

# Creative Ways of Enhancing Foreign Language Linguistic and Cultural Skills for the Students of Economics

Manjola Lumani Zaçellari

Department of Albanian Language, University of Durrës, Albania

Lediana Beshaj

Department of Law, Wisdom College University, Tirana, Albania

**Abstract**—This study aims to bring to attention the importance of providing creative ideas on how to enhance the foreign language linguistic skills especially for the student of economics, expanding intercultural awareness and knowledge in business and some tailored made exercises which would come to help in this specific study program. Albanian people who speak English are increasing day by day, but most of them show deficiency in their English when it comes to using it in their profession, in regard to their area of expertise. Most of the Albanians learn English at school, then at university level they learn English for specific purpose. Therefore, the universities must make an effort into providing the students with the right textbook (from all the available ones existing in the market), to be used in their tertiary level of studies. This would facilitate the learning process for the students because they will learn and expand their vocabulary in the area they are actually majoring in. Adopting and by making use of the right book, it will enable and promote the use of creative ideas. Technology and multilingualism are ruling over and in the context of a globalized world, specialized languages flourish at an extremely fast pace, and creativity becomes a necessary instrument in the ESP classroom. In Albania, almost all the study programs have English as a mandatory course for the whole academic year and most of the universities offer it in the first and second year of Bachelor level.

**Index Terms**—linguistic skills, enhance, culture, language, creative ways

## I. INTRODUCTION

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. Foreign or Second Language Acquisition has come a long way from the conventional classroom where the teacher dictated grammar rules to the learners and required of them to master the art of translation as the one and only means of learning the target language. In modern times, “communication rather than mastery of grammar rules has taken the centre stage in the EFL” (Makrami et al., 2020, p. 41).

Currently, English is the primary language not only of the states affected by British imperialism, but of many business and cultural spheres dominated by these states. As such, it is a necessary language to learn. In many countries, children are taught and encouraged to learn English as a second language, while the acquisition of this language by university students is imperative if we want young people capable of responding to the challenges of the time.

Nowadays, the growing importance of the English language is evident, not just because it is a must in today's academic achievements, but also for its pragmatic aspect in one's life. Economy is the indicator that shows a country's power, status and development. For Albania, which is a developing country, and is making huge efforts to increase the economy by having many international businesses invest in Albania, the learning of English is a market demand. In the current situation, Albania is offering many facilities and easy procedures to attract foreign investors and businesses. Foreign companies need people who know English because they do not know Albanian. Most of the businesses and particularly those international ones in Albania demand the proof/certification of the English Language. The level required is B1 or B2 and most of the universities offer English as a foreign language, due to its use as a lingua franca.

Students learn English because it is essential if one wants to be able to participate and compete in a globalised labour market, especially the students who graduate in business management and economics who will also face many situations of doing business with foreigners. Foreign language knowledge and skills represent a form of human assets that can be rewarded in the labour market. In addition, one cannot deny the fact that English is the language of the world trade and not only, but also of politics, international relations, tourism, etc. Therefore, the students who study economics must master the English language because in doing business, both parties involved have to interact by using a common language and avoid the misunderstanding that can emerge. Thus, “Business” is the title of the book used as ESP at Wisdom University College and it is part of the curricula for the bachelor study program in Economics (Business Management and Finance and Banking). Lesiak-Bielawska (2015, p. 1) state that “the whole course of the ESP, its content and objectives are based on the specific needs of target learners”. Good command of English means the

mastering of the four basic skills and in ESP the four basic skills are also learnt, but in a traditional way. So, there must be creative ways of teaching English as a foreign language in order to make the learner more motivated and enjoy the course. It must be emphasized that the method which the teacher will use must be carefully selected in order to have all the four skills, field-oriented and a method (book) which leaves space for creative teaching and learning, so that the student, in our case the students of the economic study program are faced to authentic materials, real life situation, native speakers listening materials, business appropriate language, etc. The focus must be on lexis and chunks of language, rather than words. Extra materials selected by the lecturer must also transmit intercultural awareness not only regarding the culture of the foreign language, but also regarding the culture in that specific study program that the students are following, which might be business administration, finance and banking. Culture-specific features, embedding the reality of everyday business talk of real people must be carefully chosen. The selection regarding the method to be used during the course and the methodology used depend on the lecturer. Both must help students acquire the foreign language taught in the easiest way possible, but also use it in the business communication. The way the students are exposed to such selected texts containing business terminology really makes the difference. The students will successfully accomplish their goals in the learning and will be able to use the right vocabulary in the business field. However, behind a certain language, it is a certain culture and the interaction between people is well established when appropriate language is used, following not only the rules and regulations, but also the cultural mindsets of the people involved in the conversation. Achieving a successful communication means that both participants in the conversation are aware of the one another expectations.

English is recognized as undoubtedly the most important language to learn for the increasingly mobile international community, and it has now become the official language of the business and scientific world (Schütz, 2005).

While conducting research on “creative ways of enhancing foreign language skills for the students of economics”, it deserves a mention that Europe mostly paid much attention to the foreign language linguistic skills for those students who studied economics, and for that reason it is stated in the book of Mautner and Rainer (2017), that the teaching of a foreign language has an impact since from the beginning. By beginning it is meant after the First World War. It is also interesting to know that there were specific colleges named “Higher Commercial Colleges” in Germany, Netherland, Austria, Switzerland, etc., which apart from teaching business subjects as mandatory ones, they would also offer foreign language classes. However, there were some controversies in that time, whether the lecturer who would teach foreign language had to be graduated in Linguistics or in Economics. It is true that the jargon used in a specific field is better mastered by the expert on the field, but however the proper use of it, is highly assessed by the linguists.

Lecturers of the economy highlight the necessity of teaching the terminology, whereas the linguists stress the need of making use of the everyday English in a business context. Doyle (2012, p. 107) proposes “designating as Business Language Studies (BLS) a curriculum consisting of business + language + culture because of lingering doubts regarding the legitimacy of business language (BL) in terms of theory, intellectual foundations, that is, as an unobjectionable field of inquiry, research, and publication”. This is the reason why there must be foreign language departments in each Faculty in Albania. Tirana University has 7 faculties and no faculty has a department of foreign languages. It would be more effective if the faculty had a foreign language department and invest somehow in the development of the foreign language lecturers’ skills, because as it has been mentioned earlier, the lecturer of a foreign language in ESP must also learn the jargon of that specific area, in this case that of the business and economy. The lecturers in Albania are free to choose the method to use in ESP. At Wisdom University College it is used a method titled “The Business” with interactive workbook, which incorporates sections of business dilemmas and & videos, published by Macmillan. It is a well-organized method, which provides reading business texts loaded with new business vocabulary and exercises, which are relevant to the students’ study program and their area of expertise. Using authentic materials selected from scientific texts and journals in the field of business, enables students improve their basic skills. This textbook provides sufficient material for a language class and many exercises.

In addition, it must be emphasized that the importance of the ESP is undisputable, the methods are way too vital for the successful ongoing of the teaching and learning process, but teaching in a creative way is better and more effective. Creative ways are used during the academic year 2019 – 2020 and a questionnaire was delivered to the students to see the impact that the creative ways have had on students.

## II. LITERATURE REVIEW

Learning a foreign language is one of the demands in the global economy. Research in the field has shown that mastering foreign languages makes possible to have more job opportunities and higher salaries (Araújo et al., 2015; Saiz & Zoido, 2002; Euromonitor International, 2012). Career and educational expectations can be good predictors of occupational and educational outcomes (Rojewski, 2005; Ou & Reynolds, 2008; Mello, 2008; Portes et al., 2010; Sciarra & Ambrosino, 2011; Andrew & Hauser, 2011; Roth, 2017; Schoon & Parsons, 2002).

Most of the economics students who learn a foreign language have a purpose; not only to communicate in their everyday activity, but also to be able to use it in a business environment. In the TEFLIN journal, Astika (1999) points out that the development of technology and the expansion of commerce are the key factors that impact directly to the rise of ESP. In Albania, children start learning a foreign language since the 1<sup>st</sup> grade and most of them when entering a study program for the Bachelor cycle know general English. The level of these students goes to the intermediate one

and this is an advantage for both the teacher and the students, because Dudley-Evans and St John (1998, p. 1), suggest that ESP is mostly designed for students of an intermediate level or advanced one. This is due to the fact that the students who learn a foreign language have already acquired the basic knowledge of that specific language. In addition, (Robinson, 1991, p. 1) states that an ESP must be considered as “an enterprise involving education, training and practice and drawing upon three major realms of knowledge; language, pedagogy, and students’ / participants’ specialist area of interest. It must be highlighted that when a student graduated and starts his/her career as a specialist or professional in a certain area, he/she will make use of a specific vocabulary, which is closely linked to the linguistic use in a professional context, which per se differs in many aspects from the everyday language. The “Handbook of Foreign Language Communication and Learning” edited by Knapp and Seidlhofer (2009) describes the typical ESP linguistic features like: the specific selection, use and frequency of morpho-syntactic features and the high degree of standardization of vocabulary. Therefore, there are certain relevant objectives when teaching ESP, as they are mostly based on the learners needs. In addition to the differences between the 2 types of foreign language teaching and learning; English for general purpose and English for specific purpose, do not only rely on the difference in the linguistic perspective, but also there is concern in the communication competence in terms of intercultural perspective in an ESP context. The term intercultural competence is relatively a recent one (Zarate et al., 2004), which focus more on the speaker’s experience when using the language and try to consider not only the linguistic aspects, but also the culture and the identity, rather than on being close to the native speakers in regards to the linguistics norm. Kramsch (1993) states that when we communicate we also share culture and because of this, methodologists have to consider the correlation that exist between language and culture. Hence, based on the cultural dimension it must be stated that a method cannot be focused on all the cultural differences of the countries in the world, but it is the task of the lecturer to provide new materials, creative ways of teaching a foreign language, adopting it to the needs of the students. This way the students find it more interesting in regard to what they want to learn, based on their needs and interests.

### III. RESEARCH METHODOLOGY

The research methodology being used in our article is based on qualitative approach. We have analyzed a wide range of literature concerning the topic being investigated, in order to have a thorough understanding of the importance of enhancing the foreign language linguistic skills for every student, but especially for the students of economics. We have also distributed questionnaires with the purpose to investigate student’s perceptions regarding the learning of ESP and how important is for them the creativity in teaching and learning a foreign language in a globalized world. There are 100 questionnaires being delivered, not only to the students of Bachelor who take ESP in the first and the second year, but also to the students of the third and the Masters of Science students, who actually do not take any more ESP during their master years, but have taken it in the Bachelor study program.

There are restrictions regarding the universities which are taken into account, because the questionnaire was delivered to students of the Economics department at University College Wisdom. This study is also limited, as it only focuses on the development of the ESP in class, its content, the materials being used, the intercultural dimension incorporated and the skills needed to be improved by making use of creative ideas.

### IV. RESULTS

#### A. *Importance of Enhancing the Foreign Language Linguistic Skills in ESP in a Creative Way*

As stated earlier, learning a foreign language is important in this global world of ours, especially for developing countries such as Albania. In the era of globalization, “the role of teachers at higher education is not only simply transferring knowledge, but also give them opportunities to build their own mind through a process of translating information they could acquire into their own understandings” (Utami, 2018, p. 78). When it comes to tertiary levels of education this need becomes more evident. Student no longer want to study a foreign language only for general communication, but they see it as an instrument which would help them in their career life and profession. In this paper it is aimed to give a few ways of conducting a lesson in ESP in a creative way. By creativity in teaching is meant “teaching outside the box”, not following the conventional forms of teaching and limiting the teacher to conduct exercises or make use of the texts provided only within the method, which is being used when teaching a foreign language.

Learning a language becomes easier if learned in a creative way because:

- a) First of all, it increases their interests and it is inclusive; students find creative ways like: 1- interactive dialogues, where the students not only use the targeted specific vocabulary, but also the cultural dimension and context. They feel more comfortable to get involved due to the conventional- free dialogues. They do not follow the traditional pattern, but it gives the students the opportunity to imagine, create and use the language learnt.
- b) Secondly, students become more motivated; this makes the learning enjoyable. A 2nd type of creative and interactive exercises is providing texts or supplements which contain curiosities in their field of study, which make the students motivated to learn the new vocabulary because they will want to understand the material

provided. Another 3rd- creative way is to divide the class into two groups to build up quizzes based on the texts provided, and then they are asked to compete with each – other. This way the aim of the ESP (know the jargon used in the field of studies) is accomplished.

- c) Thirdly, it boosts their critical thinking. A specific activity is to provide various topics (like the speaking topics in the TOEFL or IELTS) so that they can think creatively and critically and prepare short speeches. This will help in language fluency by using their imagination and creativity in providing an effective response. This directly will contribute to the development of intercultural and multicultural understanding, which go parallel, when using a foreign language.

#### B. “The Business” Method

As mentioned earlier, in the University College Wisdom students of the Faculty of Economics study ESP. The method is titled “The Business” with interactive workbook, which incorporates sections like: business dilemmas and & videos, by Macmillan, and the division of each unit are: About Business; Vocabulary; Grammar; Speaking; Writing; Case studies.

Based on the types of objectives described by Stern (1989, p. 207-221), who distinguished four types of ESP teaching objectives as such as: proficiency, knowledge, affective, and transfer. The ESP lecturers at Wisdom University College try to incorporate the 4 objectives into the teaching process. The first objective, that Stern names as proficiency, has to do with the acquisition of the 4 basic skills such as reading, writing, listening, and speaking. As stated earlier the book used at UCW incorporates the 4 skills. The section “about business” provides authentic materials on kinds of businesses and business issues. There is an extensive vocabulary, which latter is developed in the Vocabulary section. Here it is advised to use creative ways of providing feedback on the texts and also creating crosswords. Students also bring extra information the next class they will have; the information must be similar to the topic used in the texts. The second one has to do with the teaching and learning of the linguistic aspects and cultural skills which is based on the norms of the society and cultural related issues. The book offers many cultural and intercultural perspective via the exercises offered in all the sections like: in the discussion section, where it is asked about the office etiquette, dresses code etc. Students are encouraged to also do some research on that, and bring it to class the next time they have lessons. This develops their awareness towards the other cultures in business. Here it is worth mentioning even some questions of the type: Which work culture would you prefer to work in? Which would be the most difficult to adopt? Why? This objective is fully covered in all the 4 basic skill exercises. Affective objective according to Stern (1992) regards the desire of the learners to learn and acquire the language.

In the questionnaire delivered to the students regarding the desire to learn Business English by the ESP method selected, titled “The Business”, the majority of them, around 90 % answered that they like the language and they would like to have ESP and not general English, because it would help them to enhance their capacities in their English linguistic skills. The figure below shows the percentage of students who like to take courses on general English, and the percentage who desire to have ESP courses.

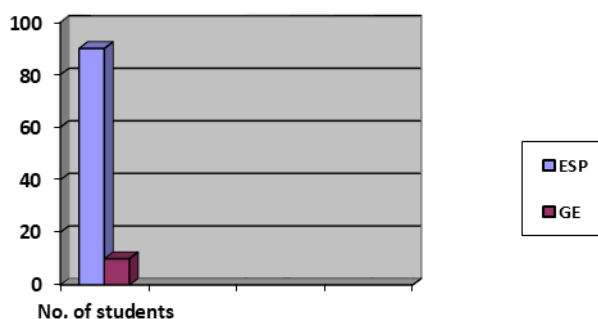


Figure 1 Students Choice for English Courses

Whereas, when asked for the purpose of why they are learning the English language (1.for pleasure, 2. because it is a mandatory academic course or, 3. Because it is a necessity) almost all of them, 95 % circled “because it is a necessity in the global world and economy”.

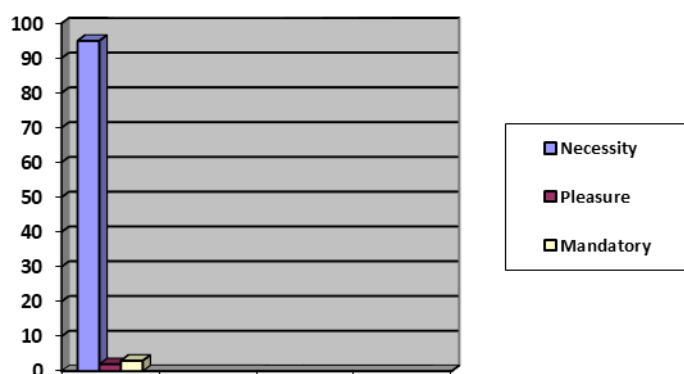


Figure 2 Students Purposes of Learning English

If the students had circled option 3, because it is a necessity, they had to answer the other following question “Why do you think it is a necessity?”. The answer was that most of them want to go abroad (which is very sad) and they see the English language as a bridge to connect them with all the other European community and the business world. Just a few of them declared that they want to be hired by the “big four” companies like Ernest and Young, Deloitte, PWC or TPA, or other international companies.

Regarding question, no. 3 of the questionnaire on the method used, 100% of them were satisfied with the method chosen. They would prefer ESP because they have had English for general purpose during their primary and the high school years. Regarding question 4, 95% stated that it is a necessity to know English proficiently. This is true in the Albanian reality because international companies require a high level of competency in the English language, and 100% (question 5) of them declare that they must have an English certificate as a document for the vacancies opened in such prestigious companies, which require as a prerequisite a high level of English, which goes to C1 according to the Common European Framework of Reference for Languages. Managers also appreciate enhanced skills in English as a means of not only establishing good and effective communication, but also as being superior in regard to the company performance and qualification, which will make them compete and be renown in the international markets. While researching on the issue Grenier (2015) states a very interesting fact that knowing English provides important returns for the individuals, and also for the companies which hire people who are good in the foreign language communication skills. Regarding question 6, if the methodology of teaching is better by making use of creative ideas, almost 95% (Figure 3) declared that it is, and the reasons they state are numerous. Most of them said that it allowed them to express themselves, be more interested in material provided because it contains a lot of the specific jargon and this makes them more interested in the language (Figure 4).

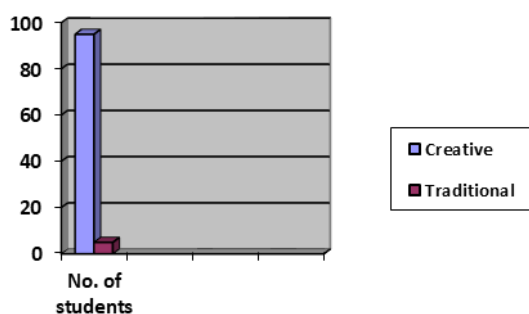


Figure 3 Methods of Teaching

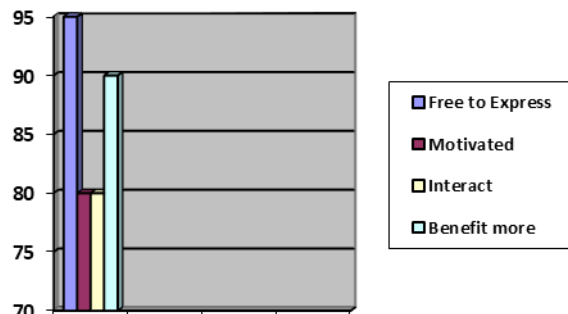


Figure 4 Benefits of ESP

Question 6-7 asked the students if they have used the English Language outside and if they have used the vocabulary learnt. There were some of the students (30 %) who declared that they had used the language in their internships. They also state that, first when you start an internship, you are expected to know English. English language used in their internships was mostly business English. Those who mentioned that they use English in their part time job (35%) stated that they get many benefits as far as the salary is concerned, but also in regards to the opportunities being provided by the company to include them in various trainings conducted by foreign experts. In addition, it is important also the contacts they create when working in such international companies. Therefore, the statement mentioned by Grenier (2015, p. 8) that “the earnings advantage is 10–20% for people who are fluent in a foreign language”, may be true after all.

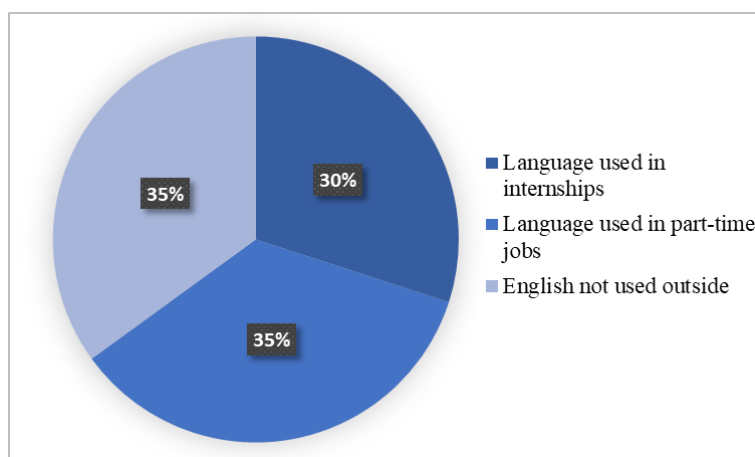


Figure 5 English Used Outside

The last objective in teaching ESP according to Stern is the transfer objective, which has as a focus the skill to transfer learnt knowledge from one situation to another. This is also true and it is happening because in the answers of the questionnaire regarding question 8 and 9 some of the students claimed that knowing business English and having ESP was very useful for them in the training that they had in Croatia, where the focus was on entrepreneurship, start-ups etc., the language used all the time was English, which served as a lingua franca and specifically business terminology. Here, it is the case to emphasize the role of intercultural competencies, because in the communication built between the two people, who are not from the country of the language being spoken, it is vital the understanding of the context because it may cause some misunderstanding as sometimes the original meaning may be vague due to the fact that there may be no such word in the other's people's language or culture. Proper attention must be paid when people try to use idioms or slang, to show that they have an extensive knowledge of English, but for the other (the interlocutor) may cause trouble in understanding. An idiom often confused is "up in the air" and someone would look up in the air.

To question 10, whether the creative ways of teaching are used in the 4 basic skills, they said that they enjoy the classes because each of the 4 basic skills is given the proper time and the audio materials are with native speakers. They were all in favour of the creative ways of being used in teaching and learning the 4 basic skills and not the traditional ways.

In addition, when learning a foreign language, you cannot avoid the cultural/intercultural aspect, which for our students is integrated to the right extent. A study on Developing Intercultural Communicative Competence indicates that intercultural communicative is needed in globalization era and in international trade. In order not to be left behind, intercultural competence is insisted to be developed to pace the world economy (Edi, 2018).

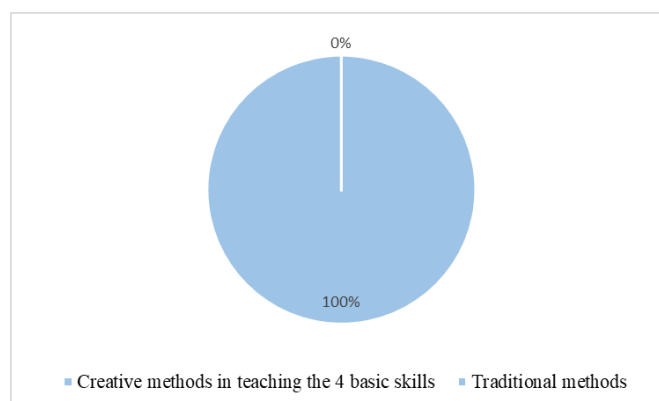


Figure 6 Creative Methods vs Traditional Methods

This is true because most of the students have the chance to practice business English when they start a part time job, or after they graduate and will try to do business with foreigners, where one of the most important things is to know the foreigners culture.

## V. DISCUSION

Creativity plays an immense role in the development of humanity. It has brought major breakthroughs in our life, but in teaching and learning a foreign language, it is a good strategy to make the whole process more enjoyable (Burton, 2010; Cremion & Barnes, 2009; Fisher, 2004; Dornye, 2001; Jones, 2012; Maley, 1997; Sternberg, 1999). Moreover,

making use of various digital sources and modern tools will lead to an enhancement in creative capacities of the students; capacities which will help them in their future careers and life. Providing a creative course in ESP requires dedication and effort in search of innovative ideas, interesting materials of the specific study program (Bocanegra-Valle, 2018). Moreover, creative course tasks prompt the students to become more interested, wanting to know more, pro-active participants, who will take a great joy in learning a foreign language (Ellis & Barrs, 2008; Ferrari et al., 2009; Kampylis & Berki, 2014).

Creative teaching and learning tries to find solutions to the challenges occurring due to the cultural and socioeconomic diversity of the students. The creative teaching in ESP teaching and learning contributes undisputedly in the developing of the twenty-first century skills, such as effective communication, pro-active collaboration, creativity, and critical thinking.

## VI. CONCLUSION AND RECOMMENDATION

English for the students of economics means the language of the future, extensively due to its global dimension received, in order to understand the business setting, business world, establishing business relations, negotiations etc. it is notice that apart from the tomorrow's jobs they might have, using ESP has served them in other various situations like in the international students' workshops and conferences, in projects and students exchange programs. As a conclusion it can be drawn that enhancing the ESP skills is indispensable, and it goes parallel with the creative ways used in teaching and learning ESP. Conducting a class by making use of creative ideas, interactive exercises, interesting reading texts will definitely lead to efficient teaching and learning. From a lecturer's perspective I would strongly advice the student to continue reading in English, even though they finish having the ESP classes after the second year of the bachelor level. This way they will be in touch with the language and the business vocabulary and terminology, but also business culture. This strategy leads also to the enrichment of the knowledge in the business English and also enhances capacities in the linguistic skills. In this paper via the questionnaire it was made evident that improving the ESP skills is a priority to be reached by making use of creative ways. It can be assessed that the students are satisfied with the methods used, methodology, the materials use and the logistics offered by the UCW. However, a recommendation mostly assessed was the necessity to have ESP even in the master studies; this would help students refresh the knowledge and expand the vocabulary, be more in touch with the culture via the language and not spend money on English business courses, which are expensive considering the Albanian reality.

## REFERENCES

- [1] Andrew, M. and R. Hauser. (2011). Adoption? Adaptation? Evaluating the Formation of Educational Expectations. *Social Forces*, 90(2), 497-520.
- [2] Araújo, L. Dinis Da Costa, P. Flisi, S. Soto. Calvo, E. (2015). *Languages and Employability*. European Commission. Retrieved March 13, 2021, from <https://crell.jrc.ec.europa.eu/sites/default/files/JRC97544.pdf>.
- [3] Astika, G. (1999). The Role of Needs Analysis in English for Specific Purposes. *TEFLIN Journal*, 10(1), 31-47 <http://dx.doi.org/10.15639/teflinjournal.v10i1/31-47>
- [4] Basturkmen, H., Bocanegra-Valle, A. (2018). Materials design processes, beliefs and practices of experienced ESP teachers in university settings in Spain. In Y. Kirkgoz and K. Dikilitas (Eds.), *Key issues in English for specific purposes in higher education* (pp. 13-28). Cham: Springer.
- [5] Burton, P. (2010). Creativity in Hong Kong schools. *World Englishes*, 29 (4), 493-507.
- [6] Cremin, T., Barnes, J., Scoffham, S. (2009). *Creative teaching for tomorrow: Fostering a creative state of mind*. Retrieved May 20, 2021, from [https://www.academia.edu/19272398/Creative\\_Teaching\\_for\\_Tomorrow\\_Fostering\\_a\\_Creative\\_State\\_of\\_Mind](https://www.academia.edu/19272398/Creative_Teaching_for_Tomorrow_Fostering_a_Creative_State_of_Mind)
- [7] Edi. (2018). Developing Intercultural Communicative Competence Model for English Students in Indonesia University Context. *The Asian EFL Journal*, 20(11), 174-198. Retrieved May 20, 2021 from <https://www.asian-efl-journal.com/wp-content/uploads/AEFLJ-Volume-20-Issue-11-November-2018.pdf>
- [8] Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom* (Cambridge Language Teaching Library). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667343
- [9] Doyle, M. S. (2012). Business Language Studies in the United States: On Nomenclature, Context, Theory, and Method. *The Modern Language Journal*, 96, 105-121. <http://www.jstor.org/stable/41478794>
- [10] Dudley-Evans, T. and St John, M.J. (1998). *Developments in English for Specific Purposes: nA multidisciplinary approach*. Cambridge University Press.
- [11] Ellis, S., Barrs, M. (2008). The assessment of Creative Learning. In: J. Sefton-Green (Ed.), *Creative Learning* (pp. 73-89). UK: Arts Council England.
- [12] Euromonitor International (2012). *The Benefits of the English Language for Individuals and Societies: Quantitative Indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia and Yemen*. Retrieved February 20 from <https://www.teachingenglish.org.uk/sites/teacheng/files/Euromonitor%20report%20final%20July%202012.pdf>
- [13] Ferrari, A., Cachia, C., Punie, Y. (2009). *Innovation and creativity in education and training in the EU member states: Fostering creative learning and supporting innovative teaching*. European Commission Joint Research Centre. Retrieved May 27, 2021 from [https://www.researchgate.net/publication/265996963\\_Innovation\\_and\\_Creativity\\_in\\_Education\\_and\\_Training\\_in\\_the\\_EU\\_Member\\_States\\_Fostering\\_Creative\\_Learning\\_and\\_Supporting\\_Innovative\\_Teaching\\_Literature\\_review\\_on\\_Innovation\\_and\\_Creativity\\_in\\_ET\\_in\\_the\\_E](https://www.researchgate.net/publication/265996963_Innovation_and_Creativity_in_Education_and_Training_in_the_EU_Member_States_Fostering_Creative_Learning_and_Supporting_Innovative_Teaching_Literature_review_on_Innovation_and_Creativity_in_ET_in_the_E)
- [14] Fisher, R. (2004). What is creativity? In R. Fisher & M. Williams (Eds.), *Unlocking creativity: Teaching across the curriculum*



- (pp. 6-20). New York: Routledge.
- [15] Grenier, G., Zhang, W. (2021). The value of language skills. *IZA World of Labor*, 205, Doi:10.15185/izawol. 205.v2.
  - [16] Kampylis, P., Berki, E. (2014). Nurturing Creative Thinking. *The International Academy of Education*. 1(1). 1-28
  - [17] Knapp, K. Seidlhofer, B. (2009). *Handbook of Foreign Language Communication and Learning* (Vol. 6). De Gruyter. Inc.
  - [18] Kramsch, C. (1993). *Context and culture in language education*. Oxford: Oxford University Press
  - [19] Lesiak-Bielawska, E. D. (2015). Technology in English for specific purposes pedagogy. *English for Specific Purposes World*, 48(16), 1-23.
  - [20] Makrami, B. and Al-Awaid, S. (2020). English Vocabulary Learning Strategies Used by EFL Arab Learners. *Asian EFL Journal*, 27(1), 40-66.
  - [21] Maley, A. (1997). Creativity with a small 'c'. *The Journal of the Imagination in Language Learning and Teaching*, 4, 1-11.
  - [22] Mautner, B. Rainer, F. (2017). *Handbook of Business Communication: Linguistic Approaches*. De Gruyter, Inc.
  - [23] Mello Z. R. (2008). Gender variation in developmental trajectories of educational and occupational expectations and attainment from adolescence to adulthood. *Developmental psychology*, 44(4), 1069–1080. <https://doi.org/10.1037/0012-1649.44.4.1069>.
  - [24] Ou, S. and A. Reynolds. (2008). Predictors of Educational Attainment in the Chicago Longitudinal Study, *School Psychology Quarterly*, 23/2, 199-229.
  - [25] Robinson, P. C. (1991). *ESP Today: A Practitioner's Guide*. Prentice Hall.
  - [26] Rojewski, J. W. (2005). Occupational Aspirations: Constructs, Meanings, and Application. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 131–154). John Wiley & Sons, Inc.
  - [27] Roth, T. (2017). Interpersonal influences on educational expectations: New evidence for Germany. *Research in Social Stratification and Mobility*, 48, 68-84.
  - [28] Saiz, A. and E. Zoido (2002). *The returns to speaking a second language*. 16(2). Federal Reserve Bank of Philadelphia. Retrieved July 10, 2021 from: <https://www.phil.frb.org/-/media/research-anddata/publications/working-papers/2002/wp02-16.pdf>.
  - [29] Schoon, I., Parsons, S. (2002). Teenage aspirations for future careers and occupational outcomes. *Journal of Vocational Behavior*, 60(2), 262–288.
  - [30] Schütz, R. (2005). *English-The international language*. Retrieved December 20, 2021 from <http://www.sk.com.br/sk-ingl.html>.
  - [31] Sciarra, D. and K. Ambrosino (2011). Post-Secondary Expectations and Educational Attainment. *Professional School Counselling*, 14(3), 231-241.
  - [32] Stern, H. H.; Johnson, K. (Ed.) (1989). Seeing the wood AND the trees: some thoughts on language teaching analysis. *The second language curriculum*. Cambridge: Cambridge University Press, 207–221. doi: 10.1017/cbo9781139524520.015
  - [33] Stern, H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
  - [34] Sternberg, R. J. (ed.) (1999). *Handbook of creativity*. Cambridge: Cambridge University Press
  - [35] Utami, S. (2018). Developing Lifelong Learners by Implementing Group Investigation Technique at Higher Education. *The Asian EFL Journal*. 20(11), 77-82.
  - [36] Zarate, G. Gohard-Radenkovic, A. Lussier, D. Penz, H. (2004). *Cultural mediation in language learning and teaching*. European Centre for Modern Languages. Retrieved December 22, 2021 from [https://archive.ecml.at/documents/pub122e2004\\_zarate.pdf](https://archive.ecml.at/documents/pub122e2004_zarate.pdf)



### **Manjola Lumani Za qellari**

Korca, Albania 21/05/1983

Bachelor degree in Languages and Literature from Tirana University, Albania in 2005

Master of Science degree in Linguistics from Tirana University, Albania in 2009

Doctorate degree in Linguistics from Academy of Albanological Studies, Albania 2014

Master of science degree in Civil Law from Wisdom College University, Albania 2020-2022 (ongoing)

Dr. Manjola Lumani Za qellari is a full-time lecturer at Aleksandër Moisiu University, Durrës, Albania. She is the Executive Director of Arbëria News Center and Deputy Editor-in-Chief of the media portal Arberianews.net. She is the Didactic director of Centre of Languages, at Wisdom College University. She teaches Pedagogy, Didactics, Lexicology/ Semantics. She is the Academic Coordinator of the newly EU founded Jean Monnet Module "EU multilingualism, Language Education and Intercultural Dialogue" (EUMLEID). She is part of the project for compiling the Great Dictionary of Albanian Language as a lexicographer. She has been part of the Erasmus + project "Introducing modules on law and rights in programs of teacher training and educational sciences: A contribution to building rights-based education systems in countries in transition" (EduLaw) as an education expert and researcher. She has teaching experience abroad, as a visiting lecturer at Kodolanyi Janos University in Budapest, Hungary, where she teaches the course "A European approach to teach and learn 21st century skills". She works as a peer reviewer for Education and Self Development Journal, published by Kazan Federal University, Russia.

#### **Publications:**

- [1] Lumani, M. (2015). Conceptual fields in Albanian phraseology. Publisher: Naimi, ISBN: 978-9928-109-90-3, 311 pages (monograph)
- [2] Lumani, M. Beshaj, L. (2021). Study on Youth Employment in the Western Balkans. Publisher: Regional Cooperation Council. Co-funded by the European Union. 138 pages. Retrieved from <https://www.rcc.int/docs/573/study-on-youth-employment-in-the-western-balkans>
- [3] Lumani, M. (2019). Teaching Practice in the Albanian Context: Student-Teachers' Perceptions regarding their Experience in Teaching, in Kowalczyk-Walędziak, Korzeniecka-Bondar, Danilewicz, Lauwers, 'Rethinking Teacher Education for the 21st Century'. Verlag Barbara Budrich. 159-175. Book chapter 11, p. 168-183, ISBN: 978-3-8474-2241-9.



- [4] Lauwers, G. Lumani, M. Miço, H. (2019). Introductory Textbook On Law and Rights for Students in Teacher Training and Educational Sciences. English version published by: Wolf Publisher, Netherlands (ISBN: 9789462405622). English-Albanian version published by: Mileniumi i Ri, Albania (ISBN 978-9928-174-65-9).

Dr. Lumani Zaçellari is a member of Association of Teacher Education in Europe (ATEE), a board member of Union of Albanian Journalists (UGSH), member of the Board of Recommendation of Literary Books, Ministry of Education, Albania, member of the editorial board, Journal of Educational Sciences BJES, Beder University, Albania, member of editorial board Journal of Educational Studies and Multidisciplinary Approaches, Turkey, member of scientific committee International Conference on Modern Education Studies, Konya, Turkey, member of scientific committee 4th IMSC-2021 Multidisciplinary Approach to Problem-Solving in Teaching Language, Literature and Culture, North Macedonia, member of Global Engagement Program, Abu Dhabi University.



#### **Lediana Beshaj**

Trana, Albania 19/09/1979

Bachelor degree in English Languages and Literature from Tirana University, Albania in 2001

Master of Science degree in Linguistics from Tirana University, Albania in 2010

Doctorate degree in Linguistics from Tirana University, Albania 2014

Associate Professor, Tirana University, Albania, 2021

Prof. Assoc. Dr. Lediana Beshaj is a lecturer at Tirana University and a private University in Albania. Since 2015 she is the executive director of the Research and Development Institute Wisdom, which is an NGO in support of the University College Wisdom in Tirana. Recently she is involved in preparation of project proposal, project management and monitoring projects and has demonstrated efficient management, coordination and communication abilities. She is a sworn translator by the Ministry of Justice, she is the Test center administrator of TOEFL exam. Recently, she is has run successfully the projects funded by the EU and accorded by Save the children, UNDP, Erasmus plus K2 Strategic Partnership in the field of Higher Education Agreement n n. 2018-1-IT02-KA203-048091, entitled Cultural Studies in Business. She is part of the EU founded Jean Monnet Module "EU multilingualism, Language Education and Intercultural Dialogue" (EUMLEID) as a lecturer.

#### **Publications:**

- [1] Beshaj, L. (2014). Motivation and Etymology of Phraseological Units in English and Albanian Language. Mediterranean Journal of Social Sciences. Scopus indexed. DOI: 10.5901/mjss.2014.v5n1p189
- [2] Beshaj, L. (2016). Bilingualism in Albania and Its Benefits. Academic Journal of Interdisciplinary Studies. Scopus indexed. DOI: 10.5901/ajis.2016.v5n3s1p436
- [3] Lumani, M. Beshaj, L. (2021). Study on Youth Employment in the Western Balkans. Publisher: Regional Cooperation Council. Co-funded by the European Union. 138 pages. Retrieved from <https://www.rcc.int/docs/573/study-on-youth-employment-in-the-western-balkans>