Linguistic Standardization and the Training of Interpreters in Albanian Sign Language: Challenges of an Emerging Field

Anida Kisi – Elona Toro – Nikoleta Spahi

DOI: 10.18355/XL.2026.19.02.04

Abstract
The legal recognition of sign languages represents a major advancement in contemporary language policies; however, it does not in itself guarantee effective access to interpreting services or their professionalization. This article examines the case of Albanian Sign Language (ASL), officially recognized in 2014, focusing on the challenges of linguistic standardization and interpreter training.
The study is based on a qualitative, descriptive-analytical approach combining documentary analysis of policy documents, legal texts and institutional reports with a comparative analysis of European frameworks for sign language interpreting.
The findings show that the lack of structured university programs and institutional support hinders the consolidation of interpreting as a profession. The article argues for an integrated approach combining language policies, academic training and research in order to ensure effective linguistic inclusion.
Key words: Albanian Sign Language, linguistic standardization, interpreter training, sign language interpreting, language policy

Introduction

Albanian Sign Language (ASL) constitutes the primary and natural language of the deaf community in Albania. Like other sign languages, it is based on an autonomous and complex linguistic system, with its own grammatical structures and internal variation related to regional, generational and sociocultural factors. ASL has developed organically within the deaf community through social interaction and peer transmission. However, the specific historical, political and educational conditions of the Albanian context have long limited both the visibility of this linguistic community and the institutional recognition of its language (Lahtinen & Rainò, 2016).
Although the first specialized school for deaf pupils was established in Tirana in 1963, educational practices were predominantly based on oralist approaches, with only limited use of gestures and fingerspelling. The systematic use of sign language remained marginal. During the communist period, the social isolation of deaf individuals—often required to return to their places of origin after completing their education—further hindered the formation of a cohesive linguistic community and the intergenerational transmission of ASL (Lahtinen & Rainò, 2016). It was only after the 1990s, in a context of increased social openness and interaction among deaf individuals, that the community began to consolidate and ASL started to develop more visibly (Andoni, Shabani & Baçi, 2003; Hoyer, 2007).
Linguistic contact within the deaf community has played a crucial role in this development. However, data from the 2015 national survey indicate that a significant proportion of deaf people in Albania—up to 68%—do not have full command of ASL, largely due to delayed or limited access to the language (Lahtinen & Rainò, 2016). In this context, organizations such as the Albanian National Association of the Deaf (ANAD) have been instrumental in promoting, documenting and disseminating ASL, thereby contributing to its gradual consolidation.

A major institutional milestone was reached in 2014, when ASL was officially recognized by Decision No. 837 of the Council of Ministers, granting deaf citizens the right to use it as a language of communication. This recognition was further

reinforced by Law No. 82/2021, which established an initial legal framework for the organization of sign language interpreting services. Despite these advances, the processes of linguistic standardization and interpreter professionalization remain fragmented, largely due to the absence of consolidated university programs and fully operational institutional mechanisms.

Despite the growing body of literature on sign languages and their recognition, there remains a lack of systematic research on the interrelation between linguistic standardization and the professionalization of sign language interpreting in the Albanian context. Existing studies have primarily focused on descriptive and sociolinguistic aspects of ASL, while paying limited attention to the institutional, educational and policy dimensions that underpin interpreter training and professional development. This gap is particularly significant given the increasing demand for qualified interpreters and the evolving legal framework supporting the linguistic rights of deaf people.

Against this background, the present study aims to examine the challenges of linguistic standardization and the academic training of Albanian sign language interpreters, situating the Albanian case within a broader European perspective on minority languages and interpreting standards.

The study addresses the following research questions:

– To what extent has the legal recognition of ASL contributed to its linguistic standardization?

– What are the main challenges affecting the training and professionalization of ASL interpreters in Albania?

Research Methodology

This study is based on a qualitative research design combining descriptive-analytical and comparative perspectives. It examines the institutional and linguistic dynamics related to the standardization of Albanian Sign Language (ASL) and the professionalization of sign language interpreting in Albania.

The analysis relies primarily on documentary research, including national legal and policy documents (such as laws, government decisions and institutional frameworks), reports and publications from national and international organizations (e.g., ANAD, WFD, EUD), as well as academic literature on sign language linguistics, language policy and interpreter training. These sources were selected to provide a comprehensive and multi-level understanding of the field.

In addition, a comparative perspective is employed, drawing on European frameworks and standards in sign language interpreting. This enables the Albanian context to be situated within broader developments in language policy, interpreter training and professional regulation.

The data are analyzed using a descriptive and interpretative approach, with particular attention to identifying structural gaps, institutional constraints and emerging trends in the development of ASL and interpreting practices.

This methodological approach is particularly suited to an emerging field such as ASL interpreting, where empirical data remain limited and where institutional and policy analysis plays a key role in understanding ongoing developments.

European perspective on sign languages and interpreting

Sign languages are now widely recognized, both in linguistic research and within European institutional frameworks, as natural languages in their own right, characterized by complex and autonomous morphosyntactic systems (World Federation of the Deaf [WFD], 2018). Their linguistic complexity is comparable to that of spoken languages, and they develop naturally within deaf communities. The guidelines of the European Union of the Deaf further emphasize that sign languages

are living languages, characterized by significant national and regional variation, reflecting the history, culture and identity of the communities that use them (European Union of the Deaf [EUD], 2016).

This recognition constitutes a central pillar of contemporary European policies on linguistic diversity, fundamental rights and inclusion. It is particularly significant in the context of the United Nations Convention on the Rights of Persons with Disabilities, ratified by the European Union, which explicitly acknowledges sign languages and promotes their use in education, access to information and participation in public life (United Nations, 2006). At the European level, several European Parliament resolutions have also called for the official recognition of national sign languages and the adoption of concrete measures to ensure their effective use in public services and institutional settings (European Parliament, 2016).

Within this framework, sign language interpreting is no longer viewed as an intuitive or informal practice, but rather as a highly specialized profession requiring advanced linguistic, intercultural and ethical competences. According to European recommendations, a qualified interpreter must demonstrate full proficiency in both source and target languages, possess a deep understanding of the sociocultural contexts in which they operate and adhere to a professional code of ethics grounded in neutrality, confidentiality and continuous professional development (EUD, 2016). These requirements are intended to ensure both the quality of interpreting services and the effective realization of the linguistic rights of deaf individuals.

Over the past decades, European professional organizations have played a crucial role in structuring and consolidating this profession. The European Forum of Sign Language Interpreters (EFSLI), in particular, contributes to the development of common professional standards, the promotion of high-quality training and the strengthening of cooperation networks among interpreters at the European level (EFSLI, 2021). In parallel, European institutions have consistently emphasized the importance of comprehensive university-level education in sign language interpreting, typically spanning several years of higher education, to ensure sustainable and comparable professional competences across Member States (European Parliament, 2016).

Despite these regulatory and professional advances, significant disparities persist across European countries. Not all countries have established structured university programs in sign language interpreting, and the implementation of existing legal frameworks remains uneven. Furthermore, internal linguistic variation within national sign languages, combined with the lack of harmonized academic and professional standards, continues to pose major challenges for both linguistic standardization and the institutional recognition of interpreting (WFD, 2022). These limitations restrict access to high-quality language services for deaf individuals and hinder the consolidation of sign language interpreting as a fully-fledged academic and professional field.

From this comparative perspective, Albania emerges as a particularly relevant case study. Although ASL has been legally recognized, the professionalization of interpreters and the process of linguistic standardization remain fragmented, with no consolidated university programs or fully operational mechanisms for professional recognition in place. This situation highlights a broader issue in contemporary language policy: the legal recognition of a language, while essential, is not, in itself, sufficient to ensure the development of the educational, professional and institutional infrastructures required for the effective implementation of linguistic rights.

The structuring role of ANAD in the development and standardization of ASL

The Albanian National Association of the Deaf (ANAD) plays a central role in the recognition, transmission and structuring of ASL. In a context marked by the prolonged absence of coherent public language policies and dedicated university

programs, ANAD has progressively established itself as a key actor both for the deaf community and for the emerging professionalization of sign language interpreting in Albania (Lahtinen & Rainò, 2016).

Since the early 2000s, ANAD has undertaken systematic initiatives to document ASL and strengthen its use within the deaf community. Between 2003 and 2005, the association published the first dictionary of Albanian Sign Language, comprising 264 basic lexical entries. This publication constituted the first formalized attempt at lexical stabilization (ANAD, 2005) and laid the foundation for a broader process of linguistic standardization that continued in subsequent years.

This work was significantly expanded through the development of the first online ASL dictionary, compiled between 2012 and 2017. The launch of this platform in 2017 enabled the dissemination of 895 lexical units and established it as the primary national linguistic reference for the deaf community, interpreters and trainers (ANAD, 2017). The documentation process has continued beyond this milestone: between 2019 and 2025, the platform was regularly updated, enriching the lexical corpus with more than 300 additional units and reflecting ongoing efforts to consolidate and adapt ASL to contemporary communicative needs.

Beyond the production of linguistic resources, ANAD has played a decisive role in language transmission and in the training of key stakeholders, including deaf individuals, parents, teachers and future interpreters. These training activities, mainly carried out within associations or through projects supported by international partners, have partially compensated for the lack of institutionalized sign language education within the Albanian educational system. This dynamic reflects a broader pattern observed across several European contexts, in which organizations representing deaf communities have historically ensured language transmission and contributed to professional development prior to formal state intervention (Leeson & Saeed, 2012; WFD, 2022).

However, studies conducted by ANAD also highlight persistent structural challenges. Data from the 2015 national survey indicate that the majority of deaf people in Albania do not have sufficient command of ASL, a situation largely attributed to delayed access to the language, linguistic isolation and the absence of a structured bilingual education model (Lahtinen & Rainò, 2016). These findings are consistent with international research emphasizing the crucial importance of early language exposure and community interaction for the development of sign languages (Hoyer, 2007).

Despite the legal recognition of ASL through the Council of Ministers Decision No. 837 of 3 December 2014, as well as subsequent legislation on the inclusion of persons with disabilities, the Albanian State has yet to establish sustainable structural mechanisms for language development, scientific research or the production of official educational resources. Within this institutional vacuum, ANAD continues to play a strategic intermediary role at the interface between the deaf community, public institutions and the academic sphere, contributing significantly to the gradual standardization of ASL (Albanian Parliament, 2014; WFD, 2022).

In parallel, recent institutional developments have led to the inclusion of sign language interpreters, for the first time, in the Electronic Register of Official Translators and Interpreters, administered by the Albanian Ministry of Justice. This register is based on Law No. 82/2021 "On Official Translation and the Profession of Official Translator", which defines the legal criteria, certification procedures and professional standards governing the practice of the profession, including sign language interpreting. This development represents an important step towards the formalization and institutional recognition of the profession, while strengthening access for ASL users to public services and official procedures within a regulated and standardized framework.

Training Albanian sign language interpreters: a key lever for professionalization

The professionalization of ASL interpreting is a relatively recent process that remains in a phase of consolidation. The first attempts to formally structure interpreter training were undertaken between 2007 and 2010, culminating in the establishment of the first nationally organized training program, spearheaded by the Albanian National Association of the Deaf (ANAD). This initial initiative included linguistic, cultural and ethical components and aimed to define minimum professional standards in line with European recommendations on sign language interpreting (European Forum of Sign Language Interpreters [EFSLI], 2021).

A further milestone was reached in 2023–2024, when ANAD, in collaboration with educational institutions and with the support of the National Agency for Employment and Skills (AKPA), implemented a structured cycle of training and certification for ASL interpreters and trainers. The inclusion of sign language interpreting among the professions regulated by AKPA represents an important step towards institutional recognition and contributes to the establishment of initial national frameworks for professional standardization.

However, the specialized literature converges on a key point: professional certification alone cannot ensure sustainable professionalization. European organizations such as EFSLI and the European Legal Interpreters and Translators Association (EULITA) emphasize the need for dedicated university-level programs based on structured curricula, credit-based systems and a strong articulation between advanced language competences, theoretical knowledge (including sign language linguistics, translation studies and sociolinguistics) and supervised interpreting practice (EFSLI, 2021; EULITA).

To date, Albania remains among the few European countries without university programs specifically dedicated to sign language interpreting, as well as without specialized language laboratories or national terminology corpora for ASL. The absence of such academic infrastructures constrains the development of scientific research and limits the production of appropriate educational resources, placing the country behind those contexts where university centers specializing in sign languages are already established (Leeson & Saeed, 2012; Leeson, Vermeerbergen & Crasborn, 2015).

In this context, the launch in 2023 of the first university degree program in "French Language and ASL", developed through a strategic partnership between ANAD and the Faculty of Foreign Languages at the University of Tirana, represents a significant step forward. This program provides the academic foundations necessary for training a first generation of sign language specialists within an accredited institutional framework, while also promoting access to higher education for deaf individuals. The enrolment of fourteen deaf students in the first cohort constitutes a strong symbolic and institutional milestone in support of inclusive higher education and the sustainable development of the interpreting profession.

In this perspective, university education emerges as a key lever not only for the professional recognition of ASL interpreters, but also for advancing linguistic standardization, developing scientific research and Albania's gradual alignment with contemporary European standards in the fields of linguistic rights and inclusion.

Linguistic and institutional challenges of ASL interpreting

Despite the official recognition of ASL and the progress achieved by organizations representing the deaf community, sign language interpreting in Albania continues to face structural obstacles that hinder its consolidation as a fully institutionalized linguistic practice and profession. These challenges reflect a complex dynamic in which linguistic, professional and institutional dimensions are closely interconnected and mutually reinforcing.

From a linguistic perspective, ASL is characterized by marked internal variation, particularly related to regional and generational differences, as well as to specific contexts of use. This diversity is an inherent feature of sign languages, which have historically developed through community transmission and social interaction. However, in formal interpreting settings—such as education, public administration or legal proceedings—this variation may become a source of communicative instability in the absence of sufficiently stabilized lexical and terminological forms. Interpreters are therefore confronted with complex linguistic choices that require not only a high level of language proficiency, but also a continuous capacity for mediation and adaptation to different interlocutors and communicative situations.

Efforts undertaken since the early 2000s by the Albanian National Association of Deaf People (ANAD), particularly in the areas of lexical collection, dictionary development and initial linguistic description, have laid essential foundations for the gradual standardization of ASL. Nevertheless, these resources remain partial and insufficiently institutionalized, limiting their systematic dissemination within training programs and their consistent integration into specialized interpreting practice. The lack of standardized terminology in key domains—such as higher education, healthcare, law and foreign languages—often compels interpreters to rely on compensatory strategies (including rephrasing, circumlocution and manual spelling), which may affect the accuracy, fluency and coherence of the interpreted message.

These linguistic constraints have direct implications at the professional level. Although sign language interpreting is formally recognized in Albanian legislation, this recognition remains largely symbolic in the absence of operational regulatory mechanisms. The professional status of ASL interpreters is still insufficiently defined, with no comprehensive national framework specifying expected competences, required training pathways, certification procedures or ethical standards specific to bimodal interpreting. As a result, the profession remains structurally fragile, characterized by a limited number of qualified interpreters and a continued reliance on ad hoc or informal practices.

In educational and academic contexts, these limitations translate into fragmented linguistic accessibility. Deaf students do not benefit from consistent interpreting support and are therefore often required to rely primarily on written or visual materials. While interpreting is widely acknowledged as a crucial mechanism for access to knowledge, its intermittent provision significantly reduces its long-term impact on equal opportunities and academic success.

At the institutional and societal levels, the legal recognition of ASL has not yet been fully translated into binding operational obligations for public institutions. Access to interpreting services continues to depend largely on temporary projects, community-based initiatives or ad hoc decisions, rather than being guaranteed as a systematic linguistic right. This situation reflects a still-limited understanding of the role of sign language interpreting in Albanian society, where it is often perceived as informal assistance or an ancillary service rather than a specialized profession grounded in advanced linguistic expertise.

Such representations not only affect the quality of access to services for deaf individuals but also hinder the symbolic and institutional recognition of ASL as a language in its own right within the public sphere. They point to the need for an integrated approach combining language development, the professionalization of interpreting and coherent public policies, so that the legal recognition of Albanian Sign Language can be effectively translated into sustainable practices of linguistic inclusion.

Discussion

The findings of this study highlight a persistent structural gap between the legal recognition of ASL (Albanian Sign Language) and the realities of its institutional and professional implementation. This observation aligns with trends identified in several European contexts, where the formal recognition of sign languages, although fundamental, does not in itself guarantee effective and systematic access to language services or the sustainable consolidation of the interpreting profession (Leeson et al., 2015; World Federation of the Deaf [WFD]).

In Albania, ASL has held official status since 2014; however, this recognition remains largely formal due to the absence of a binding regulatory framework and fully operational institutional mechanisms. As a result, sign language interpreting continues to depend heavily on ad hoc initiatives, community-based projects and case-by-case decisions, limiting its structural integration into key sectors such as education, justice, healthcare and access to public information. This situation confirms that legal recognition produces tangible effects only when supported by stable and coordinated educational, professional and scientific infrastructures.

The discussion further underscores the interdependent nature of linguistic standardization and the professionalization of interpreting. The internal variation of ASL—an inherent characteristic of developing sign languages—emerges as a critical issue in formal interpreting contexts, particularly in the absence of stabilized specialized terminology. As demonstrated by European models, standardization cannot be imposed through prescriptive approaches; rather, it develops progressively through university education, linguistic research and supervised professional practice, following a bottom-up, context-sensitive dynamic (European Forum of Sign Language Interpreters [EFSLI], 2021).

From this perspective, the role of ANAD appears both structuring and indicative of the limitations of the current system. By assuming multiple functions—including training, linguistic documentation and institutional mediation—ANAD has partially compensated for the long-standing absence of structured public policies. However, such a concentration of responsibilities within the associative sector cannot constitute a sustainable long-term solution. Instead, it underscores the need for a stronger and more coordinated engagement from both the State and academic institutions in order to establish an autonomous, regulated and academically grounded professional field.

Finally, the recent introduction of a university program incorporating ASL represents a significant institutional development and a promising turning point. Nevertheless, in the absence of comprehensive programs specifically dedicated to interpreting, specialized language laboratories and structured continuing education pathways, this progress remains insufficient to address the full range of identified needs. The discussion, therefore, points to the urgent necessity of an integrated approach combining language policy, academic training and scientific research to align the Albanian context more closely with contemporary European standards in the fields of linguistic rights and inclusion.

Conclusion

This article has examined the issues related to linguistic standardization and the training of Albanian Sign Language (ASL) interpreters, situating the Albanian case within a broader theoretical and comparative perspective. The analysis highlights a central paradox: despite significant advances in legal recognition and increasing institutional visibility, the field of sign language interpreting in Albania remains fragile and insufficiently structured.

The findings confirm that legal recognition of ASL constitutes a necessary but insufficient condition for the effective realization of deaf people's linguistic rights. In the absence of a comprehensive, operational regulatory framework that clearly defines the obligations of public institutions, access to interpreting services remains uneven

and largely dependent on ad hoc initiatives. Furthermore, the shortage of qualified interpreters, combined with the lack of structured, specialized university programs, continues to limit linguistic accessibility in key sectors such as education, justice and health.

At the same time, the analysis demonstrates that the process of linguistic standardization of ASL is closely linked to the development of academic training, scientific research and professional practice. Although important efforts have been made—particularly by organizations representing the deaf community—the absence of institutionalized mechanisms for developing terminology, linguistic resources and specialized corpora continues to hinder the consolidation of both the language and interpreting practices.

These findings carry several important implications.

From a policy perspective, they underline the need to move beyond symbolic recognition towards the establishment of binding and sustainable institutional mechanisms. This includes the development of a clear legal and professional framework regulating the status, training, certification and working conditions of sign language interpreters, as well as the systematic integration of interpreting services into public institutions.

From an academic and educational perspective, the results highlight the urgency of developing dedicated university programs in sign language interpreting, supported by specialized language laboratories, structured curricula and closer links between training, research and professional practice. Such developments are essential for ensuring the long-term quality, consistency and credibility of interpreting services.

From a linguistic and sociocultural perspective, the study emphasizes the importance of supporting the natural evolution and standardization of ASL while preserving its internal diversity. This implies fostering collaboration among academic institutions, public authorities and the deaf community to ensure that standardization processes remain both inclusive and contextually grounded.

More broadly, the Albanian case illustrates a wider issue in contemporary language policy: the gap between formal recognition and effective implementation. It confirms that linguistic rights can only be fully realized through coordinated and sustained action involving public institutions, universities and community organizations. In this regard, the consolidation of a coherent legal, institutional and academic framework for sign language interpreting should be considered not only a professional necessity but also a public responsibility.

With approximately 38,814 ASL users in Albania, according to data from the 2023 national census (INSTAT), the demand for qualified interpreters is both real and growing. Addressing this need requires long-term, strategic interventions aligned with international and European standards in language policy, inclusion and accessibility.

Finally, this study opens several avenues for future research, including empirical investigations of interpreting practices, the impact of interpreting on the academic trajectories of deaf students, and the development of linguistic corpora in ASL. Such research is essential for strengthening the scientific foundations of the field and for supporting the sustainable integration of Albanian Sign Language into both the national and European linguistic landscape.

Acknowledgments

This study was conducted within the framework of the project "Development of research in Albanian Sign Language: from documentation and lexical enrichment to the sociolinguistic analysis of communication among deaf individuals", funded by the National Agency for Scientific Research and Innovation (AKKSHI).

This publication has been made possible with the financial support of AKKSHI. Its content is the sole responsibility of the author and does not necessarily reflect the views of AKKSHI.
The authors express sincere gratitude to the National Agency for Scientific Research and Innovation (AKKSHI), the University of Tirana, the Faculty of Foreign Languages, and the Albanian National Association of the Deaf (ANAD) for their support and collaboration.

AI Tools Declaration

AI-based language tools, including ChatGPT and Grammarly, were used in a limited capacity to support language editing, including grammar correction, clarity and stylistic refinement of the manuscript.
These tools were employed exclusively for linguistic purposes and did not contribute to the research design, data analysis or interpretation of results. All content was carefully reviewed, validated and revised by the authors, who assume full responsibility for the accuracy, integrity and originality of the work.

Bibliographic references

Albanian National Association of the Deaf (ANAD) Accessed 18 January 2026, at https://www.anad.al/
Andoni, B., Shabani, I., & Baçi, A. (2003). Minorities: The present and the future. Report of the Albanian Human Rights Group on the situation of minorities in Albania. Tirana: Albanian Human Rights Group.
ANAD. (2005). Gjuha e Shenjave Shqipe 1. Tirana.
United Nations Convention on the Rights of Persons with Disabilities. (2006). United Nations. Retrieved 18 January 2026, from https://www.un.org/disabilities/documents/convention/convoptprot-f.pdf
EFSLI – European Forum of Sign Language Interpreters. (2021). Training standards and best practices for sign language interpreters in Europe. Retrieved 18 January 2026, from https://efsli.org/publication/proceedings/
EULITA – European Legal Interpreters and Translators Association. Retrieved 18 (2026). from https://www.eulita.eu/en/
European Union of the Deaf. (2016). Sign language interpreter guidelines. Retrieved from https://eud.eu/sign-language-interpreter-guidelines/
Online dictionary of Albanian sign language. Albanian National Association of the Deaf. Retrieved 18 January 2026, from www.gjshsh.al
Hanes, P., & De Muynck, B. (2010). Deification of technology and the dignity of the human person. Komunikacie, 19(1), 121-125.
Harmer, J. (1991). The practice of English language teaching. London: Longman. ISBN 0582046564.
Hoyer, K. (2007). Albanian Sign Language: Language contact, International Sign, and gesture. In D. Quinto-Pozos (Ed.), Sign languages in contact. Washington, DC: Gallaudet University Press. 195-234
INSTAT. (2023). Censusi i popullsisë dhe banesave 2023. Tirana: Institute of Statistics. from https://www.instat.gov.al/media/13615/cens-i-popullsise-2023.pdf
Council of Ministers. (2014). Decision No. 837, dated 3 December 2014, on the recognition of languages spoken in the Republic of Albania. Official Gazette.
Kuvendi i Shqipërisë. (2012). Law no. 69/2012 on the pre-university education system in the Republic of Albania, amended by Law no. 56/2015 and Law no. 48/2016. Official Gazette.
Kuvendi i Shqipërisë. (2014). Law No. 93/2014, dated 24 July 2014, on the inclusion and accessibility of persons with disabilities. Official Gazette.

Kuvendi i Shqipërisë. (2021). Law No. 82/2021 on the official and professional status of the official translator, amended by Law No. 38/2024, dated 18 April 2024. Official Gazette.
Lahtinen, I., & Rainò, P. (2016). Deaf people in Albania 2015: A survey study. Helsinki: Finnish Association of the Deaf. ISBN 978-952-5396-76-8.
Leeson, L., & Saeed, J. (2012). Irish Sign Language. Edinburgh: Edinburgh University Press.
Leeson, L., Vermeerbergen, M., & Crasborn, O. (2015). Sign language research, uses and practices. Berlin: De Gruyter Mouton.
European Parliament. (2016). Resolution on sign languages and professional sign language interpreters (TA-8-2016-0442). Retrieved 18 January 2026, from https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016IP0442
PRO-Sign Project. (2014–2016). European standards for sign language interpreting. Retrieved 18 January 2026, from https://www.ecml.at/en/ECML-Programme/Programme-2012-2015/ProSign
Skinner, R. (2013). Robert Skinner: Albania and the Deaf community. Deaf Unity, 22 April 2013. Retrieved 18 January 2026, from deafunity.org/article-interview/robert-skinner-albania-deafcommunity/
United Nations. (2006). Convention on the Rights of Persons with Disabilities. Retrieved 18 January 2026, from https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf
World Federation of the Deaf. (2018). WFD–WASLI statement on the use of signing avatars. Retrieved 18 January 2026 from https://wfdeaf.org/wfd-wasli-issue-statement-signing-avatars/
World Federation of the Deaf. (2022). Impact Report 2022 . https://eud.eu/wp-content/uploads/2023/04/Impact-Report2022.pdf

Words: 4894
Characters: 36 635 (20 standard pages)

Prof. Asoc. Dr. Anida Kisi
Department of French language
Faculty of Foreign languages
University of Tirana,
Rruga e Elbasanit, Tirana
Albania
anida.kisi@unitir.edu.al
ORCID : 0009-0003-2278-8070

Prof. Asoc. Dr. Elona Toro
Department of French language
Faculty of Foreign languages
University of Tirana, Rruga e Elbasanit, Tirana
Albania
elona.toro@unitir.edu.al
ORCID : 0000-0002-1437-5802

MA. Nikoleta Spahi
Interpreter of ASL, ANAD
Rruga Myslym Shyri, Nd.60, Hy.5, Ap.4, Tirane
Albania
nikoletaspahi@gmail.com
ORCID : 0009-0003-2278-8070