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Introduction

This issue of *in esse: English Studies in Albania* gathers together papers from the fields of Language Studies and Education, which explore various connections between different areas of study that investigate language such as psycholinguistics, pragmatics and cognitive linguistics, to mention but few, between technology and language as observed and argued in various educational contexts. The papers collected here are divided into three sections, *Language Studies*, *Education* and *Book Review*.

The first section, *Language Studies*, contains one contribution, which brings to the focus text coherence. In her paper, Hranush Tovmasyan, from Yerevan Brusov State University of Languages and Social Sciences, Armenia tries to discuss how text is structured and how text coherence is obtained through complex mental structures—frames and stereotypes—by virtue of their hierarchic, presuppositional structure. She draws on the intersections between psycholinguistics, pragmatics and cognitive linguistics, that is, frame- and stereotype-based semantics and frame- and stereotype-based presuppositions for her analysis.

The second section, *Education*, contains three contributions from the field of education, which cover a diversity of topics like VET, culture learning and teaching in foreign language teaching and the use of technology in foreign language classes.

In his paper, Artur Jaupaj from Canadian Institute of Technology, Tirana, Albania, discusses the existence of skills gap in various sectors of the Albanian economy owing to the primary educational focus on Higher Education (HE) rather than Vocational Education Training (VET) and Continuing Education (CE). The author analyses the most recent developments in terms of vocational education and training and continuing education as well as some very recent feasibility studies on Post-Secondary VET and concludes the paper with some recommendations and suggestions for the integration of VET and CE into a knowledge-based economy.

Elonora Hodaj from the University of Vlora “Ismail Qemali” sees the intergration of culture in foreign language teaching as part of the larger social context characterized by consumption and progress.

Drawing on a case study and using the qualitative method, she tries to come up with suggestions for implementing the target culture and the intercultural education in the English language class. More specifically, the author tries to map foreign language teaching in the secondary public schools in Vlora, Abania and suggest the use of several techniques and teaching methods which integrate cultural elements in the English language teaching as important for encouraging efficient didactic, methodological and social approaches to current foreign language teaching in Albanian schools.

In his paper, Nuhi Bllaca from the University of Prishtina “Hasan Prishtina,” Kosovo looks at the effects of educational technology on the acquisition of English by young learners. In his study, he focused on 8-11 year-olds from a primary school in Kosovo, who were selected as participants in this case study and were divided into two groups, the technology and non-technology group. The technology group was exposed to the use of technology, namely a laptop, a sound system and an LCD projector for teaching purposes and class PowerPoint presentations. The non-technology group followed the traditional methods, that is, an English course book, a blackboard and chalk were used for teaching. Both groups took a pre-test at the beginning of the study and a post-test at the end of the research. In the end, it turned out that the technology group performed better in all tests administered during the whole period of the study and thus achieved better results compared to the non-technology group. What is more, it was also found out that the older the students, the greater the effect of technology on language acquisition.

The last section, *Book Review*, contains one contribution by Noelia Malla García from the Universidad Complutense de Madrid, Spain. It reviews Indrek Männiste’s book *Henry Miller: The Inhuman Artist. A Philosophical Inquiry* (2013).

Finally, we would like to thank all our contributors for sharing their views and ideas in this volume. Special thanks also go to our reviewers for their tireless work in selecting and reviewing the contributions for this volume.