

Lexical and Semantic Fields in Linguistic Communication of Elementary Education in Albania



Linguistics

Keywords: communication in primary school, lexical-semantic fields, semantic sphere, word formation, suffixes, synonymy, antonym.

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Abstract

This article aims to make a summary of certain aspects of lexical and morphological semantics as they appear in the Albanian primary school communication (6-11 years). In this context, it contains a) description and shortened analysis of five lexicon-semantic fields based on Albania primary school communication b) keywords of the core semantic sphere and their characterization by semantic typologies c) word formation and specialized affixes d) the synonyms and antonyms features as they appear in textbooks of primary education in Albania. This presentation aims to bring a part of the Albanian cultural heritage and the need for care and prospect, highlighting aspects of lexical and morphological semantics as part of Albanian literary enrichment with new lexical units as well.

Object of Research

This article aims to make a summary of certain aspects of lexical and morphological semantics as they appear in the Albanian primary school communication (6-11 years). This is to complete the framework of studies in the Albanian language acquisition and help on the other side their concrete implementation in lexicographical works for children. Through a descriptive interference, we want to show not only lexicon-semantic fields but by a scientific analysis bringing a piece of Albanian cultural heritage. The acquisition of this work which is the coordination of theoretical and practical learning resources at elementary school, implemented through the allocation of words in lexical fields, brings these data:

Base Lexical Fields in Elementary School

- The lexical field of the **spiritual world of the children**, *calm, love, anger, fear, hatred, indulge, curiosity, longing, advice, custom, flattery, happiness, laugh, worry, joy, fatigue, wonder, laughter, wonder, grief, consent, comfortable, principles thought, imagination, greetings, forget, remember, arrogance etc.*
- The lexical field of the **material world of children**: a) *buildings, traffic lights, house, room, city of toys, school;* b) *entertainment and trips, walks, contests, holidays, travel, diving, leisure, relax, movies;* c) *learning tools and workflow tools, scales, thermometer, digital axle rods, cubes;* d) *personal items: mirror, toothpaste, diary, lessening;* f) *furniture, telephone, TV, library;* e) *trimmings, embroidery;* f) *economy: savings;* g) *food: fruits, vitamins, fresh foods, ready-made diets, date of production, the food, to eat, to drink;* j) *clothes, uniform, apron, dress etc;* h) *professions: adults, teachers.*
- The lexical field of words that cover **human physique**.
- The lexical field of the **living world**: a) *natural phenomena, rain, cold, rainbow, eclipse, the moon;* b) *space, hills, mountain, lake, seas;* c) *animals, birds, cat dog, elephant, lion, pets,*

forest, larva, worms, butterflies, bear etc.; d) plants, tree, flower, fruit, root, seed, trees, leaves, grass; d) processes: breathing, blood circulation, cooking recipes, butterflies, photosynthesis, growth, etc.; diary tree f) micro-organisms and cells, bacteria, viruses, being at risk of extinction; e) the body, blood, hand, heart, meat, skin, teeth; g) health, germs, infections, grains, injections, medical apparatus, doctor, visit, control, analysis, sleeping, resting, first aid boxes, etc., food chain.

- The lexical field of the words that name the **society**:

a) family, parents, friends, member, group, class, community, need help, students, leaders, rights, responsibilities, collaboration, office, work, care, accounts, religion, merit, betting, communication, practice, freedom; b) war, surrender, prisoners, army, besiege; c) rules: loyalty, schedule, conduct, service, agreement.

- The lexical field of scholarly vocabulary words that cover **knowledge**:

a) thick voice, reverberation, concert, sound, notes, melody, and the rustle of the leaves rustle, murmuring lullaby, rain, crackling; b) hands, picked, the nucleated, soft, hard, rough, smooth, cold, heat, easy; c) the language, taste, sharp and pungent, tart, sweet, salty, sour, spicy, hot, cold, fresh, d) the nose, odors, air, burning, intoxicating, mixing, good, exciting, pleasant; f) eyes: photos, images, objects and materials: water, air, gas, blood, cardboard, paper, etc.; e) forms: large, small, round, square, flat; g) color: red; f) movement: go, go, get out, go, go, go, go, get out, slide, roll, traveling, leave, it popped entered, spruce, plays, was released and ran, flown, bow down, permeated, penetrate, transform, move, move.

Mini semantic fields of language: verbs, grammar, letter, language, word, name, meaning, point, plan, design, time, number, gender, prefixes, suffixes, folk, reverse, character etc.

Mini semantic fields that cover mathematical concepts: draw, multiplication division, meetings, exchange, fellowship, discounts, equation, figure, county, district, ribs, cheek, roof, square, polyhedron, spline, reverse.

In textbooks, mainly of the second and third class (ages 7-9), lexical fields are dominated compared with those of conceptual. Gradually, this range of areas is expanded from class to class, depending on the topic and the contents of the selected parts. Texts of the fourth and fifth class have an extension and enrichment of the semantic and conceptual fields in relation with the child's vocabulary, even with his interests as well as the themes of knowledge that it develops parallel in school. These areas are recovered through their components, but also by the reversal of topics from text to text, creating new areas and expanding the scope of the words and enrich vocabulary, but also deepen and recognition in the field of knowledge. E.g.: *space* - the universe, stars, planet, clouds, gases, galaxies, earth, sky, night, telescope, day; *living creature* - microbe, creation, cycle, bacteria, organic, blood, live life, cell etc.; *units*—gradation, part, move and one, tenth, slice, family, cell, religions, slice, tonic, big, small grains, rooms, I, class, group, community, municipal, district, good, meter, gram.

Semantic connections in these areas are realized by different features and reason, such as the common features of meaning: the market things, people, shopping, dessert, shop, patisserie, money, gift bag, spending, purse; a solidarity semantic (when words are mutually involved in sentences) competition - organize, participate, come across, stand, bend, establish, use, like, know, give, receive; for a common semantic characteristic: sea-boat, fisherman, bridge, anchor, boat, fishing port, fishing trawler, skipper, yacht, boat, fish, mesh, walk, harbor, sail, race, etc.; for reports based on associations of ideas, goodness-quality, trust, treasury, assistance, behavior, compassion, kindness; for a different symbolic use in a particular socio-cultural context, eagle - pride, glory and majesty, freedom, etc.

Lexical fields created with the same semantic plane. This order, according to their alignment, corresponds to the degree of density of these categories in the text and the degree of intensity that they express. E.g.: beauty - charming, handsome, nice, fun, wonderful, bright, talented, healthy. Lexical and semantic field, of these texts is vast and rich. These areas not only broaden and enrich the vocabulary of students, but help and facilitate its methodological teacher to work with words, their meanings, not as a list of isolated lexical unit, but as a continuously semantic relationship varied with each other and different contextual uses and enhance the learning process.

Key Words and Semantic Sphere in Albanian Primary School Education

A special importance is the use of figurative key words, associated as epithets in the phrase to show that concrete material properties not only brings physical welfare, but spiritual as well. Some of these words encourage the students into useful activities and at the end of this paper we have given a sheet model of integrated vocabulary associated with a full cover photograph "Butterflies of the World", where 11 words and terms are defined.

We note that the words are generally narrow (one or two meanings). Word is more direct and the figurative connotation is at a relatively low rate. When word goes towards the abstract level notions grow rapidly in this level. They are words that have a figurative sense, as some parts of the body such as the heart (zemër), hand (dorë), head (kokë), back (shpinë), lips (buzë), face (fytyrë); some names of animals and plants, such as butterfly (flutur), flowers (lule), net (fole); some material as gas (gaz), gold (ar), blood (gjak), fire (zjarr) or sweet (sheqerë); or words such as: source, font (burim), trap (kurth), spring (pranverë) verbs open (hap), dig (rrëmoj) etc. In general, word and the word-forming patterns is of Albanian pulp.

Concerning borrowing words, they are few. Often, because the foreign word is difficult, it is replaced naturally by sustainable sentences, i.e., transfer. to change the town (ndryshoj qytet).

A phrase takes a special importance in the communication of children, because they often replace long sentences. Clusters, such as: puts glasses, poems for children, cartoon, schoolchildren, family trees, juice fruit, orange juice, vegetables soup, leisure time, make a wish come true, toothpaste,

emails, blush, central evening, Santa Claus etc., and new ones, such as festive parcel, festive teddy, working group, research paper, built by model festive concert, sweet home, public school etc. We mention some connection with the words maid: in front of TV, at the end, from the inside, with pleasure, reluctantly, well done, with vitamins, without permission, fill out, care for, overseas, etc., and the infinitive form: to eat, to drink, to play, to cook, to read, to write, etc., occupy a special place in the children vocabulary ages (6-12).

Such examples are, as follows: spring wire (tel sustë) parrotkey (çelës papagall), monkey wrench (çelës papagall), vegetables soup (supë perimesh), food for cats (ushqim për mace), dry season (stinë e thatë), sunbeam (rreze dielli), shaft numerical (bosht numerik) etc., draw attention not only to the linguist, who satisfy his interest in terminology, idioms and clusters, but in addition shows the potential and development of synthetic language and in particular the lexical layer. They enrich vocabulary with new units, alongside word formation tools (such as derivation, composition, compound etc).

Idioms are mainly emanating from the figurative parts of the body and they are verbal or nominal unit.

Semantic sphere of words has occupied a special place in this research. It shows that the process of acquiring concepts such as time, space linked or separated from each other are well developed. Semantic sphere of word unit include a long line of words such as: category, quantity, classification system, item, part, piece and concrete words like: one, ten, slice (thelë, fetë), family, tonic, cell, big, small, granule (kokrrizë ose kokërr), room, ego, class, group, community, municipality, circle, goodness, meter, gram. Semantic sphere of word sign: symbol, word, tonic, gesture, flag, figure, semantic sphere of the word ego (pupil, kid, myself, I); semantic sphere of the word work (utility, activity, do, business, career, trade, job, task, duty, project, creation, product, composition). The semantic links of this different semantic sphere is the word piece. Seeing reports of understanding the meaning we come to learn and use logical conclusions. e.g., to understand the meaning of number ten children gradually gain it through a concept of the division in part and number composing. The duty of teachers is simplified, because step by step he will learn key math operations (addition, subtraction, multiplication, division) where the base stands and subtraction and addition to ten accompanied by its terminological clusters.

To achieve the concept unit, he learns part, order, row, line, disjunction, divide, composition, ring, circulation, displace, pull apart, and join. The same procedure seems to be followed when a child learns family (join, children, parents, composed, myself, divide, etc.) Construction of concepts, however difficult they may be, accomplished by the breakdown in simple words of terminology clusters or sentences, resolve the problem, as it happens in four main mathematical operations.

Through analyzing the conceptual level the word and term is emerged. Concepts such, separation, filling, replacement, association, divided, types, separation, circulation, transfer, alteration,

decomposition, amalgamation, are of universal character. They create valence as a verb with words of at least more than two fields, thus gaining a certain specialization.

Also, note the words that are used as terms simultaneously, such as: chain, shaft, root, point, animal units, line, body, number, name, site, roof, angle, round, ribs, parts, scar etc., serving as a model of transition from literally meaning to the figurative language. We also note words that exist only as terms, mammals, prehistoric era, dinosaur, middle ages, radiation, radioactivity.

In general, the semantic content of the word can be mentioned in three types of meanings: 1. Proprietary conceptual understanding, which may arise such as a concrete meaning or a derivative sense, e.g.: shaft, pole etc. 2. Figurative sense (expressive nuances - exciting, like: butterfly, gold, heart, gold, silver, apples, flowers, rock, star moon, light, fire, rainbow, forest 3. Proprietary conceptual figurative meaning.

Enlightening the specific aspects of objects and phenomena named there, was a need for new terms. In this way the volume of conceptual terms is expanded. Concepts that mark these words-terms are broken down further by defining elements, which create gender basic concept of successive about expressing different relationship. Combinations with defining words marked sentences terminology: digital shaft, food chain, first aid box, carnivores, (relationship between the whole and the part. Rectilinear movement uniform, rigid body, solar energy (object and its virtue). More common noun constructions are + adjective and noun + noun. Discovery of the terminology is also an identification of the Albanian language values that makes children language potential and worthy for further studies.

Adding meanings in child language is done in two ways horizontally and vertically. Horizontally child adds features to its definition, which are similar to the definition of adults. Vertically brings all definitions that can fit a single word. Opposition consolidates its vocabulary like in examples: Taking as an example the latter, we can say that in the process of defining new issues lexical and redefining oldest child initially forms a hypothesis of meaning.

We have found 100 pairs of antonyms in Albanian primary school education and 40 pairs of synonym and 81 synonymy verses. They might serve as a source of style in written work and reflects the more subtle nuances of reality that surrounds them. E.g.: happy~ glad (i gëzuar), pleased (i kënaqur), satisfied (i ngopur), delighted (i kënaqur), excited (i entuziazmuar), smiling (i qeshur), cheerful (gazmor).

Literature for children can serve as of style to be learned of. The portraits of the most interesting character of this literature, Huckleberry Finn is describing by a several of synonyms, expressing the intensity of his action. On the other side, synonymy is one of the best ways to increase child's vocabulary, because the writer himself has worked with language e.g.: finicky there is so fun to wear new clothes and be beautiful; He wants to boast; he spends much on clothes (H. K. Andersen).

On the other side, pupils learn and understand the use of figurative language as a source of style, consisting of idioms, metaphors, similes and comparisons like: as black as night and eats like a bird or proverbs are tips strengthen your child's imagination and entertainment and aesthetic way of using the word.

In Albanian child language (6-11 years old) most figurative language is formed by the names served as "central" parts of the human body, namely 34 units with eye named, 16 names guess the mind and the 10 site names, finger, hand, spine, neck, and less with nose, blood, breathing, etc.

Word-formation

The most productive and self-fulfilling is the most composite model, words like: green riding hood (kësuljelbra), generous (zemërmadh), wondrous (çudibërës), birthplace (vendlindje), gratitude (mirënjohje) etj., the prefixes model is most productive as well e.g.; ç, zh, ri, pa, për, mbi, nën and the suffix o-, -m, -shë, -ri etc The word formation follows the general tendencies of the Albanian language.

Contravene is a good way to learn vocabulary at this age. Children use the prefix model like: sew (qep)and unsew (shqep), vesh (dress) e undress (zhvesh).

**Table 1: Affixes and their meaning
(word-formation Albanian primary school communication)**

Albanian suffixes	meaning	examples	category
-ëz, -th, -zë	Little, small (Emotional nuance)	<i>fjalëz, trigger (këmbëz), little box (kutizë), fairy wings (krahëza), birdie or nestling (zogëz), nest (folezë), scrap (copëz), town (qytetth)</i>	concrete names
-shëm	Having the nature of the act	<i>Careful (kujdesshëm,) attentive (vëmendshëm), horrible (tmerrshëm)</i>	Adjectives coming from names connected with the root meaning
-si	being like	<i>Weakness (dobësi) largeness, (madhësi), misfortune (fatkeqësi) heat, (nxehhtësi), importance (rëndësi) unit, (njësi), length (gjatësi), mendjemadhësi</i>	Abstract nouns connectet with the root meaning
-ri	Quality of being	<i>Prittiness (bukuri), pride (krenari), characteristic (veçori), Nobility (bujari)</i>	nouns
-o-	Act or process of	<i>Bring to knees (gjunjëztoj) Diliver, surrender (fij), (dorëztoj), work (punoj,) learn (mësoj), cheer (gëztoj), change (ndërroj), help (ndihmoj), honor (nderoj), transform (shndërroj), verify (vërtetoj), watch out (vëzhgoj), observo (vrojtoj), read (lexoj), sing (këndoj), appreciate (çmoj), pass (kaloj).</i>	verbs

-im	the outcome of the work or action	<i>Work (punë), paper (punim), reading (lexim), equation (barazim), crossing (kalim), writting (shkrim), acting (veprim), anger (zemërim), amusemnet (argëtim), circulation (qarkullim) impatience (padurim), thought (mendim), note (shënim), blooming (lulëzim), painting (vizatim), trust (besim), principe (parim), joy (gëzim), courage (guxim), shift (ndryshim), decision (vendim), journey (udhëtim), vision (vështrim), lesson (mësim), purpose (qëllim), wish (urim), rest (pushim), cross (kryqëzim), collaboration, (bashkëpunim), education (shkollim), transformation (shndërrim), change (ndryshim), insurance (sigurim), price (çmim) saving (kursim), embroidery (zbukurim), fond (ushqim), cooking (gatim), produce (prodhim), dawn (agim), flight (fluturim), greenness (gjelbërim), effoort (mundim), mbledhje (gathering), excise (ushtrim), premise (premtim), service (shërbim), discussion (diskutim), save (shpëtim), commendation (lavdërim), meaning (kuptim), peal (kumbim), swear (betim), odour (kundërmim), volume (vëllim), source (burim), kidnapping (rrëmbim), prediction (parashikim) use (përdorim), division (pjesëtim), orthography (drejtshkrim), surrender (dorëzim)</i>	Abstract nouns
-je	Action of person or a thing	<i>Clothing (veshje), birth (lindje), taking (marrje), support (përkrahje), recognition (njohje), access (hyrje), protection (mbrojtje)</i>	Abstract nouns the feminine tender nouns
-ës, zë, -th, -aq, -ec, -ash, -ac, -icë	Emotional nuance Aggravating or caressing conotation	<i>greedy (grykës), mëmëze, birth, mooncalf (hutaq), forgetful (harraq), slut (shkatarraq), coward (frikacak), lazy (përtacuk përtac), sleeper (gjumash), scaramouch (mburravec), braid (bishtalec), wavelet (valëz), mun (nënzë), motley-eyed (sylarush), teddy (babushi), baa lamb (delëza), foggy (mjegullnajë)</i>	nouns
-najë		Handover (dorëzues), teacher (mësues)	
es	One who does		
Albanian prefixes		meaning	category
Për- Autochothonous albanian or dete	Amplifier or deteriorating, rarely use comparative Having the condition of or having the characteristic of	<i>Use (përdor), describe (përshkruaj), joint (të përbashkëta), permanent (përhershme), daily (përditshme), eternal (përjetshme), improve (përmirësoj), spread (përhap), trash it (përcjell), welcomes (përshëndet), tearful (përlothem) accompany (përleshem), përqesh, flood (përmbytje), develop (përpunon), penetrable (të përshkueshëm), fold (përthyej), conduct (përcjell)</i>	Verb adjectives
	Modificatory of the concrete meanings	<i>Disdain (përbuz), face (përball), to fancy (përfytyroj), to spread (përhap), engulf (përpjij), to adapt (përshtat), bloody (përgjak), to weep (përlo)</i>	

	modifiers	<i>tease (përqesh), mention (përmend)</i>	
z-	make it	<i>Bleach (zbardh), expand (zgjeroj)</i>	verb
nën	down	<i>Submarine (nënujor) subordinated (nënrenditur), underground (nëntokësor)</i>	adjectives
ri-	renewal, refresh	<i>Clean off (ripastroj), blooming (rilulëzohet), renaissance (rilindje), rebuilt (rindërtoj), narration (ritregim)</i>	Concrete names and verbs
as-, pa, mos, ç-, zh-, jo, z-, sh-, shpër-	the opposite	<i>disobedient (i pabindur), waterproof (papërshkueshëm), nobody (asnjë, (asnjëri), nowhere (askund), unknown (i panjohur), unfed (i pangrënë), unwashed (i palarë), i pamësuar, vage (paqartë), careless (pakujdesshëm), dirty (i papastër), unused (i papërdorur), neuter (i paanshëm), unequal (i pabarabartë), immature (i apjekur), incompetent (i pafitë), unione (i paasfaltuar), unfair (i padrejtë), disarmed (çarmatos), relax (çlodhem), liberate (çliroj), laissez-faire (mosndërhyrje), uproot (çrrënjos), deforest (ç'pyllëzim), jam (bllokim), dirt (papastërti), ungrateful (mosmirënjohës), abstract (jokonkrete), unhuman (jonjerëzore), discover (zbuloj) transform (shndërrim), stretch (shtriqem), migrate (shpërngulem), accelerant (shpërbërës) antibiotik (antibiotik), antithesis (antitezë), quisling (antikombëtar)</i>	Pronoun, adjective, name, verb
kurr	privative	<i>no where (kurrkund), no one (kurrkush), nothing (kurrgjë)</i>	Pronoun, adverb
mbi-	super, above	<i>Crossover (mbikalim), overload (mbingarkesë)</i>	Concrete noun
s-		<i>Envy (smirë), ill (i sëmurë), pitchfork (sfurk)</i>	noun
sh-		<i>shqelm, Shkodër, shpend, i shkurtër</i> kicking, Shkodra, bird, short	noun
d-	Make it stronger	<i>Destroy (shkatërroj), to get rid of (shporr), shining (shndris), exchange (shkëmbej), use (shfrytëztoj), blow (shfryj), transform (shndërroj), shkarkoj, melt (shkrij), unconcern (shkujdesem), drag out (shkul), expand (shpalos)</i> <i>Snob (dëborë), banish (dëboj), anuse (dëfrej)</i> <i>Hide (fsheh), delete, defecitate (ftoh), gold (flori)</i>	verb
f-			
z-	intensiv	<i>enlarge (zmadhoj), zbus, grow pale (zverdhem), minimize (zvogëloj), uncloth (zbath), pull apart (zbërthej), to ornament (zbukuroj) to brighten (ndris), to make die (ngordh), revive (ngjall), compress (ngjesh) attach (ngjis), freeze (ngrij), intricate (ngatërroj)</i>	verb
n-			
bashkë	Co or joint	<i>Conjunctive (bashkërenditje), wife (bashkëshorte), consonantal (bashkëtingëllore)</i>	
e		<i>angel (engjëll)</i>	
g		<i>Break (gdhij), carve (gdhend), gërshet</i>	
k	Meaningful approach	<i>Here (këtu), so (kështu), this way (këtej)</i> <i>Cub (Këlysh)</i>	

		<i>Clear (i kthjellët)</i>	
foreign prefixes			
auto	Self, automatic	<i>Bus (autobus) combine harvester, (autokombajnë), vehicle (automjet)</i>	Concrete nouns
centi kilo mikro bibli -ian	One hundred (10 ⁻²) One thousand (10 ³) small bosk havinë to do with	<i>Centimetre (centimetër)</i> Kilogram (kilogram) microorganism (Mikrogjallesa) Library (bibliotekë) Shekspirian, brazilian	nouns

As we can see new word formation is very important for the children. From class to class they enrich their vocabulary and a further interpretation of affixes will simplify their language acquisition. Words be broken down by affixes and recognition of their specialization increases the quality of their meaning and understanding, a tool to enrich the child's active vocabulary.

Conclusions and Suggestions

- Growing demand on teaching basic areas in Albanian primary school education, in addition to details and complicated concept, seek a linguistic economy. The introduction of numerous concepts in mathematics, natural sciences, of course, must respond to an in-depth knowledge of speech, especially words used in more than two fields, such as *over, power, point, parts, unit, place, one, work* etc. Building written works should be oriented to define these terms which would further clarify them and will strengthen the proportional relationship between abstract concepts and the concrete ones. The result will be beneficial not only for students but also for the teachers and researchers, who will satisfy their interests.
- The lexical and semantic field in the linguistic communication of elementary education in Albania is vast and rich. Keywords displayed in them need to be graded and be shown when the word should be recognized by children. We recommend a scaled workbook of keywords in grades 1-5 (ages 6-12), as a tool in the learning process and might be used as data for a kid's dictionary that will facilitate and develop children oral and written performance. This is an awesome task because learning process includes the diverse and excellence skills such as art, science, and ethics.
- A further interpretation of affixes will simplify the work with language and will accelerate the growth of the lexicon-semantic competence of students.
- Attention should be paid reading science fiction, history, biography, autobiography etc.
- Eventually, identify and highlight some aspects childish semantic is part of the cultural heritage of Albanian and care for it, a good prospective to enrich Albanian enrichment literary with new lexical units.

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APPENDIX

Model sheet of an integrated vocabulary

Beauty ~ nquality of what is beautiful; attractive appearance of a object, phenomenon, or human being *A beautiful picture*

Identical ~adjsimilar, the same. *Butterfly wings are identical.*

Symmetry ~n proportional parts determined to fully correspondence *Butterfly wings are symmetrical*

Color ~ nounpeculiarities of vision that reveals the nature and all the surroundings 1.*Butterflies are colorful*

Butterfly~ no an insect with two pairs of wings and bright colors Fig. vivid used only for ladies (Suggests the skill and beauty in human and clothing) *As a butterfly.*

Couple ~ adj consisting of two parts or units allthe same. *Winged couple*

Nature ~n environment where man and all living coexist *Nature is the best book of the humankind*

Embroider ~ v garnish with different coloredyarn *She had embroidered butterflies on the apron.*

Combine ~v makes the things suits each other *If you combine red and yellow paint, you will get orange*

Half ~ noun each of the equal parts or almost equal *It looks the half of the butterfly on the right hand;* Possible other words: *diversity, equal, different, uniform*