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Introduction

This issue of *in esse: English Studies in Albania* gathers together papers from the fields of Foreign Language Teaching, Language Studies, and Literature, which explore historical and present concerns in FLT, try to connect literary studies with language studies by using literary texts for linguistic corpora, or read a writer's work in the light of events taking place in his life. The papers collected here are divided into three sections, *Foreign Language Teaching*, *Language Studies*, and *Literature*.

The first section, *Foreign Language Teaching*, contains two contributions, which brings to the focus past and present perspectives on teaching and learning methodologies in Macedonia.

In his paper, Rashit Emini from South East European University in Tetovo, looks into the state of teaching and learning foreign languages in the educational system in Macedonia during three different time frames, before 1992, during 1992-2002 and after 2002. The author tries to reveal which foreign languages have been taught in the educational system in Macedonia, in particular in the elementary, secondary and tertiary educational institutions during these periods. He also brings to attention the views, attitudes, preferences and perceptions of various categories of people, like people working at schools or simple citizens with regard to learning foreign languages in Macedonia. Qualitative and quantitative research methods were used for data collection.

In her paper, Brikena Xhaferi from South East European University in Tetovo, investigates the use of mobile devices in the process of foreign language learning, more concretely, for the learning of new vocabulary. She draws on a study carried out at her home institution with students and teachers to demonstrate how mobile-assisted language learning (MALL) can support student learning in different environments, especially the acquisition of new vocabulary. For data collection, the author used a student questionnaire and a teacher interview.

The second section, *Language Studies*, contains one contribution from the field of linguistics. In her paper, Lendita Kryeziu from University of Gjakova "Fehmi Agani," Kosovo, uses George Bernard Shaw's play

Pygmalion as a case study to show how language is represented, how it changes over time and how it points to class differences. Her analysis, which is basically qualitative, draws on the data obtained from a corpus built in order to analyse the language used in Shaw's *Pygmalion*.

The last section, *Literature*, contains one contribution by Fatbardha Doko, State University of Tetovo, Republic of Macedonia, and Ardita Doko, Kolegji "Iliria," Kosovo. In their article, the authors look into some of Hemingway's most well-known novels to trace elements, details, events, and people from these novels that in one way or another are connected to real people and events in Hemingway's life. Theirs is an attempt to read these novels as factography.

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.