

Teaching Spanish in Albania Before and After the '90

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Abstract

In Albania, the teaching of Spanish language at schools dates back to 1979. It began for the first time in the high school of foreign languages "Asim Vokshi", where only one language was taught as a foreign language despite the fact that other languages such as English, Russian, French were offered, too, and in 1979 German and Italian was also included. The introduction of Spanish language in 1979 was inevitable due to the necessity of using Spanish manuals. It is a known fact that Albania before the '90s was an isolated country with a communist regime and finding manuals for learning Spanish language was fairly difficult. It was impossible to find or to select an adequate manual as there was none. There was no market at all for Spanish books. You could not find Spanish manuals neither in the National Library nor in other regional libraries. In such a situation of total lack, the only source was the personal library of some Spanish people, Marxist- Leninist ones, the first professors of Spanish language in Albania during the '70s and the '80s, who were members of the Communist (M-L) Party of Spain and came to Albania to teach Spanish but also to help the communist propaganda for the socialist model built in Albania. The purpose of our paper besides presenting a brief history of Spanish language teaching in Albania is also to bring in focus the examination of Spanish manuals used for more than 30 years, analyzing the manuals before and after the '90s, and to see what was offered then and what is offered today when Spanish is taught not only as a Foreign Language (E / LE), but also as a Content-Based Language.

Keywords: *Curricula, Content-Based Language, E/LE, Albania.*

1. Introduction

Learning a foreign language is closely related to the manuals of that language, as they are not only important reference points for the teacher but also important for the lead actor in the teaching

process, the student, hence the choice of a manual is often difficult for the teacher, because a manual should not only meet all the parameters necessary to achieve the main objective, that is the teaching of the language, but also to fulfill those specific criteria that are closely related to the quality, long-term and adequate learning and that meet the needs of students and accomplishes the following objectives:

1. Objectives of language education, after Balboni (Balboni, 1994: 32-34) such as:

- Culturization
- Socialization and auto- promotion

2. Glottodidactic objectives:

- Communicative competence
- Mathetic Competence (Freddi 1970)

3. Glottomathetic objectives:

- Learning to learn

A current language manual should definitely refer to the Common European Framework of Reference for Languages (CEFR), but being that this framework was created in 2002 certainly the earliest manuals refer to the methods and approaches of that time, therefore the manner the manuals treat the teaching of a foreign language is of great interest. Certainly the earliest manuals are no longer in use, not only due to the new needs of the time and new optics which handle foreign language teaching but also because the market offers the possibility of selecting the most appropriate manual according to criteria already defined clearly by glottodidactic theory. Naturally, the question arises why is it necessary to review the earliest manuals if they are no longer used? Of course talking about disuse does not mean throwing them in the paper basket, as they were icons for a number of generations and not only. A good teacher must know them in order to see the evolution that has been done but also to get the best out of them. Without history there is no future, non-recognition of the context and time in which they were used leaves room for their misinterpretation and denigration.

2. Background on the teaching of the Spanish language in Albania

Spanish language branch was opened in 1979 and remained active for four generations. The number of students counts a total of about 40 students. Currently a part of these students are professors in the Department of Spanish Language, at the University of Tirana. It is worth mentioning that Spanish, unlike other languages like Italian and German, which began being taught at the same time, experienced an interruption for nearly 20 years in the university system. Spanish was closed in 1983, to be reopened again in 1990 at the high school of Foreign languages "Asim Vokshi". The trajectory of Spanish in high school had its ups and downs, but always was in progress despite short absences. From 1999 to 2009 Spanish is offered within the Bilingual package, with the Russian language. Students were forced to study Spanish and Russian language at the same time, and this was the policy pursued by the leading institutions of the time. They wanted to keep Russian language alive and they coupled it with the Spanish language, which was more attractive among

young students. Today, Spanish and Russian are separated. Spanish is offered in a bilingual package coupled with English.

During an interview with one of the teachers of the high school, Nertila Buçpapaj, she provided data for the current academic year 2014-2015.

"Spanish as a first language is taught 4 hours per week. 112 students learn it as a first language, 128 as a third language..."

As for its reintroduction at the university level, Spanish had to wait nearly two decades. Only in 2005, Spanish was introduced for the first time in the curriculum of the Faculty of Foreign Languages, first as an elective subject, in all three levels A, B and C (FGJH, 2005). Later in the academic year 2008- 2009 Spanish Studies were opened as a branch within the Department of Italian Language. In February 2009, at a press conference in the University of Tirana, at the Rector's Press Office, Spanish ambassador in Tirana, Manuel Montobio, announced the opening of the Department of Spanish, initially with only two full-time professors and a Spanish lecturer of AECID (Spanish Agency of International Cooperation for Development), Mario Garcia Moreno.

Further on, on 18 February 2009, with a decision of the Ministry of Education and Science of Albania, the Spanish language was included in the list of elective exams for state graduation, but since then, there is no concrete efforts to introduce Spanish as optional subject in the secondary and high schools. To support the training of professors and to draft the Spanish curriculum, a project, in collaboration with UIMP (Menedez Pelayo International University) was developed during the period 2009- 2010. This project was implemented as a CAP project subsidized also by the AECID. The academic year 2011- 2012 marks the opening of Master Studies in Spanish language, specialty: Language and intercultural touristic communication. In 2013 the Department of Spanish was transformed into the center of DELE exams (Diploma of Spanish language as a foreign language), where the Spanish diploma is issued as per levels (A1, A2, B1, B2, C1 & C2) from the Cervantes Institute. From 1998 to 2012 the DELE diplomas were first administered by the Hispanic- Albanian Cultural Association *Casa de España*, but this association closed down nearly two years now and is no longer active because of lack of funds.

Before the '90s only a single manual, named *Español en directo* and two books, were used, one of literature and the other of history. These were photocopied books from the publishing house "8 November" and they were: *Historia de la Literatura* of the author Max Aub and *History de España*, of Pierre Vilar. Today, after 6 years from the opening of the Hispanic Studies Department, the Spanish curriculum is comparable to its European counterparts. The classes are delivered entirely in Spanish language, namely: *Literatura Española*, *Historia* (Medieval, Modern and Contemporary history), *Tipologías Textuales*, *Morfología del español*, *Sintaxis*, *Escritura Academica*, *Theory de la Literatura*, *Estilística* and *Lexicología*. As for the third year, it continues with *Literatura*, *Civilización de América Latina*, *Tipología Textual*, *Historia de la Lengua*, *Lingüística textual*, *Didáctica de español*, *Glotodidáctica* and *Traducción del español en Inglés*. 12-hour Spanish language as an instrumental one are delivered during the first academic year. During the second and third year, 19 to 26 hours are taught per week. During the current academic year 2014-2015, the number of students studying Spanish as a first language totals 262 students, of whom 48 attend master studies, which is the only branch opened. Moreover, there are around 80 students in total studying Spanish as a second language over 5 consecutive years. Time and market require the

opening of another branch to train teachers of Spanish language because it would not be long that Spanish will be introduced in the pre-university system.

3. Some indicators to analyze the manuals

To analyze the manuals, the recognition of some parameters and criteria is really important (Mezzadri, 2003: 94-108). It enables us to analyze the manuals.

These are:

- The use of graphics, presentation, colors, images, symbols etc. is important because it is motivating, attractive and encourages the student (Gerard & Roigiers, 2000: 77-302)
- Target group
- Age
- Level
- What kind of course is it and the audience
- The method or approach referred
- If it is multimedia or not
- How is it structured
- Is it appropriate for age and psychology of the students
- If it develops all the four skills or puts special focus on specific skills
- What is the role of teachers and students
- Does the linguistic framework make the students reflect upon
- Pragmatic aspect of the language
- The cultural aspect of the language
- Are all language functions treated adequately
- What linguistic registers are used
- Is the methodology used a deductive one or an inductive one
- Are the general and specific objectives presented in the manual
- If it is equipped with supporting tools, tapes, CDs, DVDs
- If the student is encouraged to reflect on the language
- If the information presented is clear
- If there are methodologies and techniques used that enable the acquisition of information from a number of diverse channels.
- If eight intelligences of Gardener are taken into account (Gardener, 2005)
- If is it respected and if it has a harmonious line through different phases of the didactic unit.
- If the language used is clear and understandable
- If the materials used are varied and authentic
- If the level of difficulty comes in a proportionate way respecting the principle of natural order of Krashen $inf + 1$ (Rizzardi & Barsi, 2005: 378), under which the following new information should be provided only when preliminary information supports it.
- If the activities presented are varied and different and if they encourage and motivate the student etc.

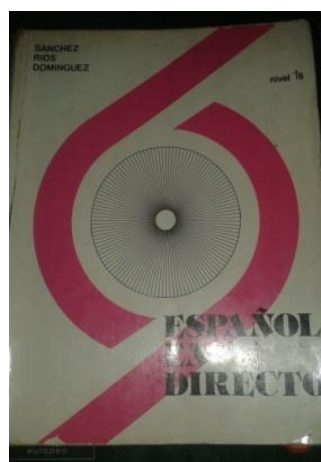
By following these evaluation criteria and parameters we will try to point out our point of view on some manuals used in our country, during and after the fall of the totalitarian dictatorship.

4. Spanish manuals. Pros and cons

Reviewing the EL/E Spanish manuals used for teaching it as a foreign language, a detailed analysis of the most used manuals before and after the ‘90s will be presented below with the purpose of highlighting their positive and negative aspects. The analyzed manuals are: *Español en directo* (before the ‘90s), and those after the ‘90s are: *Intercambio*; *Esespañol* and *Prisma*.

The only manual used before the ‘90s was *Español en directo*, which was used in “Asim Vokshi” high school from 1979 till 1986, for 12 hours per week. The rest of the teaching was filled by reading and translating newspapers, and by organizing “free” discussion in class, if we can use this term referring to that time. Below you will find the analytic table of the mentioned manuals, as well as the respective comments according to the pattern (Gjinali, 2013). There are also other Spanish manuals used but only for short periods so we decided not to include them in this article. Lately at the high school “Asim Vokshi”, the following manuals were introduced: *Español lengua viva 1* by Teresa Martín, Loreto Pérez, Javier Ramos of the Publishing House; *Español lengua viva 2*, by Carmen Jorge, Teresa Martín; *Español lengua viva 3*, by Loreto Pérez, Javier Ramos of the Publishing House Santillana Educación, S.L; *Gramática básica del estudiante de español* by Rosario Alonso Raya, Alejandro Castañeda Castro, Pablo Martínez Gila, Lourdes Miquel López, Jenaro Ortega Olivares, José Plácido Ruiz Campillo, Publishing House: Centro de investigaciones y publicaciones de idiomas. S.L. But these manuals will be study target for the next research work.

Assessment 1



Manual	<i>Español en directo</i> 1A, 1B
Author	A. Sanchez, M. Rios, J. Dominguez
Publishing house	SGEL, S.A.
Year	1981
Target group	Teenagers and adults
Level	A1, A2
Age	Over 15 years old
Component parts	<ol style="list-style-type: none"> 1. Student’s book 2. Exercise book

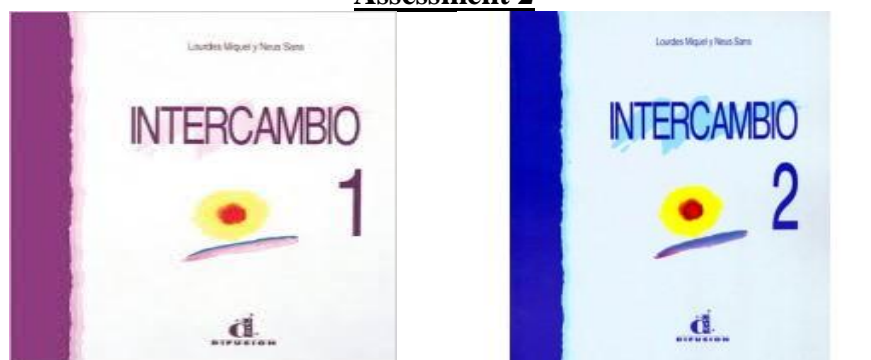
	<ol style="list-style-type: none"> 3. Teacher's book 4. Complementary book dealing with supplementary exercises 5. 6 audio cassettes for each level 6. Slides for each lecture 7. The legend of icons is missing 8. The text of self-assessment and evaluation are missing 9. The dialogue transcripts are missing 10. The exercise key at the end of the book is missing
General panorama	Referring to the title, the book aims to offer the Spanish language used in general situations, spoken in daily communication. The book is old, with very few photos and very few colors.
Nature of text	A text for general teaching of the Spanish language.
Main objective	Teaching Spanish as a second foreign language at communication level.
Originality	The cultural aspect is very poor. Real images are very rare and very little informative. The situations used are very general and are not closely related to the age or psychology of the students.
Selection of texts, activities and determination of difficulty level	The manual uses mostly dialogues. There is no basic text. The dialogues or activities used are scaled in their difficulty level as per the students' knowledge. The dialogues relate to daily life situation. In some cases, the dialogues are based on role-play methodology, thus rendering the teaching process more interesting.
Method/ Approach	Audio-lingual structural and situational
Methodology	Deductive
Activities	Gives importance to the oral skill and to the communication in specific daily situations to prepare the student for real life situation. Gives importance to the grammar part. It has table's grammatical contents, so the student doesn't have the possibility to reflect about the grammatical structures, because everything is given.
Methodology	Deductive. It is given as ready and the student does not have the opportunity to reflect on the language and grammar.
Internal & External organization	<ol style="list-style-type: none"> 1. The book cover does not provide sufficient information on the type of the course. It lists the component parts of the book. It gives brief information on the characteristics of the course and its main objectives. 2. Objectives are not presented at the beginning of each unit. 3. It is easily distinguishable when the work focuses on the lexicon, grammar or other communication activities. 4. There are no summarized grammar tables for each unit. 5. There is no legend of symbols. 6. Introduction is long, defining exactly the course objectives and its component parts. 7. It is divided into didactic units. 8. It contains 20 didactic units
Text presentation	

	<p>9. There is no teaching unit.</p> <p>10. There are no self-assessment tests and not even conclusive ones per each unit.</p> <p>11. There is no video activity.</p> <p>12. There is no interactive CD-rom.</p>
Didactic unit	<p>All didactic units begin with short dialogues. They are divided in several sequences. The dialogues and activities are placed in real and concrete situations.</p> <p>No proper texts are presented (literary texts, fragments from newspapers or magazines etc.).</p>
Grammar	The grammatical aspect is treated. The grammar is given as ready.
Vocabulary-words	<p>The vocabulary is adjusted to the situation dealt with in the dialogues.</p> <p>The words are used always in a given context and in short phrases.</p>
Repetition and summary	The exercises are repetitive and of the same nature. There is no summary at the end of 3 or 4 units.
4 skills	There are attempts to develop the four skills but primary importance is given to communication and pragmatics which affects and neglects other skills. Writing is left only in terms of doing exercises, and there are no topics to be developed.
Teaching strategies and styles	The text uses various channels of perception.
Language functions	Only the interpersonal and regulatory-instrumental function is displayed, the other functions are neglected.
New phenomena	Not presented.
Course teacher and student	The teacher at the focus of teaching process. The student participates in the delivery of lesson but under the guidance of the teacher.
Evaluation	The book does not contain control tests at the end of the units. The teacher decides himself the timing of test(s).

Conclusions: This linguistic text is not at all contemporary or multi- medial. It is based on the audio- oral and audio-lingual and structural method; it has a set of constructed exercises. The student is not in the centre of attention; the inductive method is missing. So, the student is not able to reflect on the language. The cultural aspect and the graphics lack a lot.

Despite the numerous remarks and gaps, the mentioned manual has been the only book present in the Tirana of the '80s, and it was considered as the "Bible" for many students. The only dictionary existing at that time in the Library of the University of Tirana and the National Library was that of Maria Moliner, *Diccionario de uso del español*, of the Publishing House: Gredos, 1983, made of two volumes, and there were also some other books brought by the Spanish professors for personal use. From the modern teacher's perspective, the mentioned manual is ranked maybe the last in the list of Spanish teaching manuals, but four Albanian generations have been educated with that manual, and those generations compose a strong link in the Spanish teaching chain in Tirana.

Assessment 2



Manual	<i>Intercambio 1, 2</i>
Author	L. Miquel, N. Sans
Publishing house	Difusión
Year	1992, 1993
Target group	Teenagers (supposed, it is not defined in the manual)
Level	A1, A2
Age	Over 15 years old (supposedly, it is not defined in the manual)
Component parts	<ol style="list-style-type: none"> 1. Student's book 2. Exercise book 3. Teacher's book 4. 4 audio cassettes for each level 5. Legend of icons 6. Dialogue transcripts are missing 7. The text of self-assessment and evaluation are missing 8. The exercise key at the end of the book is missing 9. CD video is missing 10. The vocabulary at the end of the book is missing
General panorama	Although it is a manual of the '90s, it contains photos, images and colors. It is attractive and stimulating.
Nature of text	A text for general teaching of the Spanish language
Main objective	There is no preamble, defining clearly the objective of the manual, the age targeted and what method it is based on.
Originality	The cultural aspect is curreted very carefully. There are also real images.
Selection of texts, activities and determination of difficulty level	The manuals or activities used are scaled in their difficulty level as per the students' knowledge. There is a variety of texts. There are narrative, poetic texts etc. All these texts give very interesting information
Method/ Approach	Communicative approach.

Activities	Gives importance to the communicative speaking skill. Gives importance to the listening part.
Methodology	Deductive. It is given as ready and the student does not have the opportunity to reflect on the language.
Internal & External organization Text presentation	<ol style="list-style-type: none"> 1. The book cover does not provide sufficient information on the type of the course. It lists the component parts of the book. It does not give information on the characteristics of the course and its main objectives. 2. Clear objectives are presented only at the beginning of the manual and not at the beginning of each unit. 3. It is easily distinguishable when the work focuses on the lexicon, grammar or other communication activities. In some cases the new linguistic elements are not adjusted to the text. 4. There is some ambiguity/no clarity in the preliminary concept of division of didactic units. 5. The book is divided into 8 areas each containing 3 modules. 6. There are no self-assessment tests and not even conclusive ones per each unit. 7. There is no video activity. 8. There is no interactive CD-rom. 9. There aren't on line exercise
Didactic unit	It doesn't divide in didactic units but it will be considered the same, so the Unit phases follow one another logically. Texts and listening materials are authentic.
Grammar	The grammatical aspect is treated. The grammar is given as ready.
Vocabulary-words	The vocabulary is adjusted to the typology of the text. Using this manual the student learns how to use the vocabulary. The lexicon is used always in a given context.
Repetition and summary	At the end of each module, tests are given which serve to evaluate what was learned along this module.
4 skills	All four skills are developed but more importance is paid to the oral and listening activities.
Teaching strategies and styles	The text uses various channels of perception. The texts are given to develop the reading skill but also to stimulate the writing one.
Language functions	All the language functions are displayed and used.
New phenomena	It is structured based on a different conception. It is divided into eight areas, each one of them contains 3 Modules.
Course teacher and student	The teacher at the focus of teaching process. The student participates in the delivery of lesson but under the guidance of the teacher.
Evaluation	The book does not foresee tests at the end of the units. The teacher decides himself the timing of test(s).

The below analysis has been done on the manuals used in classes of “Asim Vokshi” high school where Spanish is taught as primary and secondary foreign language.

Conclusions: This manual is multi- medial up to a certain point. It is based on the deductive method, and the student is not in the centre of attention, but is led entirely by the teacher. He is not able to reflect on the language. Also, course’s objectives and preliminary information is missing.

Assessment 3

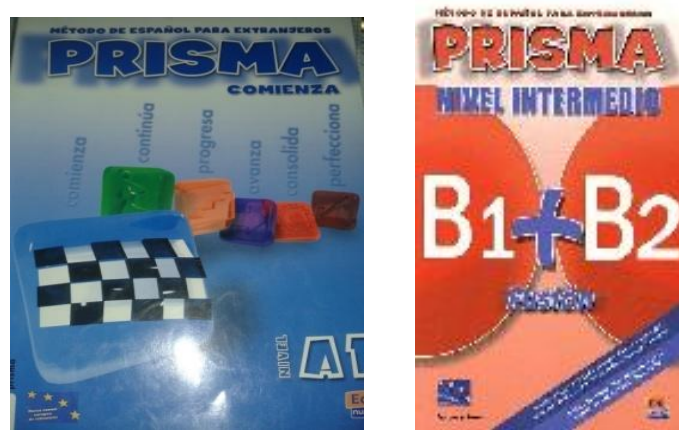


Manual	<i>Espanol 1, 2</i>
Author	J. Asencio, J. Nieto
Publishing house	Espasa Calpe
Year	2006
Target group	Teenagers and adults
Level	A1, A2
Age	Over 15 years old
Component parts	<ol style="list-style-type: none"> 1. Student’s book 2. Exercise book 3. Teacher’s book 4. 2 CD audio for each level 5. Legend of icons 6. Text of self-assessment and evaluation 7. Dialogue transcripts 8. The exercise key at the end of the book
General panorama	The manual is a new one, with a lot of pictures and colors. It is attractive and stimulating. It is interesting and attractive at first sight.
Nature of text	A text for general teaching of the Spanish language used in everyday situation.
Main objective	Learning Spanish having fun. Despite of this, the objective is not quoted clearly.
Originality	The cultural aspect is broad. Real images are very rare. Pictures and drawings are used. The situations used are closely related to the age

	or psychology of the students.
Selection of texts, activities and determination of difficulty level	Each unit begins with exercises. Dialogues are used in most of the cases. There is no basic text. There are a lot of exercises. The dialogues refer to the everyday situations and are based on role-play technique.
Method/ Approach	Affective- humanist
Activities	Gives important to the communication skills. Gives importance to the writing skill. Gives importance to the grammar part.
Methodology	Inductive. It is not given as ready and the students have the opportunity to reflect on the language and grammar.
Internal & External organization	<ol style="list-style-type: none"> 1. The book cover provides sufficient information on the type of the course, defining also the level. It does not list fully all the component parts of the book. It gives full information on the characteristics of the course. 2. Objectives are presented very clearly at the beginning of each unit. 3. It is easily distinguishable when the work focuses on the lexicon or other communication activities. 4. There are summarized grammar tables for each unit. 5. There is legend of symbols. 6. It is divided into blocks when which one contains 4 lessons 7. There are self- assessment tests and conclusive ones per lesson. 8. There is video activity. 9. There is no interactive CD-rom.
Text presentation	
Didactic unit	All didactic units begin with exercises. They are divided in several sequences. The texts and activities are authentic.
Grammar	The grammatical aspect is treated. The grammar is not given as ready.
Vocabulary- words	The vocabulary is adjusted to the title of each lesson. The lexicon is very broad and adjusted to the title of each lesson.
Repetition and summary	There is a variety of exercises. At the end of each 3 modules there are summary exercises.
4 skills	All four skills are developed.
Teaching strategies and styles	The text uses various channels of perception.
Language functions	Weak referential function.
New phenomena	There are 4 protagonists in the manual. It is some kind of a long path through various situations of daily life.
Course teacher and student	The student at the focus of teaching process. The student participates actively in the delivery of lesson and interacts with the teacher.
Evaluation	The book foresees tests at the end of the units; It determines also the timing of test(s).

Conclusions: This linguistic text is contemporary and multi- medial up to a certain amount. It is based on the inductive method. The student is in the centre of attention. He is able to reflect on the language. Real and live images are missing.

Assessment 4



Manual	<i>Prisma A1, A2, B1, B2</i>
Author	E.Aixala, M.Muñoz, E.Muñoz
Publishing house	Edi Numen
Year	2007
Target group	Teenagers and adults
Level	A1, A2, B1, B2
Age	Over 15 years old
Component parts	<ol style="list-style-type: none"> 1. Student's book 2. Exercise book 3. Teacher's book 4. 2 CD audio for each level 5. Legend of icons 6. Tests of self-assessment 7. Evaluation tests are missing 8. Dialogue transcripts are missing 9. The exercise key at the end of the exercise book 10. No CD room 11. No DVD 12. No exercise on-line
General panorama	The manual is a new one, with a lot of real images and colors. It has an interesting, stimulating and attractive book cover.
Nature of text	A text for general teaching of the Spanish language in daily situations.
Main objective	To learn appropriate knowledge to adopt themselves to a Spanish-speaking environment.

Originality	The cultural aspect is broad. Real images are frequently used. The situations used are closely related to the age or psychology of the students.
Selection of texts, activities and determination of difficulty level	There are a lot of texts and there is a variety of texts. The level of difficulty is proportionate to the student level.
Method/ Approach	Communicative
Activities	Gives importance to all the skills.
Methodology	Inductive. It is not given entirely as ready and the students have the opportunity to reflect on the language and grammar
Internal & External organization Text presentation	<ol style="list-style-type: none"> 1. The book cover provides sufficient information on the type of the course defining its level as well. It lists all the component parts of the book. It gives full information on the characteristics of the course and the objectives. 2. Objectives are given at the beginning of each unit. 3. It is easily distinguishable when the work focuses on the lexicon, grammar or other communication activities. 4. There are summarized grammar tables for each unit. 5. There is a legend of symbols. 6. It contains 12 units 7. There are not conclusive tests per each unit. 8. There is video activity. 9. There is no interactive CD-rom.
Didactic unit	There is a division into Didactic Units. The texts and activities are authentic.
Grammar	The grammatical aspect is treated. The grammar is not given as ready.
Vocabulary-words	The vocabulary is adjusted to the title of each lesson. The lexicon also.
Repetition and summary	There are repetition and summary exercises at the end of each 6 lessons.
4 skills	All four skills are developed.
Teaching strategies and styles	The text uses various channels of perception.
Language functions	All the language functions are developed.
New phenomena	The manual offers 3 reading texts for each lesson, Addition of Latin American cultural background aspects Non-verbal communication
Course teacher and student	The student at the focus of teaching process. The student participates in the class and interacts with the teacher.
Evaluation	The book foresees tests at the end of the units. The teacher determines the timing of test(s).
Component parts	<ol style="list-style-type: none"> 13. Student's book 14. Exercise book

	<ol style="list-style-type: none">15. Teacher's book16. 2 CD audio for each level17. Legend of icons18. Tests of self-assessment are present but too short.19. Evaluation tests are missing20. Dialogue transcripts are missing21. The exercise key at the end of the exercise book
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Conclusions: This linguistic text is contemporary and multi-medial up to a certain amount. It is rich in real life images. The extensive information derives from the text varieties. It is based on the inductive method. The student is at the centre of attention. He is able to reflect on the language. It needs improvements regarding evaluation tests.

5. Conclusions and suggestions

As a conclusion, Spanish language learning in Albania has gone through a gradual and slow process, with its own pauses and silence, up to 2009 when the Department of Spanish language is opened in the Faculty of Foreign Languages, University of Tirana. Despite the circumstances, global economic crisis and lack of financial resources we can say that the seed has been planted and we have been able to harvest the fruits of our five-year work. Ideas and energies are not lacking, but time requires to re-dimensioning of the vision and the actual policy of Spanish language, because in the near future, the biggest challenge will be to prepare and train future teachers of Spanish language by launching Master Studies for bilingual Spanish teachers. At the same time, it is necessary to insist on including Spanish as an elective subject in the secondary educational system, and also in the high schools, besides German, Italian, French and English languages.

In terms of manuals, we can say that there is no manual that meets all students' needs. For this reason there is an indispensable and constant need to constantly add:

- Complimentary materials and complimentary examples to clarify aspects that are not part of the linguistic or cultural knowledge of the everyday student.
- Continuous use of technical support for methods that are equipped with audio - video materials because their use develops accurately and properly these skills. (Gjinali & Prodani, 2011).
- Topics to develop the writing skill that often is too poor in diversity and not at all encouraging for the student.
- Information regarding body language to a much deeper understanding of the language that includes the cultural aspect which is almost not treated in such manuals. (Gjinali, Prodani, Valladares, & Nicolas, 2010)

As presented above, we can say that a dominant factor is the teacher of foreign language, who needs to want to know how to use a certain manual for the target group in front of him. The manual might not be ideal for every teacher or student, because its use also depends on external factors such as the nature of students, their features and psychology, their background and obviously and the most important the formation of the teacher itself. A good teacher can never be a slave of the text-book.

There are different manuals based on different approaches and at the same time there are teachers who do not know how to deal with them and how to adapt them to the student's profile. In such a global world, where mass communication has been gaining more and more space and where the accessibility to internet, radio and TV is easy and offered in many languages, the use of the manual should be considered and designed as a "box with a lot of different door keys to enter into the language building", where the teacher should consider himself as the host to receive and orientate the visitors knocking on the class door.

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