings in translation and strategies for avoiding them through linguistic and cultural mediation.
- g) To investigate the role of intercultural competence in the professional training of translators.
- h) To develop a research approach that views translation not merely as linguistic transfer, but as an act of interpretation, mediation, and intercultural communication.

Teaching and Research Group: Translation Studies and Applied Linguistics

2. Literary Translation between Albanian and German: Challenges in the Transfer of Style, Culture, and Textual Identity

Objectives:

- a) To examine the distinctive features of literary translation from Albanian into German and from German into Albanian, with particular emphasis on novels, short stories, poetry, children's literature, and contemporary literature.
- b) To analyse strategies for translating style, figurative language, metaphors, idioms, phraseological units, and culture-specific expressions in literary texts.
- c) To investigate how the cultural and aesthetic identity of the source text is preserved or transformed throughout the translation process.
- d) To compare different translations of the same literary work in order to identify differences in lexical, stylistic, and cultural choices.
- e) To examine the role of the translator in interpreting literary works and in shaping the relationship between the author, the text, and the target-language reader.
- f) To analyse the translation of Albanian literature into German as a means of promoting Albanian culture within the German-speaking world.
- g) To investigate the challenges involved in translating children's and young adult literature, particularly where texts contain wordplay, humour, proper names, folklore, and culture-specific references.
- h) To develop an analytical model for assessing the quality of literary translation in the Albanian–German language pair.

3. Translation of Legal, Administrative, and Official Documents in the Albanian–German Context

Objectives:



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- a) To analyse the linguistic, terminological, and stylistic characteristics of legal, administrative, and official documents in Albanian and German.
- b) To examine the challenges encountered in translating official documents, including court decisions, notarial deeds, certificates, contracts, powers of attorney, official records, study programmes, and institutional documents.
- c) To investigate issues of legal and institutional equivalence between the Albanian and the German, Austrian, and Swiss legal systems.
- d) To identify cases in which literal translation is insufficient due to differences between legal and administrative systems.
- e) To analyse strategies for translating legal terminology, standard formulations, institutional titles, administrative decisions, and bureaucratic structures.
- f) To examine the role of accuracy, clarity, professional responsibility, and ethics in official translation.
- g) To investigate the impact of document format, structure, and visual presentation on official and certified translation.
- h) To develop a practical model for translating legal and official documents in the Albanian–German language pair.

4. Translation of Phraseological Units, Idioms, and Culture-Specific Expressions in Albanian–German Texts

Objectives:

- a) To examine phraseological units, idioms, proverbs, and fixed expressions as one of the principal challenges of interlingual and intercultural translation.
- b) To analyse the translation of phraseological units from German into Albanian and from Albanian into German in literary, journalistic, media, and educational texts.
- c) To identify cases of full equivalence, partial equivalence, cultural adaptation, paraphrasing, and semantic loss in translation.
- d) To investigate the relationship between idiomatic meaning, cultural connotations, and the stylistic function of phraseological expressions.
- e) To analyse challenges related to the translation of cultural metaphors, folk expressions, humorous formulations, and idiomatic constructions.
- f) To examine the role of context in the interpretation and translation of phraseological units.



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- g) To compare the translation strategies employed by different translators in rendering the same phraseological units.
- h) To develop a methodological framework for the contrastive analysis of phraseological units in translation.

5. Technology, Artificial Intelligence, and Translation in the Digital Era

Objectives:

- a) To examine the impact of digital technology and artificial intelligence on professional and academic translation processes.
- b) To analyse the use of machine translation tools, Computer-Assisted Translation (CAT) tools, digital corpora, and terminological databases in Albanian–German translation.
- c) To investigate the advantages and limitations of machine translation in comparison with human translation.
- d) To examine the role of post-editing in improving machine-translated texts.
- e) To analyse common machine translation errors in legal, literary, academic, and specialised texts.
- f) To identify the impact of technology on the development of translation competence among students and early-career translators.
- g) To investigate ethical issues related to the use of artificial intelligence in translation, including authorship, accountability, reliability, and confidentiality.
- h) To develop a balanced model for integrating technology into translation teaching and professional practice.

6. Translation Didactics and the Development of Translation Competence in Higher Education

Objectives:

- a) To examine the development of translation competence among students enrolled in German language, translation, and intercultural communication programmes.
- b) To analyse contemporary approaches and methodologies to translation teaching in higher education.
- c) To investigate the role of practical translation exercises, error analysis, corpus-based learning, translation projects, and critical reflection in translator training.
- d) To identify the difficulties encountered by students when translating literary, legal, academic, and specialised texts.



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- e) To examine the relationship between linguistic, cultural, textual, terminological, and technological competences in the translation process.
- f) To analyse translation assessment methods in higher education, including the use of rubrics, portfolios, self-assessment, and peer assessment.
- g) To investigate the role of the teacher as a facilitator, mentor, and mediator in the development of translation competence.

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

Objectives:

- a. The study and research of literary realities in relation to elements of civilization, in order to explain the mutual connections and influences between literary production and political, social, cultural, and artistic developments.
- b. The study of literary works not only according to the intrinsic and inherent laws of literature, but also as products of the social, political, cultural, and artistic developments of a given historical period.
- c. The identification of the close links between literary realities and the civilizational developments of a nation.
- d. The establishment of parallels between systems of ideas and literary theories, ideologies, and literary productions, in order to explain the impact of major social ruptures (wars, revolutions, cultural movements, social emancipation movements, etc.) on the emergence and flourishing of significant literary schools, as well as on the transformation of literary tastes and trends.
- e. The study of literary developments at the beginning of the 21st century in relation to a new social reality: the decline of ideologies and grand historical narratives; the strengthening of connections and the increasingly significant influence of the humanities on French literature; the emergence of a new pluralistic poetics with particular interest in issues of memory, history, and ethnology within the contemporary post-industrial era.

Research Direction: “GREEK LITERATURE”

Research Project, Department of Greek Language

1. The Poetic Sensibility of Female Writers in Greece after the 1930s

Objectives:

- a. The categorization of women’s literature in Greece according to the most significant historical periods, including Modernism, the post-1945 period, the period of the Greek Dictatorship (1967–1974), and contemporary literature.



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- b. The analysis and interpretation of selected literary works according to the various themes and literary trends of their respective periods (including Modernism, Symbolism, Surrealism, Postmodernism, etc.).
- c. The identification of the poetic sensibility of female writers in Greece through comparison with prominent models of European and world literature, from a comparative literary perspective.
- d. The recognition and reception of these female poets among Albanian readers: Which authors have been translated into Albanian, and to what extent has their poetic sensibility been conveyed with the same nuances and intensity in the Albanian language?

Research Projects for the Department of Greek Language

1. Cultural Metaphors in Translation: Challenges of Meaning Transfer between Greek and Albanian in Contemporary Literature

Objectives:

- a. To identify and classify the most frequent cultural metaphors in contemporary Greek and Albanian literature.
- b. To analyze the difficulties related to the translation of metaphors that carry specific cultural connotations in both languages.
- c. To examine the translation strategies employed by translators in order to preserve the meaning and stylistic effect of metaphors.
- d. To evaluate the impact of the selected translation strategy on the reader's aesthetic experience and understanding.
- e. To propose didactic and practical approaches for preparing translation students to address the challenges of cultural translation.

Engaged Teaching and Research Group: Linguistics–Translation

Research Projects for Other Departments

1. Literary Translation (Retranslation)

Objectives:

- a. To analyze translations of literary works (prose, poetry, drama, theatre, children's literature) from critical, didactic, and theoretical perspectives.
- b. To study the correlations between lexical, grammatical, and stylistic phenomena with the aim of creating a comprehensive translation method that takes into consideration the three main linguistic elements: lexis, grammar, and style.



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- c. To analyze the relationship between language and culture and to determine the translation strategies used for translating cultural elements.
- d. To evaluate translation quality based on approaches oriented towards either the source language or the target language.
- e. To argue and justify the possibility and necessity of retranslating literary works.

2. Technical and Scientific Translation

Objectives:

- a. To study the lexical, semantic, and morpho-syntactic characteristics of technical and scientific texts from a translation perspective.
- b. To identify and theorize terminological translation issues based on the translator's bilingual and thematic competence.
- c. To translate relevant terminology with the aim of creating bilingual glossaries.

3. Multimedia Translation

Objectives:

- a. To identify the characteristics and challenges related to multimedia translation and its various specializations, such as dubbing, subtitling, adaptations for cinema and television, translation for mobile devices, and translation (or localization) for software, websites, video games, etc.
- b. To promote the research and analytical skills of young researchers in exploring issues and debates related to multimedia translation and the challenges faced by translators.
- c. To enhance the capacity of academic staff to lead research projects in this field.
- d. To contribute to the analytical and comparative skills of doctoral students and to provide concrete recommendations for overcoming the difficulties associated with this type of translation.

4. Didactics of Translation and Interpreting

Objectives:

- a. To study aspects related to the pedagogy of translation and professional interpreting at university level.
- b. To examine methods, approaches, and instruments used in the analysis of translation practices and specialized interpreting corpora.
- c. To study aspects related to the professional deontology and ethics of translators and interpreters.



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5. Scientific Research in Translation and Interpreting

Objectives:

- a. To examine issues related to the cognitive aspects of professional practice (the functioning of the translator's and interpreter's brain, and interpreter memory during consecutive and simultaneous interpreting).
- b. To analyze interpreter behaviour during professional activities (note-taking techniques, management of limited time, stress control, visual contact with other participants, etc.).
- c. To study the linguistic, extralinguistic, transfer, instrumental, and strategic competences required of translators and interpreters, as well as issues related to professional ethics.

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

Objectives:

- a. To highlight the contribution of Albanian linguists, translators, and researchers to translation and interpreting studies, as well as to examine the challenges encountered and continuing to be faced by Albanian scholars.
- b. To foster the research and analytical skills of young researchers based on concrete examples of research and studies in the Albanian language.

RESEARCH SUBFIELD: “MODERN AND POSTMODERN WORLD LITERATURE”

RESEARCH AREA: “AMERICAN LITERATURE”, “ENGLISH LITERATURE”

Research Projects for the Department of English Language

1. Modern and Postmodern American Literature and the Diversity of Its Trends in the Contemporary Era

Objectives:

- a) To enable students to explore the cultural, social, and political contexts of a specific historical period, as well as their reflection in some of the most representative literary works.
- b) To equip students with the ability to apply contemporary approaches, particularly the comparative approach, in the study of American literature.



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c) To enable students to explore the aesthetic and multicultural aspects of the modern, postmodern, and contemporary literary process in the United States.

2. Modern and Postmodern British Literature and the Diversity of Its Trends in the Contemporary Era

Objectives:

- a) To enable students to explore the cultural, social, and political contexts of a specific historical period, as well as their reflection in some of the most representative literary works.
- b) To equip students with the ability to apply contemporary approaches, particularly the comparative approach, in the study of British literature.
- c) To enable students to explore the aesthetic and multicultural aspects of the modern, postmodern, and contemporary literary process in the United Kingdom.

RESEARCH DIRECTION: “FRENCH LITERATURE”

Research Projects for the Department of French Language

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

Objectives:

- a) To study literary production, literary schools, and aesthetic trends according to thematic and chronological perspectives: early 20th-century literature, wartime and post-war literature, the Nouveau Roman, literature of the 1980s, and literature influenced by the humanities.
- b) To analyze and interpret literary works within the framework of social, cultural, and artistic developments; to examine authors' works from a comparative perspective in order to identify similarities and differences among literary schools and creative individualities, with the aim of defining the aesthetic trends and poetics of the century.
- c) To conduct studies on late 20th-century and early 21st-century literature in order to identify new trends at the turn of the 21st century, the transformations following the decline of ideologies, and the emergence of a new pluralistic poetics of literary writing beyond traditional groups and literary schools. To analyze new literary productions and draw conclusions explaining the end of a literary era and the emerging trends of the 21st century.
- d) To undertake specialized and in-depth studies aimed at explaining the relationship between modern and postmodern literature and social and cultural realities, as well as its links with other arts and the mutual influences that may contribute to interdisciplinary studies involving specialists in arts, sociology, and critics not only of literature but also of other artistic fields.



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2. Literary Realities in the Political, Social, Cultural, and Artistic France of the 20th and Early 21st Centuries

Objectives:

- a) To study and research literary realities in relation to elements of civilization in order to explain the mutual connections and influences between literary production and political, social, cultural, and artistic developments.
- b) To study literary works not only according to the intrinsic laws of literature but also as products of the social, political, cultural, and artistic developments of a given historical period.
- c) To identify the close links between literary realities and the civilizational developments of a nation.
- d) To establish parallels between systems of ideas and literary theories, ideologies, and literary productions in order to explain the impact of major social ruptures (wars, revolutions, cultural movements, social emancipation movements, etc.) on the emergence and flourishing of significant literary schools, as well as on the transformation of literary tastes and trends.

Research Direction: “Italian Literature”

Projects for the Department of Italian Language

Teaching and Research Group: Literature

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

Objectives:

- a. To undertake an in-depth study of literary works.
- b. To develop knowledge of different literary genres and of the major aesthetic, political, religious, and social issues that have shaped and influenced literature across different periods and cultures.
- c. To examine individuals and the ways in which they express the ideas that are significant to them, thereby fostering a deeper understanding of others and enhancing researchers' ability to engage effectively within society.
- d. To broaden knowledge and deepen the understanding of literature through its diverse cultural approaches.
- e. To develop multilingual communicative competence and intercultural competence in foreign languages.
- f. To promote greater awareness among Albanian scholars and literary critics of works written in Italian by Albanian authors through the development of a comprehensive overview of the relevant publications.



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g. To promote an applied approach to the use of literature in foreign language teaching and in related fields such as journalism, public relations, publishing, communication, history, cultural studies, and consultancy.

2. Italian Literature in Dialogue with Culture, History, Religion, Power, Memory, and Interculturality: Theoretical, Comparative, and Didactic Approaches

Objectives:

- a. To analyse the relationship between literature and history, religion, power, and memory.
- b. To examine the relationship between literature, the media, and cinema.
- c. To promote the use of interdisciplinary and comparative methodologies in scholarly research.
- d. To investigate narratives of migration, identity, and interculturality.
- e. To examine the cultural and social functions of literature within European and global contexts.
- f. To develop didactic approaches for the use of authentic texts in the teaching of language, culture, and literature.
- g. To conduct theoretical and comparative research on modern and contemporary Italian literature.
- h. To integrate other media (cinema, archives, museums, documentaries, and digital media) into the interpretation and teaching of literature.
- i. To encourage comparative studies of authors and texts from different cultures focusing on shared intercultural themes.
- j. To promote the use of authentic materials and intercultural education in teaching.
- k. To foster intercultural dialogue through literature.
- l. To analyse contemporary methodologies in the didactics of literature.

3. Italian Literature and Arbëresh Literature: A Comparative Approach

Objectives:

- a. To conduct philological and textual analyses of the selected literary works.
- b. To examine historical and literary sources and to analyse the principal characters and themes of the selected works.



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c. To contextualise the selected works within the framework of the cultural relations between the Arbëresh communities and Albania.