

LEXICAL SYNONYMY AND ITS IMPACT ON SECOND LANGUAGE ACQUISITION

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Abstract

Aim: The purpose of the paper is to explore the importance of synonymy in the acquisition of second languages and the influence of literary texts (the language of literature) in enriching vocabularies, new meanings of words and their synonymous forms, within the same type, the type of artistic literature. In general, we have analyzed the influence of synonymous forms in the second language acquisition as well as native language acquisition.

Methods: The research employs a mixed-methods approach, integrating both quantitative and qualitative analyses. Data was collected through a Google Forms questionnaire completed by 71 students from two universities in Albania, assessing their linguistic formation and comprehension of synonymy. Additionally, 15 literary texts from English language textbooks were analyzed at the word level, free phrase level, and within phraseological expressions. The collected data was processed using statistical analysis to interpret the research questions.

Results: The analysis of literary texts indicates that exposure to figurative language enhances students' imaginative perception. However, questionnaire results suggest that many students struggle with abstraction and tend to replace figurative expressions with more concrete and general terms. A significant portion of participants demonstrated a limited ability to incorporate figurative language into their writing.

Conclusions: Cognitive interconnections between languages play a crucial role in developing fundamental linguistic competencies. The findings highlight that a lack of embedded English writing conventions hinders spelling acquisition. Additionally, the study underscores the importance of synonymous variations in SLA, reinforcing the hypothesis that students who engage more with artistic literature develop stronger expressive skills in both their native and second languages. These results suggest the need for greater emphasis on literary exposure in pre-university and university curricula to enhance linguistic competence.

Keywords: *Acquisition, language, lexical, foreign, synonyms,*

1. INTRODUCTION

The performance problem of Albanian students of foreign languages is quite broad and complex. In the globalist era, the influences, and linguistic relations of Albanian and English have accelerated in all areas of its use. Albanian has undergone an accelerated evolution in recent years. Individuals' approach to English has also undergone changes. Contrastive linguistics aims to determine the interferences that appear in the form of inaccuracies, while our work goes beyond mistakes, relying on the different levels of knowledge that affect the acquisition of a foreign language. Our study case is the challenge of expressive language skills impact, during the process of translation and didactic processing of texts, used in English Language subjects, based on foreign language acquisition methodologies. This paper brings innovation not only in the linguistic influences, but also the level of acquisition of a foreign language through expressive abilities of Albanian, raising hypotheses on the acquisition of the best expressive abilities, based not only on expressive communication (colloquial language), but also on the various University textbooks. This study is an attempt, among other studies in this aspect, which aims to provide useful explanations through a

careful analysis of many cases, at the level of linguistic inaccuracies and the interpretation of cultural elements, namely Albanian and English that make it possible to read in the same terms, today's problems of English acquisition. Meanwhile, assessing the impact of Albanian on advanced levels of English acquisition, the study brings a contribution to the greater awareness of students, who should never underestimate the interconnection between the two, but on the contrary, to become well acquainted with the two cultures and in the approach between them to become good masters of English, while simultaneously enriching their bilateral education. The study aims to be an orienting, clarifying, stimulating approach for lecturers and students learning foreign languages.

The cultural values influencing teaching and learning the foreign language are emphasized to reveal that learning a new language is not just acquiring a communicative means, but implies transforming the person's whole character. You can also be on the brink of crisis when you communicate with people who have different cultural ways to yourself – and reach too far into yourself turning off the possibility of language learning. Foreign language learning should be conducive to an integrated nature of the lecturer in terms of skills development, and enable students to enter into relationships with others. From theory to practice, avoidance of stereotypes and the drive for sociotypes takes place. At their root, these issues can be traced to another way of imagining the values of existence (space, time, human involvement) which collapses into a system of sweeping concepts that is both vast and complex. We should realize the reasons from which a culture speaks in a certain way, by learning both its life duration and origin. This must not entail the a priori reduction to all appearances of foreign reality, but think and compare in order to understand. (Freddi 1985)

In the foreign language subject, the student learns to analyze different texts and messages. Reading and analysis of literary texts affects the understanding of events, relationships, historical figures, as well as social values.

The study of second language acquisition (L2) is a key research area as it helps in understanding the cognitive, social, and pedagogical processes that influence language learning. Research contributes to improving techniques and strategies for learning new languages more effectively. Acquiring a second language affects cognitive functions and helps in understanding learning processes in the brain. Studies on L2 promote tolerance, cultural awareness, and integration into multilingual societies.

This study will primarily focus on the impact of cognitive, social, and environmental factors on second language acquisition. The paper will analyze the following key aspects:

The influence of interlanguage – How does the native language impact the process of learning L2, and what are the most common interferences?

The importance of input and interaction – How does exposure to the language and direct interaction with speakers influence the acquisition process?

2. LITERATURE REVIEW

There are many inconsistencies and debates in the literature on second language acquisition. Researchers disagree on the most effective learning method, the influence of the native language, the role of age, and the importance of grammar versus communication.

Some of the most debated issues include:

1. The nature of second language acquisition: conscious or unconscious?
2. The influence of the native language on second language learning.
3. The role of age in second language acquisition.
4. Is learning a second language the same as learning a first language?

The Similar Acquisition Theory (Schwartz & Sprouse, 1996) suggests that L2 acquisition follows the same mechanisms as learning a first language.

The Different Processing Theory (Clahsen & Muysken, 1986) argues that L2 acquisition follows different pathways because adults already have an established linguistic system in their minds.

5. Is grammar or communication more important?

- The Grammar-Translation Method focuses on grammatical rules and text translation.

- The Communicative Method (Hymes, 1972) emphasizes the importance of using language in real-life situations and acquiring communication skills.
- The Task-Based Learning Method combines both approaches by using natural tasks to facilitate language learning.

Teaching foreign languages is realized through different ways, especially in tertiary education and requires age-appropriate teaching methods and educational conditions. Brown 2000 cf. Fathi (2018: 3) specifies that the first step to developing a principled approach to teaching a language is turning back the clock about a century to learn from the historical cycles and trends that bring us to the present day. Language teaching has experienced many changes in its development course. As different schools of thoughts, psychology, linguistics, and education have come and vanished, so have language teaching methods waxed in popularity.

In addition, Brown 2025 stated “in the nineteenth century the Classical method was changed to Grammar translation method”.

Richards & Rodgers (1999) believed that GTM was first introduced to modern language teaching in United States as the Prussian Method. The primary purposes of the were to prepare students to be able to study literature and classical materials. Richards & Rodgers (2014) asserted that language skills were treated deductively via bilingual word lists, dictionaries, and memorization.

For Coady and Huckin (1997) a word was used for grammatical rule illustration, moreover when vocabulary difficulties approached, their explanation was based on Latin and Greek etymologies and these roots were the most precise source for the meaning of a word. The GTM method depends on the first language which means reading foreign language using the first language and this is not the right method for higher education.

It is important to remember that behaviorists consider language learning as the acquisition of skills, comparable to the learning process of something practical, such as driving a car. Skills became a series of habits, which were practiced until they became automatic and mindless actions. These habits were learned through small steps to avoid mistakes. Mentalists would say that the speaker of a language knows his language. Behaviorists would argue that they can execute or put it into practice. This distinction between recognition and execution is essential for foreign language teachers. Not only does it reflect the characteristic difference between the behaviorist and mentalist models of language learning, but even if we accept some of the mentalist principles, we still need to consider the role of execution as well as cognition in the teaching process. They are positions that in a broader view complement each other and both complete the general training of a foreign language teacher. The eminent American linguist, Noam Chomsky (1986) concluded that native speakers make speech mistakes (during implementation) even though, by definition, native speakers have perfect control of language—perfect knowledge of grammatical, lexical, and sound system rules. Chomsky called it the perfect knowledge of the native language competence and therefore made a distinction between competence and implementation. Competence means knowing what is grammatically correct; implementation is what appears in practice. Chomsky considered implementation to be a misrepresentation of competence, caused by psychological limitations, such as memory lapses, limitations, distraction, hesitation, etc. The theoretical basis of our paper is Chomsky’s position, among which, the approaches from English to Albanian, as a mother tongue are analyzed. Richards and Renandya (2002:303) cf. Enesi, Trifoni (2023) states that the difficulty is not only generating and organizing ideas, but translating notions into legible text as well. Inaccuracies in the field of cognitive psychology, mistakes while learning a foreign language are rarely dramatic. The works of cognitive theorists on the general principles of making mistakes, clarify a language teacher. Various researchers present causes and factors that influence the making of mistakes by a foreign language speaker. Negative beliefs about school linguistic diversity have been found to be common amongst teachers (Bredthauer & Engfer, 2016; Haukås, 2016; Heyder & Schädlich, 2014; Lundberg, 2019; Portolés & Martí, 2019).

James P. Lantolf (2024) gives a theoretical and empirical argument supporting explicit language learning. Some features of a language are so complex and subtle that learners are unlikely to decipher their full conceptual meaning on the basis of exposure alone. Moreover he proposes that the type of explicit instruction assumed in most SLA research - based on structural rules - is inappropriate

and that an alternative approach, based on the principles of sociocultural theory is an effective means of fostering development, which in theory requires explicit conceptual knowledge and extensive and intensive communicative practice.

O'Madigain and Tomasello (2019), discuss the transmission and transformation of human ways of knowing through explicit pedagogy, which helps SLA. The process in human consciousness, which according to Arievitch (2017), represents the unique adaptation that empowers people, through the interaction of the analysis of the mental processes that occur during the transformation of a reality that behaves in another cognitive context (that of SLA). This is achieved through what Vygotsky (1997a:68) called "dual experience" where the action performed on material reality is first performed in the individual's or collective imagination; in other words, material actions are mentally planned. From this viewpoint, we present ideological influences also on our interaction (Mukli 2015; Petcu et al., 2025). The ideology impacts the formation of linguistic messages, reflecting the determined words that represent the social groups. In this aspect the more obvious manifestation of the impact of ideology on language, is in the aspect of discourse.

This innovative perspective persistently outlines a non-mental and non-individualist view of psychological processes without refusing the individual mind. Considerable research and theories, from Dewey and Piaget in sociocultural and embodied cognition approaches are critically engaged, with a focus on Piotr Galperin's (1996) contribution. The notion of directed activity serves as a focal point for reconceptualizing the mind and its role in behavior. In a radical departure from the traditional mentality and the biological side of the reductive framework. From this perspective, Vygotsky's key insights, as semiotic mediation, internalization, and cognitive tools are given a new and substantially revised examination. The activity perspective paves the way to offer a bold vision for education: developmental teaching and learning built on the premise that real knowledge is not "information storage and retrieval" and that education is not about "knowledge transmission" but rather it has to do with the development of students minds and creative minds where the intercultural approach also influences.

The premise that strategies are important if students want to learn effectively is addressed in Griffiths (2003), which applies no less to language than to any other area of learning.. As the concept of proficiency is central to the thesis, issues related to proficiency definition and assessment are considered before reviewing previous research in the language learning strategy area.

Interest in the social dimensions of language contributed to the development of the pedagogical genre, which evolved from Halliday's work on Systematic-Functional Linguistics (Halliday, 1973). Genre pedagogy is concerned with providing students with access to what are perceived to be the most powerful genres of written and spoken text in society. (Dufficy, 2000).

Bygate, Skehan & Swain (2001:2) argue that Pluralism of Communicative Approach includes a view of language that primarily serves as expression and meaning at the discourse level (not just at the word or sentence level), where appropriateness is as important as accuracy; a language learning view as best achieved by actively involving learners in communication about real-life contexts; and a view of the teacher as a facilitator and motivator, as well as a source of knowledge.

For Adamson, (2006) the development of language teaching methods is to see language essentially as a social practice, and the aim of language learning as generating the learner's competence to communicate in the target language. Communication is seen as a social interaction and therefore dynamic and influenced by cultural context, rather than a fixed language system existing in a vacuum.

3. METHODOLOGY

This study employs a comprehensive mixed-methods approach, integrating both quantitative and qualitative research techniques. The data collection process is facilitated through a structured questionnaire, administered to students from two universities: the University of Tirana, including the Faculty of Foreign Languages and the Faculty of History and Philology, Department of Albanian Language, as well as the University "Aleksandër Moisiu" of Durrës, specifically the Faculty of Education, Department of Albanian Language and the Department of Foreign Languages. The

questionnaire serves as a tool for students to reflect on and present their linguistic formation, as well as their ability to comprehend and apply the concept of synonymy in language acquisition.

Questionnaire 1 comprises a structured set of questions designed to gather insights into students' recognition of linguistic and grammatical features in texts. Beyond their awareness of mother tongue grammar, this section explores their ability to transfer and implement these grammatical structures in English language acquisition. Additionally, this questionnaire assesses students' proficiency in spelling and linguistic structures, aiming to examine potential mutual influences between Albanian and English. Another key objective is to analyze students' use of grammatical categories, particularly as they pertain to the classification of different types of literary texts. Furthermore, this segment explores linguistic differences in relation to linguistic and cultural relativism. The collected data support the identification and classification of specific grammatical categories in both languages, with a particular emphasis on adjectives, especially those used in figurative expressions or with negative connotations. Questionnaire 2 focuses on the knowledge and usage of synonymous forms, allowing for an in-depth analysis of one of the study's key hypotheses—namely, the influence of synonymy and word meanings on foreign language acquisition. The selection of materials follows a randomized approach, analyzing over 15 extended texts sourced from English language textbooks. The study examines linguistic structures across various levels, from individual words to free phrases and phraseological expressions.

The research sample consists of first-year university students enrolled in language departments. Their linguistic competencies have been assessed through language and literature entrance exams, ensuring they possess foundational skills in both grammatical structures and literary analysis. A total of 71 students participated in the study, responding via Google Forms. The collected responses were analyzed using statistical methods, with results presented in percentages to facilitate interpretations and insights relevant to the research questions of this study.

4. RESEARCH QUESTIONS:

1. How does lexical synonymy affect acquisition by giving a series of variants related to synonymous strings?
2. How does knowledge of the text features used for learning English affect?
3. How does knowing lexical synonyms of stylistic figures affect learning a SL?
4. How do linguistic categories and grammatical features of the mother tongue affect second language acquisition, particularly in the use of lexical synonyms?

4.1. Data Analysis

1. Data Processing and Analysis: Python and libraries such as Pandas and NumPy were used to analyze responses from questionnaires and create tables and graphs that help visualize the results, such as response distributions related to different linguistic interferences.
2. Textual Analysis: For the questionnaire that gathers information on synonyms and word usage, libraries like NLTK or spaCy were utilized to analyze texts and extract synonyms and key terms. This helped examine hypotheses regarding the influence of synonymy on language learning.
3. Statistical Testing and Modeling: SciPy and Statsmodels were used to perform statistical tests to validate research hypotheses, such as the relationship between the use of synonyms and language learning abilities.

Survey Automation: Google Forms was used for data collection, and Python was employed to automate response analysis. Google APIs facilitated the direct import and processing of data in a structured format suitable for further analysis.

Mbwshtetur nw analizat e mwsiperme sjellim njw model pwr tekstin: Lester Morlang was buried in an avalanche in Colorado.

There was no warning. It was instant. All of a sudden I was curled up in a ball. Then it was over and I was buried under about fifty feet of snow. It was totally dark. My mouth was packed with snow and the pressure was enormous. It was hard to breathe and I didn't know which direction was up. I thought I was already dead. Luckily I had my hands over my face so I cleared the snow out of my mouth and then I started screaming. I absolutely lost it - I was out of my mind, and then I noticed my tears were running across my face so I realised I must be lying kind of upside down. Now I felt determined to get out. I dug for twenty-two hours, and when I finally saw the first little bit of light I was over the moon, although it was fourteen hours before anyone found me.

Counter({'be': 17, 'i': 17, 'of': 7, 'my': 7, 'it': 6, 'and': 6, 'the': 4, 'in': 3, 'then': 3, 'over': 3, 'snow': 3, 'out': 3, 'about': 2, 'bury': 2, 'a': 2, 'up': 2, 'mouth': 2, 'to': 2, 'face': 2, 'so': 2, 'hour': 2, 'four': 1, 'people': 1, 'talk': 1, 'their': 1, 'story': 1, 'survival': 1, 'lester': 1, 'morlang': 1, 'an': 1, 'avalanche': 1, 'colorado': 1, 'there': 1, 'no': 1, 'warning': 1, 'instant': 1, 'all': 1, 'sudden': 1, 'curl': 1, 'ball': 1, 'under': 1, 'fifty': 1, 'foot': 1, 'totally': 1, 'dark': 1, 'pack': 1, 'with': 1, 'pressure': 1, 'enormous': 1, 'hard': 1, 'breathe': 1, 'do': 1, 'know': 1, 'which': 1, 'direction': 1, 'think': 1, 'already': 1, 'dead': 1, 'luckily': 1, 'have': 1, 'hand': 1, 'clear': 1, 'start': 1, 'scream': 1, 'absolutely': 1, 'lose': 1, 'mind': 1, 'notice': 1, 'tear': 1, 'run': 1, 'across': 1, 'realise': 1, 'must': 1, 'lie': 1, 'kind': 1, 'upside': 1, 'down': 1, 'now': 1, 'feel': 1, 'determined': 1, 'get': 1, 'dig': 1, 'for': 1, 'twenty': 1, 'two': 1, 'when': 1, 'finally': 1, 'see': 1, 'first': 1, 'little': 1, 'bit': 1, 'light': 1, 'moon': 1, 'although': 1, 'fourteen': 1, 'before': 1, 'anyone': 1, 'find': 1})

This text is a dramatic narration of Lester Morlang's survival after an avalanche. He describes his experience at a fast and tense pace, using short, direct sentences to add dramatic effect.

1. Analysis of narrative rhythm. The rhythm is dynamic and variable: The onset is immediate and dramatic: *"There was no warning. It was instant. Suddenly, I was curled up in a ball."* and short, separated sentences increase intensity and immerse the reader directly in the situation. Climax - description of fear and panic: *"It was totally dark. My mouth was packed with snow and the pressure was enormous. It was hard to breathe, and I didn't know which direction was up. I thought I was already dead."* 1. The use of short and fragmented sentences reflects feelings of fear and confusion.
2. The most used words and their function. Analysis of frequent words reveals some key elements: "I" (17 times) and "my" (7 times) – clearly shows that this is a personal and subjective narrative. "be" (17 times) and "it" (6 times) – This suggests the use of simple verbs to indicate events as immediate and fatal. "snow" (3 times), "buried" (2 times), "dark" (1 time) – Shows the importance of the environment and the feeling of isolation. "then" (3 times) and "now" (1 and) – Frequent use of time markers helps the reader follow the flow of events..
2. Use of stylistic figures. Short and fragmented sentences: *"There was no warning. It was instant. All of a sudden I was curled up in a ball."* These create a sense of panic and speed. The use of contrast: *"It was totally dark."* vs. *"I finally saw the first little bit of light."* The transition from total darkness to light emphasizes the journey from fear to hope. Metaphors and similes: *"I was over the moon."* – A metaphor expressing extreme joy after survival. *"I didn't know which direction was up."* – This describes not only physical disorientation, but also emotional disorientation.

Based on these analyses, we provide the interpretation of the research questions.

1. How lexical synonymy affects foreign language acquisition by providing a range of synonymous variants?

The analysis shows that synonymy influences the acquisition of a foreign language, but students often do not consciously or deeply use synonymy in the learning process. The research identified a marked lack of synonym abstraction, indicating that students tend to choose more general or common words instead of stylistically nuanced synonyms. This matches with Shallow Processing Theory (- Nation, 2001), which suggests that synonyms are not fully acquired due to a lack of exposure and active use.

2. How does knowing text features affect the process of learning English?

According to the analysis, physical descriptions are mainly made with concrete and common names, making the texts clearer and more understandable for the students. On the other hand, the description of mental processes is not carried out with abstract names, but with general names, which indicates a lack of ability to use more precise terminology. This fact may relate to the students' reading level, as the results show that they do not read fiction extensively, which would help in developing a richer linguistic style.

3. How does knowing stylistic synonyms affect the acquisition of a second language?

The analysis showed that students have difficulty finding stylistic synonyms and their use in different contexts. Synonyms with negative connotations are the most used, especially those related to negative characteristics of people. This suggests that students have a tendency to maintain a more direct and less stylistic approach to synonymy, not using language variations naturally.

4. How does knowledge of linguistic categories and grammatical features of the native language affect the acquisition of a foreign language?

It was analyzed that students often apply phonetic rules of the Albanian language to English, affecting the pronunciation and spelling of words incorrectly. For example, 50.8% of students write according to Albanian pronunciation, confirming that the influence of the mother tongue is strong. Furthermore, the use of toponyms in translations is based more on etymology than on international linguistic practices, suggesting that students tend to interpret through their native language instead of using translation strategies that are more natural for the target language.

5. RESULTS

The results of the study provide insights into the interaction between lexical synonymy, linguistic structures, and second language acquisition. The findings are summarized as follows:

1. The Role of Nouns in Physical Descriptions

Physical descriptions in texts are primarily realized through the use of common and concrete nouns. In descriptive texts, a higher density of concrete nouns makes the descriptions more tangible, avoiding excessive abstraction. Such texts align closely with realistic or classical literature, focusing on observable reality rather than figurative or imaginative descriptions.

2. Representation of Mental Processes in Texts

The description of mental processes (such as thinking, judging, and abstracting) should ideally involve abstract nouns. However, survey results indicate the opposite—these processes are frequently described using specific or general nouns, suggesting a lower level of abstraction in the respondents'

approach. This finding aligns with readability studies indicating that students who do not engage with literary texts tend to use more concrete terminology even for abstract concepts.

3. Influence of the Mother Tongue on Foreign Language Orthography

The analysis confirms that the mother tongue has a strong influence on the orthographic representation of foreign words. Due to the phonetic nature of the Albanian language, students tend to apply Albanian pronunciation norms when writing in English. A notable 14.9% of students demonstrated difficulty in applying English spelling conventions, highlighting a need for more structured orthographic instruction.

4. Treatment of Toponyms in Translated Texts

The analysis of translated texts reveals limited reference to dictionaries when translating place names. Instead, translations tend to rely on etymology, which often complicates comprehension. The results indicate a lack of standardized translational approaches for geographical names, leading to inconsistencies in naming conventions.

5. The Role of Adjectives in Textual Description

Adjectives significantly enhance textual descriptions, making them more detailed and vivid. Among the students surveyed:

- 57.5% found that adjectives enrich descriptions with greater detail.
- 25.8% believed they made descriptions more vivid.
- 16.7% associated adjectives with dynamic descriptions.

6. Lexical Density and Word Category Usage

From a quantitative perspective, texts are densely populated with nouns, making them more concrete and objective. In translation, this noun-heavy structure facilitates conceptual acquisition in second language learning. The survey results highlight the following distribution of word categories:

- Nouns: 31.8%
- Adjectives: 39.4%
- Verbs: 22.7%
- Adverbs: 39.4%

7. Adjectives with Negative Connotations in English and Albanian

Analysis of adjectives reveals a strong presence of negative connotations, particularly in words ending in *-y* in English.

a. Common English adjectives with negative connotations include: *ugly, angry, clumsy, cowardly, deadly, dirty, creepy, lousy, fussy, greedy, nasty*.

b. In Albanian, a range of nouns and adjectives with negative connotations are used to describe individuals, often metaphorically. Examples include: *Bushtër, shtrigë, dinak, zulfiqar, dembel, hajdute, gënjeshtar, hileqare, djallzor, tinëzar, dhelpërak, grabitqar, ujk, majmun, sorrel*.

c. Interestingly, many of these Albanian adjectives originate as nouns, similarly to English metaphorical descriptors like “fox” or “snake” used negatively.

d.

8. Statistical Summary of Key Findings

Question	Response Categories	Percentage
Physical description is realized through:	Concrete nouns	34.3%
	Common nouns	50.8%
	Abstract nouns	14.9%
Mental processes are described using:	Common nouns	13.4%
	Concrete nouns	32.8%
	Abstract nouns	53.8%
Foreign noun pronunciation follows:	English pronunciation	29.2%
	Albanian pronunciation	50.8%
	English writing rules	20%
Toponyms are translated based on:	Geographical definitions	40%
	Dictionary-based explanations	20%
	Etymology	40%
Adjectives contribute to descriptions by making them:	More vivid	25.8%
	More dynamic	16.7%
	More detailed	57.5%
Texts are lexically dense in:	Nouns	31.8%
	Adjectives	39.4%
	Verbs	22.7%
Adjectives related to color in texts express:	Adverbs	39.4%
	Contrast in color	56.2%
	Contrast in feelings	43.8%

Figure 1 - Physical Description in Literacy Texts

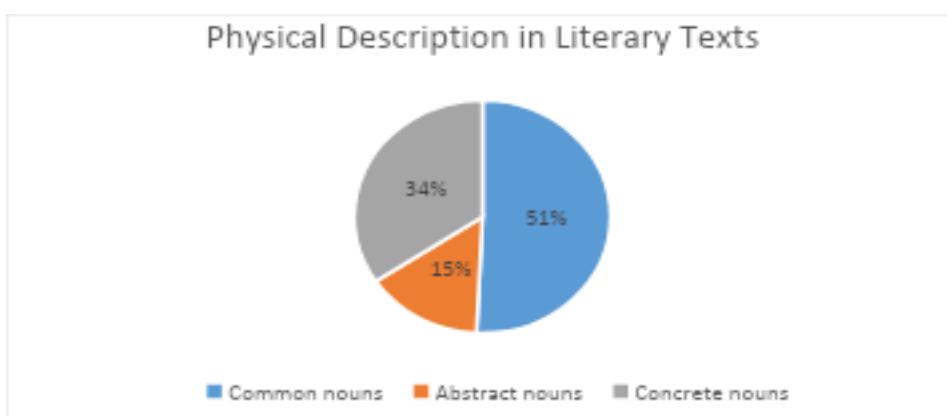


Figure 2 - The Description on Mental Process in the Text

The Description of Mental Processes in the Text is Realized by:

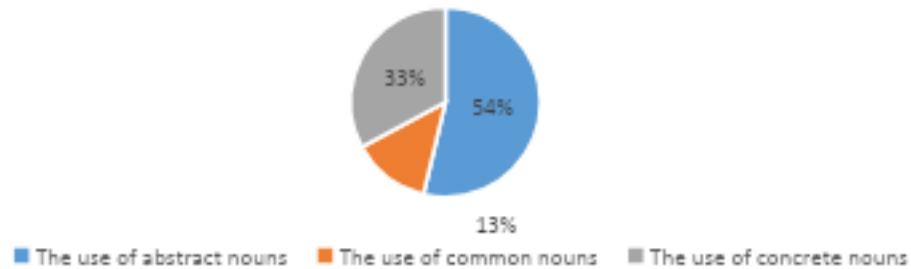


Figure 3 - Foreign Nouns from a Spelling Viewpoint

Foreign Nouns Description From a Spelling Viewpoint

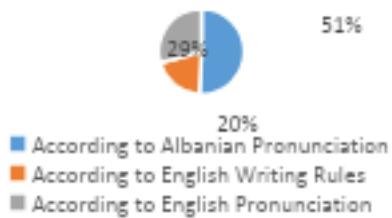


Figure 4 - Explanations of Toponymes Names of Names in Translated Texts

Explanation of Toponyms
Names of Places in Translated Texts

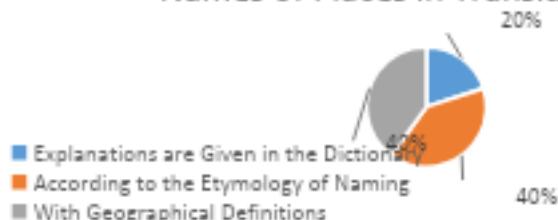


Figure 5 - Adjectives make the Description

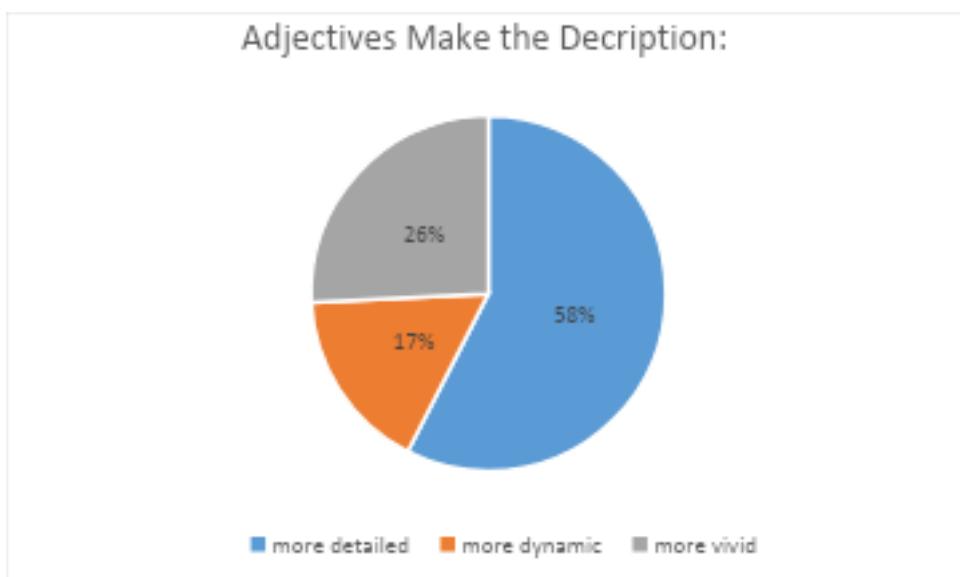


Figure 6 - Texts with density Form - a Quantitative Viewpoint

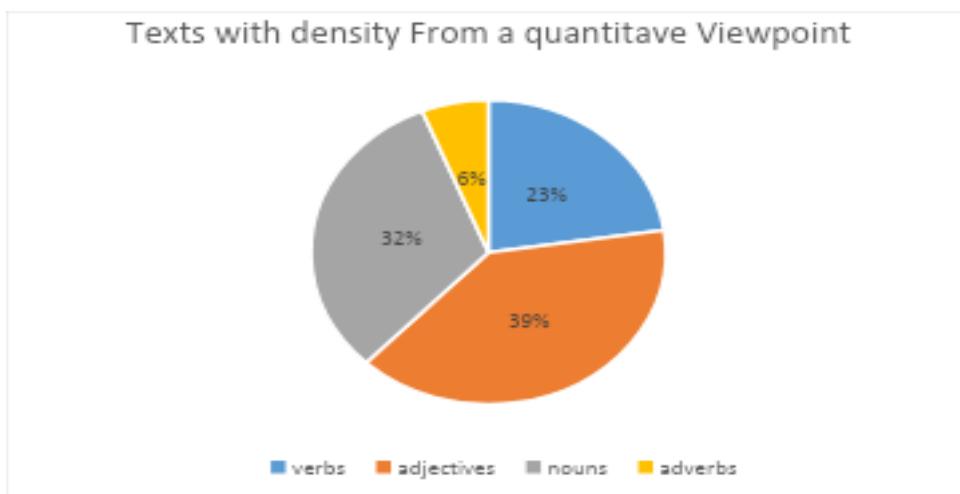


Figure 7 - In Texts with Density of Adjectives that Indicate Colour

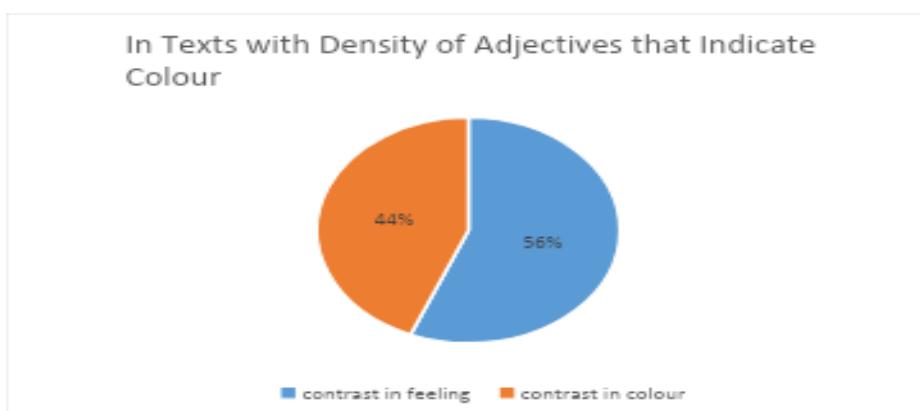


Table 1. This tab clearly shows the impact that lexical has on second language (English)acquisition and translatability. Lexical synonymy affects their vocabulary enrichment resulting in second language enhancement.

Albanian Synonymous Adjectives	English Synonymous Equivalents
dhelper,dinake,ziliqare, grabitqare, ngjale,tinezare,genjeshtare,lajkatar e	fox, dinake, sly,cunning,envious,tricky,eel,sneaky,deceitful,flattering
ujku,djallezor,grabitqar,tinezar,I eger	wolf, mischievous,predatory,insidious,wild
Gjarper	snake,serpent
majmun,I pasjellshem, I ashper,	mokey, rude,bratty,harsh,severe,tough,rough,stamp,biting,scathing
shtrige, e neveritshme,e keqe,	witch,despicable,bad
Bushter	bitch,cat,hell-cat
surat miushe	mouse face.
kokrra dembeles,Pertace	lazy cockerel,couch potato
hajdute e zgjebosur, keqi,derzi,mavri,shejtan,I padurueshem,I lige,mistrec,	scabby thief
hiene,neperke,korb	Evil, devil,satan,insufferable,despicable,wicked,captious
Egoist	hyiena,viper,crow
Mendjemadh	egoist, selfish, self-centered,hoggish,
Besprere-	conceited, arrogant,haughty,vain
i poshter,i keq,i kalbur,pisanjos, I shemtuar	Unfaithful
agresiv	sneaky,bad,rotten,dirty,ugly
Egoist,	harsh,aggressive
lot krokodili,	selfish,
	crocodile tears,

I trashe, I paditur, gomar, mendjelehte	stupid, fool, ignorant, frivolous, gidy, vain
Burracak	coward, poltroon, slack, recreant, milk-livered, rat, recreant
i/e terbuar, I ashper, gjaknxehte, arrogant	furious, harsh, hot-tempered, enraged, mad, arrogant,
e vobekte	poor, ugly
Kokeforte	stubborn, intractable, obstinate, wayward, stiff-necked, headstrong
i ngathet	clumsy, unwieldy, gauche, ungainly, inapt, shiftless, unready, limbering, awkward, gawky, dull

1. The Structure and Number of Synonyms

In some cases, Albanian has more synonyms for a concept than English.

For e.g., *dhelper*, *dinake*, *ziliqare*, *grabitqare*, *ngjalë*, *tinezare*, *gënjeshtare*, *lajkatare* → 10 synonyms.
English equivalent: *fox*, *sly*, *cunning*, *envious*, *tricky*, *sneaky*, *deceitful*, *flattering* → 8 sinonime.
Shqipja ka më shumë nuanca për këtë grup fjalësh.

In other cases, English has more options than Albanian..

For e.g., *i ngathë* (1 term in Albanian), English equivalent: clumsy, unwieldy, gauche, ungainly, inapt, shiftless, unready, limbering, awkward, gawky, dull (11 terms)

2. Direct vs. approximate translations

Some words have direct translations, while others require more appropriate equivalents. For e.g., *kokëfortë* = *stubborn* (direct translation), *e vobektë* = *poor*, *ugly* ("ugly" does not fully correspond to the original meaning of "e vobektë" poverty-related)

3. Similarities in the use of metaphors

Both languages use metaphors to describe negative qualities:

For e.g., *Dhëpër* (Alb.) = *fox* (Eng.) → *Dinakëri*-slyness; *Gjarpër* = *snake/serpent* → *Tradhti*-betrayal: *Shtrigë* - *witch* → *E ligë*; *Hienë*, *nepërkë*, *korb* = *hyena*, *viper*, *crow* → *Dinakëri*, *pabesi*- *Cunning*, *treachery*

This shows that stylistic figures are similar in both languages, but some nuances may differ.

4. Register and Connotations

Some words have equivalents that differ in tone and connotation..

For e.g. *Bushter* (Alb.) → *bitch*, *cat*, *hell-cat* (Engl.) "Bitch" has a strong negative usage, but "cat" does not necessarily have the same tone; *I poshtër*, *i keq*, *i kalbur*, *pisanjos*, *i shëmtuar*

→ *sneaky, bad, rotten, dirty, ugly*; Here, "sneaky" does not necessarily have the same meaning as "i poshtër".

Comparing these adjectives shows some interesting trends in Albanian and English:

- Albanian has a tendency to use more synonyms for an idea, especially for negative qualities.
- English has a wider range of nuances for some terms (e.g., "clumsy" there are many synonyms).
- Animal metaphors are used in both languages, but some are more common in one language than the other.
- Connotations vary, and some Albanian words have strong or soft equivalents in English

6. DISCUSSIONS

The Role of Lexicon and Synonymy in Second Language Acquisition

The results showing the impact of lexical synonymy on foreign language acquisition are consistent with the level of processing hypothesis. (Depth of Processing Hypothesis - Craik & Lockhart, 1972). This theory argues that words are processed better when they are associated with different meanings, as is the case with synonymy. The fact that students showed difficulties in abstracting synonyms and using them in stylistics suggests that their knowledge of synonyms is not fully integrated into their linguistic system, supporting the hypotheses of shallow processing of lexical information. (Shallow Processing - Nation, 2001).

The Influence of the Mother Tongue on Foreign Language Acquisition

The results showing that students apply Albanian pronunciation and spelling rules in English support the Cross-Language Hypothesis. (Interlanguage Hypothesis - Selinker, 1972). This theory suggests that learners create an intermediate linguistic system, which is influenced by the mother tongue and by the characteristics of the target language. The high percentage of students who write according to Albanian phonetics indicates a negative transfer of spelling norms from their native language to English, supporting previous studies on the influence of native phonology on the acquisition of a foreign language. (Odlin, 1989).

The Dominance of Concrete Nouns in Physical Descriptions

The result showing that physical descriptions are dominated by concrete nouns is consistent with Dual-Coding Theory (Paivio, 1986), which argues that concrete concepts are easier to process and remember than abstract concepts. This result also supports cognitive psychology studies, which show that understanding abstract words requires deeper semantic knowledge. New Aspects That Suggest New Research Perspectives

Tendency to Use General Nouns in Describing Mental Processes

An interesting finding is the fact that students tend to use more general nouns to describe mental processes, rather than abstract nouns. This result suggests that it is not only limited lexicon that influences the lack of abstraction, but also cultural and cognitive factors. In cultures where communication is more concrete and direct, the use of abstract concepts may be less developed. This aspect deserves cross-cultural studies to see if it is a linguistic tendency or a specific tendency of learning a foreign language.

Translation of Toponyms according to Etymology

The results show that the translation of place names is based more on etymology than on lexical or geographical translation. This is a novel finding that may suggest a distinct language acquisition strategy that has not been widely mentioned in the existing literature. Previous studies on the

translation of toponyms have highlighted that students tend to use phonetic or literal translation strategies, but the results of this analysis show a tendency to explain names through etymology, which can complicate acquisition.

Using Adjectives with Negative Connotation

In both languages (English and Albanian), many of the words with negative connotations are metaphorical and are often based on animal names or human characteristics. (fox, snake, wolf, heine). This is consistent with theories of conceptual metaphors. (Lakoff & Johnson, 1980), but the study shows that students tend to use these words as proper nouns to label individuals, more than for stylistic functions. This result suggests a more limited use of metaphors in foreign language stylistics, an aspect that could be studied further to understand how students acquire figurative language.

According to Burns (1999) cf. Luchini & Ferreiro (2023), AR is the use of fact finding to practical problem-solving a given social situation aiming to improve the quality of action within it, including collaboration and cooperation of researchers, practitioners and laymen. Burns states that "AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts" (Burns 2010, p.13)

Literary researchers state that language can copy reality, causing the work to awaken in the reader the illusion of a kind of realism known to them. Rather than telling a story, the writer creates a world, which "is partly empirical and at the same time remarkable for its unrepeatability" (Wellek, R, Warren 1956). Exactly, the relationship between the presentation of book discourse, the special role it plays in a literary work and conversational discourse, have been in the center of attention of researchers, who have seen discourse as the element with which "imitation of reality" can be realized" (Page 1973). The method of spoken language is used in foreign language learning. The method of spoken language is integrated into the language of the literary text.

Methods of learning foreign languages go from the spoken language (bilingualism) to the written one, the analysis of the literary text in its form. Whether there is any standard based on which, one judges if the writer had the appropriate skills to give his work the characteristics of conversational discourse. Literary texts avoid the reproduction of extreme colloquial or informal discourse, but as a function of learning a foreign language, this type of conversation affects learning spoken language, among the basic characteristics of the literary text.

7. SUGGESTIONS & RECOMMENDATIONS

Without knowing the students' previous results and not having data limits us in the progress of measuring their competences and level of achievement. Analyzes are conducted for the curricular programs the students have mastered in the pre-university education.

For the best progress of this paper, it is recommended a dictionary compilation with which we can investigate other student communities.

A very good knowledge of the text level from the viewpoint of typological classification.

8. CONCLUSIONS

The work brings innovation in the level of learning a foreign language through the expressive skills of Albanian, proving hypotheses on the acquisition of the best expressive skills, based not only on expressive communication (spoken language), but also on the various texts used in pre-University and University textbooks. This brings benefits both in the field of linguistics and didactics, contributing to both teaching and learning.

The influence of cultural values makes learning a foreign language not just a communication exercise, but something that affects the entire personality of the individual and his nature. The learning of foreign languages should encourage a harmonious development of the teacher's competences, to expand his abilities and enter relationships with others.

Based on linguistic studies and our observations, it is concluded that depending on the skills and choices that the creator makes to realize a certain goal, the degree of realism in discourse oscillates between two extremes. On the one hand, aiming at the closest possible imitation of colloquial discourse, the creator reproduces prose discourse in such a way that it reflects a close resemblance to

real discourse. In the acquisition of a foreign language through the hypothesis, we prove how a good knowledge of mother tongue promotes acquisition among lexical synonymy, by performing analyzes in lexicology, recognition of meanings and different concepts of synonymous words, as well as in the linguistic system and morphological analysis, which come through analysis of the parts of the speech. Analyzing the text in our research paper, the connection between the subsystems of the language is harmonized and the importance of knowing each sub-system independently is proved.

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Appendix 1

Përshkrimi fizik shfaqet në tekste mes përdorimit: 1 The physical description appears in texts

Përdorimi i shpeshtë i emrave konkret.

through using:

Përdorim i emrave të përgjithshëm

a) Frequent use of concrete nouns.

Përdorim i emrave abstrakt.

b) Use of common nouns

c) Use of abstract nouns.

Përshkrimi i proceseve mendore në tekste 2 The description of mental processes in the texts

realizohet :

is realized through:

Përdorimi i emrave të përvecëm

a) Use of proper names

Përdorimi i emrave konkret

b) Use of concrete nouns

Përdorimi i emrave abstrakt

c) Use of abstract nouns

Përshkrimi i emrave të huaj nga pikëpamja

drejtshkrimore paraqitet në shqip:

3 The description of foreign names from an

orthographic point of view is presented in

Albanian:

Sipas formës shqiptimore të gjuhës angleze

According to the pronunciation form of the English

Sipas shqiptimit të gjuhës pritëse, (shqip)

According to the pronunciation of Albanian

Sipas formës shkrimore të gjuhës angleze

According to the written form of English

Si shpjegohen toponimet, emrat e vendeve nëse ka

në tekstet e përkthyera:

4 How are toponyms, names of places explained,

if they occur in the translated texts:

a) Me përcaktimë gjografike

a) With geographical designations

b) Jepen shpjegime nga fjalorë

b) Explanations from dictionaries are given

c) Sipas etimologjiksë së emertimeve.

c) According to the names etymology

Mbiemrat bëjnë përshkrimin:

Më të gjallë

a) More lively

Më dinamik

b) More dynamic

Më të hollësishëm

c) More detailed

Tekstet kanë denduri përdorimi nga pikëpamja

sasiore të :

a) Emra

a) nouns

b) Mbiemra

b) adjectives

c) Folje

c) verbs

d) Ndajfolje

d) adverbs

5 Adjectives make the description:

a) More lively

b) More dynamic

c) More detailed

6 Texts have frequency of use from the quantitative viewpoint of:

Në tekste me denduri mbiemrash që tregojnë

ngjyrë shfaqet:

a) Kontrast në ngjyra

7 In texts with many adjectives that show color it appears:

a) Color contrast

b) Kontrast në ndjenjë

b) Contrast in feelings

Listoni disa mbiemra në anglisht më konotacion negativ:

P.sh., Mbiemra që mbarojnë me "y" në anglisht kanë denduri përdorimi dhe përfshihen në grupin e mbiemrave me konotacion negativ.

8 List some English adjectives with negative connotation:

For e.g. adjectives ending with "y" in English have a high frequency of use and are included in the group of adjectives with negative connotations.

b.....

b.....

c.....

c.....

9 Listoni disa mbiemra në shqip më konotacion negativ:

Dhelpër.....lepurushe....

9 List some adjectives in Albanian with a negative connotation:

For e.g. Fox....

Provoni të sillni ekuivalenten në annglisht për secilin variant të dhënë.

Try to bring the equivalent in English for each variant given.

Appendix 2

1 Cilen nga format perdorni per shprehjen. Identifikoheni ne tekst

a) Ishte e vështire të merrja frymë

b) Më merrej fryma

1 Which of the forms do you use for this expression? Find the expression in textbook

a) It was hard to breathe

b) I was out of breath

2 Cilen nga format perdorni: u gjenda i 2 Which of the forms do you use?

mbështjellë- isha mbështjellë- U gjenda i I was curled up

mbeshtjelle I was comfortable

3 Jepni disa variante të tjera sinonimike të 3. Give some other synonymous variants of përdorimit: usage

E kisha humbur plotesisht kontrollin, (lost I had lost it(expression)

it-shprehje)- Mendja me kishte ikur (out of my I was out of my mind(idiom),
mind-idiom),

I was crazy

I had gone astray

4 Cilat nga variantet perdorni?

a) Nuk mund të mbaja frysë më gjatë

4 Which variants do you use?

I couldn't hold my breath any longer.

b) Mbështjellë pa frysë .

I was breathless.

5 Jepni një perkthim për shprehjen:

u gjenda serish në botën reale.

5 Please provide a translation for the phrase:

I regained consciousness again.

I saved myself from drowning,

I came to myself

6 Jepni një përkthim per shprehjen:

Edhe pse duhet te luftoja me dëshirën për të fjetur.

6 Please translate the expression: Even though I had to fight the desire to sleep. Fighting the urge to sleep, or.....

7 Përktheni fjalinë

Një tren mallrash (cultural context)

7 Translate the phrase:

A goods train.

8 Jepni një përkthim për përshkrimin:

Kisha kohë te mjaftueshme per tu shtrirë dhe për të mbuluar kokën me krahet e mi

8 Provide a translation for the description:

I had enough time to lie down and cover my head with my arms, I had enough time to curl up, or.....

9 Shkruani në shqip e anglisht duke përdorur mbiemra të tjerë përshkrues:

a)Kjo ishte dhembje *e lodhshme* dhe kaq *e mprehtë* në të njëjtën kohë.

b)Provoni të rishkruani frazën me antonime

9 Write in Albanian and English using descriptive adjectives:

a) this pain was tiring and so sharp at the same time.

b) Try to rewrite the phrase with antonyms

10 Shkruani sinonimet e fjalëve të pjerrëta:

10 Write the synonyms of the words in italics:

Një restorant I sapohapur , disa blloqe larg nga shtëpia e tij dhe ai ishte *magjepsur* nga muri *I zi* reflektues , derri *I thatë I varur nga tavani* , kavanozat e vegjël të ullinjve dhe angjinaret në mure

A newly opened restaurant, a few blocks away from his house and he was fascinated by/mesmerized/ the reflective black wall, dried pork hanging from the ceiling, small jars of olives and the artichoke on the walls.

11 Shkruani sinonimet për fjalët me të pjetëra:

Askush në restorant nuk dukej *tmerresisht i impresionuar* nga Tony Danza por nga David Fisherman, tani kjo ishte diçka.

No one in the restaurant seemed terribly impressed by Tony Danza but by David Fisherman, now that was something.

12 Rishkruheni fjalinë në shqip :

Ajo kishte menduar se ajo do te gjente një punë në qytet dhe më pas ajo do të martohej me dikë dhe do të linte punën dhe do të lindte femije.

She had thought that she would find a job in the city and then she would marry someone and quit her job and have children.

13 Rishkruani fjalinë duke vendosur mbiemrat në tjetër shkallë:

Ajo mendonte se shtëpia ishte jashtëzakonisht dhe pothuajse e lumtur dhe vaktet që ata n4anin ishin plot me biseda dhe te qeshura

She thought the house was exceptional and almost happy and the meals they shared were full of conversation and laughter.

11 Write the synonyms for the words in italics:

12 Rewrite the sentence in Albanian:

Ajo kishte menduar se ajo do te gjente një punë në qytet dhe më pas ajo do të martohej me dikë dhe do të linte punën dhe do të lindte femije.

She had thought that she would find a job in the city and then she would marry someone and quit her job and have children.

13 Rewrite the sentences by putting the adjectives in another degree:

14 Jepni sinonime të fjalëve me të pjerrët:

Ajo ndaloi kur mendja *u zhvendos drejt frikës ose tmerrit*, apo me keq, drejt mendimit se *ajo do ta humbiste këtë bote përgjithmonë*, që ajo kurrë nuk do të kishte serish një ditë të zakonshme në këtë vend të zakonshëm, *që pjesa tjetër e jetës së saj do të ishte një luftë me të panjohurën*.

14 Provide synonyms for the word in italics:

She stopped when her mind *drifted to fear or dread*, or worse, to the thought that she would lose this world forever, that she would never have a usual day again in this usual place, that the rest of her life would be a struggle with the unknown.

15 Zëvendësoni mbiemrat në fjali:

Bolt pohon se ai nuk është aq *i relaksuar dhe i getë* sa ai duket.

15 Replace the adjectives in a sentence: Bolt claims that he is not as relaxed and calm as he seems.

16 Jepni sinonime të fjalës:

a)brutale

b)Jepni antonime të fjalës: brutal

16 Provide synonyms for the word:

a) brutal

b) Provide antonyms for the word brutal

17 Jepni sinonime të fjalëve me të pjerrëta.

Babai I tij kishte shume vite qe kishte vdekur por Martini shpesh dëgjonte *ulërimën dhe të bërtiturën e tonalitetit* të tij në parada .

17 Provide synonyms for the words in italics:

His father had been dead for many years, but Martin often heard *the howling and shouting of his tonality* in the parades.
