

ON THE TEACHING OF THE STANDARD IN MOTHER LANGUAGE BOOKS IN AMU.

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ABSTRACT

An issue that has become worrisome today in our schools is the possessing of the standard, especially in written Albanian in various speeches to students. The concern relates to the finding that left much to be desired in the spelling of words in various languages. Incorrect use or avoidance of rate spelling are different types, but we will get specified to errors encountered mostly in the writings of pupils, exactly the wrong use of the vowel e- terminal.

Why is it so disturbing this problem? Where do we recognize it? What are the causes that lead to wrong uses of standard or avoidance of rate spelling? Does curricula and curriculums offer a clear picture of theoretical and practical criteria of good quality acquisition for a precise written Albanian language?

Does the text of the Albanian language offer the possibility that the student year after year gain the skills needed for a precise written Albanian language?

These questions such problematic that comes as a result from the recognition of the problematic situation regarding the possession of the standard written Albanian writings of the different school, homework, essays, exams, etc., have oriented our paper.

Key words: teaching, standard, curriculum, spelling, phonics

ENTRY

The point of this work is to tell the formation of expressions in writing correctly and without mistakes needs not only knowledge of the standard structure of Albanian grammar, but also persistent and systematic work, this seen in different writings of students (home-work, class-work, written work) for grades 6,7,8 nd 9.

The process of standardization of a language, the writing norms take a central place, tending to them. The direct connection with possessing this norm and possessing the standard as a whole, we have seen in experience. The high and low performance of the writing norm is a teller of a competence with shortcomings and low of the standard as whole.

This problem we have evidenced in different works and written work of pupils. This work is focused and directed with chosen rules in the release of "Drejtshkrimi i gjuhës shqipe" in 1973, from which we have detached only the rules about the use of the –ë vowel in all the cases like down below:

- ❖ Vowel –ë prefix
- ❖ Vowel –ë post-emphasis
- ❖ Vowel –ë terminal

We will see how the albanian products from one school to another, from one class to another and from one pupil to the other will be offered. After presenting the factual material, written quantitative research of students, classification and analization of albanian facts we will try to achieve the planned expectations at the top of the beginning:

1. Keeping in mind the planning and the workload for spelling hours.
2. Reflecting on the information taken from the pupils work to encourage the right solutions.
3. Finding methods to direct the teaching of spelling towards improvement and adapting the reality of the new changes.
4. These expectations can lead us to improvement of this documented condition to emphasise more than what is given until now to spelling in a close connection with grammar and spelling the right way.

THE OBJECT OF WORK

1. To give a presentation of the given data in connection with possessing the standard Albanian in writings of the pupils in grades 6,7,8,9, and to create a clear idea for those.
2. To analyse the mistakes in the writings of the –ë vowel in three important cases of the usage of it.
3. To reflect on this data so that we can contribute and ask the right way for the reduction of the deviations.

Metodology

- ❖ Exploration: different writings of pupils of different classes (rural and urban) have been viewed.
- ❖ Classification: mistakes and avoidance of spelling that pupils have done for the –ë vowel have been classified by the certain rules of spelling in different writings of pupils in grades 6,7,8,9.
- ❖ Analytical: Mistakes in writings of pupils have been analized according to the rules of spelling.

I: Pedagogical view on standard Albanian in school lectures.

1.1 On writing according to the spelling norm

Writing not only is a means of communication but it is a process, in fact a lng process that needs work. When you communicate through writing we have only one key element, words, a help to organise them in a logical way, punctuation, and also knowledge of spelling that definitely reinforce that expression: *write clearly, beautifully and without any mistakes.*

In school writing is a necessity but also an internal need where the pupils write because “*they are forced to*” (home-work, writring works etc), but they often write started of desire. In all of

the cases, it is important for pupils, to understand that the best way to learn the ability to write correctly, is by writing in the standard Albanian, where *the norms of spelling makes the direct reflection and the most emotional possession and the use of the standard as a system with the greatest functional extent in our society*¹. But the expressions of writing can't be learned fastly and easily.

*'Expressions of writing without mistakes are formed in a certain way almost unconsciously in a very young age'*², this coincides with the primary part of the 9-year. So if the pupil doesn't understand correctly and clearly these expressions in the early phases of tuition, he will have a lot of difficulties to correct the wrong expressions and to learn new ones.

The question is born: Why does this happen?

This is explained with the psychic features of the age, because at children mechanical memory prevails and this later is replaced with the logical one, where the rules are learned with systematic work and deliberate effort.(citation from psychology)

Emphasising that embezzlement of the rules of spelling and their implementation in practise are not the same things. This is seen in different writings of pupils, home-work, dictation, where the avoidance from the norms of spelling are a lot, especially in the writing of the –ë vowel.

We are giving examples of exercises and literary piece to understand how pupils write:

Example 1.

- □ *This year's winter was very long.*
- □ *When the little one learns faster. Even a small child has his rights*³

Example 2.

□ *Daylight slowly dissipates. Water rests and sleeps again. Every now and then a fish and another, sound the water.*

Example 3.

When he woke up he heard the sound of the waves, but he didn't believe his ears. It seemed to him that he was in a dream. There was a lot of waves. He swam easily, easier than any other time.

Example 4

These are the tasks that good people have given me, because only they can set tasks. You have to have an idea of how art was valued at the time. If he could not solve then I will start to doubt.

¹ Toska.T, '*Shqipja standarde ne ligjerimet shkollore*' kumtese... cit,..pg.1

² Memushaj.R, Standard Albanian, *Si ta flasim dhe ta shkruajme*, Toena, Tirana 2005

³ Look '*Gjuha Shqipe 6*' Albas, Tiranë 2010... exercise 7 pg, 221

From these examples we see pupils write with a lot of spelling mistakes, they don't write words with the ë vowel how they are supposed to. But we will see a lot more examples where this vowel not only is missing but it is also added, or if we have more problems with the usage of it that we will see later on.

1.2 Spelling classes in the curriculum "Albanian language 6,7,8,9", relevant objectives

A teacher in education is driven by goals, the planned objectives for each subject so that he needs to be prepared for an intensive and preview work. In education to put over objectives means to specify in what condition will the pupils learn, what facts, concepts, abilities and skills.

Precisely objectives are a guidance for the planning of learning together with *'the procedure of education, learning and evaluation constitute what today's methodology is called 'the magical triangle''*⁴.

To organize and to do this work with success, it is necessary that the teacher knows well the program of classes, to know in a deep way the requests of this program of each class, to rely on the spelling knowledge that the Albanian texts have, to study the additional Albanian materials for the problems that he will develop in class.

In the study plan of the Albanian language subject the place that the 6,7,8,9 grades hold for the spelling hours for all the learning structures is just like down below:

1. For the sixth grade, a total of 175 teaching hours, including 10 hours of orthography.
2. For the seventh grade, a total of 175 teaching hours, including 9 hours of orthography.
3. For the eighth grade, a total of 175 teaching hours, including 12 hours of orthography.
4. For the ninth grade, a total of 175 teaching hours, including 10 hours of orthography.

If we examine carefully, the hours allocated for orthography are not in a considerable number, but an attentive teacher can use a significant portion of the available hours from the free hour fund for various orthographic exercises or even dictations. What remains afterwards is the task of the students guided by their teachers.

I will specifically outline the specific objectives related to the student's writing for grades 6, 7, 8, and 9 of the 9-year cycle. These objectives include⁵:

- ❖ To correctly write words that have the vowel "ë" in different positions (in the body and at the end of the word) - Grade 6.
- ❖ To respect the rules of orthography and punctuation in various writings - Grade 7.
- ❖ To write the vowel "ë" correctly in the body of the word - Grade 8.

⁴ Gjoci, P. "Metodologji e mesimdhënie" Rama, Graf. botimi i dytë, Elbasan, 2014

⁵ The learning program for the "Albanian language" subject in 6,7,8 grade

To write correctly the names ending in -ër, -ërr, -ël - Grade 8.

Meanwhile, the teaching objectives regarding the orthography of the vowel "ë" for grade 9 are more extensive since here the knowledge is expanded. They include⁶:

- ❖ To write with the final vowel "ë" the names of females, males, surnames, and pronouns - Grade 9

To write correctly compound words where the second word starts with a vowel - Grade 9.

As evident from these objectives, knowledge about orthography is not presented here as discrete elements, as is the case in the lower cycle, where words are treated as isolated components. Instead, the objectives justify orthographic solutions based on the respective rules. It is understood that students not only acquire knowledge but also practice applying it to develop the necessary skills in adhering to each rule. This implies that for each orthographic solution, the student refers to the rule, verifying the answer. However, this process does not end there because gaining proficiency does not simply mean acquiring the right expressions but also using them appropriately in writing according to orthographic norms.

Theoretical Overview of the Relationship between Orthography and Standardization in the Albanian Language

2.1 Principles Supporting Albanian Language Orthography

The significant role of Albanian orthographic rules in anchoring the standard is well known. However, mastering orthography does not imply mastery of other norms of the standard language, and orthographic rules cannot be assimilated independently of other norms. On the contrary, *'orthography ultimately reflects what has been achieved in the phonetic, grammatical, and lexical structure of the standard language'*⁷.

Another principle on which orthography relies is morphological, also known as morphematic, which requires maintaining the unity of morphemes in writing in all cases of their usage, regardless of phonetic changes.

⁶ The learning program for the 'Albanian language' subject for the 9 grade.

⁷ A.Kostallari, the journalist tribute, 1974, nr.3, vep..of cit.Rami Memushaj. 'Shqipja standarde, Sita flasim e ta shkruajme', Toena, Tirane 2003

Another foundational principle for orthography is the historical-traditional principle, implying the preservation of the traditional way of writing, even though pronunciation has diverged considerably. This means that words are no longer pronounced as they were written in the past.

Moreover, we cannot overlook the historical-traditional principle, as it is not only connected to the linguistic heritage from the past but also to the interaction between literary variants and different dialectal bases that have entered the standard language. Words and groups of words, whose orthography today cannot be included in the systemic general type, have been influenced by this interaction.

Thus, the application of the two principles (phonetic and morphological) for the same phonetic conditions and the same words during word formation appears in this case:

a) Phonetic principle: "anë-i anshëm" (ë changes to 0).

b) Morphological principle: "anë-anëtar" (in contrast to the pronunciation)⁸.

As we observed, the connections between these principles are very close and mutually supportive. The intersection of the phonetic and morphological principles is applied particularly in the orthographic rules provided for the vowel "ë." For example:

The replacement of the vowel "ë" with zero is seen in connection with the phonetic position of "ë" in the word (in pretonic and post-tonic positions). Therefore, for the replacement of the vowel "ë" with zero, orthography relies on the general literary pronunciation based on the phonetic principle.

In conclusion, orthography, supported by each of these principles, becomes simpler and more practical.

The causes that lead to the establishment or incorrect use of the orthographic norm.

The formation of stable orthographic expressions, as mentioned earlier, is a long and difficult process that requires planned and systematic work from both the teacher and the student, and it also requires time.

Despite the significant effort made in our schools for this purpose, weaknesses and shortcomings in the acquisition of spelling are also observed, especially in the use and writing

⁸ The Academy of Science "Kongresi i Drejtshkrimit te gjuhes shqipe" Tirane,1973,cit,pg,68

of the letter "ë," where students make numerous mistakes. The causes of students' weaknesses in spelling are numerous and varied.

One of the reasons for incorrect use of the standard or deviations in the use of the letter "ë" is the predominance of the spoken (and heard) form of the word and word form over the written one. Thus, in writing, errors and deviations from the orthographic norm *"occur because the Albanian writer uses, during the mental and physical process of writing, the image or acoustic figure, and not the graphic image and figure of the word form"*.⁹

To understand the reasons for harmonizing pronunciation with writing in Albanian, one needs to look at the early stages of education, especially in the teaching of initial writing (using the alphabet). Thus, *"the formation of these expressions depends to a large extent on the ability of children of this age to photograph the word and memorize its forms."*¹⁰

Therefore, the work of the Albanian language teacher should be significant from the first grade onward. Other causes of errors and deviations from the orthographic norm include:

- The level of the student's academic and cultural achievement.
- The social group to which the student belongs.
- The territory or region they come from.
- Family background, etc.

However, these causes are not the only ones, as one must also look at the incomplete work of the teacher. Such factors include:

- The absence of a comprehensive and scaled system for the entire work with spelling rules to identify and specify students' errors for each class.
- The lack of continuity and the failure to create a system of exercises based on previously acquired knowledge.
- The absence of criteria in the selection and use of diverse methods and forms for the presentation, reinforcement, and repetition of spelling rules.
- The individual work of students, the lack of willingness, and the careless completion of various tasks.

⁹ Teuta Toska "Shqipja standarde ne ligjerimet shkollore" pg.1

¹⁰ Rami Memushaj, "Shqipja Standarde, Si ta flasim dhe ta shkruajme" cit. pg.49

These are some of the reasons that lead to the incorrect use and establishment of the orthographic norm.

The reasons for the rootedness of such a self-tendency to harmonize pronunciation with writing certainly need to be sought in the early stages of education, especially in the teaching of initial writing (through the alphabet). In the monograph on alphabets in Albanian, authors Osmani and Kazazi refer to alphabets as *"carriers of the common alphabet, representatives of the norm of literary language."*¹¹ Kolë Xhumari, a well-known author of the primer text, while explaining the type of methods for teaching initial writing and reading, expresses: *"The Analytic-synthetic method, used in our country for 45 consecutive years for the teaching of reading and writing, relies on the phonetic values of the language, so the process of analysis and synthesis is done only through pronunciation and listening... And all of these (the process of analysis from the sentence to the sound) only through listening, clashes with the psychological characteristics of the child."*¹²

Although we believe that the data is limited (for the scope of this research, the investigation of the orthographic norm requires a broader numerical and geographical extension, according to us), initially, they are acceptable to present an overview of the state of mastery and use of the standard, the problems arising from this situation, the solutions that need to be encouraged, etc. From our perspective, this information will stimulate a future experiment with a broader scope, which will include data that differentiate the subject, his social group, the territory he comes from.

Presentation of numerical and statistical data regarding the establishment of the standard, the level of academic and cultural achievement, and material background.

4.1 Data from the sixth grades collected from schools in rural and urban areas regarding the use of the letter "ë."

In the following tables, we will provide data from the numbered texts for the sixth, seventh, eighth, and ninth grades collected from schools in rural and urban areas for the use of the letter "ë" in its unmodified form. N represents the number of elements after quantifying all the utterances of the classes: the number of spelling errors for each rule when a letter is missing,

¹¹ Shefik Osmani, Njasi Kazazi, Abetaret Shqipe dhe trajektorja e tyre historiko-pedagogjike, Tirane, 2000 pg, 21

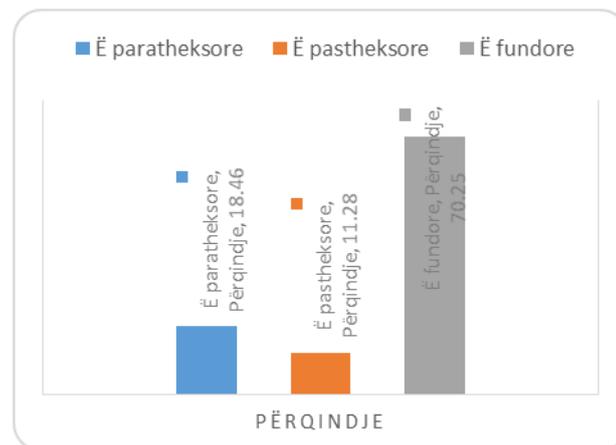
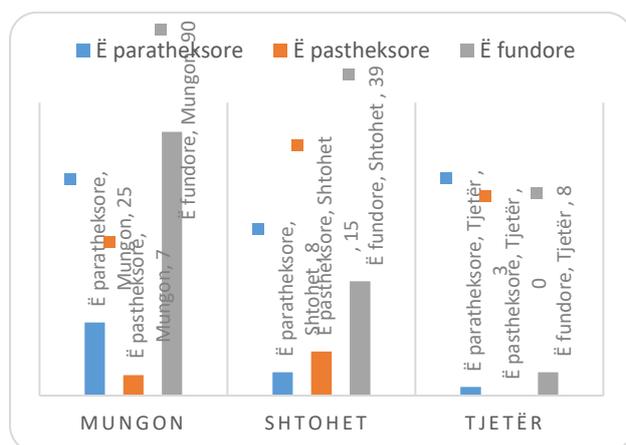
¹² Kole Xhumari, Abetare-Libri i mesuesit per klasen e pare, Shtepia Botuese e Librit Shkollor, Tirane, 1995 pg, 12-13

added, or replaced by another. The data is presented in percentages, comparing the total number of errors with the number of errors for each rule.

A- Data from the sixth grades collected from schools in rural areas: sample = 30 subjects; N1 = 4571

Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	25	8	3	36	18.46
It is post-emphatic	7	15		22	11.28
It's final	90	39	8	137	70.25
Total				195	

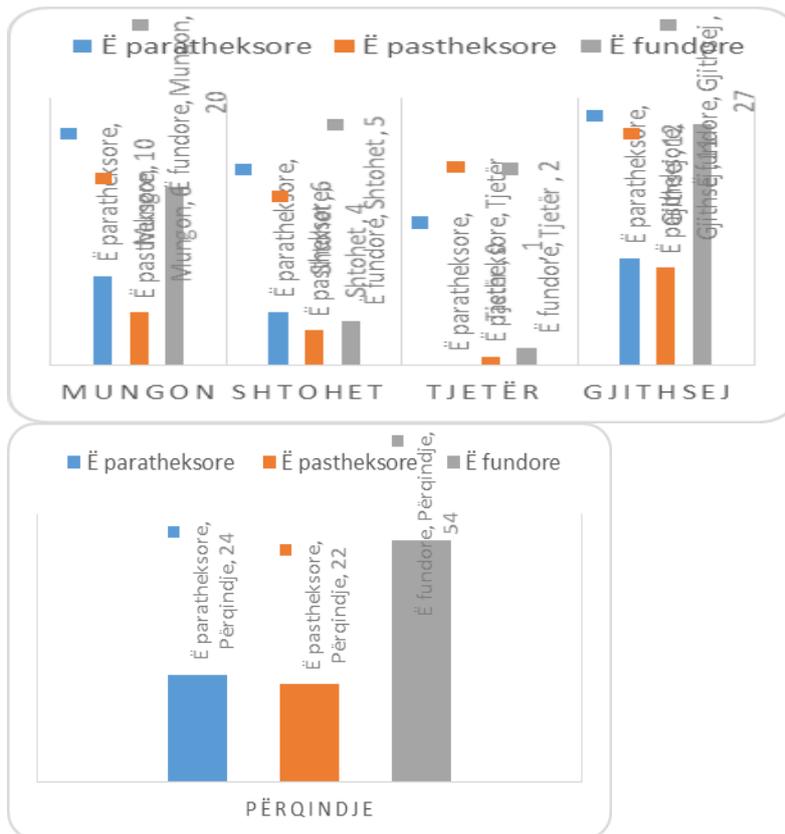
The calculation for the percentage for the preface is: $36195 \times 100 = 18.46$ $19536 \times 100 = 18.46$.



From the table data, the highest number of errors is related to the back vowel "ë" (70.25%), while errors with the front vowel "ë" are 18.46%, and incorrect writing of the diphthong "ë" accounts for 11.28%. The percentage of errors in the text is calculated as $1954571 \times 100 = 4.266\%$ $4571195 \times 100 = 4.266\%$.

B- Data from the sixth-grade classes taken from schools in urban areas: sample size = 26 subjects; N1=3900N1=3900.

Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	10	6		12	24
It is post-emphatic	6	4	1	11	22
It's final	20	5	2	27	54
Total				50	



From the table data, the highest number of errors is related to the back vowel "ë" (54%), while errors with the front vowel "e" are 24%, and incorrect writing of the diphthong "ë" accounts for 22%. The percentage of errors in the text is calculated as $503900 \times 100 = 1.28\%$ and $390050 \times 100 = 1.28\%$.

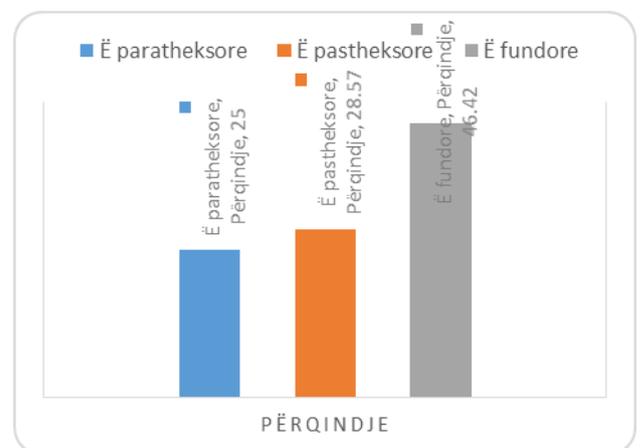
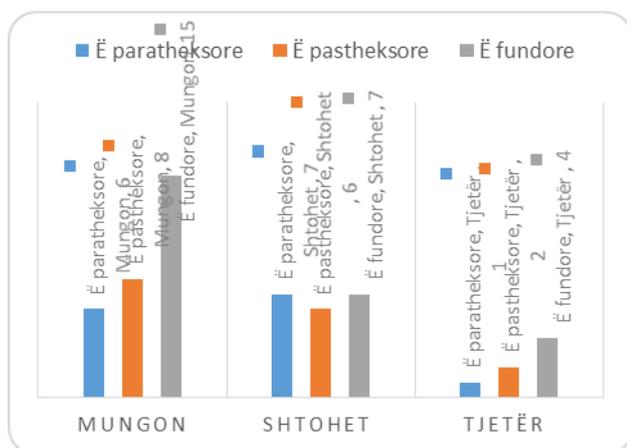
4.2 Seventh-grade data obtained from schools in rural and urban areas on the use of the vowel

4.3 A- Data from seventh grades obtained from schools in rural areas: sample = 25 subjects; N1 =3800

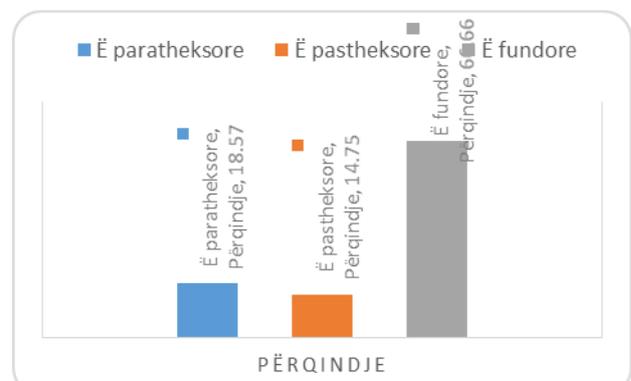
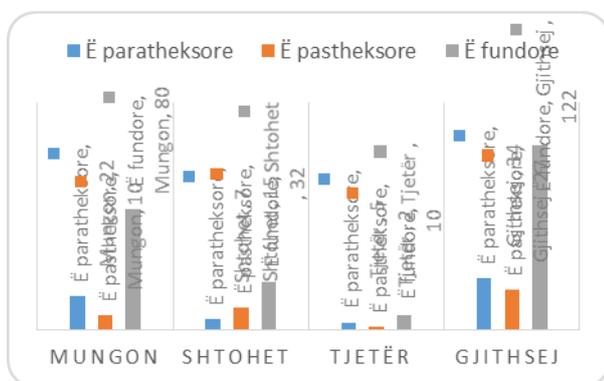
Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	22	7	5	34	18.57
It is post-emphatic	10	15	2	27	14.75
It's final	80	32	10	122	66.66
Total				183	

From the data in the table, the highest number of errors is related to the final vowel (66.66%), while the pre-accented errors are 18.57% and the wrong writing of the post-accented vowel is 14.75%. The percentage of errors in the text is = $183/3800 * 100 = 4.81\%$. B-Data from the seventh-grade classes taken from schools in urban areas: sample size = 29 subjects; N1=4847 N1=4847.

Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	6	7	1	14	25
It is post-emphatic	8	6	2	16	28.57143
It's final	15	7	4	26	46.42857
Total				56	



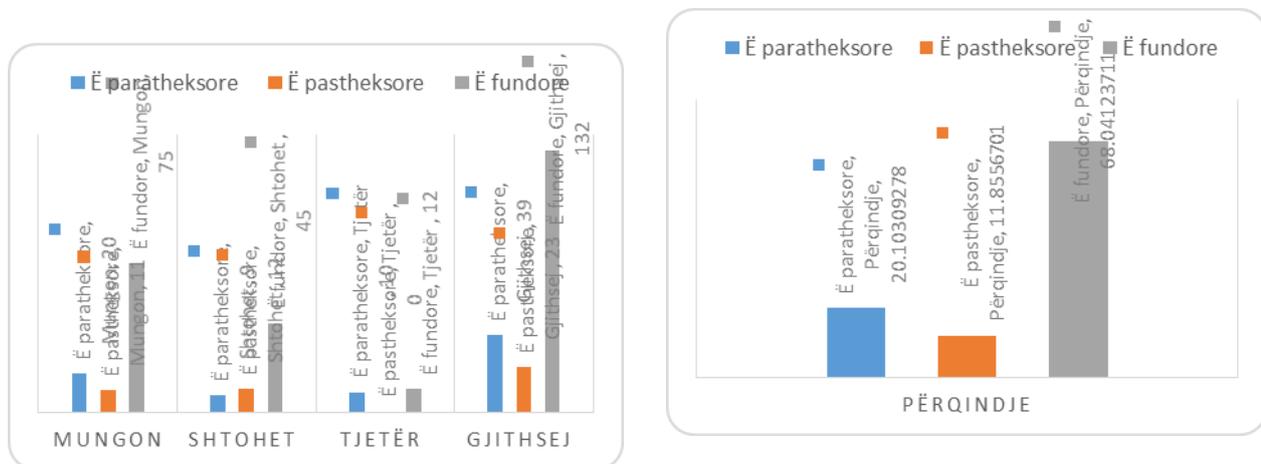
From the table data, the highest number of errors is related to the back vowel "ë" (46.42%), while errors with the front vowel "ë" are 25%, and incorrect writing of the diphthong "ë" accounts for 28.57%. The percentage of errors in the text is calculated as



$56/4847 \times 100 = 1.155\%$ $56/4847 \times 100 = 1.155\%$.

4.3 Data from the eighth-grade classes taken from schools in rural and urban areas for the use of the vowel "ë".

A- Data from the eighth-grade classes taken from schools in rural areas: sample size = 32 subjects; N1=5340



Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	20	9	10	39	20.10309278
It is post-emphatic	11	12		23	11.8556701
It's final	75	45	12	132	68.04123711
Total				194	

From the table data, the highest number of errors is related to the letter "ë" fundore (68.04%), while errors with Ë pretheksoresh are 20.1%, and the incorrect writing of Ë pastheksore occupies 11.85%. The percentage of errors in the text is calculated as $194/5340 * 100 = 3.63\%$.

B- Data from the ninth grades collected from schools in urban areas: sample = 22 subjects; N1 = 2780

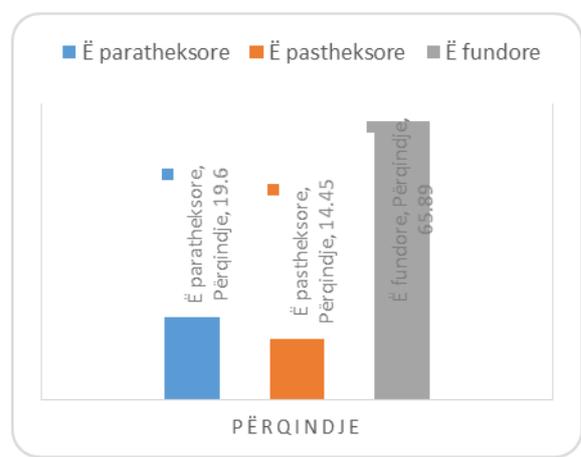
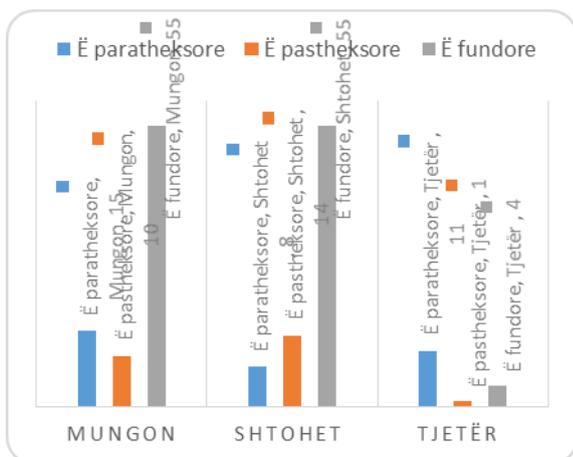
Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	5	3	2	10	16.66667
It is post-emphatic	7	9	1	17	28.57
It's final	18	9	6	33	46.42
Total				60	

From the table data, the highest number of errors is related to the letter "ë" fundore (46.42%), while errors with Ë pretheksoresh are 16.66%, and the incorrect writing of Ë pastheksore occupies 28.57%. The percentage of errors in the text is calculated as $60/2780 * 100 = 2.158\%$.

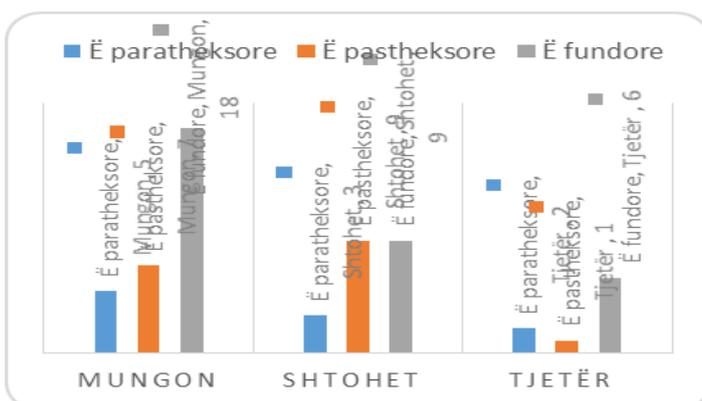
4.4 Data from the ninth grades collected from schools in rural and urban areas for the use of the letter "ë".

**A- Data from the ninth grades collected from schools in rural areas: sample = 26 subjects;
N1 = 2900**

Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	15	8	11	34	19.65317919
It is post-emphatic	10	14	1	25	14.45086705
It's final	55	55	4	114	65.89595376
Total				173	



From the data in the table, the highest number of errors is related to the final vowel (65.89%), while the pre-accented errors are 19.6% and the wrong spelling of the post-accented vowel is 14.45%. The percentage of errors in the text is = $173/2900 * 100 = 5.96\%$.



B- Data from ninth grades obtained from schools in urban areas: sample = 30 subjects; N1 = 3200

Rule	Missing	Added	Replaced	Total	Percentage
It is prepositional	3	3	2	8	13
It is post-emphatic	6	10	2	18	29
It's final	19	10	6	35	57
Total				61	

From the table data, the highest number of errors is related to the back vowel "ë" (57%), while errors with the front vowel "e" are 13%, and incorrect writing of the diphthong "ë" accounts for 29%. The percentage of errors in the text is calculated as $61/3200 \times 100 = 1.9\%$.

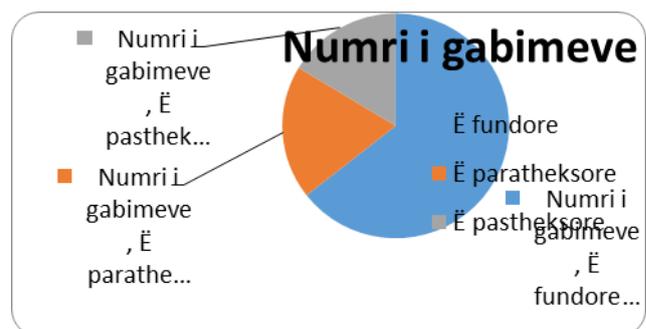
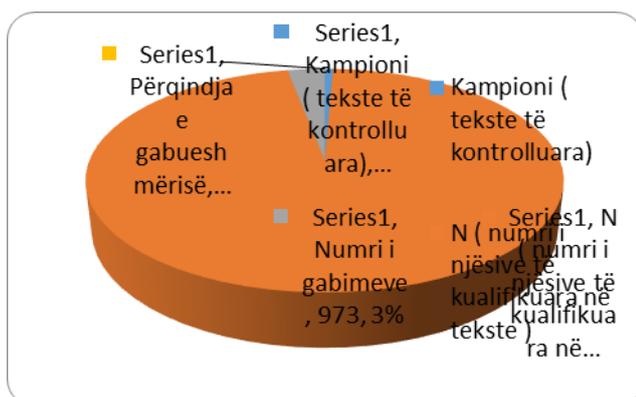
❖ Study Results

Summary Mirror.

Champion (controlled text)	220
N (the number of qualified units in the text)	31338
The number of mistakes	973
The percentage of the mistakes	3.1

The percentage of error is found by dividing the number of errors by the number of qualified units in the texts. Summary according to the rules and in descending order

Rule	Number of mistakes	Percentage
It is prepositional	626	64.40
It is post-emphatic	187	19.2387
It's final	159	16.358



Conclusions and Recommendations

The content of this micro-thesis is composed of the review of written works (homework, essays, etc.) of students in grades 6, 7, 8, and 9, respectively, from urban and rural schools: 'Rilindja,' 'Mehmet Babamusta,' '28-Nëntori' in Vorrozen, 'Qamil Xhani' in Luzi i Vogël.

In the conclusions drawn from the study and analysis of the students' written speeches, we emphasize that our students write with many spelling errors, especially words and word forms that have the vowel "ë." This is because they do not give proper importance during spelling lessons, especially in village schools where regional dialect dominates the spoken language. The absence, addition, and indiscriminate use of other vowels instead of "ë" make the speeches not only grammatically incorrect but also unattractive in the precise articulation that students should have.

These deviations of the students are more evident in their written speeches, starting from what they hear and without considering the visual image of the word. In general, the objectives were clear, but the implementation by each teacher varies. Similarly, techniques and strategies are not lacking, but they need to be applied with precision.

I would propose that:

Firstly, spelling lessons be conducted as clearly and extensively as possible throughout the school year, paying close attention to practical exercises (homework, writing assignments, essays).

Secondly, each student's writing assignment should be carefully and objectively corrected by teachers, highlighting the students' errors and providing rewriting sessions.

Thirdly, spelling rules should be taught not only theoretically but also until automatic expressions of standard Albanian writing are acquired.

Fourthly, more dictations, spelling exercises, and copies of passages should be developed to guide the student towards the final writing result according to spelling norms.

Lastly, successful correction of spelling errors results from the joint efforts of teachers and students.

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