

**THE NEW SCHOOL TEXTS-
INNOVATION OR CHALLENGE?****Education**

Keywords: texts, school books, Petro Nini Luarasi school, Albanian language, etc.

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Abstract

The purpose of this article is to take a critical look at the new school texts developed based on the new competence-based curriculum applied as an innovation in the elementary 9-year and pre-University education. These texts play quite an important role in the social development of the students, whose knowledge of literature (narration, description, argumentation, and information) and language are intertwined to build their communication skills. Being newly introduced, its review requires special care and attention to see how the new teaching programs are translated into texts, i.e. the students' learning tools. The article looks into how topics and are treated in the new texts of the Albanian language and literature in terms of efficiency and usefulness for the students. The texts were reviewed on the basis of certain indicators, such as: level of adaptation to the students' needs, interests, and skills, relevance of the texts to the program content and objectives, clarity of presentation on the computer pages, number of pictures, graphs, maps, external characteristics of texts, clarity of objectives, elaboration of the chapters, the methods used, the explanatory language and its relevance to the students' needs, etc. The study focused on the school books of the Albanian Language used from the 10th to the 12th grade in 2018-2019 in one of the most well-known high schools of the capital, "Petro Nini Luarasi". Taking into account the young age of these texts and the challenges that they will have to overcome with time, it is deemed reasonable to have this study contributing to ensuring perfect development in the future. The texts of Albanian Language and Literature are the only texts compiled by national authors, and based on modern models and on their authors' views, didactic choices, preferred conceptual treatments, and their subjectivity translated into a physical object, i.e. a text produced by the printing house. It is, however, still early to talk about consolidated texts, given that they were only introduced with the competence-based curriculum in 2016-2017 only, for the subject of Albanian Language for the 10th grade. Some of the issues related with this text could be addressed by including specialized teachers in evaluating such texts, collecting feedback from teachers and reflecting their comments and suggestions in the improved editions, and establishing an observation mechanism for school texts, i.e. a good practice applied in developed countries. The quality of the curriculum is key to ensuring successful education, cultivating students' skills and values, and it therefore requires continued research and constructive attention.

Introduction

Language is a fundamental characteristic of a nation. Language and literature are two basic subjects in our school. Today's perspective of the curriculum framework states that "The subject of the Albanian Language is particularly important to the curriculum of pre-university education. Through this subject, students gain knowledge and develop skills, values and attitudes towards the linguistic system of the Albanian language; they gain knowledge and develop appropriate skills (speaking, listening, reading and writing)." ¹

A closer look at the historical development of this subject at school would show the lack of a consolidated position for this subject in the curriculum of other subjects, regardless of the great importance that it is always considered to have. With its focus on the coverage of the Albanian language in general secondary schools, the article must emphasize that decisions to sometimes include and sometimes exclude this subject among others, or its integration into Language and Literature, have left their prints on the linguistic education of our students. The researchers of the Albanian language have repeatedly reacted and expressed their views regarding the separation of Language and Literature as two different subjects, a much controversial issue

addressed at scientific conferences by researchers, such as Sh. Rrokaj, A. Jubani, A. Tufa, Dh. Shehri etc. who, in addition to having addressed the issue publicly, have also addressed it institutionally.

A quick historical look at the development of Albanian language learning over the years shows its metamorphosis. The teaching of the Albanian language in secondary schools stopped by mid-80s. Thus, until September 2003, the teaching of the Albanian language as a school subject on its own stopped upon completion of the compulsory education. The concrete need for a deeper linguistic training and for meeting the needs for education and training in a changing society led to the introduction of the Albanian Language as a separate subject in secondary schools in 2003 (the text sample: “Albanian Language 1”). The text contained three chapters: “*Knowledge about the language and linguistic culture (spelling, language culture, and morfosyntax)*”, “*Language Stylistics*”, “*Verbal Communication and Writing*”.

During the school year 2004-2005, our schools went through an experiment, which consisted of specializing the general secondary schools into specific profiles in their 11th and 12th grades.² The subject “Literature and Albanian language” included three areas of study: A. *Literature* B. *Communication Skills* C. *Knowledge about the language*. The area of literature included: *folklore, elements of literary analysis, and reviews*. The areas of communication skills consisted of two sub-areas: *development of speaking and writing skills (Modeled Writing)*. The “Knowledge about language” subject included: *Language Stylistics, Knowledge about the History of the Language, Knowledge about the Culture of the Language, Knowledge about Morfosyntax, and Orthography and Punctuation*. Here prevails the functional perspective of language, unlike the previous one focusing on the learning of concepts according to the linguistic disciplines: Lexicology, Phonetics, Grammar (Morphology and Syntax), i.e. disciplines that study language from three different aspects, even though they are branches of the same science, the science of Linguistics.

1. *Kurrikula e gjuhës shqipe (The curriculum of the Albanian language), Ministry of Education and Sport, Tirana, 2015.*

2. *Until 2004, the Albanian language in the elementary 8-year school was a separate subject, independent from Reading and Literary Reading, while at secondary school, the school program contained the subject of Literary only.*

In the school year 2005-2006, the Albanian Language was introduced as a subject integrated into that of Literature. What is special in these years is the introduction of public speaking, written essays, project work, and use of computer.

In 2008, the Program of the Albanian Language and Literature was built based on the principle of its integration into the Albanian Language and Literature, as well as the principle of refreshing their knowledge by further expanding and deepening them. As an integrated subject, the (core) Albanian Language and Literature subject studies *the art of reading, writing, speaking,*

listening and observing. Student discover, interpret, analyze, draw conclusions, synthesize, and evaluate: *written texts; spoken texts, and visual texts*.

The 2008-2010 programs enable students to train on five skills: reading, writing, speaking, listening, and observing in class, regardless of which of these lines would have the biggest weight. They use terms like: narrative text, poetic text, dramatic text, text, persuasive/argumentative text, descriptive, text, informative text, essay text³ and cultural text.

The adoption of such programs did not pass without numerous suggestions and debate. Thus, Prof. dr. Mehmet Steel suggests that: "Language and Literature in secondary schools should be developed as two individual subjects; their integration into one is in contradiction not only with the diverse content of each, but even with the fact that standard Albanian standard is new, and familiarization with both its written and spoken form requires its planning as a separate three-years subject.

The same critical stand is also shared by Prof. dr. Gjovalin Shkurtaj, who says that: "The Albanian language is undermined by the lack of care by those who write and publish it, by inappropriate school programs, where, *the Albanian language has unfortunately suffered from its unjustified removal as a separate subject in secondary schools*".

In 2014, the Albanian Language was taught at all the levels of the curriculum, from the first to the 12th grade. Gaining of key competencies is indispensable for each individual to successfully meet the personal, social and professional requirements. Each teaching area and subject intends to enable students to learn such competencies. Based on the goals and specifics of this field, the five competencies of "Languages and communication" are⁴:

1. Listening to different texts;
2. Speaking to communicate and learn;
3. Reading of literary and non-literary texts;
4. Writing for personal and functional purposes;
5. The appropriate use of language.

However, what are the novelties and issues merging with the new 2014-2018 curriculum? Are the new texts of the Albanian language in the hands of our students novelties or challenges in their learning process?

Considering both the appreciative and critical context, I would refer to the researchers of this specific area and education specialists, and personally look into the texts used in schools in order to offer constructive feedback. Prof. Dr. Mehmet Çeliku notes "The current programs and texts for the Albanian Language are, in our opinion, inappropriate. As I said on a previous occasion, rules of the following areas could be programmed to be covered across the three years of the secondary school: *rules of orthography, rules of punctuation, Albanian words instead of foreign words, as well as knowledge of stylistics of practical value for familiarization with styles and registers, and some basic information of dialectological nature*, which would make it easier

for students to read authors' works. Such program would raise more interest among the students in the language, and give them solid knowledge of the Albanian language as applied in practice, both verbal and written language, free their vocabulary from foreign languages, and avoid boring repetitions of the current texts".

I find it appropriate to also refer to a fact. Prof. Dr. Bardhyl Musai notes that: "The results of our students in PISA 2015 are desperate. Almost half of our students have only a minimum level of knowledge to apply in their lives, while compared to the average level of OECD countries, we are about 80 points behind (actually, it is 88 and 77), which means that our students of the 9th grade are at the level of the 7th grade of students of these countries, i.e. two school years behind. According to him, the competence-based curriculum represents a significant shift from the traditional curriculum, approximating it to that of the European countries. However, quality assurance is reached through a combination of several factors, including teaching, learning environment, curriculum, texts and auxiliary materials, infrastructure and didactic materials, and above all, accountability, which is not part of our culture.

Taking into consideration all of the above and being open to suggestions, which will hopefully be useful if the deserved care and attention is ensured, I will address issues like: language issues and approach to non-literary text, which is supposed to be integrated into knowledge of language; the overload of knowledge of morphology and syntax, treatment of orthography, including: reading, writing, speaking, listening, and familiarization with the language system, methods used in pedagogical tools, etc.

Method

In terms of methodology, the study uses a series of qualitative methods, such as: a) surveys, which enables students and teachers to provide information on the subject of this study; b) focus groups of students, who use the texts subject to this study; c) analysis of the text of the Albanian language for the 10th up to 12th grades.

Participants in the focus groups included: teachers and students working with these school texts. They have all contributed to identifying the problems faced in practice with such texts. The survey was designed in the form of questionnaires, which were answered by 80 students for each parallel class, i.e. a total of 240 students, and 6 subject teachers of these students. The survey was accompanied by test exercises to check the level of knowledge that students using these texts have.

Analysis, Results and Conclusions

The following texts were reviewed:

Gjuha shqipe 10 (Albanian Language 10), Mediaprint Publishing House, by the co-authors: Prof. as. Enkeleida Kapia, Lindita Murthi, 2016.

Gjuha shqipe 11 (Albanian language 11), Mediaprint Publishing House, by the co-authors: Prof. As. Enkeleida Kapia, Lindita Murthi (Reviewed Edition 2018)

Gjuha shqipe 12 (Albanian Language 12), Filara Publishing House, by the authors: V. Kalo, M.Kapllani, M. Neni, M.Balliçi, 2018.

These are all texts used by the general secondary school “Petro Nini Luarasi”, one of the quite well-known schools in the capital of Albania, where the following problems are identified:

On page 8, the text mentions that it intends to cover the topic: *Description of a place*, but such description is actually missing. The text does contain any information on the structure of the description of a place, its techniques, linguistic characteristics, or any relevant samples. The actual treatment is superficial, fragmented, and without any accurate theoretical formulations. For example: *Start with the most outstanding details and then move on to the minor details. Descriptions of places do not leave that much room for using adverbs. Use metaphors and comparisons whenever you can*. In the only case, where theoretical information is provided: (*different views: movable, immovable*), students are recommended to refer to the book of the 10th grade.

On page 9, students are introduced to the title *Practice*, and they are recommended to visit the National Gallery of Arts in Tirana. However, when is this activity going to take place, and is a text page the right didactic choice, suggesting even names of specific painters? Isn't such choice subjective? On the same page, we also find the word “Skëndërbeu” spelled wrongly. (Choose the third painting entitled “Skëndërbeu”. Again, on the same page (page 9), there are other spelling mistakes: *zgjidhi* instead of *zgjidhni*.

Exercises: Students are twice asked to: *Describe them using the techniques above*. However, such techniques are not presented anywhere. If the authors refer to information given in the 10th grade, a reminder box could be inserted on the side of page 9, where there is already space for it.

On page 10, there is a descriptive text entitled “*Në një cep të Ilirisë së poshtme*” (On a corner of Lower Illyria) by M. Kuteli. The language used belongs to a dialect, where words like *valthe*, *lyshtra*, and *qenar* are not explained in the respective glossary. Students are then asked to *highlight the unfamiliar words and look up their definition in the Dictionary of the Albanian language*, an exercise which may only serve to raise students' awareness, without being really useful.

It must be admitted that tools like the Dictionary of Modern Albanian Language or the Dictionary of Dialects are not often available in our teaching environments. Therefore, the school textbooks must provide as much information on such topics as possible. Exercise 6 on page 12 requires students to *Identify some of the linguistic characteristics used in the descriptive text ...* In fact, what the author(s) expect students to do is to be able to distinguish the nouns, adjectives, verbs, and adverbs in the text and identify these parts of speech, but that is not linguistic

characteristics. Therefore, this request must be reworded, so that it is clearer. These parts of speech are actually quite often used in all types of text, so this is not a case of any typical characteristics. The authors might have probably intended for the students to identify one of the typical characteristics of this text, which is the use of adjectives, nouns, and adverbs in the descriptive text.

The lesson “Types of pronouns by their meaning and function” contains the following definition on page 13: The personal pronoun **ju** is also used to replace a singular noun, when addressing someone politely: *Po ju drejtohem juve Zoti President* (I am addressing you, Mr. President)... Such formulation given in the text is not clear at all. No noun is replaced in the used example. Both parts of speech, i.e. the noun and the personal pronoun, are present instead. This explains why students did not manage to make such distinction. According to the 2002 Grammar of the Albanian Language, the appropriate explanation would be: “The second person pronoun in the plural form is often used instead of the singular one when addressing someone politely and respectfully, for example: “*Ju jeni drejtori i punimeve?*” (Are you the director of works?). Thus, it is worth emphasizing that the authors are expected to accurately and simply process and paraphrase the theoretical information that is already well-thought by the scientists, and not complicate them unnecessarily.

Declension of the personal pronouns is presented on page 14, followed by the question *Which case is missing in the two first persons? Why?* First of all, all teacher respondents were of the opinion that students are not expected to give a linguistic argument for this question. Secondly, the Grammar of the Albanian Language does not justify such question, because it notes that “The Genitive Case of the two first persons in its singular and plural form is used very rarely. *Si do vejë halli i mua, i neve, i juve të shkrtëve.* (What will happen with poor **me, us, and you?**). *Ky të përket ty sepse je kryetari i gjithë neve.* (This belongs to you, because you are the leader of *us all*)”. The objectives regarding the personal pronoun require, among others, coverage of the following concepts: types of pronouns by their meaning and function (personal, reflexive, demonstrative, possessive, interrogative, subjunctive, and indefinite pronouns). Their grammar categories. – Their short forms. Avoidance of the wrong use of the short and joint forms of personal pronouns (use of singular instead of plural pronouns and vice-versa, mistakes with personal pronouns). Nowhere does the program cover the syntax functions of personal pronouns. This is not considered an appropriate case for integrating these two parts of grammar: syntax and morphology, as this is confusing for the students. While the program mentions the word ‘function’, it actually refers to the service these pronouns make o sentences. The exercises on this lesson do not include any exercises relevant to the objective of the program: Students are able to distinguish and use different types of pronouns; or for another objective: Students are able to decline personal pronouns. Such exercises are very important for the program objectives. Attention paid to the theoretical elaboration and exercises for the use of personal pronouns of the first and second person for stylistical purposes, a concept not included in the program, is considered irrelevant.

There was a need for a more detailed and analytical demonstration of joint and separate short forms on page 15 for making it easier for the students to analyze text. The joint forms would have to be illustrated with some sentences as examples. Explanations must also be given for the following joint forms: $i+e=ia$ and $i+i=ia$. The same applies to: joint forms: $u+e=ua$ and $u+i=ua$. The text gives only one suggestion instead: *Focus on the joint short forms of the accusative case* ($m\ddot{e}+e=ma$; $i+i=ia$). It is not clear what the intention of such suggestion is. Even in cases of the following joint short forms: $t\ddot{e}$ /subjunctive+ i /short form, and: i /short form of the dative case + u /particle of the passive voice in the simple present tense, examples must be given not only on how they are used, but also cases when such forms represent simply a merging of short forms.

There is no reason to expect the students to understand it, while it should be the text, which gives a clear and simplifying explanation.

Information must also be provided for: a. the forms **mi** and **t`i**, which are written with an apostrophe;

b. the forms **na e**, **na i**, which are written separately. Typical mistakes in using such forms are only superficially addressed. In addition, the text lacks the following cases:

a. **ua** and not **ia** *dha atyre librin*.

b. **na e** and not **na i** *dha librin*.

This shortcoming of the text led to poor results in the test developed for this purpose.

The topic “Reflexive pronoun” on page 19 contains incorrect forms of certain pronouns, such as *vetë-vetja*, *vetvete-vetvetja*, which play the role of reflexive pronouns. According to correct grammar, the text could define them as follows: The words *vetja* and *vetvetja* serve as reflexive pronouns in the Albanian language. The wording in this case in the text of Albanian Language for the 11th grade is not correct, because the forms *vetë* and *vetvete* are forms used when the pronoun is used with the prepositions *në*, *me*, *mbi*, and *për*. Another problematic question in terms of wording in working with the students is *In what form and what case are reflexive pronouns used with prepositions?* This question creates confusion, because of its lack of clarity. At this stage, students do not yet know whether reflexive pronouns have a passive and active voice or not. Referring to the Grammar of Albanian Language of 2002, we see that reflexive pronouns are also used as nouns in the indefinite form. The with the prepositions *në*, *me*, *mbi*, *për*, etc. This is only raised as a question in the text without any explanation given. The only clarification made in this case is: “the reflexive pronoun *veten* is used as a feminine noun in the definite form, regardless of the prepositions.” Students are not introduced to any explanation of the indefinite form, or when such forms (definite and indefinite) are used. In addition to that, no information is given regarding the following concepts:

- Reflexive pronouns do not have any specific forms to be distinguished whether they are singular or plural. They are in a way only singular.

- Reflexive pronouns are related with the word **self**. This is specified as a reflexive pronoun in the Dictionary of Modern Albanian Language, although no definition is given in the lesson, but used in a sentence without being explained.

- Nothing is mentioned in the lesson about pronouns used to replace people or objects, but exercise 5 on page 20 expects students to have such knowledge.

Lesson: Demonstrative Pronouns, page , there is no exercise in this lesson to test student’s acquired knowledge about the words *ai, ajo, ata, ato* being used both as personal pronouns and demonstrative pronouns, which is actually the key objective foreseen in the program. “Students distinguish personal pronouns from demonstrative pronouns”.

Lesson: “Possessive pronouns” on page 26 lacks the forms of plural possessive pronouns used as nouns in the table therein. The table on page is incomplete and unclear. It fails to show whether the pronouns are in the 1st, 2nd, or 3rd person, and whether they are singular or plural, or feminine or masculine. The 2002 Grammar of the Albanian Language presents clearly: **first person:** *i imi-të mitë, yni-tanët, imja-të miat, jona-tonat*; **second person:** *yti-të tutë, juaji-tuajt, jotja-të tuat, juaja-tuajat*, **third person:** *i tiji (i tij)-të tijtë, i tyre-të tyret, e tija (e tij)-të tijat, e tyrja (e tyre)-të tyret*, etc. It is recommended that the table be completed and help thus students be able to distinguish the full forms of possessive pronouns used as nouns.

Masculine form				Feminine form				
Number	singular	plural	singular	plural	singular	plural	singular	plural
First person	vetori: unë		vetori: ne		vetori: unë		vetori: ne	
Possessive pronouns	<i>i imi</i>	<i>të mitë</i>	<i>yni</i>	<i>tanët</i>	<i>imja</i>	<i>të miat</i>	<i>jona</i>	<i>tonat</i>
Second person	vetori: ti		vetori: ju		vetori: ti		vetori: ju	
Possessive pronouns	<i>Yti</i>	<i>të tutë</i>	<i>juaji</i>	<i>tuajt</i>	<i>jotja</i>	<i>të tuat</i>	<i>juaja</i>	<i>tuajat</i>
Third person, female	vetori: ajo		vetori: ato		vetori: ajo		vetori: ato	
Possessive pronouns	<i>i saj (i saj)</i>	<i>të sajtë</i>	<i>i tyre</i>	<i>të tyret</i>	<i>e saja</i>	<i>të sajat</i>	<i>e tyrja (e tyre)</i>	<i>të tyret</i>
Third person, masculine	vetori: ai		vetori: ata		vetori: ai		vetori: ata	
Possessive pronouns	<i>i tiji (i tij)</i>	<i>të tijtë</i>	<i>i tyre</i>	<i>të tyret</i>	<i>e tija (e tij)</i>	<i>të tijat</i>	<i>e tyrja (e tyre)</i>	<i>të tyret</i>

Lesson “Subjunctive Pronouns” on page 40, explains: Subjunctive pronouns are unchangeable and are mainly used as subjects and objects. The two sentences given as examples demonstrate the use of such pronouns as subjects in both cases, and not as objects, as mentioned in the text. See sentences on page 40. *Shiu i rrëmbyeshëm që ra gjatë natës, dëmtoi të mbjellat e pranverës.*

Në muze vizitova edhe pavijonin që u kushtojte të rënëve të luftës.

The lesson “My town” by J. Johnson on page 21 contains poetry as an example of descriptive text. The same treatment is also found on the text for the 10th grade on page 105

entitled “A song by Çanggani”, where the poetry is treated as a narrative text. The same is also done with poetry as argumentative text on page 128. In addition to the author of this text being not representative among the series of literary works, and not known or popular (requirements to be met by a school text compiled by a large number of researchers, and not based on some personal preferences), a question based on scientific hypothesis may be raised: Is poetry a descriptive, argumentative, or narrative text? Even if this is just a hypothetical stand of the text authors, it has to be emphasized that it still remains scientifically unjustified, and lack of certainty might in this case lead to confusion even among teachers, not to mention students. What is the intention of the authors in this case? If they decided to classify poetry as descriptive text, which is not the case with any theories in the world, shouldn't they explain their view in this case? No explanation is, however, given for that. The text simply mentions: this poetry is a descriptive text. Such classification is not found in any of the grades of the elementary 9-year school. Obviously, the surprise is saved for the 11th grade.

The topic “Description of an object” on page 32 contains some theoretical instructions, which do not cover the description of an object in a purely descriptive essay. It is not clear why its authors have chosen as a sample a paragraph describing an object. It is the description of a *kettle* and the students are asked to describe a *hammer* and a *flute*. The question arises: What reference shall the students use in fully describing an object in a genuine essay, i.e. the requirement of the school program? The reference illustrations in the text include: a *cyle dyjare* (Albanian musical instrument), which neither the teachers, nor the student respondents in the survey could describe because of lack of knowledge thereof. A text must offer examples that help students understand concepts, and not confuse them. Also, the description structure in a paragraph is referred to as the Formula and the Example. These are repeated 7 times over the 2 pages of this lesson. In a few words, the *Formula* implies that students must state the function of the object they describe, its components, and characteristics. However, this term used by the authors had no other effects on the grades subject to test exercises except for confusion. Exercise 6 on page 35 uses the concepts: denotative meaning and connotative meaning. There is, however, no explanation or information about them in this case. There is an explanation for the word *ë* on page 128, too late to help the students with that.

Albanian Language for 12th grade, page 62, exercise 4.a requires students to make a morphological analysis of the underlined verbs. Such verbs include also: *duke iu referuar*, which is a form not yet introduced to the students.

The text fails to meet the program requirement regarding the number of sentences to be used by the students in producing essays or other types of text. Thus, an exercise on page 25 requires students to describe a castle in 6 sentences ...; or describe one of your favorite places in no more than 8-10 sentences on page 9. The program requires the students to express themselves through one of the forms of communication on a certain topic in a presentation of 200 words, highlighting the main issues raised in that presentation;

Conclusions

The purpose of this study was to provide a critical analysis of the new texts, contemporary developments in the area of curricula in the Albanian education, an innovation for 2016-2018, and assess the impact of such innovation on the context of education in the learning process. The study intends to analyze in a constructive and critical manner such texts, providing valuable practical suggestions drawing on teaching experience, considering the competence-based curriculum, the curriculum material quality, and the most effective didactic tools and actual teaching environment. It intends to help teachers and students in dealing with the newly compiled texts, which are now on their path towards further improvement and development. The survey questionnaires filled in by 80 students in each parallel class, a total of 240 students, and 6 subject teachers of these students, who contributed to identifying problems with the texts. Thus, what the survey identified through a detailed analysis of the text of the Albanian Language for the general secondary schools was: failure to adapt to the level of students, and their interests and skills. Theoretical elaboration was often incomplete and not detailed. The authors of non-literary parts were not representative of the literary world (Çanggani, Gj.Bojaxhi) or authors of works more suitable for an audience of adults, (A.Ndreca, A.Klosi), or there was a lack of authors altogether as in the topic “Let us talk with teenagers about sex” page 132, 10th grade).

Problems and hypothetical treatment in the case of non-literary text were identified when poetry, for example, is considered a descriptive, argumentative, and narrative text. In ensuring compliance of the text with the content and objectives of the program, there was often a lack of illustrative images (photos, paintings) or subjective selections of the authors (V. Kandinski, L. Afremov, K. Jamamoto/Russian and Asian art, while Albanian students need to actually familiarize with the Albanian art, etc.). The way the text is organized into chapters and units (e.g. the text for the 10th grade) consists of fragmented materials from the program, which is a detail relevant to the teachers, and not students. There is a lack of appropriate methods and techniques in the teacher’s book, which is also overburdened (up to 10 pages per lesson) and does not meet the needs of our students. There is repetition of linguistic exercises with only the words *dalloni* (identify) and *gjeni* (find) being used in their requests, without extending to other levels of competence in this area. The language used in the text is difficult and indigestible for a large part of the students, and no glossary provided in these cases (e.g.: page 75, 10th grade).

There seems to be a positive attempt made to integrate language and literature, although a division of linguistic knowledge with pronouns covered under descriptive texts, and adverbs under the narrative ones, might not be considered appropriate. Knowledge about morphology and syntax, an elaboration of orthography is superficial, sometimes incomplete, while at other times overloaded (Albanian Language for the 12th grade). Thus, it must be noted that there is still to be done for the face of our education to change and take the right shape. Naturally, upon completion of this study, the question arises: Was such approach of integration of language and literature together for our general secondary schools? Did we fix or mix things with that however, it also has to be said that successful world experience has reached such an observation and constructive stage

that it serves the consistent improvement of the school curriculum. (Thus, Italy has established the so-called “Observatory for the quality of school books”, a civil society entity consisting of several organizations.) At the end of each year, they publish a list of both old and new school books, providing information about their characteristics, didactic specifics, efficiency, and promotion of free thought). In such context, it is recommended to look at such experiences, which would contribute to improving the quality of teaching in our schools, encouraging good hopes that Albanian language education is going to empower and develop in a healthy manner in our schools, expecting innovation in education to serve the students’ social development and prepare them as well as possible for successfully communicating in any situation.

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