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2

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EDITORIAL

Like any scientific journal in the world that undergoes change of title, also our journal comes with a new title. The previous journal of the English Department at State University of Tetova so-called '*ID EST*' now holds the title '*SUT Scientific Observer*'. Our journal '*SUT Scientific Observer*' has now become internationally recognized. Regarding the quality of articles our journal has received an award in 2008 from the *College Reading Association* with headquarters in Utah, USA. '*SUT Scientific Observer*' is open to everybody if the articles have quality and comply with regulations that are given from our editorial team. '*SUT Scientific Observer*' collaborates with other well known world journals, like: *PORTA LINGUARUM*, *PROJECT MUSES*, *VOICES OF NEW ZEALAND*, *ECHOES OF LIBERIA* etc. '*SUT Scientific Observer*' is an international interuniversity journal and it focuses mainly on linguistics, literature, education and culture, but also includes other scientific articles from various fields. Through it, we aim to internationalize and promote our Department within the international scientific community.

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CONTENS

LINGUISTICS	9
Majlinda NUHIU, PhD. TEACHING AND LEARNING BILINGUAL SYNONYMS AND HOMONYMS	10
Arburim ISENI, MSc, PhD Student. ERROR DETECTION IN THE ALBANIAN SPEAKERS' ENGLISH WRITINGS	18
Mag. Sadete PLLANA, PhD Student. Eng. Vilma PROKO-JAZEXHIU, PhD. Dipl. Ing. Mag. Gani PLLANA, PhD Student. A VIEW OF THE BASE VOCABULARY OF THE TERMINOLOGY OF MECHANICS IN ALBANIAN AND ENGLISH	26
Rovena VORA, M. A. A COMPARATIVE APPROACH TO STRUCTURAL PATTERNS OF VERBAL PHRASEOLOGICAL UNITS IN ENGLISH AND ALBANIAN	39
LINGUISTICS (TRANSLATION)	47
Fjoralba DADO STAGES IN TRANSLATING PHRASEOLOGICAL UNITS	48
Florim AJDINI, PhD. ASPECTS INFLUENCING TRANSLATION COHESION AND APPROPRIATE TECHNIQUES AND STRATEGIES, NECESSARY TO BE USED DURING THE PROCESS OF MEANING TRANSFER, OT to TT.....	55
METHODOLOGY	71
Suzana Ejupi, MSc. THE INFLUENCE OF LEARNING STRATEGIES ON PRIMARY SCHOOL STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE	72
Igballe Miftari, B.Sc. PROMOTING CRITICAL THINKING IN THE CLASSROOM.....	82
Lirie Raimi THE INTERACTIVE ROLE OF THE STUDENT AS THE SUBJECT AND OBJECT OF LEARNING IN THE DEVELOPMENT OF THE TEACHING PROCESS	90

Lulzime Kamberi, MSc. AN OVERVIEW OF LEARNING THEORIES.....	98
Prof. Dr. Vilma Tafani DIFFERENTIATED TEACHING	105
Lulzime Lutfiu-Kadriu, MSc. THE STUDENTS' ATTITUDES TOWARDS COMMUNICATION WITH A TEACHER.....	124
LITERATURE	135
Prof. Dr. Refik KADIJA TEMA DHE MOTIVE SHQIPTARE NË LETËRSINË ANGLEZE TË TRADITËS.....	136
Prof. Dr. Lirak KARJAGDIU GEORGE BERNARD SHAW'S PRESENCE IN ALBANIAN	172
Bavjola Shatro M.A. THE DISSOLUTION OF IDENTITY AS AN ALLEGORY OF TIME.....	178
POLITICS	193
Hyreme Gurra, M.A. ACCOUNT FOR THE ABSENCE OF A MAJOR WAR IN EUROPE FROM 1945-1991.....	194
TOURISM	201
Besa SHAHINI, PhD. TOURISM MEASUREMENT- A CHALLENGE TO BE FACED BY ALBANIAN STATISTICAL SYSTEM	202
ECONOMY	211
Hasim DEARI, MSc. Liljana ELMAZI, Ph.D. AN EMPIRIC STUDY ON DIMENSIONS OF ALBANIAN CULTURE IN INTEGRATION SETTING. A COMPARATIVE ANALYSIS BETWEEN MACEDONIA AND ALBANIA	212

Mirela MERSINI (ZERELLARI), PhD. Etleva LESKAJ, PhD. SUSTAINABLE DEVELOPMENT AND SOCIAL RESPONSIBILITY IN GLOBAL MARKET	223
Doc.Dr. Naser Raimi ENTERPRENEURS PROFESSIONAL TRAINING AS A NECESSITY FOR THE SUCCESS OF SMALL ENTERPRICES IN THE REPUBLIC OF MACEDONIA.....	230
ECOLOGY	239
Gazmend Iseni, MSc. Ing. Besa Iseni PHYSICO-CHEMICAL AND BACTERIOLOGICAL PARAMETERS OF THE NATURAL AND MINERAL WATER OF TETOVA BATHS	240
PSYCHOLOGY	247
Arben HOTI, M.A. NDIKIMI I GJINISË NË MARRËDHËNIEN MES NIVELIT TË ANKTHIT DHE PRITSHMËRISË PËR ARRITJE (SUKSES) TEK TË RINJTË E UNIVERSITETIT TË SHKODRËS	248
TERMINOLOGY	257
Eng. Vilma PROKO-JAZEXHIU, PhD. Mag. Sadete PLLANA, PhD Student. Dipl. Ing. Mag. Gani PLLANA, PhD Student. PROBLEMS OF TECHNICAL-SCIENTIFIC INFORMATION BEARING AND ITS RETRIEVAL IN TERMINOLOGY	258
AGRICULTURE	267
Ina PAGRIJA, MSc. Prof. Dr. Bahri MUSABELLIU ROLE OF COOPERATIVES IN FARMERS INTEGRATION INTO THE MARKETS	268

Remzi KECO, PhD.	
Prof. Dr. Bahri MUSABELLIU	
THE VERTICAL INTEGRATION IN THE INDUSTRY OF WINE WHAT SUPPORTING POLICIES SHALL BE ADAPTED?	280
Renata KONGOLI	
Namik DURMISHI	
THE QUALITY OF ALBANIAN OLIVE OIL, CHEMICAL AND SENSORIAL EVALUATIONS	289
BOOK REVIEW	298
On the work “Dictionary of Sociology” by Dr. Ali Pajaziti.....	298
On the work “Dictionary of Sociology” by Ali Pajaziti	300
INSTRUCTIONS FOR AUTHORS	302

LINGUISTICS

TEACHING AND LEARNING BILINGUAL SYNONYMS AND HOMONYMS

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Abstract

The pedagogical implications of bilingual synonyms it is a topic and research which hasn't been analyzed at all, neither as a part of Lexicology nor as a part of Methodology. When it comes to synonyms and homonyms it is always considered to be easy for studying as well as teaching them, without making any regard to different types of bilingual synonyms and homonyms and the difficulties in learning and teaching them. As it is already known synonyms are words that have the same meaning but different forms. But, synonyms are further divided into three other groups which are: identical synonyms, similar synonyms and synonyms. The first ones are words that have identical meaning as well as identical form. The similar synonyms are words that have similar form and similar meaning. The last ones have different forms and the same meaning. Homonyms are words that have different meaning but identical form. When we talk about bilingual homonyms they are words that belong to two different languages and in these two languages they have the same form but different meaning. When it comes to teaching and learning synonyms and homonyms we have to notice the further pedagogical implications:

1. The difficulties in learning bilingual synonyms and homonyms;
2. How should we teach bilingual synonyms and homonyms?
3. The transfer done while learning bilingual synonyms and homonyms;
4. What age should bilingual synonyms and homonyms started to be taught;
5. What are the advantages in teaching bilingual synonyms and homonyms?

These are the basic questions that my pedagogical research will deal. The methods used for coming to answers related to my research are different ways of teaching my regular students in the subjects that I am as a professor in "Lexicology" as well as in English outside the English department. In these classes I tried to see and understand as well as learn the best ways in which students learn them as well as the best way to teach them. What difficulties did the students come across while learning and my difficulties in teaching them.

Key words: bilingual synonyms, bilingual homonyms, pedagogical implications.

The difficulties while learning bilingual synonyms and homonyms

While learning the foreign language the learner learns the new language by “filtrating” it through his mother language. While “filtrating” the foreign language through the prism of mother language he or she will come across to words that are easy or hard to learn according to, are they the same or totally different from the words of his mother tongue. In this way according to the similarity with the mother tongue we can group words in three groups as follows: identical synonyms, similar synonyms, homonyms and words that are a real contrast, they are not alike neither according to the form neither to the meaning or in other words contrasted words.

When we talk about bilingual identical synonyms we should mention here that they are words that in contrast to the mother tongue they have the same form and semantical meaning as in the following examples taken from my book “ “

Example 1: Albanian 'alarm'	English 'alarm'
Example 2: Albanian 'radio'	English 'radio'
Example 3: Albanian 'dokument'	English 'document'

In this group belong words that have similar form and but the same meaning. Since students could easily recognize and guess their meaning from the similarity with the words in the mother tongue I think that these words should be listed in the group of identical synonyms. Examples for the similar synonyms are as follows:

Example 4: Albanian 'tankist'	English 'tankier'
Example 5: Albanian 'pedagogjik'	English 'pedagogical'

In the other group we have words that have the same form but different meaning or words which are similar phonetically but not semantically. Here we have bilingual **homonyms** and the words below give us a clear picture of what are we talking about.

Example 6: Albanian skaj	English sky
Example 7: Albanian thik	English thick
Example 8: Albanian shef	English chef

In the third group belong **similar bilingual synonyms** or words that have similar meaning but totally different form in other words they are words that are not phonetically similar but semantically. The words below are very good examples:

Example 9: Albanian më në fund	English finally
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At the end there are words that are not alike or similar neither by form nor by meaning as the examples that follow. But since my analysis is based only on synonyms and homonyms I will not take them into account when it comes to dividing them into subtypes.

Example 10: Albanian	English
‘luftë’	‘time’
Example 11: Albanian	English
‘toka’	‘moon’

All these types of words mentioned below could be categorized according to the way of understanding the words in comparison to the similarities with the Albanian language or the mother tongue in to three subtypes or subgroups: easy, normal and hard.

- a) **Identical Synonyms and Similar Synonyms.** If we start with identical synonyms or words that have identical form as well as meaning, and continue with similar synonyms which are words with similar form and the same meaning, we can see that the students will have no difficulties in learning these words because they are the same as the words in their mother tongue, in our case Albanian language. As an example we took the word ‘radio’ which is the same as in Albanian and English language, too. So, students by just seeing the words will have no difficulties in learning, understanding as well as reading the word. (**easy**)
- b) **Synonyms.** These words are considered as normal for learning because they
- c) have the same meaning but different form. While learning these words students would not have a lot of difficulties in memorizing these words but they wouldn’t be as easy as the identical synonyms so they were normal in the scale of learning new words. (**normal**)
- d) **Homonyms.** These words are the hardest to learn because as we said that the learners learn by filtrating the new words through the prism of the mother tongue so when it comes to these words there will be a lot of confusion, starting from confusion of meaning as well as form. That’s why these words are considered to be the hardest for learning as well as teaching. (**hard**)

Bilingual identical and similar synonyms

In this group belong words that have identical or similar meaning and form and they are very easy to be learned because students can easily recognize them as well as remember cause they have the same form as well as meaning in their mother tongue. But, the number of identical synonyms is very small because a very small number of these internationalisms have identical meaning in both languages and Albanian and English and when these words are borrowed from a foreign language or English language they are not borrowed in all their meanings. So, it means that when words are borrowed in one language from the other in our case from English to Albanian they are not taken in all their meanings that they have, but, just in one meaning while the other meanings they have are disregarded. As an identical synonym we took the example with the word ‘radio’ that has the identical form and meaning as well as number of meanings in both languages. If we take the word like ‘bank’ which has more meanings in English than in Albanian. So it means that in Albanian it has just the meaning of ‘the place that you take money or store them’ but in English it has more than one like ‘the bank of the sea’ etc. But this is not very important for learning as well as

teaching them because when these words are borrowed they are usually borrowed in their main meanings or in other words the meaning that they are most frequently used.

What can we conclude about this type of words we can for sure say that they are very easy to learn and they are a real pair or equivalents.

According to (Ivir, 1968), he makes a difference and creates a number of subtypes at this type of identical synonyms with similar meanings based on the following differences regarding the semantical meaning:

- a) different collocation areas
- b) different connotations
- c) different registers
- d) different frequency of usage

Homonyms

When we talk about the homonyms we should mention that they are words that have similar form but different meaning. They are as a result of a process over a period of time that starts with the borrowing and continues with other sub processes like phonemization changing the phonemes of the new word in order to be accustomed in the new language and than morphemization changing suffixes and prefixes and at the end the word. And the last process which needs a lot of time is the process where the word changes its meaning and gets a new meaning or slowly it's meaning disappears and the word receives a new meaning in the new language. In this way the word is left with the new meaning totally different than the one he had in the language that it was borrowed from. Ivir (1968) makes a difference between two types of words and: words that are borrowed from a language and have the same base form but different morphological structure or the other group of totally different words with the similar form but different meaning.

In the first group where there are words with the same base but different morphological structure in this group there are these subgroups:

- a) *a pair of similar synonyms with different suffixes and prefixes*
- b) *a pair of similar synonyms with suffixes that are part of separate synonyms in Albanian language while in their equivalents in English language they are not used at all.*
- c) *a pair of similar synonyms without suffixes and prefixes in Albanian language which in English language are formed with suffixes and prefixes.*

This class of words or homonyms according to the difficulty of learning are considered the hardest ones because of the similar form but the difference in their meaning which makes the learner and the translator to think that they are the same words and not totally different words that's why a lot of mistakes are done regarding translations as well as learning them which brings to a real confusion.

Similar synonyms

When words that have different form but similar meaning have to be analyzed or taught as well as learned we should for surely mention Lado (1965:217) where he states that these words according to the difficulty of learning are consisted of just learning a new form while the meaning in the foreign language is understood according to the word that exists in the mother tongue. As they are they are considered to be normal for learning them not easy because you have a new form to learn and not difficult to lead you to a confusion as it is the case with homonyms.

Teaching and learning bilingual synonyms and homonyms

As it is already mentioned the learner of a foreign language learns the new language by filtrating it with his mother language. But, the learning of a new language or a foreign language could be easily learned or achieved if students or learners go from something that they know to something that they don't know. Words that have identical form or similar form and meaning should be efficiently used in learning a foreign language where the semantical basis of the mother language should and it should be used as a base for learning a new language.

Except the similar or identical form and meaning sometimes the phonological form of the foreign word could be easily connected with the meaning of the word of the foreign language. But, sometimes to some learners they don't need neither the similarity in form nor meaning to connect it with the word in foreign language.

According to (Hammer, 1975), the learner shouldn't create a concept system totally different from their mother language; he should integrate the system of his mother language into the system of the foreign language.

According to (Wuster, 1959) it is all about the learning the concept system of the foreign language, if the learner doesn't learn the concept system of the foreign language and in this way the learner wouldn't be able to understand the numerous differences between the concept system of the mother tongue and the foreign language as well as he wouldn't be able to understand and think in foreign language.

It is a very good idea to start the learning of the foreign language by the help of identical synonyms and similar synonyms and with this we advance and we achieve progressive and differentiation of the meanings as well as the learners achieve a kind of self confidence in continuing in learning as well as speaking the foreign language. The meanings of synonyms are related and then they integrate and in this way they achieve broader meaning and at the end of this process follows differentiation.

Transfer

When a foreign language is learnt then it usually goes from words that they know, so, it means that words that already exist in the mother tongue to the ones they don't know, it means words that do not exist in the foreign language.

When it comes to the words that are identical or similar with the mother tongue than the learners do not learn these words but just transfer them in their foreign language. That's why these words are considered as easy to learn according to the difficulty of learning. But, here should be noted that according to some authors like: (Limper, 1932; Johnston, 1939; Stephnes, 1960; Hammer, 1975) say that while learning the foreign language words that are the same in the mother tongue and foreign language are not transferred directly from mother tongue to foreign language but this all depends from the individual cognitive system of the learner.

As an important factor of the transfer according to (Klausmeier, 1969) it is also the flexibility of cognitive structure. According to Stephens (1960) the amount of transfer could be raised just if the note of transferring is being noticed.

Age

Even though according to psychologists the best time or age to start learning a foreign language is the time when learners are small or at a very young age. But when it comes to learning a foreign language through synonyms and homonyms that theory is not adequate. According to Hammer (1975:66) the best age of learning a foreign language with the help of synonyms and homonyms is the age of high school, university or educated people because they already have the ability of analyzing and better language competence. But, a big importance as it regards to what we said should be given to scale of usage of bilingual synonyms and homonyms together with the differences in meaning which makes learning and remembering vocabulary at certain points of education easy.

The advantages of learning bilingual synonyms and homonyms

One of the best, more economical and the fastest method of learning as well as communication in a foreign language is using words that already exist in the mother tongue. While learning the new vocabulary an easy method of learning is relating it to or associating it to the similar or identical synonyms.

Based on a word that already exist in the mother tongue or in another language that is known to the learner, than, the learner will not have any difficulties in guessing what is the meaning of that word. But that doesn't have to be the same in all cases. Here two cases should be mentioned and that is when the meaning of a word largely depends on the context it is used and the other one is the case of bilingual homonyms.

The case when the meaning of the word depends on the context it is used could be better explained if we take an example. If we take a word and as it is usually words have more than one meaning as in the Albanian also in the English language and if the learner without reading the context directly translates the word than it comes to confusion or a real misunderstanding. According to Fries(1952:54) the context controls the meaning of a word. One of the best ways and advisable ways while teaching new vocabulary to students is to say to students as well as pay attention to them that meanings of words shouldn't be

memorized without taking into account the context they are used. As another factor that leads to real confusion and misunderstanding in learning as well as translating are bilingual homonyms as they are already known words with similar form but totally different meaning. What the teacher should teach them as well as explain that these words are words that in the past were the same, the same form as well as meaning, but, with time they lost their meaning and got a new one in the new language which was totally different from the first one, examples will really explain the situation better.

According to Anthony (1953:82) the following principles are very important in teaching bilingual synonyms and homonyms.

- a) As minimal presenting as possible of historical information about the word.
- b) Bilingual synonyms and homonyms should be presented as models of correspondence where bilingual homonyms need additional explanations of these correspondences
- c) While presenting bilingual synonyms also should be presented together with synonyms because in this way learners will see and notice the further difficulties because of their similar form while learning them.

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ERROR DETECTION IN THE ALBANIAN SPEAKERS' ENGLISH WRITINGS

With Special Emphasis on Morphological Errors

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Abstract

This study comes as a result of extensive work in the field of writing in teaching the Albanian students English. This study is intended as a modest contribution for teachers who wish to improve their attitudes towards the mistakes and errors of students.

The conclusions that we have excerpted are based on the results of a series of observations, surveys, interviews and tests on the nature of the mistakes in spoken and written English committed during the process of teaching and learning. The main emphasis is placed on the nature of the errors. We do not pretend to offer ready-made solutions, but instead attempt to supply a contribution in the field of language teaching and learning.

Key words: errors, hypothesis, learning materials, linguistic and grammatical preparation, interlanguage errors, etc.

Introduction

According to J. Fisiak (1985) students make errors because of the lack of materials and lack of contact with native English speakers. We can prevent students from making errors only by engaging them in different written and spoken assignment during the class and at home. It is of paramount importance for the teachers to make controlled writings from their students. Eugene Briere was one of the first to do empirical research in ESL composition in 1966. What our students lack is the skill of disability to organize and plan their writings effectively and appropriately.

Another thing that pushes our students to make mistakes and errors is the linguistic assumption that they have for the word. It happens to us everyday when we ask students about the grammatical category of a word to fail because they have linguistic assumptions first of all from their mother tongue. The problem here is the incomplete knowledge in terms of grammar conveyed from their high schools in the region, because as we know they come to study English without acquiring first their mother tongue grammar well.

As Jack Richard states in his book “*The Role of Vocabulary Teaching*” (1976) it is very important to explain to the students the linguistic assumptions about knowing a word. Students learn words better when they are associated in context with a sentence. Notwithstanding, we do not know whether our responses as teachers to errors will help our students make less errors and mistakes.

All we can do is to pursue them learning by mistakes and test their hypothesis on special linguistic units and come to some kind of conclusion about the same.

Errors made by Albanian students are drawn from the essays and paragraphs that they have written in their lectures and during the mid-term and final exams. All of these were analyzed in a systematic way based on a comprehensive knowledge about the errors, which we had collected earlier and used for a long time. It is understandable that our experience on various forms of occurrence of this problem and theoretical sources were consulted as key references and enabled us to understand that this issue is a concern and also a concern to resolve or at least contribute to our students. Regrettably, we noticed that Albanian students make errors because they lack the linguistic and grammatical preparation required by primary and secondary schools in terms of English language material.

In addition, they make errors from inaccurate and sufficient language interpretation and grammatical rules. Our students do not improve or improves very little English language teacher at work in the classroom.

And, finally, their written works that they do in the classroom or at home are checked as for show. Therefore, we decided to work on this issue devoting ourselves two years by selecting the entire corpus of written language by students, we organized it completely finding errors made by students, by highlighting and interpreting them hoping that not only the students of English, but also the lecturers, could use this during their work in the lectures and exercises.

We believe that this will significantly facilitate the work they do. On the other hand, in the same time we draw our conclusions about these errors that students make, by studying them very carefully. Almost for any kind of errors that students were making, better to say on all the natures of their errors, we have offered their interpretations, based on earlier literature used. From the most common errors that students made regarding grammatical categories, we chose to interpret only some of them, and we have presented them in a table given below.

But as far as some other errors are concerned, which here found no room for treatment, certainly when multiple studies and researches are going to be done in this direction in the future, we believe that we could study and interpret them more broadly. We saw as most reasonable to interpret the errors made most frequently by students, specifically those errors that we have observed and at the same time those errors that we have drawn from their works. I can not say that these errors that will be interpreted below are not serious, mainly because these errors are those which inhibit the process of communication.

However, it should be noted that apart from these errors there are other errors that are even more serious, which remain to be studied more widely in other studies. Therefore in this chapter we will interpret errors made when article, pronouns, verb tenses, prepositions, conjunctions, word order, genitive case, spelling and pronunciation aren't used properly.

All these dealing with areas mentioned are interpreted example after example, giving explanations and reasons for such a thing.

Corpus and Data Error Analysis

When correcting our students' writings we took as a sample the four methods on student's error marking that Thomas Robb, Ian Shortreed and Steven Ross dealt with, and that is when their errors are corrected, coded, marked with the highlighted pen, and when the number of errors per line are written alongside the margins of the paper by the teacher.

Therefore, we selected forty students' papers with different topics out of hundred to correct. They were given different topics and they were asked to write compositions from two hundred to two hundred and fifty words. The titles of the topics were, as follows: 'My house', 'The Zoo', 'My School', 'My Best Friend', 'My Town', 'My Family', 'In the Garden of my City', 'My Favorite Animal', 'My favorite Movie'.

While correcting their errors our responses were consistently selective and systematic. We were concentrated in the following morphological errors as presented in the following table given with sentences.

Error type category	Sentence	Errors in 40 Students' papers
Articles	<u>The</u> marriage is a holy ceremony	30
Articles in front of proper nouns	He lived in <u>a</u> Shkupi	21
Articles in front of adjectives	My city is <u>a</u> big and beautiful	7
Articles in front of noun phrases with prepositions	The Zoo is <u>a</u> near the Durrësi seashore	13
Articles in front of the negative form	There is <u>a</u> no Zoo.	11
Articles in front of the simple past	I <u>a</u> caught train.	2
Articles in front of plural of the nouns and numerals	My school has <u>a</u> eleven classes.	5
Pronouns	I don't see <u>she</u> often, but I speak to <u>she</u> every Sunday afternoon.	33
Personal pronoun for neutral gender 'it' used instead of 'there'	<u>It</u> is a beautiful flowers	9
Verbs	She have a boyfriend.	12
Forms of the auxiliary verb 'to be' – am, is, are	She be a doctor.	4
Forms of the auxiliary verb 'to be' when missing	Man, women ___ sitting on the benches and children are playing.	17
Forms of the auxiliary verb 'to be' in front of the noun phrase with preposition	The children <u>are</u> in the play in the garden and women in the sitting in the bench	8
Forms of the auxiliary verb 'to be' when used unnecessarily	They <u>are</u> enjoyed our Zoo	14
Forms of negation	I <u>don't</u> can explain	11
Verb tenses	I am listen to the radio.	23

Present simple instead of past simple	The dog <u>lick</u> my hand	62
Past simple instead of present simple	He lived in Haracina	24
Present continuous instead of present simple	He is going from house to house	39
Present continuous instead of past simple	I am going to the half past seven in the evening	12
Present simple instead of present continuous	The parrot eat a banana	7
The use of inflectional morphemes 's' and 'es' in the third person singular in present simple	He protect my house.	44
Prepositions	I am <u>under</u> your disposal	31
Prepositions aren't used when necessary	The post man goes ___ house to house	10
Prepositions used improperly	I visit <u>to</u> the Zoo my friend	16
Preposition used wrongly	There are trees <u>on</u> the garden	31
Noun phrases with prepositions	Petrit puts ___ his UCK uniform	34
Conjunctions aren't used when necessary	He enjoys walking through the country, _____ he often goes backpacking on his vacations.	9
Conjunctions used when not necessary	There is a big and small but beautiful birds	3
Using sentences when 'there' is missing	This garden is also plants	7
Genitive	The car front seat	15
Spelling	<u>Thort</u> instead of <u>Thought</u>	67

According to David Lott (1983) "it is not our native language that interferes when an error is made, therefore this does not give any instruction to the student."

Nickel (1971) sees this from a broader view and the examples above he considers as errors that interfere in a language. However, he says that in such instances we should distinguish between direct intervention and indirect intervention of language.

Dulay and Burt (1974) describe the intervention of language as an automatic transfer to the structure of a language as regards the habits that students learn.

Pit Corder (1973) mentions three types of errors: (1) transfer errors, (2) errors of analogy (3) errors caused during learning.

