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*Methods and Techniques in Teaching English as a Foreign Language in
Primary Education*

Introduction

This volume of *in esse: English Studies in Albania* collects papers from three different subject areas, which also form the four sections of this issue: *Cultural Studies*, *Literary Studies*, *Film Studies* and *Methodology of Teaching*. Some of the papers included here were presented at the 5th ASSE International Conference on British and American Studies “The “CROSS-INTER-MULTI-TRANS-” disciplinarity(ies) of English Studies” that took place on 6-8 June 2019 in Vlora, Albania.

The first section contains one contribution by Daniil Dorofeev from Saint Petersburg Mining University, Russia and Slávka Tomaščíková from P. J. Šafárik University in Košice, Slovakia, which looks into the concept of the Other and how it relates philosophically and culturally to communication and visualization. It draws on the works of Soren Kierkegaard, Martin Heidegger, Edmund Husserl, Max Scheler, Gabriel Marcel, Michael Bakhtin, and others. Besides, the paper takes into consideration the relationship between language and image in order to point to the philosophical primacy of the latter.

The second section contains two contributions, one by Vesna Lopičić, University of Niš, Serbia and Melissa Tanti, Ryerson University, Canada, the other by Edona Lluqaaj, independent scholar.

In their article, Vesna Lopičić and Melissa Tanti discuss the treatment of time in Marie Clements’s 2002 play *Burning Vision*, as a rather challenging and thought-provoking aspect of the play, which, according to the authors of this article demonstrates the moral significance of the author’s rejection of chronological time.

Edona Lluqaaj, in her article, draws on philosopher Kwame Anthony Appiah’s “rooted cosmopolitanism,” a political philosophy, which sees, among other things, ethnicity and culture as integral parts of human identity. For this purpose, the author analyzes *A Girl in Exile* (2016), a recent novel by Ismail Kadare, as

a novel that contains autobiographical elements and characteristics of rooted cosmopolitanism.

The third section has one article by Vesna Tripković-Samardžić, University Mediterranean Montenegro, which looks into the film adaptation of Williams's play *Orpheus Descending* (1957) and notes the play's transformation into a demystified reading of the myth of Orpheus in the film version.

The last section contains two articles, one by Anca Cehan, Alexandru Ioan Cuza University of Iasi, Romania, and the other by Rashit Emini from SEEU, Republic of North Macedonia, which tackle the issue of the use of methods in an EFL context. Both affirm that teachers generally tend to opt for eclectic styles.

Anca Cehan compares two studies, one conducted in the US in 2007, and one in Romania in 2014, in order to bring in evidence that would show that teachers are aware that different methods exist but that they prefer adopting a more eclectic style of teaching. She views this awareness as knowledge of methods which helps develop the eclectic methodology.

Rashit Emini draws on data from teacher and student questionnaires, class observations and interviews in order to point out which methods and techniques are used in EFL classrooms. He collected data from a primary school in the Republic of North Macedonia. The author also looks into how a learning atmosphere that enables interaction and communication among pupils is created.

We would like to thank all our contributors for sharing their views and ideas in this volume. Special and well-deserved thanks go to our reviewers for their tireless work in selecting and reviewing the contributions for this volume.