INTERNATIONAL SCIENTIFIC JOURNAL
"Monte"
Ulcinj

International Scientific Journal Monte

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CONTENTS

Adaptation of the child in the first grade:
Perception of parents and teachers

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ABSTRACT

In the process of adapting children to school nowadays, except school, the family of the child who starts primary school, also has an important role. How children adapt to school and how much school-family cooperation helps is one of the most discussed issues by educational institutions and by the parents of the children. This happens taking into consideration that children are different and each one of them may have dissimilar difficulties in adapting to school and for this issue, the opinions of the parents are important, but also of the teachers on the other hand.

This research aimed to extract the most accurate and concrete data on how children adapt to first grade, looking at the perceptions of parents and teachers as well as how school-family cooperation helps in the adaptation of the child in primary school. Since this time is more stressful for teachers, as well as for parents because the child, in addition to start adaptation, also starts education at school.

In this research the mixed method, quantitative and qualitative research approach was used. Questionnaires based on the Likert scale, as well as open-ended questions and interviews were used as data collection tools. Interviews were conducted with first grade teachers and questionnaires were completed by parents whose children are in the first grade. The study was conducted in four schools in the municipality of Vushtrri with a total of 220 parents of children attending the first grade and 10 teachers who teach in the first grade.

Quantitative data analysis was done using SPSS statistical package, version 26, while qualitative data analysis was done through thematic analysis.

Keywords: school adaptation, teacher perception, parent perception, school-family cooperation, first grade, first grade child.

Introduction

We are living in an era of major adjustments that are taking place in education reforms in many countries of the world, including Kosovo. The changes that are being made are mainly in the Kosovo Curriculum, one of them is the involvement of parents in the school life of the child, where parents began to become more interested in their children's school life. Parents, seeing their importance and impact on the quality and achievement of their children, began with their involvement in their child's school life, but they were not helpful to their children in adaptation to the school environment and this is common mostly to the first-graders. Seeing that children find it difficult to adapt to the school environment, especially in the first grade, I decided to do this research regarding the perceptions of parents and teachers about the adaptation of children in the first grade. According to (Gera, 2015), education, an important link in the education of generations, seeks more and more to improve, develops and enriches in topics, needs and necessities for the benefit of the children's education. The educational needs of our schools have emerged as a result of major social, economic and political changes which has led to their conception and direction. In Kosovo, the changes that have been made in the school curriculum require parents to be included in the school and this is necessary for the first-graders. All these are provided in the Kosovo Curriculum Framework (KCF), which is a document drafted by the Ministry of Education, Science and Technology, more specifically according to (MASHT, 2004) parents should be an integral part of education and communicate with the school on an ongoing basis in order to be informed of all important actions at school. In order to be successful, schools must be supported by the community. The school should be open to society and should strive to increase parental involvement in school decision-making. This will include the establishment of a parent council at the school, municipal and central level to

represent the interests of parents in the education system. The current law on primary and secondary education defines parental rights as follows:

• It establishes good cooperation between students, parents, schools, institutions and workplaces to ensure that their children will be educated in accordance with this law.

• One way to present complaints to the teacher, the school principal, the municipality and the MEST regarding the quality of education.

• It creates a guide for school services and staff and participation in school council election. This cooperation of the school with the parents of the children is no longer a problem because it can be achieved through different forms of cooperation. According to (ZUNA Deva & bashkautorët, 2009), the forms can be direct and indirect. In Kosovo, some studies have been done related to the adaptation of children in the first grade, but we do not have enough studies regarding the perceptions of parents and teachers about the adaptation of the child in the first grade and the school-family cooperation for the adaptation of the first-graders. Regarding school-family cooperation, various studies have been done, among which it is said that the parents of the child in school should definitely cooperate with the child's school because parents have an impact on children in the way that these children will adapt to school (Nitamo & Alitolppa, 2015). Also, according to (MASHT, 2017), there is a parents' council which is a representative body at the school level. Furthermore, the Core Curriculum Document for preparatory class and primary education supports: parents - in tracking the level of achievement of their children's competencies in certain time periods which is based on the knowledge, behaviors, feelings and attitudes that are manifested in different life situations, in harmony with the learning outcomes for curricular areas and competencies (MASHT, 2017). The cooperation of the school with the parents of the first-graders is very important for the child. Based on the fact that children find it difficult to adapt to school, I think that this research through the perceptions of parents and teachers will show the importance of the cooperation of the child's family with the school where the child starts school and vice versa. This cooperation, in addition to easier social adaptation of children in school, will also contribute to the quality of teaching, which will help teachers during the learning process to cope with crisis situations in the classroom or school and organize various activities with educational character and many others.

Literature Review

In order to have a better view of family-school cooperation, it is necessary to consider the three theoretical frameworks which together create the complete theoretical basis on family-school cooperation. These three frameworks are:

1) The theory of Epstein (Epstein J., 1987) (Epstein J. L., 1995), (Epsten, 2001),
2) Theory of Hoover & Sandler (Hoover & Sandler, 1995, 1997, 2005)
3) Theory of world creation and family empowerment (Bouchard, 1998), (Dunst, 1992).

The importance of school-family partnership

Numerous studies show that becuase of the school-family cooperation students benifit the most,the school is strengthened, it helps the teacher and the families are also reinforced (Epsten, 2001). The school and the family share their core mission of educating the younger generation. School-family cooperation can have both positive and negative impact. Impact is positive when cooperation is open, honest and responsible, while it is negative when there is a lack of communication, understanding and mutual assistance. When the child starts the first grade, the parents are interested in their child's teacher, school organization, teaching schedule, their children's achievements, etc. On the other hand, the school or more specifically, the teachers want to know about the child's personality, advantages and difficulties in learning, etc., we can assume that mutual information about the child (student) is important. Through school-family cooperation is created interaction partnership, exchange of information and experiences, and last but not least joint decision-making. Furthermore, taking in consideration the degree and quality of cooperation of school-family factors, more complete and deeper information is obtained about the personality of the child (student).

Proper cooperation of school-family factors improves and advances relations at school, in the family and in the community. Also, this deepens the cooperation between school-family factors, raises awareness for training and continuous psycho-pedagogical research and also reflects on the harmonization of the realization of the educational goal (ZUNA Deva & co-authors, 2009). Nowadays, researchers, educators and parents emphasize the history of working together between school and family. Moreover, they call for major parental involvement in education. Parental involvement in various studies has been defined as representative of behaviors and practices at school or at home that incorporate parents' aspirations, expectations, attitudes, and beliefs regarding children's education (Georgiou & Tourva, 2007).

Studies on the perceptions of parents and teachers, their cooperation for the adaptation of students in the school environment

According to (Kraja, 2008), the school has three strong partners: the student without whom there is no school, the teacher and the parents. These crucial partners, together with the curriculum, determine the fate of the education of generations when they are associated with a well-thought-out educational policy and management, with a dignified budget and with an awareness of public opinion. School-family cooperation starts when parents begin to be interested in choosing a good teacher for their child, but officially this cooperation starts from the very first day of school, when the child starts first grade (Koliqi, 2012). According to (GIZ, 2013), the school can not function well without the help of parents because the school must communicate with parents for at least four reasons, among which are; information (parents must be informed about student attendance, academic progress and personal development), cognition (for the school to understand any development that may affect student learning), counseling (for parents on ways to help students in specific curricular subjects), consultation (with parents for specific difficulties of the child in school). Children begin school with a range of skills that are influenced by their individual moods, experiences and backgrounds. They also experience transition in different ways. Thus, the transition and adaptation of children in school is influenced by a variety of personal and family characteristics, social and family tendencies, contextual and life experiences. In addition , an Australian research explores the impact of parental cooperation with the children's school and school factors that may support children when they start school, or predispose them to risk being out of school (Baker, Piotrowski, & Brooks-Gunn, 1998). Parents of the child in school should definitely cooperate with the child's school, because parents have a major impact on children's adaptation to school (Nitamo & Alitolppa, 2015). The study conducted by (Tan & Goldberg, 2009) focuses on the involvement of parents in the education of children both at school and at home. 91 fathers and 91 mothers participated in a study that assesses levels of parental involvement (directly at school, homework, extracurricular educational activities, and interpersonal involvement) and their relationship to children's grades and parental reports of children's anxiety about school and their satisfaction. The analyzes demonstrated the unique contributions made by fathers and mothers in changing children's grades and adapting to school. Furthermore, (Brizuela & Garcia-Sellers, 1999) argue for the role of a home-school mediator as a facilitator of children's adaptation to school. According to them, students which have a facilitator show better results at school. In a survey conducted by (Cowan, Cowan, & Mehta, 2009) it is stated that if parents cooperate between each other and together they cooperate with school, this cooperation represents a fundamental change in the adaptation of children to primary school. This conclusion came from the tests' results of children's academic achievement and observations of teachers' checklists for internal and external behaviors. Over the past 25 years, numerous studies have focused on the implications of parents of safe or unsafe working role models for their children's development (Sroufe, Egeland, Collins, & Carlson, 2005). The work models of mothers and fathers connecting adults and couples are related to how effectively they behave with each other and their child, and in the way how their child adaptively meets social, emotional, and academic challenges to make the transition to elementary school. A large amount of research demonstrates that many factors are directly related to the quality of each parent's relationship with the child and the level of mental and social adaptation of the child (Cummings, Davies, & Simpson, 1994). Also, the child starting the first grade goes through a transition from pre-primary to first grade, so in a study done by (Chan, 2012), he took into account the perceptions of parents, educators and first-grade

teachers. From this study, he observed children and derived the following results: Children's voices and their performance observed during the transition period indicate that they have different expectations for the transition. Both primary school teachers and parents of child classify pre-academic skills as the most important area of development, while kindergarten teachers rank them as less important. On the other hand in an article by (Willemse, de Bruine, Griswold, Vloeberghs, & Van Eynde, 2017) among others it is stated that parent-teacher cooperation is specifically designed for primary education, which means that teachers and parents work together for students/children during primary education because this is the most sensitive phase for children including the adaptation of children to school. In another survey (Deforges & Abouchaar, 2003, p. 31) stated: For young students, parents provide the child with a context in which he or she can acquire school, and develop psychological qualities of motivation and self-worth. But sometimes teachers, especially the beginner ones, are reluctant to involve parents in school so (Bingham & Abernathy, 2007) found that new teachers were unsure of how to involve parents in a meaningful way due to various reasons, among others, lack of their skills. Candidates for teachers need to be prepared to establish productive relationships with families (Henderson, Mapp, Johnson, & Davies, 2007), but beginner teachers feel unprepared (Hornby & Witte, 2010). Whereas family involvement means that it should not remain at a formal level but it should be very cooperative. Based on the involvement of family, school and family cooperation, family involvement refers to a wide range of activities through which parents, grandparents, brothers and older sisters and other family members contribute to the support of student learning (Cori & Railsback, 2003).

Methodology

Mixed methodology - This selection of methodology is the most appropriate for this research, which the main purpose is to find out what the perceptions of parents and teachers are about the adaptation of children in the first grade. During the data collection procedure, parents and teachers were willing to contribute to the research by completing the questionnaires and participating in the interview. The research includes the numerically determined population, which is composed of parents of first-grade children and teachers who work with first-graders. Since the first-grades students of this municipality include a large number of children, then a sample was defined with a random selection of teachers and parents. Thus, the selection of the sample was done by a technique that ensures that every element in the population has an equal chance of being selected in the sample. The sample included 10 teachers and 220 parents and it was conducted in four schools in the municipality of Vushtrri: Ali Kelmendi, Naim Frashëri, Migjeni and Enver Hadri. The research model is very representative and the perceptions of parents and teachers about the adaptation of the child in the first grade are described. The combination of quantitative and qualitative method was used for this research. Quantitative research method is concerned with the collection and processing of data that are structured and can be presented in numerical form, while the qualitative method has data collected words and expressions of the research participants themselves (Matthews & Ross, 2010) . The questionnaire used in this research contained demographic data and relevant questions for the purpose of the research and interviews. In order to prove that the questionnaire is reliable the Cronbach Alpha test was done in the SPSS statistical package. The questionnaire includes 20 questions, 14 of which are with 5-point Likert scale, the questionnaires are structured and contained closed and open questions. Some of the questions are scaled on a nominal, ordinal and interval scale and it was conducted with parents of first-graders. The interview contains four sets of questions with a total of eight questions and the nature of the interview was semi-structured because these kinds of interviews allow a range of personal ideas and opinions to be expressed within the given parameters. Interviews were conducted with teachers who work with the first-graders. The instruments contain questions related to what are the perceptions of parents and teachers in the adaptation of the child in the first grade, simultaneously this is the purpose of the instrument.

Data Analysis

The analysis of the data results and their interpretation was done based on the questionnaire (quantitative data). The results are presented through graphs, which are done in the statistical program for social sciences SPSS(the 26th version) expressed in percentage (%). Qualitative data were done through thematic analysis, where firstly the main topics were defined, then interpretations.

Results

Teachers explian that parents should be part of the school and while we analyze their perceptions, we notice that teachers agree that parents should be involved in their child's school life. In this way, teachers will cooperate with the parents of the children, because parent-teacher cooperation is one of the best ways to help the children in their adaptation and progress. It is also necessary to develop the teacher-parent partnership because it will improve the work for the development of the full potential of each student, and this potential undoubtedly includes the adaptation of the child in the school environment. Also, teachers say that parents have the legal right to access all the educational achievement of their children, moreover, they have the right to follow behavior and to be involved in decisions that are made about their children. Parents become part of the school by joining the class council, by being invited to be part of various activities carried out by their children, by using different methods of communication, and by participating in meetings where they are introduced to their child's achievements which are mostly held on social networks etc. The communication of the parents with the teacher is largely done through the parent-teacher meeting to communicate the results in the lesson and the behavior of the child in the school. The best forms of learning are physical contacts, but in the absence of physical contact, especially during the Covid-19 pandemic, electronic ones are used, such as; Viber, email, Skype etc. Teachers cliam that children who are used to spending more time with their parents when the first grade starts, they feel lonely until they adapt to the teacher and the school environment. Teachers consider that children are not yet adapted to the first grade when the student does not feel well in class, does not socialize with other students and does not participate in activities. Moreover, if the student does not speak and is not active, then we can sum up that the child has difficulties in adapting. Parents think that the discussions with their child's teacher will help their child to adapt to the first grade and therefore do not have difficulty communicating and cooperating with their child's teacher, so they often receive teacher's suggestions. Parents sometimes have requests from the child's teacher to get involved in school activities to help the children. Teachers claim that in order to make it easier for students to adapt in the first grade, they try to create a warm environment in the classroom by always speaking to them with the kindest words, but also through different attractive activities. Moreover, teachers say that when dealing with children who find it difficult to adapt in the first grade, teachers should always keep in mind the fact that children are individual, unique and each of them can have their own ways of adaptation. Based on the teacher's experiences, they convey that children who have previously been in pre-primary education are more easily adapted. Teachers declare that they try to talk to the parents, explain their child's condition and ask for their help and cooperation. Also, it should take a lot of work from parents because only one party is impossible to achieve success. The school and the family should build a partnership based on mutual communication with shared obligations and responsibilities.

Discussions

The discussion of the results was done in the form of answering the research questions. The discussion of the results of the perceptions of parents and teachers about the adaptation of the child in the first grade: The main research questions are:
1. What are the parents' perceptions of the child's adaptation in the first grade?
2. What are the teachers' perceptions of the child's adaptation in the first grade?

As mentioned above, the mixed method was used as the data collection method. Initially, through the collection of quantitative data, we obtained the perceptions of parents about the adaptation of the child in the first grade, where according to them, family-teacher cooperation is mostly needed in child's adaptation to school in the easiest way possible. School-family cooperation is achieved by the desire of both parties for cooperation and by seeking and receiving suggestions from the parties for better adaptation of the child. Whereas, through the collection of qualitative data we have recieved the perceptions of teachers and we have come to the conclusion that according to teachers, the adaptation of children in the first grade depends not only on the child but also on the classroom environment. On the other hand, it also depends on the child's family because children who are used to staying longer with their parents, when the first grade starts, they feel lonely until they adapt to the teacher and the school environment, thus generally children who are only related to family members have problems socializing with other districts.

Discussion of the results for the best way of adapting children in the first grade:

Supporting research questions are:

1. What are the best ways for children to adapt to first grade, according to their parents?

2. What are the best ways for children to adapt to first grade, according to teachers?

Some parents claim that their child has adapted easily in the first grade and has managed to socialize with other children, all this has been achieved due to the cooperation of the teacher and the parents themselves. Furthermore, some other parents say that their child has adapted more easily to the classroom due to two factors that they consider equally important: the teacher and going to pre-primary education. While other parents say that children found it difficult to addapt in the first 15 days, but then the communication with the parents-teachers managed to find a solution for the child and to adapt easily. Others say that they talked to their child about school from a very young age, so they increased their desire and willingness to go to school, and this helped them to adapt more easily. On the other hand, teachers say that in order to make it easier for the child to adapt to the first grade, they create an attractive environment for the pupils.

Discussion of the results of the difficulties encountered by parents and teachers in working together to facilitate the child's adaptation to first grade: The results showed that parents do not encounter difficulties in cooperating to facilitate the child's adaptation to first grade. Descriptive research results show that 73% of parents do not encounter difficulties in communicating with their children's teachers and 68% of parents do not encounter difficulties in cooperating with their children's teachers to facilitate the child's adaptation to first grade.

Discussion of the results for finding the best ways by parents and teachers for the adaptation of the child in the first grade and the level of cooperation between them: The results of the research show that parents and teachers have found the best ways to adapt the child in the first grade and these are; teachers creating the right conditions for the adaptation of my child in the first grade (57% of the parents), parents talking to their children about school before starting the first grade, etc.

Conclusion

From the discussions made above, we can conclude that according to parents and teachers, children who are related only with the family or especially to a family member, have problems with socializing and setting up in the classroom. In addition, children who do not feel good in the classroom, do not socialize and talk with other students, and also do not want to participate in activities, we can sum up that they are not adapted in the first grade. Parents and teachers have found ways to help their children to adapt in the first grade. This has been achieved by talking to children about school when they were still young. Thus, parents increased their desire to go to school, and also pre-primary education has helped children to be more easily adaptable in the F first grade. On the other hand, teachers do their best to create a loving atmosphere in the classrooms for their students. Parents and teachers see communication

as the most effective way to succeed, from this, we conclude that cooperation between parents and teachers is good and there are no difficulties to communicate and cooperate.

Limitations and Future Studies

In order to work even more in this area and to contribute to the easier and faster adaptation of the child in the classroom, some further studies are recommended:

- To study the factors that hinder the adaptation of the child in the first grade;
- To study the factors that help the child adapting to the first grade;
- To conduct a study by observing children who find it difficult to adapt in the first grade;
- To study the factors that contribute to school-family cooperation;

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Nominal Infinitive Subordinate Clauses in English and their Albanian Correspondents

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ABSTRACT

The distinction between independent (or main) clauses and dependent (or subordinate) clauses is fundamental to an understanding of English clause structure. Related to the distinction between these two kinds of clauses, clauses may be finite with a full verb phrase that has "tense" and can be either main or subordinate and non-finite that have the internal structure of sentences without having a full complete verb phrase and are always subordinate. Therefore, the main purpose of this study is to analyse and compare the differences and similarities of the nominal functions of infinitive subordinate clauses between English and Albanian languages. The analysis is done from the English grammar books to present the structures and functions of English nominal infinitive clauses. A grammatical description is presented. The comparison is done from three English novels and their translated versions in Albanian in order to find out the similarities and differences between the English and Albanian languages. The nominal infinitive clauses are selected from the English novels and their correspondents are searched for in the Albanian translations. This contrastive analysis has proven that the number of differences over rules the number of similarities.

Keywords
Dependent clause, non-finite clause, nominal function, infinitive clause.

Introduction

In language teaching the most popular claim has been that the best language-teaching materials are based on a comparison of the two linguistic systems. Contrastive analysis is attracting the interest of many linguists as it is used as a method which explains why some features of a target language are more difficult to acquire than others. There is no doubt that contrastive analysis provides insight into learning problems and a means of identifying the errors caused by mother tongue interference. The native language may interfere with the foreign language if the linguistic systems are different. Therefore, EFL students need systematic comparison of linguistic features of English and Albanian to familiarize with similarities and differences between the two languages. The non-finite clauses are considered more difficult than the finite clauses because they are complex in relation to their syntactic functions. They may have different functions in a complex sentence. Tense markers, modal auxiliaries, the subordinating conjunction and sometimes the subject are left out in non-finite clauses. This is the reason why students have difficulties in learning them and are often confused in identifying, constructing and translating them. However, this study is concentrated only on the infinitive subordinate clauses and their nominal functions in a complex sentence. The purpose of this study is to describe and analyse differences and similarities of the nominal functions of infinitive subordinate clauses between English and Albanian languages.

Literature Review

Clauses – Main and Subordinate clauses
In English, the two main types of clauses which can combine to form sentences are main (independent) clauses and subordinate (dependent) clauses. A sentence contains at least one main clause that can express a complete thought. It may also contain subordinate clauses which are usually supporting parts of a sentence and can only form sentences by combining with main clauses. A subordinate clause is introduced by expressed or understood subordinators (as, after, because, that, though, till, who, which, what, when, where, why, how, unless, in order that, etc.) or by a non-tensed verb form to create a non-finite subordinate clause and functions as a clause constituent or as part of a constituent. Subordinators indicate the semantic relationship between the subordinate clause and the clause it is dependent on (Carter & McCarthy, 2006:270).
In English clauses in a complex sentence joined by subordination are not equal in rank. A main clause (e.g. They did not apologize) can stand alone, i.e. it can form a simple sentence, but a subordinate clause (e.g. *though they were

twenty minutes late) cannot stand alone and thus cannot form a simple sentence. This is due to the presence of a subordinator (in our example 'though') which is either expressed or understood (zero marker). However, both main and subordinate clauses can be analysed into the same constituent elements; they have a subject and a predicator and can also have complements, objects and adjuncts (Blaganje & Konte, 1979:489).

There are three different types of English dependent clauses (Verspoor & Sauter, 2000:38-40):

1. Adverbial clauses - The first kind of dependent clause functions as adverbial.

e.g. Whales cannot breathe under water because they have lungs instead of gills.

The whole because clause answers the question why whales cannot breathe and is therefore not a sentence in itself but a constituent of the main clause: an adverbial.

Thus, 'because they have lungs instead of gills' - is a dependent clause functioning as adverbial clause of reason.

2. Relative or Adjective/Attributive clauses – The second type of dependent clause is not a sentence constituent, but part of a sentence constituent. It modifies one particular noun. The dependent clause is part of the subject and says something about the noun (in our example 'whales' – 'balenat') and must occur directly after it.

e.g. Whales, which cannot breathe under water, have lungs instead of gills.

'which cannot breathe under water' – is a dependent clause functioning as noun modifier.

3. Nominal clauses – The third type of dependent clause functions as subject, object or complement, and since they are necessary parts of a sentence, there is no complete main clause left when they are left off. One way to tell if the dependent clause functions as subject or object is to replace the whole clause with the word 'it'.

E.g. 1. What is surprising is that whales cannot breathe under water.

'What is surprising' – is a dependent clause functioning as subject.

'that whales cannot breathe under water' – is a dependent clause functioning as subject/predicative complement.

2. We all know that John kicks the ball hard.

'that John kicks the ball hard' – is a dependent clause functioning as object.

Nominal Clauses

According to Carter and McCarthy (2006:565) English nominal clauses constitute a subgroup of subordinate clauses. Nominal clauses are subordinate clauses that perform the same functions as noun phrases (that is, they can be the subject, the object, or the complement or they can come after a preposition) do in a simple sentence. In other words, a nominal clause is used in a way similar to noun phrases and typically occurs in the places that noun phrases occur. A nominal clause usually begins with a relative pronoun. However, it can also begin with a subordinate conjunction. Like other dependent clauses, a nominal clause cannot stand alone. Subordinators used to introduce nominal clauses are: who, whom, what, which, whose, when, where, why, how, whether, if, that. The main clauses in complex sentences with subordinate nominal clauses are not fully independent, as they lack one of their functional elements on the clause level (either subject, or object, or complement).

E.g., His sincerity can't be denied. - a noun phrase functioning as subject

That one British child in four is born into poverty is a disgrace. - a subordinate nominal clause functioning as subject clause.

I made the big box. – a noun phrase functioning as object

I made what you can see on the table. - a subordinate nominal clause functioning as object clause.

The idea was a good one. - a noun phrase functioning as subject complement

Well, the idea was that I made tea. - a subordinate nominal clause functioning as subject complement clause.

She came in the evening. - a noun phrase functioning as object of preposition

They argued about how they should pay the bill. - a subordinate nominal clause functioning as object of preposition clause

Non-finite Clauses

Structurally, subordinate clauses may be classified as: finite (a verb inflected for Tense/Agreement/person/number) and non-finite (a verb-less clause or a clause containing an invariable tense-less and agreement-less verb-form) (Radford, 1988:287).

English non-finite clauses are those whose predicator consists of a non-finite verbal phrase which is not marked for person, number, or tense. By definition, non-finite clauses are always dependent, or embedded, since a main clause must have a finite verb. Thus, the predicate of a non-finite clause has the form of a verb phrase headed by a secondary form of the verb. This means that they do not have primary tense. That in turns means that they can never contain a modal auxiliary because the modals have only primary verb-forms (Huddleston & Pullum, 2005:204-205).

A main clause must be finite; that is, it must have a verb which is inflected for tense (Carter and McCarthy, 2006:544-545).

e.g. He was very quiet and he had beautiful manners. (two independent main clauses joined by 'and')

A subordinate clause may be finite or non-finite.

e.g., a). If people feel good about coming to work, they will work better. – a dependent finite clause

b). To do it by hand would be difficult. – a dependent non-finite clause

Four major kinds of English non-finite clause are (Huddleston & Pullum, 2005:204):

1. To-infinitival – e.g., Max wanted to change his name.

2. Bare infinitival – e.g. They helped me move the furniture.

3. Gerund-participial – e.g. I remember locking the door.

4. Past-participial – e.g. His father got charged with manslaughter.

Infinitive clauses and their nominal functions

According to Eastwood (2005:135) an infinitive can be followed by an object or complement and/or by one or more adverbials. The infinitive together with such phrases is called an infinitive clause in English.

e.g., A sightseeing tour is the best way to see the city.

I'd prefer to sit at the back.

An infinitive clause can be just an infinitive without an object or adverbial (Eastwood, 2005:135).

e.g., We decided to leave.

English infinitive clauses, as the name indicates, are clauses that contain a verb in its infinitive form. They are a type of non-finite clauses in that their verb, being in the infinitive form, does not carry tense (Cowan, 2008:472).

There are two kinds of infinitive clauses (Blaganje & Konte, 1979:494):

a) with the bare infinitive

without subject: All I did was take French leave.

with subject: I saw her take the change from the counter.

b) with the to-infinitive

without subject: He wants to leave at once.

with subject: He wants me to leave at once.

According to Cowan (2008:472) the subject of the infinitive is expressed either by a noun phrase intervening between the predicator and the infinitive or by the so-called for-phrase in front of the infinitive. The 'for' is a complementizer - a type of subordinator whose only function is to introduce the dependent clause.

e.g. The captain ordered his men to retreat.

It is necessary for the children to start early.

The subject of the infinitive remains unexpressed when it is identical with that of the finite verb in the sentence and when it is indefinite (people, we, you, they etc).

e.g. I don't want to stay here all day.

It is hard (for people) to live on a small pension.

English nominal infinitive clauses can occur as sentence elements in the function of (Nuhiu, 2012:130-139):

a). Subject – To win the match was his greatest ambition.

b). Extra posed subject – It is interesting to hear what he thinks.

c). Direct object –She asked me to write her a letter.

d). Subject/predicative complement – John's aim was to win the first prize.

According to Carter & McCarthy (2006:509) the English nominal infinitive clauses can also function as:

Object complement – I certainly believe it to be very rare.

Methodology

For this study, descriptive and comparative research methods are used. English grammar books are used for the descriptive method whereas the literary works are used for the comparative method. It is thought that this methodology is appropriate because it will help me provide the theoretical aspect of nominal infinitive clauses; analyse and compare the differences and similarities of nominal functions of infinitive subordinate clauses between English and Albanian languages; draw conclusions by using examples and comparisons in both languages etc. The examples of the nominal functions of infinitive subordinate clauses have been taken from three literary works such as: "The Old Man and the Sea" by Ernest Hemingway and the translation of this novel "Plaku dhe Deti" by Ismail Kadare; "Emma" Jane Austin and its translation as "Ema" by Ledia Dushi and "White Fang" by Jack London which is translated into Albanian as "Dhëmbi i Bardhë" by Bujar Doko. From these literary works a lot of examples are

used in order to illustrate the main points of this analysis. Based on these examples, the distinction is done, and they are more than enough to see the main changes, differences and similarities. The general hypothesis of this study is that there are structural and functional differences between the English nominal infinitive clauses and their correspondents in Albanian.

Results and Discussions

Categorization of the differences and similarities between the English infinitive subordinate clauses as subject and their Albanian correspondents

There have been found some differences regarding the subject clauses in English and their Albanian correspondents.

In a summarized way these differences are shown in the following table:

English: infinitive subject clause	Albanian: different structure and function
To have had longer notice of it would have been pleasanter. (*Emma*, p. 292)	**Po ta kishte marrë vesh më parë**, do të kishte qenë më mirë. (*Ema*, p. 369) - <u>Finite adverbial clause of condition</u>
To be compelled to run away was almost more than he could endure. (*White Fang*, p. 99)	I vinte plasje **që ishte i detyruar t'u rrinte larg**. (*Dhëmbi i bardhë*, p. 107) - <u>Finite adverbial clause of reason</u>
To do what would be most generally pleasing must be our object. (*Emma*, p. 192)	Objektivi ynë është **që të bëjmë më të pëlqyeshmen për të gjithë**. (*Ema*, p. 240) - <u>Finite predicative clause</u>
To amuse her seemed all that he cared for. (*Emma*, p. 278)	Ai vetëm dëshironte **ta bënte të argëtohej**. (*Ema*, p. 351) - <u>Finite direct object clause</u>

From the examples of the English subject clauses above, it can be concluded that whenever infinitive constructions are found in English, their Albanian correspondents are structurally finite clauses with the conjunctions <u>po</u>, <u>që</u> or finite clauses introduced by a verb phrase in imperfect subjunctive mood with the particle <u>të</u>. When English infinitive is a nominal clause as subject of the sentence, its Albanian correspondents differ. They have different functions in Albanian as it can be seen from the examples in the table above. Therefore, it has been concluded that the Albanian correspondents are different in structure and function.

However, there are some similarities but just in terms of function. The examples in the table below show that the English infinitive clause as the subject of a sentence is also the subject of the Albanian sentence, even though in Albanian it is a finite clause with the conjunction <u>që</u> or a finite clause introduced by a verb phrase in imperfect subjunctive mood (lidhorja e foljes) with the particles <u>të</u>, <u>ta, t'i</u> or <u>tu</u>.

English: infinitive subject clause	Albanian: finite subject clause
To walk by the side of this child was the most natural thing in the world. (*Emma*, p. 69)	**Që të ecte përbri asaj vajze** ishte gjëja më e natyrshme në botë. (*Ema*, p. 88)

	It is thought that the noun phrase **'Ecja përbri asaj vajze'** would give a better translation than the fnite clause above.
To be constantly living with an ill-tempered person must be dreadful. (*Emma*, p. 94)	Duhet të jetë e tmerrshme **të jetosh gjithnjë me një njeri me karakter të keq**. (*Ema*, p. 117)
To take her, be it only an hour or two, from her aunt might do her good. (*Emma*, p. 295)	**Ta merrte nga tezja, qoftë edhe për nja dy orë**, do t'i kishte bërë mirë. (*Ema*, p. 372)
To keep one's feet in the midst of the hostile mass meant life. (*White Fang*, p. 77)	**T'i përballoje armiqtë që të rrethonin nga çdo anë** do të thosh të ruaje kokën. (*Dhëmbi i bardhë*, p. 85)
To be obedient to them was to escape hurt. (*White Fang*, p. 47)	**T'u shtrohesh atyre** do të thotë t'i shmangesh dhimbjes. (*Dhëmbi i bardhë*, p. 54)

Categorization of the differences and similarities between the English infinitive subordinate clauses as extra posed subject and their Albanian correspondents

The English infinitive clause as the extra posed subject of a sentence is not the same as its Albanian correspondents. It varies in numerous correspondents found in our literary works. The Albanian examples perform different functions and are all finite clauses with the conjunctions po, që, se, kur. The examples are presented below.

English: **infinitive extra posed subject clause**	Albanian: **different structure and function**
It was better **to pay my visit.** (*Emma*, p. 196)	Bëra mirë **që i vizitova.** (*Ema*, p. 246) - <u>Finite adverbial clause of reason</u>
It was not unfair **to guess the dignity of his line of trade has been very moderate also.** (*Emma*, p. 138)	Nuk bëje gabim **po të hamendësoje që edhe dinjiteti i degës tregtare të të atit të ishte po aq modest**. (*Ema*, p. 175) - <u>Finite adverbial clause of condition</u>
It was impossible for anybody **to be a better son**. (*Emma*, p. 22)	Mendoj **se nuk mund të gjeje një djalë më të mirë se ai**. (*Ema*, p. 29) - <u>Finite direct object clause</u>
It is humiliating **to have a diarrhea from ptomaine poisoning or to vomit from it.** (*The old man and the sea*, p. 46)	Është gjë poshtëronjëse **kur të zë barku ose të vjellat nga një peshk i prishur**. (*Plaku dhe deti*, p. 39) - <u>Finite subject clause</u>

There are some examples of the English infinitive clauses as extra posed subject that have the same structure but the different function. It means they are infinitive clauses but perform a different function.

English: **infinitive extra posed subject clause**	Albanian: **Infinitive clause but different function**
It was quite necessary **to reinstate her in a proper share of the happiness of the evening before.**	Ishin të nevojshme **për t'i kthyer lumturinë e pasdites së djeshme.** (*Ema*, p. 414) **-** <u>Infinitive</u>

(*Emma*, p. 329)	adverbial clause of purpose
It was not desirable **to have them suspected.** (*Emma*, p. 32)	Nuk ishte rasti **për të ngjallur dyshime.** (*Ema*, p. 42) **-** Infinitive predicative clause

Categorization of the differences and similarities between the English infinitive subordinate clauses as direct object and their Albanian correspondents

After analyzing the contrastive analysis of the English infinitive clauses functioning as the direct object and their Albanian correspondents, it can be concluded that the Albanian correspondents differ both in structure and function in most cases as exemplified by the following examples in the table.

English: **infinitive direct object clause**	Albanian: **different structure and function**
Mr. Weston tried **to make them harmonize better.** (*Emma*, p. 277)	Zoti Ueston u përpoq **t'i harmonizonte më mirë.** (*Ema*, p. 350) - Finite adverbial clause of purpose
He was beginning **to do a man's work in the world.** (*White Fang*, p. 85)	Mit-Saja ish tërë qef **që po kryente një punë të vërtetë burrash**. (*Dhëmbi i bardhë*, p. 92) - Finite adverbial clause of reason It is noticed that the translated sentence does not convey the meaning of the source sentence.
It would have killed me never **to come to Hartfield any more**. (*Emma*, p. 100)	Do të copëtohej zemra **po të mos vija më në Hartfilld**. (*Ema*, p. 55) - Finite adverbial clause of condition
I will not pretend **not to understand you.** (*Emma*, p. 299)	Nuk mund të shtirem **se nuk ju kuptoj**. (*Ema*, p. 378) - Finite predicative clause
Often, he took to the rim-ice that was beginning **to form.** (*White Fang*, p. 83)	Shpesh detyrohej të rendte nëpër një rrëpirë të ngushtë akulli **që kish ngrirë afër bregut**. (*Dhëmbi i bardhë*, p. 90) - Finite complement clause
She proved **to be the daughter of a tradesman.** (*Emma*, p. 365)	U zbulua **se ishte bija e një tregtari.** (*Ema*, p. 459) **-** Finite subject clause

From the examples in the table above, it can be said that the Albanian correspondents are all finite clauses with the conjunctions që, po, se or a finite clause introduced by a verb phrase in imperfect subjunctive mood with the particle t'i and they perform six different functions.

There are also several cases when the Albanian correspondents differ just in function. It means structurally the subordinate clause is a non-finite clause in both languages even though in Albanian it may appear either as infinitive or gerundial clause.

English: **infinitive direct object clause**	Albanian: **Infinitive or gerundial clause but different function**

He strove **to submit**. (*White Fang*, p. 133)	Po bënte çmos **për t'iu (nën)shtruar**. (*Dhëmbi i bardhë*, p. 143) - <u>Infinitive adverbial clause of purpose</u>
He proceeded **to wreak his vengeance upon him** by putting him at the end of the longest rope. (*White Fang*, p. 86)	**Duke dashur të merrte hakën për të kaluarën**, Mit-Saja e kish lidhur me litarin më të gjatë. (*Dhëmbi i bardhë*, p. 93) - <u>Gerundial adverbial clause of purpose</u>
She then proceeded **to say a good deal more than she felt of the advantage of such an addition to their confined society in Surry.** (*Emma*, p. 111)	Pastaj vazhdoi **duke folur më shumë sesa e ndiente për përparësitë e një vlere të tillë në ambientin e mbyllur të Surrit**. (*Ema*, p. 140) - <u>Gerundial adverbial clause of manner</u>
White Fang will have **to learn many things**. (*White Fang*, p. 148)	Ai ka **për të mësuar plot gjëra.** (*Dhëmbi i bardhë*, p. 160) - <u>Infinitive predicative clause</u>
He still desired **to keep aloof.** (*White Fang*, p. 151)	Tani nuk kish aspak dëshirë **për ta shkelur këtë rregull.** (*Dhëmbi i bardhë*, p. 163) - <u>Infinitive complement clause</u>

In the Albanian versions we can notice some similarities as well. The similarity can stand in both structure and function or just in function. In the first example below the subordinate clauses in both languages are infinitive clauses and perform the function of the direct object clause whereas in the second example the subordinate clauses have the function of the direct object clause in both languages but unlike English the Albanian subordinate clause is structurally a finite clause with the conjunction <u>që</u>.

English**: infinitive direct object clause**	Albanian: **Infinitive or finite direct object clause**
She did not cease **to love her husband.** (*Emma*, p. 13)	Ajo nuk reshti **së dashuri të shoqin.** (*Ema*, p. 16) **-** Infinitive of the ablative case
She does not deserve **to have her understanding spoken of so slightingly.** (*Emma*, p. 49)	Nuk e meriton **që të flisni me kaq lehtësi për cilësitë e saj**. (*Ema*, p. 64)

Categorization of the differences and similarities between the English infinitive subordinate clauses as subject/predicative complement and their Albanian correspondents

A lot of examples of nominal infinitive clauses as the subject/predicative complement have been found. Their Albanian correspondents have different structure and function. They are all finite clauses with the conjunction <u>se</u> or finite clauses introduced by a verb phrase in imperfect subjunctive mood with the particle <u>ta</u> and perform various other functions. The following examples in the table illustrate this.

English: **infinitive subject/predicative complement clause**	Albanian: **different structure and function**
But the effect upon White Fang was not **to cow him.** (*White Fang*, p. 71)	Megjithatë nuk ishte një gjë fort e kollajshme **ta trembnje Dhëmbin e Bardhë**. (*Dhëmbi i bardhë*, p. 79) - <u>Finite subject clause</u>
Her immediate feeling was **to avert the subject.** (*Emma*, p. 324)	Ndjenjat e saj i thoshin **ta shmangte atë temë.** (*Ema*, p. 408) - <u>Finite direct object clause</u>
For the world would not she have seemed **to threaten me.** (*Emma*, p. 334)	Nuk donte, për asgjë në botë, të më jepte përshtypjen **se po më kërcënonte**. (*Ema*, p. 421) - <u>Finite complement clause</u>

In the third example, the Albanian complement clause is not the same as the English subject/predicative complement clause. The complement clause in Albanian shows a characteristic of an element which can be a noun or a pronoun and it precedes the complement clause. Whereas the English subject/predicative complement clause follows a linking verb and it gives us more information about the subject. The Albanian complement clause is similar with the function of noun modifier in English.

The English infinitive clauses as subject/predicative complement may have similar function and structure with their correspondents in Albanian. The Albanian correspondents can be either infinitive or gerundial clauses structurally. However, some of them can also be structurally finite clauses with the conjunction <u>që</u> as seen in the examples below.

English: **infinitive subject/predicative complement clause**	Albanian: **Infinitive, gerundial or finite subject/predicative complement clause**
The highest purpose was **to accommodate a whist club.** (*Emma*, p. 149)	Qëllimi më i rëndësishëm ishte **për të ngritur një rreth uisti**. (*Ema*, p. 188) - <u>Infinitive subject/predicative complement clause</u>
A trunk was **to be seen under the operation of being lifted into the butcher's cart.** (*Emma*, p. 140)	Një baule ishte **duke u ngarkuar në karrocën e kasapit**. (*Ema*, p. 178) - <u>Gerundial subject/predicative complement clause</u>
His choice had been **to stay in the deep dark water.** (*The old man and the sea*, p. 36)	Fati i tij ishte **që të qëndronte në thellësirat e errëta të oqeanit.** (*Plaku dhe deti*, p.32) - <u>Finite subject/predicative complement clause</u>

Categorization of the differences and similarities between the English infinitive subordinate clauses as object complement and their Albanian correspondents

The English infinitive clause functioning as object complement becomes very different when translated into Albanian either structurally or functionally. The Albanian correspondents are structurally finite clauses with the conjunctions <u>që</u>, <u>gjersa</u> or finite clauses introduced by a verb phrase in imperfect subjunctive mood with the particle <u>të</u> and perform different functions. This is presented in the table below.

English**: infinitive object complement clause**	Albanian**: different structure and function**
You could hardly have expected her **to be excused from accompanying Colonel and Mrs. Campbell.** (*Emma*, p. 120)	Vështirë se mund të prisnit **që të ishte e lirë të shoqëronte kolonelin dhe zonjën Kempbell.** (*Ema*, p. 154) - <u>Finite direct object clause</u>
She was expecting him **to escape into the card-room.** (*Emma*, p. 246)	Pritej **që t'ia mbathte në sallën e lojës**. (*Ema*, p. 312) - <u>Finite subject clause</u>
He confessed his wish **to be made acquainted with the whole village.** (*Emma*, p. 148)	Shprehu dëshirën **të njihte gjithë vendin**. (*Ema*, p. 187) - <u>Finite complement clause</u>
Weedon Scott waited for Matt **to come around to the front.** (*White Fang*, p. 144)	Skotti priti **gjersa të dilte Metti që prapa qoshes së kasolles**. (*Dhëmbi i bardhë*, p. 155) - <u>Finite adverbial clause of time</u>

In the third example above, the Albanian complement clause is not the same as the English object complement clause. The complement clause in Albanian shows a characteristic of an element which can be a noun or a pronoun and it precedes the complement clause. Whereas the English object complement clauses follow a direct object and they rename or modify it. The Albanian complement clause is similar with the function of noun modifier in English. Based on the examples in the table below, it can be said that there are some similarities in structure between the two languages. It means the subordinate clauses are infinitive clauses in both languages but they perform different functions.

English**: infinitive object complement clause**	Albanian: **Infinitive clause but different function**
There will be the loin **to be dressed directly in any manner.** (*Emma*, p. 129)	Kanë **për ta gatuar menjëherë në çfarëdolloj mënyre fileton**. (*Ema*, p. 166) - <u>Infinitive predicative clause</u>
She was thrilling to a desire that urged her **to go forward.** (*White Fang*, p. 33)	Ajo dridhej e tëra nga dëshira **për të zbritur atje**. (*Dhëmbi i bardhë*, p. 40) - <u>Infinitive complement clause</u>

Conclusion

This paper has examined the similarities and differences of the nominal functions of infinitive subordinate clauses between English and Albanian languages. The examination is based on the structures and functions of infinitive subordinate clauses in both languages. This research came to the following conclusions:

The contrastive analysis of the English nominal infinitive subordinate clauses and their Albanian correspondents based on the examples which were found in the three selected literary works such as: "The Old Man and the Sea" by

Ernest Hemingway and the translation of this novel "Plaku dhe Deti" by Ismail Kadare; "Emma" Jane Austin and its translation as "Ema" by Ledia Dushi and "White Fang" by Jack London which is translated into Albanian as "Dhëmbi i Bardhë" by Bujar Doko has proven that the number of differences over rules the number of similarities. Most of the examples found show that the English nominal infinitive subordinate clauses differ both in structure and function from their Albanian correspondents. Structurally, unlike English they become finite clauses, relative clauses, main clauses or phrases. Some Albanian correspondents differ just in terms of structure as the subordinate clauses in both languages perform the similar function or they differ just in terms of function as the subordinate clauses are similar in terms of structure. A few similarities have also been found. The subordinate clauses in both languages are similar structurally and functionally.

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Open education

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ABSTRACT

Models of open education in schools that are practiced in recent times and are considered successful because the systems are more organized, strengthen the community and young people but also encourage others to try it, respect it and adapt to it to benefit from sharing experiences of all involved in the process of open education, as well as to work on the development of local communities and society as a whole in any way. Attention is paid especially to the individual, regardless of whether they are pedagogues, teachers, students or unemployed rather to anyone who can notice changes in their environment but also who wants to influence on them. Open education opens the possibility for an individual to learn anytime and anywhere with anyone's support and with the help of any device.

When it comes to upbringing and education, we can say that it went from a traditional to a modern school. It makes the modern school different by introducing innovations in teaching. Also, the school sees progress where the theory of equal opportunities for all is being created, which ranged from the integration of some rejected and neglected groups until inclusion.

In this paper, we want to emphasize that as an innovation in society on the one hand and innovation in school is the integration and inclusion of marginalized groups. "In order to see the individualization of teaching in the light of the concept of inclusive education, it is especially important, first to make a conceptual and essential distinction and then to think about the permeation of elements of these concepts (phenomenon))" (Milinković, M., 2008: 8).

The family has always, in a greater or lesser extent, influenced on social changes and due to the progress of humanity, there is a change in the individual plan of parents in terms of the need for new education, work, statute in society etc. No matter what the changes are, they change the way of life of both parents and children. With the emergence of the need for institutional admission of children in educational institutions, there have been some changes in the family and social field, which has led to changes in the work of institutions. The modernization of schooling itself brings an improvement in the education of parents, who become more informed and instructed in children's development.

In order to ensure a better and more interesting stay in school for children, it is important to establish cooperation between parents and teachers i.e families and schools, where it is necessary to invest time, effort, knowledge, that there is tolerance, understanding and a genuine desire to put it all into practice. Since the school and the family home are places where children are brought up and educated, this cooperation must not be absent, because it is an important factor in the development and success of the child.

Cooperation between parents and school has long pointed to various forms that are called modern and traditional forms in the literature and many studies have been conducted on this topic where it is investigated at what level these collaborations are and to what extent they affect the success and development of the child. The family and the school, as well as the parent and the teacher are the most important subjects in the upbringing and education of the child, so they should be jointly instructed in the development of partnerships. Therefore, we analyzed the forms of cooperation, the needs of cooperation, the importance of cooperation, development and strengthening of cooperation, as well as the advantages and obstacles in creating partnerships between family and school. Establishing partnerships has a positive effect on children whose families actively participate in cooperation with the school.

Keywords: open school, open education, inclusion and integration, cooperation of family, schools, communities and societies.

INTRODUCTION

1. OPEN EDUCATION

In recent times, it is often talked about open access to education, where are used the terms open education, open courses, e-learning, open educational resources, which differ from each other. Open educational resources as a term was first used in UNESCO in 2002. on their forum. According to Butcher, open educational resources cannot be equated with open learning or open education, because they are not limited to openly available resources in education, but implies the implementation of the entire online system of openly available education and training focused on students and their needs, removing any obstacles.

We consider that open education together with open educational resources will greatly contribute to overcoming the differences between rich and poor, both people and countries, as well as that it will improve the quality of education and greater inclusion in independent education. We can say that an open approach is of particular importance for the successful development of science, because it accelerates the flow and availability of information, encourages, enables and accelerates multidisciplinary research, increases visibility and impact of results, while encouraging their quality and relevance. „Open access is free, with no payment required and uninterrupted online access to digital and educational information and content that allows reading, storing, distributing, searching, retrieving, indexing or other lawful use of that information and content." (Bekić, 2012:4). Also, Bekić points out that awareness should be raised about how important and what are the advantages of open access not only for academic citizens, but also for the wider community.

As we find in the literature, open education is primarily intended for the individual, regardless of whether they are pedagogues, teachers, students, unemployed, but for anyone who can notice changes in their environment, but also who wants to influence them.

Since the notion of „open education" is more recent in the literature, we will briefly explain this notion. It often happens that school systems change in many countries, but the concept of open education „represents a response to the challenges that global society poses to the school system" (Tobudić, S. et al., 2011: 10). This process of open education appeared in the United States in the 1930s, as well as in Great Britain, while in Western Europe, despite many attempts, it was not until the end of the twentieth century that these models were supported by the authorities in some countries. Many donors and NGOs have contributed to bringing the concept of open schools to life in Eastern and Northeastern European countries, through the process of democratization of economic and social institutions.

2. OPEN EDUCATION IS LEARNING FOR EVERYONE

Let's start with a folk proverb that says - a person learns while he is alive, in that context we state that it is actually one of the basic principles of open education where we are exposed to learning continuously throughout life. Some equate education only with formal education and the period of life spent in schools. We are of the opinion that we should understand learning as a need for lifelong learning for everyone, regardless of their age, origin, wealth, needs, status in society, so that they can more easily take control of their lives and be able to make decisions about their future.

„Open education enables all people to learn anywhere, at any time, with any device, and with anyone's support" (European Commission, 2013). In open education, we can also talk about the fact that different learning materials can be used, ie contents, which are in the literature under the name „Open Educational Resources (contents)" (OER). „OER are materials for learning, teaching and research and all other educational materials that are publicly available

and available with an open license that allows free access to these materials, their use, adaptation and redistribution." (UNESCO, 2012).

According to Tobudić and associates, open education is based on the fact that „the key to solving problems in a certain community lies within that community." One learns constantly and from everyone through interpersonal relationships. Although these informal skills are not acquired in schools, they greatly help the individual to successfully achieve interpersonal relationships in society. such skills are needed to be used and improved, where the role of the teacher becomes very important, where the teacher becomes a person who encourages knowledge and this is also the concept of open education.

„Open education represents the full and appropriate use of all resources in terms of facilities, materials, services" (Tobudić, S. et al., 2011: 11). All educational institutions and all their spaces should be used to the maximum by all persons in the community, and especially parents should be involved in the work of the school, in order to contribute to the progress of education with their knowledge and skills. With this approach and contribution, open education enables all members of the community to make decisions about their destiny in the community in which they live.

One of the most important things of open education is empowering all citizens to have a clear picture of their capabilities but at the same time to acquire skills that will enable them to integrate freely into society. In this way, it will empower the entire community. If they empower themselves, they become ready to work on solving the problems that are posed to one community.

3. OPEN EDUCATION IS AN OPEN SCHOOL

As we have stated on several occasions in some works from pedagogy that traditional schools strive for change, especially referring to the fact that they are closed and focused on the realization of curricula and attention focused on the teacher as the main factor in the teaching process. The concept of open education and its goals can be best implemented if traditional schools are transformed into open schools, where the importance of inclusion in education, for more efficient education of children, as well as the family and the environment should be understood.

Many facts suggest that schools are best suited to run open education programs, although some authors find that other institutions as well can be open to the community. Here we present some of the reasons why schools are the most suitable resource for open community centers:

- They exist in almost every neighborhood and every community no matter how small it is,
- They represent the largest share in the demand for clear funds in most communities,
- They are owned by the community,
- Based on what we have stated they should be available to the community at all times throughout the year and to each person,
- The centers should be managed by a community by professionals and through organizations,
- They represent a great public potential, both physically (equipment, premises) and in human beings.

The differences between a traditional and an open school are huge, where we will state that a traditional school has only one goal and an open school has multiple goals. An integral part of working for an open school is to connect resources with the community, which also distinguishes it from a traditional school. In addition, open schools use resources to relieve school staff and give them a chance to respond to the challenges that students bring to school and and build networks and relationships that encourage learning while creating opportunities for young people to strengthen their community.

It is logical that if we want to respond to the goal set by the community we can use some of the models of open schools that exist in large numbers in the world. Here we represent the division given by Tobudić and associates in their book:

1. Nurture partnerships - partners share resources and knowledge in the design and implementation of open schools,
2. Share responsibility for results - clear, jointly determined results drive the work of open schools,
3. Set high goals for all - open schools are organized to support learning. Children, young people and adults learn to high standards and are expected to be active citizens of the community,
4. Rely on the strength of the community - open schools draw resources from the whole community, from its people, organizations and the school itself,
5. Accept diversity - open schools know their communities. They work on developing respect and a strong positive identity of people who have different backgrounds, but who are committed to the well-being of all.

Based on these models, we can conclude that people have different views and interests, and thus the need is created for the institution to protect the rights of all people and enable them to live in peace all together.
The concept of open education enables decentralization, so that power, obligations and responsibilities can be redistributed in a community in which such a concept is applied, because the premise is that each individual should be active and ready to take responsibility with the desire to advance through their efforts and contribution.

The situation in today's schools can be said to be inflexibility and unwillingness to respond adequately to changes in educational policies and systems, as well as the implementation of information technologies and new approaches to teaching, where students would be placed in the center of attention. Then, insufficient investment in teacher training, especially for the acquisition of digital competencies and evaluation of their work in teaching..

Another situation in schools is that educational programs are not adapted to the needs of the market and students do not acquire the skills needed for lifelong learning for the 21st century, while innovative learning methods but also the application of technologies in teaching largely depend on the teacher himself and his training to work.

4. OPEN EDUCATIONAL CONTENT

Open educational content are materials for teaching, learning and research in the public domain or are available under a license that allows the user to freely use, adapt and ultimately allows the possibility of distribution. These can include entire courses, learning materials, collections, journals, and software. Content published in this way can contribute to the development of open education, which aims to provide access to education to all interested parties, regardless of their country of origin and financial resources.

The question is where they can be found and at the same time where open educational content can be published. We are witnesses that nowadays it is used more and more, but most of the time it is used for searches, which is a way in which we can find a large number of educational contents. Before using, modifying or further distributing educational materials, it is recommended to check the license, as well as to check the restrictions related to their use. If you have created educational materials and want to publish them publicly, you can do it on any website. When publishing, the terms of use should be determined and copyright protected.

5. INTEGRATION - INCLUSION

At the beginning, we will explain which groups of society we can include under marginalized groups. These are primarily persons with disabilities and mostly Roma who are not included or a negligibly small number of children do not go to school. Next, we will explain the concepts of integration and inclusion. There are many ommissions or

failures in the organization, as in the approach in education systems, which makes it difficult or inaccessible for this group of children to attend education. „Due to the consequences of prejudice, discrimination and physical maladaptation of the environment, Roma and persons with disabilities are in a situation of difficult opportunities for education, employment, thus they remain at the lowest level of society." (Milinković, M., 2008: 7)

In developed societies, a model of integration is emerging, which includes the inclusion of children with small developmental difficulties in regular schools in different ways: - in special schools with a special curriculum, - in special classes of regular schools or - in regular schools in the same class where the curriculum was not in line with their abilities, nor was there enough support from the teachers and thus their success was lower than other students.

As we find in the literature, integration refers to the sharing of common space and some activities in a certain period of time and under the supervision of those who do not have developmental difficulties. While integration involves targeting an individual or a small group of students for whom a curriculum needs to be tailored, specific tasks are assigned or a teaching assistant is actively involved in the same class.

In the last century, a large number of movements in the world in the field of education appeared, and in the middle of the last century an inclusive movement appeared, whose idea was the affirmation, advocacy and realization of the right to education for all, regardless of their differences guaranteed by the Convention. rights of children from 1989, as well as in many other declarations. "Inclusion is, at the same time and in fact in its essence, a movement in education that today unites different and numerous strategies, methods and techniques for developing quality, open and fair education." (Ćirović, D ., 2008: www.inclusion.org)

In order for inclusive education to be applied, a number of preconditions need to be fulfilled. One of the most important is certainly the individualization of teaching, where Milinković states that the individualization of teaching is a precondition for the concept of inclusive education to become a practice.

CONCLUSION

The situation among the population, which is becoming poorer and more indebted every day, has a great impact globally, observing the changes in the education system in many countries, especially in the Balkan countries. Reading about open education, we come across that education systems are inadequate, that residents face a large number of social problems and changes, about the needs of school and education itself, but also society as a whole, about enabling children and adults to learn what they need to adapt to change while overcoming these problems.

The existing needs in current education are a sufficient reason and conditions for the concept of open education to be successfully applied. This model of education represents an opportunity to urge, encourage and provide an opportunity to actively empower everyone in the community. This can be done through a more open approach to young people, other groups and individuals who are more or less neglected.

We believe that if we put the school in the center of the community, so that it is always available to everyone, where we will encourage everyone to get involved, become active and responsible towards the environment therefor the concept of open education makes it possible. This means that they will be able to meet their needs with their commitment.

In order to live in an ideal society, where every member of the community will be satisfied and a society that has an ideal environment, individualization should be considered indispensable in teaching. We believe that educators, teachers and students in the classroom are important factors for a successful inclusive environment. Awareness of the individualization of teaching of all competent authorities, especially pedagogues and teachers, can help the integration of persons with disabilities and the Roma national community in the course of social events and in education.

Because of all that we have stated, the development of partnership relations between the family and the school is a change that in the concept of open education will lay a strong foundation of positive results in the education and

development of children. Parents and teachers need to work together as best they can and more than ever but success will be greater if parents and teachers understand each other, support each other, respect each other, without prejudice and have common goals. The initiative can come from both the parent and the teacher, without neglecting or putting the parent in the background.

That is why it is important to have a friendly relationship that parents and teachers should establish, to be equal, to listen to each other, to agree with each other, because the child will benefit the most from that. In order for such cooperation to occur, appropriate conditions for successful communication should be established and existing forms of cooperation should be improved, and at the same time new forms of cooperation should be devised where the parent will be more involved in the work of the school.

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The phoneme / y / in the speech of Bujanovac and its surroundings

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Abstract

The municipality of Bujanovac is a municipality in the Pcinja district in southern Serbia. This municipality is bordered by Kosovo to the northeast, the municipality of Presevo to the southeast, Macedonia to the southwest, the municipality of Vranje to the northwest and the municipality of Targovisht to the southwest.

The aim of this paper is to research the dialects with which our respondents realize during their stories in the use of the vowel / y /. The focus of the research will be the spoken varieties of resident residents of this area. Their selection was made on the basis of sociolinguistic components, such as: age, gender, education, place of residence. The research includes those aspects of language (sounds, words, word forms and constructions) that are considered essential for the definition of a language system and give this paper the status of a special variety in the Albanian language.

The research will be based on a certain corpus of stories recorded in the territories of Eastern Kosovo. This is in order, through the descriptive approach, to identify and describe, on the one hand, the linguistic variables that characterize the linguistic variety of that area. Thus, the degree of linguistic influence of one variation on the other is mutually investigated, while certain linguistic elements, according to the statistical approach, are also investigated in terms of the density of their use. The results of the research of this quantitative study, derived on the basis of statistical data, as well as their interpretation, lead us to the answers to the questions raised.

Keywords: *Praat, intensity, length, frequency, comparison.*

Functional values

The phonological contradictions of the phonemes / y / in the speech of Bujanovac and its surroundings are few in number, because the phoneme / y / in many villages of Bujanovac does not exist in pronunciation, is used relatively little, and instead we have the phoneme / i /. Out of fifty interviewees in this area, 15 respondents use it, 28 respondents do not use the vowel / y / and 7 of them in some cases use it and in some cases replace it with the phoneme / i /.

Articulating and acoustic features of the phoneme / y /

The phoneme / y / is a vowel which in the dialect of Bujanovac and its surroundings entered the order of short oral vowels. From the position of the tongue in relation to the palate and the place of narrowing of the oral space, the phoneme / y / is classified in the order of the front vowels and is an open vowel.

2.1 Phonological contrasts between the vowel / y: / - / y /

The phonological contradictions of these phonemes are encountered only in the middle and at the end of words. The pronunciation of this phoneme also determines the meaning of the word or in some cases the gender. Eg

Hy: n– hyn (they enter, you enter), Mby: t - suffocate (he was suffocate, you suffocate).

Qy: sh? - since (the first case is used as a question, the second case synonymous with the name skirt).

Ly: p - beg (with beg - beg (search)). Two: two (two: girls, two boys)

Ly: n - t 'ly: n - tly: n (first and second verb case, third case noun (synonymous with the word fat)).

2.2 *Phonological contrasts between the vowel / y / - / i /*

This type of opposition is quite present in the dialect of Bujanovac and the surrounding area

where a large percentage do not use the vowel / y / and it results in / i / this opposition is

otherwise known as the opposition of the vowelized and non-vowelized vowels. Eg

Hyn - hin (hyr), Kthy- vegeri, Gjysmë - gjims, Qysh - qish (si), Eyes - sit, Yllkës - Illkës,

Gjyshja - gjishja, Mbytësh - mitës, Frymë - frim (odor), Pëlqy - pëlqi, Dy - di, Dymi - dimi,

Ymiz - imiz (hope), Hysen - hisen, Ky - ki, Aty - ati

2.3 *Phonological contrasts between the vowel / y / and the vowels / o: /, / a /, / e /*

The phonological contradictions between these vowels are found in the Gegërisht dialect. These

contradictions are also realized in the dialect of Bujanovac and the surrounding area. These

contradictions are usually realized in the middle and at the end of words.

Lyp - lop, Ky - ka (ox as a noun and ka as a verb), Throat - luck, Rryp - rrap (interjection rrap)

Aty- ata, Dysh - desh.

Analysis with the Praat Program

When analyzing the words, we selected each group from a word that the respondents used the most.

- In the first group of women we analyzed the word grandmother, (with four respondents who use the vowel y, and two respondents who occasionally use the vowel i as the opposite of y, while two respondents of this group do not use vowel y).

- In the second group of women we analyzed the word grandmother again, (with three respondents, while five of them do not use the vowel y)

- In the third group of women we analyzed again the word grandmother (with one respondent, while seven of them do not use the vowel y).

P.s out of twenty-four respondents, fourteen did not use the vowel y, two respondents occasionally contrasted the vowel y with the vowel i, and eight respondents used the vowel y.

- In the first group of men we analyzed the word grandmother, (with three respondents using it, while four of them occasionally use the vowel i as a contradiction of y.

- In the second group of men we analyzed the word dymi (with four respondents, while six of them do not use the vowel y).

- In the third group of men we analyzed the word hyne (which is used only by one respondent who occasionally uses the vowel i as the opposite of y, while eight other respondents do not use the vowel y).

P.s out of twenty-six respondents, fourteen of them did not use the vowel y, five respondents occasionally contrasted the vowel y with the vowel i, and seven respondents used the vowel y.

During the analysis with the Praat program, we will look at the values of height (F1, F2) and physical intensity (dB) that the program gives us.

1. The first group of women that includes the age of 13-27 years, where there are a total of

eight women, six of them use the vowel y, the word / grandmother /, came up with these

results of height (F1, F2) and physical intensity (dB) , for the phoneme (y).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	6	602.6157	922.3372	1234.1697	387.4777
F2	6	922.3372	922.3372	2329.7188	277.5117
dB	6	50.0000	71.78000	61.1116	8.6922

2. The second group of women, which includes the age of 27-54 years, where there

are a total of eight women, the vowel (y) is used by only three women in the word

/ grandmother /. The pronunciation of the vowel (y) came out with these results of

pitch (F1, F2) and physical intensity (dB).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	3	728.43851	922.3372	849.6911	127.2230
F2	3	922.3372	922.3372	2242.9658	539.3869
dB	3	51.4900	59.4000	56.5966	4.4295

3. The third group of women, which includes the age of 55-88, where there are a

total of eight women, only one of them manages to pronounce the vowel (y), in

the word / grandmother /.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	1	675.1984	675.1984	675.1984	.
F2	1	922.3372	922.3372	2075.3096	.
dB	1	51.3600	51.3600	51.3600	.

The graph shows the average value of the three units (F1, F2, dB) extracted from the SPSS program, for three groups, when pronouncing the phoneme (y).

The graph extracted from the Excel program is presented in this form:
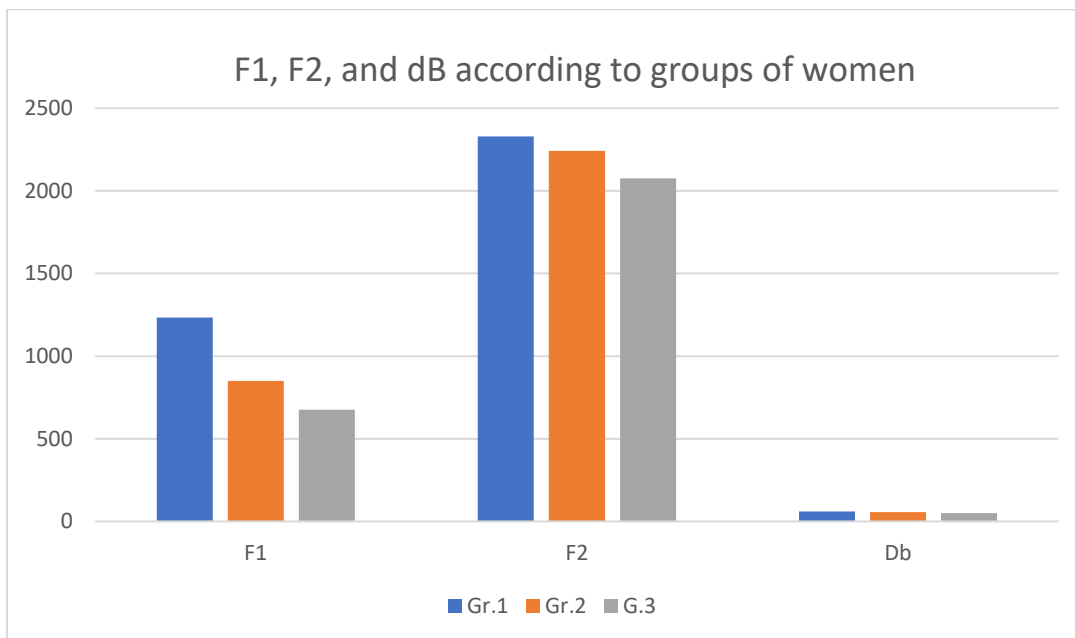
According to this result derived from the female gender, we see that the highest value of f1 is in the first group, the highest value of f2 is presented again in the first group, and the physical intensity (dB) does not differ so much between groups.

1. The first group of men includes the age of 13-27 years, whe re there are a total of seven men. Seven of them have used the vowel y, in the word grandmother, but in this group are differentiated four people who occasionally do not use the vowel y use and replace it with the vowel i. This case occurs in the villages: Turi, Tërnoc, to the younger generation.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	7	455.1054	922.3372	714.4382	174.8950
F2	7	922.3372	922.3372	1865.1610	269.5677
dB	7	50.00	64.3300	56.7357	5.4819

2. The second group of men includes the age of 28- 54 years, there are a total of ten men. In this group the vowel y is used by only four respondents in the word dymi. Six of the respondents contrast the vowel y with the vowel i.

| Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	4	493.5294	922.3372	842.2830	235.5216
F2	4	922.3372	922.3372	1543.8073	248.8661
dB	4	57.7000	65.8400	62.6975	3.8492

3. The third group of men includes the age of 55-88 years, where there are a total of nine

men. Out of the nine respondents only one of them uses the vowel y, in the word entered.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
F1	1	577.1257	577.1257	577.1257	.
F2	1	883.9355	883.9355	883.9355	.
dB	1	53.3600	53.3600	53.36000	.

The graph shown shows the average value of the three units (F1, F2, dB) extracted from the

SPSS program, for three groups, during the pronunciation of the phoneme (e).

The graph extracted from the Excel program is presented in this form:
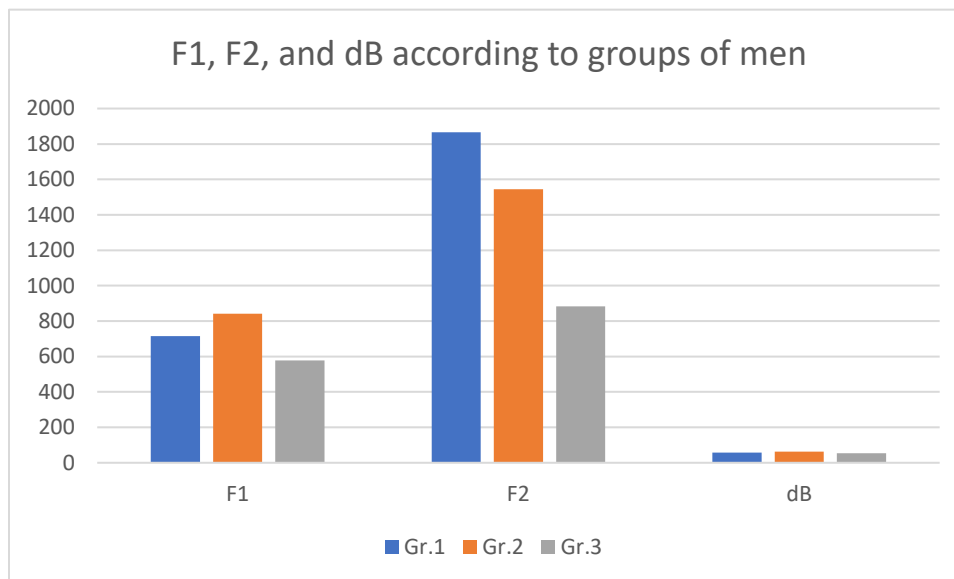
According to this result derived from the male gender, we see that the highest value of F1 is in

the third group of old age, the highest value of F2 is presented in the third group and the first

group, and physical intensity (dB) there are no such large differences between the groups but a

larger percentage is in the third group.

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