

Founded in November 2009, The Albanian Society for the Study of English (ASSE) is devoted to the promotion of English and American studies in Albania. **in esse: English Studies in Albania**, a refereed scholarly journal, is part of the Society's activities. Its aim is to bring to the fore original work in linguistics, literary and translation studies and language teaching by scholars working in Albania and abroad.



in esse
English Studies
in Albania

in esse English Studies in Albania 1.1

in esse
English Studies
in Albania

Spring 2010



Spring 2010

Volume 1 Number 1

in esse:
English Studies in Albania

**Journal of the Albanian Society for the Study
of English (ASSE)**



Albanian Society for the Study of English

Albanian Society for the Study English
Department of Foreign Languages, Faculty of Humanities
University of Vlora "Ismail Qemali"

Albanian Society for the Study English
Department of Foreign Languages, Faculty of Humanities
University of Vlora “Ismail Qemali”
L. Pavarësia, Rr. Vlorë-Skelë, Vlorë, Albania

Title: in esse: English Studies in Albania ©

General Editor: Armela Panajoti (University of Vlora, Albania)

Editorial Board:

Charles Moseley (University of Cambridge, UK)
David Singleton (Trinity College Dublin, Ireland)
Dieter Wessels (Ruhr University Bochum, Germany)
Peter Preston (The University of Nottingham, UK)
Marija Knežević (University of Montenegro, Montenegro)
Nick Ceramella (University for Foreigners of Perugia, Italy)
Michelle Gadpaille (University of Maribor, Slovenia)
Aloisia Sorop (University of Craiova, Romania)
Bledar Toska (University of Vlora, Albania)

English(es)

Editorial policy

in esse: English Studies in Albania is a refereed scholarly journal devoted to the promotion of English and American studies in Albania. Its aim is to bring to the fore original work in linguistics, literary and translation studies and language teaching by scholars working in Albania and abroad. *in esse: English Studies in Albania* is published twice yearly, in spring and autumn.

©Albatros Editions and the Albanian Society for the Study English
(ASSE)

ISSN: 2078-7413

Printed by “MIRGEERALB”, Albania

Table of Contents

Introduction	1
LITERATURE	
Charles Moseley <i>Where the Devil Did He Learn Our Language?</i>	7
Ecaterina Patrascu <i>The Hybrid Identity of Home in Jhumpa Lahiri's "Interpreter of Maladies"</i>	22
John F. Bourke and Rosemary Lucadou-Wells	
<i>K. J. (Jim) Everett: Narratives of a Tasmanian Aboriginal Childhood</i>	35
Rabindra Kumar Verma <i>Antifeminism in Bernard Shaw's "Getting Married"</i>	54
LANGUAGE	
Anahit Galstyan <i>Grammatical Assimilation of Anglicisms in Armenian</i>	75
ENGLISH LANGUAGE TEACHING	
Achilleas Kostoulas <i>English as a Lingua Franca and Methodological Tension: Attitudes and Practices in a Language School in Greece</i>	91
Marsela Turku <i>The Importance of Literature in Foreign Language Acquisition</i>	113
TRANSLATION STUDIES	
Ilda Kanani <i>"The Da Vinci Code" in Albanian: The Influence of a Bestseller's Translation on the Culture of its Readers</i>	131

Introduction

The journal *in esse: English Studies in Albania* is the first publishing initiative of the Albanian Society for the Study of English (ASSE) and aims at developing a new and challenging space for all those researchers engaged in the study of English in Albania and abroad. The title *in esse* is conceived as a double “hurray,” first intended to celebrate the foundation of the society, the fact that we managed to change its status from *in posse* to *in esse* and second, to allude to our aspiration to become part of the English Society for the Study of English (ESSE), a dream which came true in August 2010

The present volume is the first issue of the journal *in esse: English Studies in Albania*. It is significantly and simply entitled “English(es)” not only to celebrate the first issue of the journal and to suggest that the mission of this volume and of the journal itself is to discuss matters of the English language and culture, but also that English or Englishes if you wish, has become such a large and comprehensive topic of discussion, which appeals to all those involved in the study of English. It is for these reasons that we did not think of this title strictly in terms of varieties of English, although we expect this perspective to inform topics to be discussed under “English(es)”. We thought to give this issue a broader significance, for which reason we placed the “es” in brackets to suggest that our prime aim is to discuss whatever is appealing to scholars in the field of English studies and of English itself.

As the variety of topics discussed in this volume will suggest, English(es) is embedded not only in the linguistic context, but is also viewed as a cultural concern, especially when it comes to trace it in literature, translation and teaching. Therefore the contributions making part of this volume are divided into four sections: *Literature, Language, English language Teaching* and *Translation Studies* respectively.

We open this volume with a paper, which significantly takes us back to Shakespeare. Charles Moseley’s “Where the devil did he learn

our language?” focuses on Shakespeare’s *Richard III* by pointing to the relationship between rhetoric and power and brilliantly discusses how the different registers and ethoi Shakespeare gives to Richard of Gloucester are far from reassuring to the audience(s).

Ecaterina Patrascu in her “The Hybrid Identity of Home in Jhumpa Lahiri’s *Interpreter of Maladies*” views English as Englishness or Americanness if you wish, that is, in terms of identity or home and discusses the immigrant experience by focusing on some of the stories in Jhumpa Lahiri’s *Interpreter of Maladies*. Departing from “The Third Continent”, a title in the collection and Lahiri’s metaphor for the in-between ground of national values and the new continent models, she tries to investigate the immigrant experience of some of the characters in these stories. Isolation, cultural and linguistic failure and sensitivity to “the other” are some of the characters’ responses to Americanness. It is only in “The Third Continent” that a common ground is finally established despite differences in culture, systems of values, communication and behaviour.

John F. Bourke and Rosemary Lucadou-Wells introduce us to K.J. (Jim) Everett, a Tasmanian Aboriginal writer in their article “K. J. (Jim) Everett: Narratives of a Tasmanian Aboriginal Childhood.” The authors have used Everett’s two unpublished narratives, *Waterdogs* and *Untitled* to engage in the large issue of childhood experience in a very original way.

Rabindra Kumar Verma in “Antifeminism in Bernard Shaw’s *Getting Married*” argues that Shaw instead of proclaiming the New Woman defends women’s traditional roles in society. The article is a discussion of how the play proves not only the characters’ antifeminist attitude towards the women characters in the play, but that as such they become the author’s mouthpiece.

Anahit Galstyan in the article entitled “Grammatical Assimilation of Anglicisms in Armenian” considers the influence of English on Armenian by focusing particularly on morphology. It draws on the categories of the noun, the verb and the adjective and the morphological processes following anglicisms in order to examine whether they obey Armenian morphological patterns or not.

Achilleas Kostoulas in his neat piece “English as a *Lingua Franca* and Methodological Tension: Attitudes and Practices in a Language School

in Greece” considers the case of a language school in Greece to discuss what he terms “methodological tension,” by which he refers to the tension between two different methodological attitudes regarding the approach to English in English Language Teaching, which are Standard Language Ideology, which refers to the belief that considers native speaker norms as the authoritative norms for linguistic correctness and English as a *Lingua Franca* position, which is a more comprehensive position that allows for linguistic variation.

Marsela Turku in “The Importance of Literature in Foreign Language Acquisition” reconsiders the role of literature in the process of language acquisition. She brings her own class examples to demonstrate how important literature is in this process as well as to suggest some possible ways we can try to make the study of literature in foreign language teaching as interesting as possible.

Ilda Kanani in “*The Da Vinci Code* in Albanian: The Influence of a Bestseller’s Translation on the Culture of its Readers” discusses the influence the translation of *The Da Vinci Code* into Albanian has had on the Albanian readers, especially when one considers how unknown certain religious, cultural and historical references mentioned in the text were to the Albanian readers for decades. It considers particularly one of the two translations that exist in Albanian and focuses on some of the difficulties the translator might have encountered in the process of translation, the translation techniques he could have used as noticeable from the text and finally points to the cultural influence the translation has had on the whole.

Finally, we would like to thank all our contributors for making this first volume of *in esse* as comprehensive as possible, thus proving through their invaluable articles that English or whatever concerns the English is no longer an English matter exclusively, but has become so vast and inclusive that it has practically grown international.