

## SPELLING JOBS AND THEIR DIDACTIC VALUES

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### ABSTRACT

This paper aims to highlight the values of the spelling works by observing the types of the spelling errors that students do in linguistic knowledge, in order to avoid them through the dictates using in specific hours. Seeing their value, teachers of free curriculum should leave spaces to different types of dictates. To ensure the sustainable acquisition of the basic elements of literary rate, there should be further practical spelling works not only as specific hours, but becoming fully part of the respective topic. Drafting a text with a lot of different dictate types where occupy exercises related to key points topics of spelling, extensive in helical principle adapting to the level of difficulty with that class, it would with a lot of didactic and methodological values for standardization of Albanian literary language. It may not be the same dictat for the 2nd grade classroom as well as for the 3rd or 4th classroom. Linguistic material should be necessarily made by the prominent Albanian authors cause syntactic structures of Albanian language changes with those foreign languages. The content of this relates to the didactic importance and value of the linguistic works and primarily the spelling dictates in special hours in the intellectual formation of students. Developing dictates in specific hours is left to the desire of teachers to include or not to free curricula unspecified amount. Didactic value of spelling works is very important to control language knowledge. Starting from these observations and phenomenes, I think it would be reasonable to make a description and observe the number of these issues to highlight the value and importance of spelling and spelling rules implementing the standard Albanian language.

**Keywords:** Job spelling, curriculum, teaching values, learning process, linguistic structure.

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### A GENERAL ADMISSION ABOVE THE SPELLING KNOWLEDGE AND THE WRITING WORKS

Knowledge about language is very important in the entire of the curriculum of native language in school. They are closely linked with suchlike components of its learning such as: the pronunciation, the spelling, the punctuation, the lexicon and of course, its grammar. Grammatical issues are resolved relying on teaching materials that allow control of the recognition of spelling and language spelling. In primary schools, in generally the knowledge teaching about language begin learning in intuitive roads, but also linguistic and authentic terms and concepts start and gradually begin processed in a linearly and

concentrically way, taking place in programs and relevant texts. But, despite the knowledge about language, the pupil should be involved for a good time in the possession of writing. The era of mobile, of videoconferencing and of e-mail does not exclude it, but makes necessary that the writing world is still a primary form of communication necessary<sup>1</sup> Writing is a good mental exercise. He sharpens the intellect. Skill comes through training, so the student must make often a written assignment. The teacher should assess spelling, word usage and sentence building, while the student should be taught to revise his work and to correct the mistakes. The teacher should insist for her students to own grammar, because they are more successful. "Grammar and the usage rules are writing as the multiplication table and the rules of deduction in math. They do not always give the same pleasure, but they're necessary."<sup>2</sup>

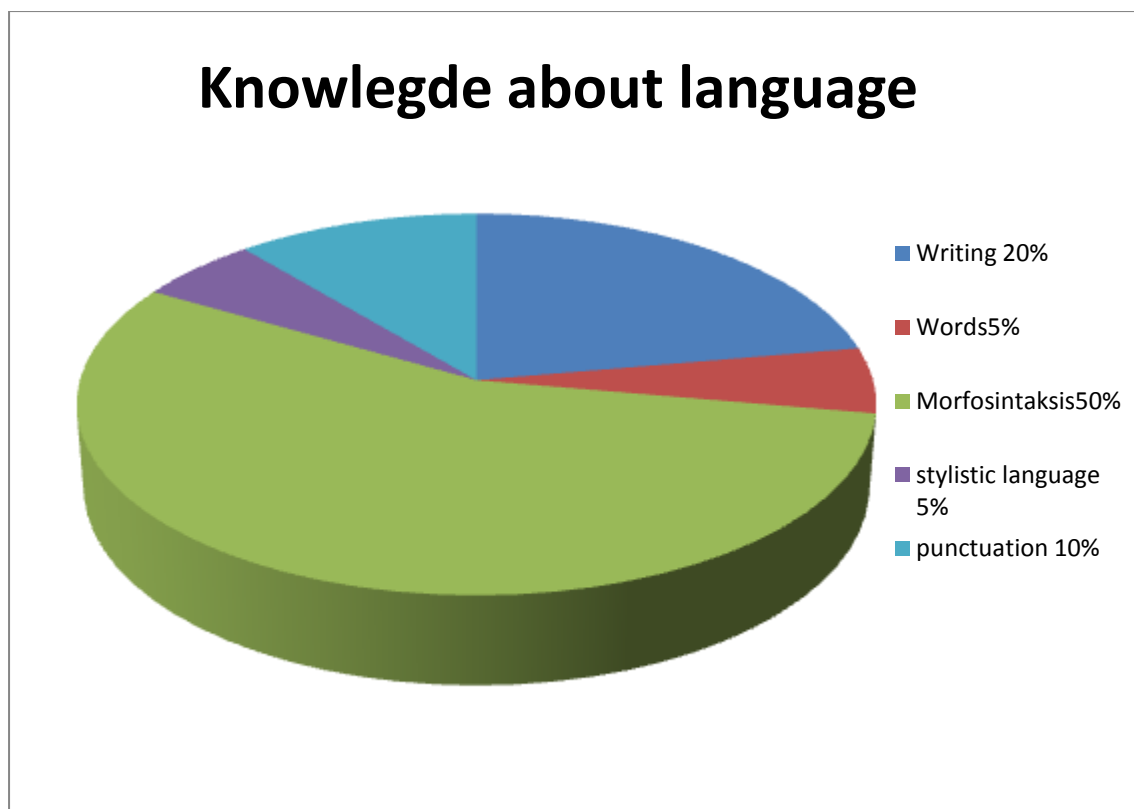
Linguistic knowledge constitutes the most important objective in the subject's matter of the Albanian language. Using certain linguistic situations, students are given the opportunity to own and use linguistic phenomena such as phonological, lexical, grammatical, historical, etc. Unlike so far, the acquisition of knowledge of this group and their return in practical skills for students is conceived and relied on very different methods and concepts. This change is noted since the first moment when grammar is placed at the service of certain communication skills. The solution of grammatical relies on issues suchlike teaching materials that allow the recognition of certain linguistic functions. So, it is not departed from the grammar, but it is going toward it. To start from a text to exit at the function and linguistic phenomenon, is a good opportunity to realize the principle of integration. It is very important to respect the views to the rate of the Albanian language and dialects, distinguishing between them and using the correct standard Albanian. To recognize the language skills, it is needed to make an accurate estimate for the written works. Beside the traditional practices, the recognition of this level should be oriented in other criteria and standards, seeking various forms of assessment, which reflect the real level of student achievement on measures to improve it.

Below, in order to have a clearer idea, we've illustrated in a diagram, the place that orthographic knowledge have in its "**Linguistic knowledge**", and in the following table we've presented relevant topics by class II, III, IV and V analytically.

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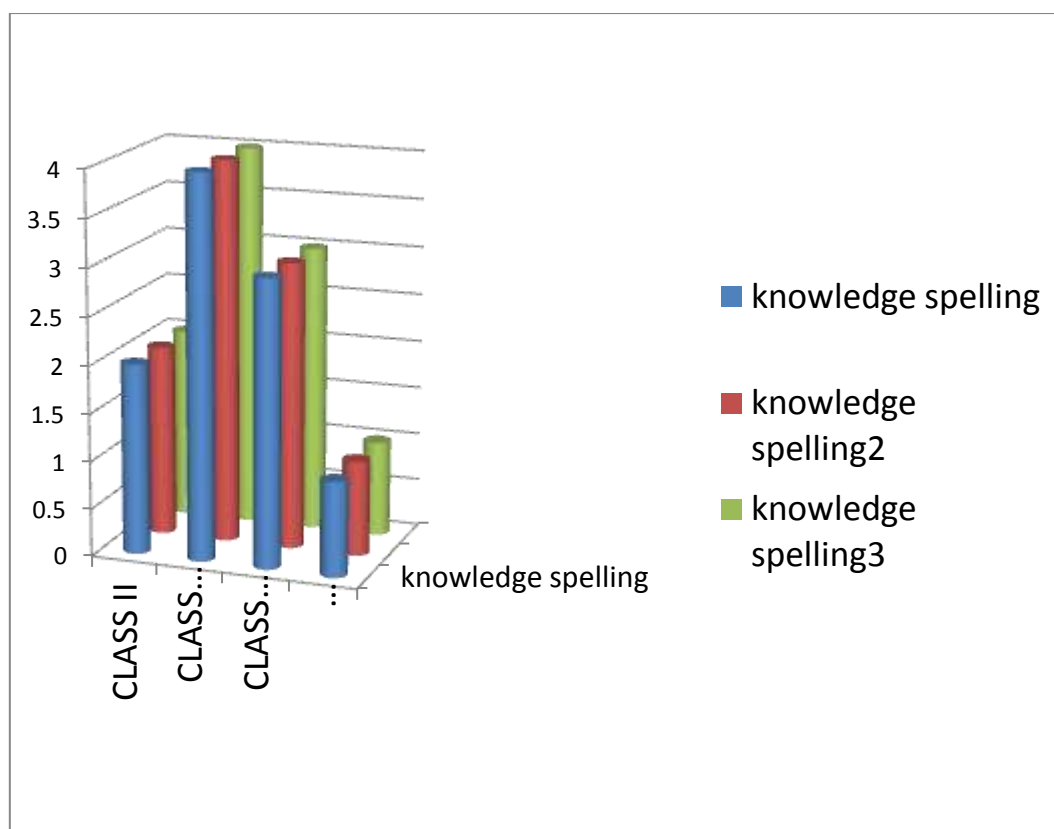
<sup>1</sup> Migena Alimehmeti, "Errors and their corrections, and school curricula, and Albanian language and literature 6, ISP, Tirana, 2004, p. 61.

<sup>2</sup> Mimoza Gjokuta, "Albanian language didactics", Tirana, 2009, p. 11



CLASS II	CLASS III	CLASS IV	CLASS V
Sentence which we tell something with	Punctuation	Spelling adj.	Punctuation reported questions
The particle not	Writing negative words such as not	Writing uppercased names	Arguing the usage of punctuation
Point and question mark	The adaptation of a verb in a sentence	Spelling of adverbs	Usage of punctuation in a dialogue
Words ending in -e	Spelling these words	Bending of adjectives	Using the apostrophe
Surnames ending in -e	Verbs in the present tense	Writing the opposite names	Dividing the sentence at the end of the line
Opposite adjectives	Verbs like get, give, in the future tense	Spelling of surnames in their plural	Usage of uppercase
Spelling verbs	Spelling verbs in the past simple	Spelling pronouns	Using of apostrophe at interrogative pronouns
	Spelling of verbs in the past simple	Different verbs in the present tense usage	Usage of apostrophe
	Verbs to be, to have	Dialogue	
	Verbs to be, to have	Highlighted vowels	
	Spelling of adj.	Conjunctions	

From the diagram and chart below, it is indicated that these knowledge occupy about 1/3 of linguistic knowledge about the importance, then knowledge of grammar and more numerous hours are in the second and third grade and less hours in fifth grade.



For practicing the spelling knowledge, exercises and writing tasks have a special place, which are applied consistently in order this knowledge to be taught, and naturally passed from the rule at practice and at natural habit of this knowledge. An Albanian language teacher must find and use exercises that lead the process of acquisition of linguistic rules in practices which exercise the linguistic skills.

### Didactic values of spelling works

Albanian language teaching has been guided by the concentric and linear outline. In the new model of curriculum, there is respected the integration subject principle. Integration can be in subject when there are combined mutual relations between the lines and it is called subject when there are combined raw bilateral relations with each other. Jobs spelling and dictates bring didactic and scientific values the primary school, because by them, students drill adopting the scientific bases the spelling knowledge. Didactic values lie in the control within an hour of all-graders. So, spelling jobs have irreplaceable didactic values, because they make a strong link theory and practice habits leading to full acquisition of knowledge spelling. If the teacher prepares a list of topics varied spotting manages to classify his students' grammatical errors they make. Errors may be: dialect, the non-possession of linguistic knowledge, negligence, etc. The teacher must observe the types of the most common errors in spoken of students, and through written works to investigate their causes to avoid as soon as it is possible.

## IMPORTANT PRINCIPLES RELATING TO THE MATTER OF THE ALBANIAN LANGUAGE

### a. The principle of integration

This principle has to do with the combination within a subject and between different subjects. Depending on the combination of integration is named in several ways:

- Integration between the lines and underlines, (writing with reading, grammar, reading, etc.).
- Integration between different subjects, (Integration within the subject have the integration of language and reading. This is evident in all texts, and all examples of language are related to the topics of reading, in the relevant field.)
- Integration in the interaction plan of objectives,
- Integration in the usage of interactive methods,
- Integration from the dissecting of the subject's content through activity fields of an individual.

Integration subject are:

- Albanian language-education
- Albanian language-figurative education
- Albanian language-technological training, etc.

If you see the text of the 2nd class, "Albanian Language 2"<sup>3</sup>, the themes "Greet" (p. 77), "Hospitality" (p. 66) are integrated with education. "How is a rainbow formed?" (P. 199), "I also paint" (p. 49) are integrated with the plot.

"Squares"(p.135), "Who knows how to regulate" (p.64) with technological training. Also we also have integration between subjects like: "Coming brother" - line "Reading" (p. 52). "My sister and brother" line "Let's write" (p. 54), etc.

Didactic value of the principle of integration is obvious for spelling affairs where the teacher makes directly the combination of examples to the theme of reading that is working, is known inside and children find it easier to write the kind of dictation. Teacher integrates themes and related topics in different subjects to deliver the best intention.

*"We understand sign language"* line **"Let's write"** (p. 58) also carries the theme "Road Signs" in education. Integrating made it possible the language to find a suitable bed operation with its various elements in literary material within the subject and among other subjects.

Language is an indispensable communicative activity for all school subjects. But meanwhile, the language cannot be learned lonely without any relationships with the other fields of knowledge such as arts, culture, civics etc. In today's global context, topics such as freedom, health education, the environment, children's rights, etc., cannot be overlooked in a new curriculum. These topics are closely related to the global education of the younger generation, and in this way, they must take their rightful place through the curriculum goals and distributions, to create balance and coherence at the curriculum. Without their respect, curricula might feel outdated. It must be admitted that as much the kid is in integrated relationships between his visual intelligences, moveable, mathematical, stylus, as much successful he will appear in his learning. Thus, the combination of spelling works with drawing activities, singing etc., gives more willingness and desire to work and to go further.

## **b. Morphological principle.**

According to the morphological principle<sup>4</sup> of the Albanian language, spelling words and their component parts are written equally regardless of phonetic changes caused by phonetic laws that operate today in our language.

<sup>3</sup> Rita Petro; Mimoza Gjokuta, "Mother tongue 2", School publications" Alba ", Tirana, 2007

<sup>4</sup> Albanian language spelling, Tirana, 1973, p. 36

This principle is necessary in those cases where the application of the principle of separate phonetic decay leads to darkening or formative structure of words. So, spelling jobs have values for the consolidation of the Albanian language, in this direction too. To save as much clear the formative structure and word-unit traits, students should be exercised as much, almost every class with working spellings to work in spelling forms and dictation exercises.

Based on the morphological analogy, there are simplified the spelling rules, allowing these rules to reflect the development of morphological structure of our standard language more attached organic in a more organic way. To avoid various errors, it is not enough for the teacher to proficient the standard rate, but great importance should have the recognition of problems. A dedicated teacher identifies carefully the dialectical errors through the dictates, which are based on phonetic principles that lead to the destruction of the formative structure, and the regulation of these errors is controlled among the hour, again through dictates. Here is the fundamental value of spelling works: **"Right practical appliance also according to morphological principle"**.

The teacher controls the writing of morphemes by spelling works. For ex. at verbal forms, such as play, blot, boil etc. at which the ending letter is not imposed on the basis of phonetic rule of emphasis, which means that this letter, two syllables after the neither is pronounced and nor written. A dedicated teacher reveals the key points to be acquired. The control of the acquisition of these rules is achieved better and faster through dictations containing words that differ when we write and pronounce them. The value of using these words is already evident.

### Types of spelling works

Spelling jobs are classified into two types: **spelling exercises** and **dictations**. The acquisition of orthographic norms requires an organized exercise and selected dictations with an increasing degree of difficulty, performed by students under the supervision of teachers. We check all students within a school class through a spelling work. As we saw above in connection with spelling knowledge, also the spelling works have significant amounts of scheduled works and concretely like below: <sup>5</sup>

Class	II	III	IV	V
Classes for spelling	20	15	14	10

### Spelling exercises

"Sometimes we learn things with a great effort. Repetition is required for learning to be permanent. That is why we should rely on different exercises and practices to possess skills and to increase understanding. It is used to consolidate, clarify, potentiate and process those who have learn students and it is given an extra option to learn better the procedures and the usage of practical activities, described at the section for the technique of learning and preserving of cognitive skills, facts, etc."<sup>6</sup>

<sup>5</sup> Tongue Institute of Kurrikul and standards: Programs subject. 9-year schools. Class II, III, IV, V, Tirana, 2005, p. 13

<sup>6</sup> Adem Tamo; Karaj T; Edmond Rapti, Teaching and learning, Tirana, Mokra, 2005 119

### **The practice of students has to pass through these stages**

1. Providing the best tools and conditions for IMP
2. Motivated keeping of practice
3. Practicing should be as much realistic
4. Carefully supervised practice
5. Structured sections of practice
6. Each student should be individualized
7. Misallocation in the special instructions
8. Usage of a lot of materials

Exercises play an important for the acquisition of the written language through practice exercising. In texts of the Albanian language are types different of exercises that attend for the development of skills and spelling, which are developed in each stage of a class, by speaking and by writing, alone or in a group etc.

### **Spelling exercises can be**

1. Different copies
2. Replacements of texts with missing words
3. Separation of words at the end of the line
4. Setting the punctuation at the end of demonstrative, interrogative, admirative.
5. Setting the uppercase at the beginning of the sentence and impersonal names.

These exercises vary from class to class, about topics covered in the early grammar or spelling hours<sup>7</sup>, which were presented above through a table. Exercises have an indisputable practical value for learning grammar, developing habits of students in the primary school. There are vacancies for the improvement in their diversity, because there are still natures directed at parsing. To achieve functional learning, we should develop abilities, skills and habits exercise.

### **Spotting**

One of the most precise forms to adopt the spelling issues are dictates. Dictates are writing activities through which teachers understand the problems of the spelling structure of written language and the spelling problems and the punctuation side that belongs to the students<sup>8</sup>. It should be given a special attention to dictations, because the realization in accordance with the requirements would verify the acquisition of the language spelling skills. According to the programs, dictates in special hours are left to desire of the teachers, their inclusion or not in 30% of the free hours.

Experience has shown that the usage of the diversity of dictations is viable. Spotting can be performed at any time in the class, especially during the reversal of knowledge. Dictations should be seen as activities that check and improve spelling skills. Spotting can be part of spelling lessons or may be even specific hours scheduled in the program (dictations control). In these classes, the teacher evaluates the spelling of student's affairs. For the evaluation of the dictates, the teacher can follow a criterion rating, for ex.:

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<sup>7</sup> Mimoza Gjokuta, Albanian language didactics, Tirana, 2009, p. 86

<sup>8</sup> Mimoza Gjokuta, Albanian language didactics, Tirana, 2009, p. 308



If you do 3 mistakes, you'd have a rating less. The content of dictates depends on the topic of exercises at the section "**Acknowledge our language - Spelling.**"

Primary school's teachers must build new strategies for improving the language's spelling skills. They should know and improve their students' problems that disturb him in spelling with new forms of work. Experience of working in the Albanian schools shows that the formation of habits of writing correctly and without errors requires not only recognition of the standard Albanian grammar's structure, but also a persistent and systematic work that means ourselves correcting in any discursive activity<sup>9</sup>. Non-mistake writing habits are formed in an unconscious way, in smaller ages which coincide with the pursuit of primary education. The formation of these habits depends on a large extent on the ability of children of this age to "photograph" words and to preserve the memory of its forms. The primary school's teacher play a fundamental role in the formation of these skills, who not only have to be an example in the implementation of the standard language norms, but also have to convey them to the format of rules, decrying those forms of uses that do not agree to the rates. Elementary school teacher, must always keep in his desk the following *texts*: "*The Spell of the Albanian language*", "*Albanian language orthographic dictionary*", "*The rules of punctuation*", "*Dictionary of Contemporary Albanian language*".

### Types of dictates

Regarding to the types of dictates, we must stop at two key moments:

- Problems dealing methodical ways.
- Their length.

### There are recommended

- a) Control dictations that improve the spelling issues.
- b) Control dictations that improve the problems of the structure of language.
- c) Control dictations that improve the issues of punctuation.
- d) Copying.
- e) Self-control.
- f) Spotting texts with lack of words.
- g) Spotting through auditory tools and student's own writing.
- h) Spotting with language requirements.
- i) Spotting creator.
- j) Spotting with choosing.
- k) Spotting with warning.
- i) Spotting with dictating.
- m) Research spotting.
- n) Learned spotting.
- o) Explanatory spotting.
- p) Justified spotting.
- q) Free spotting.<sup>10</sup>

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<sup>9</sup> Rami Memushaj, Standard Albanian, how to speak and write. Toena Publishing, 2002 p. 53

<sup>10</sup> Mimoza Gjokuta, Albanian language didactics, Tirana, 2009 p.301



## CONCLUSIONS

One of the tasks of the Albanian language teachers is to take care and provide a well written of students, being more and more tracers of their students, but also managing their work like any other line for writing, by dictation which also used as an important form of work. It's enough to recall that dictation, together with copying is a form of differentiated work with students which encounter literacy difficulties. Firstly, dictation is an opportunity to potentiate the spelling skills and spelling punctuation. It can and must take place at different times of the school year as mini spotting, if you call it a 5-10 minute "test" for the implementation of spelling rules by students. Our programs are still centralized, but a good teacher knows how to find enough space to realize a goal which the textbook does not give the subject material for. The book is not everything. Firstly a teacher has to feel free in his profession to be successful at working, without thinking that tomorrow will come and make someone responsible for this or that teaching enterprise. The teacher can plan and implement dictations with students within hours of availability, mainly after developing instructional sequences which address issues of spelling, certain structures of simple and complicated sentences, applications of the rules of punctuation, etc. Related to the objectives and paths, ways and didactic forms that are used by teacher, dictations can be classified: Spotting with copying: It is given a text to the student, where are missing words and phrases related with a spelling issue. The student may fill vacancies while coping or he will host the reading (even for spelling purposes) by the teacher and then he'll write. Announced spotting: One of the forms of this dictation is when students are known with the text that will be written during the hour of dictation, in order to read it preliminarily. Another form of announced spotting is repetition and reinforcement of spelling rules by students and teacher before the development of dictation, during which students will write a text which requires the practical application of spelling rules. Creative spotting: Teacher shows to her students a text, which is read together. There are discussed the spelling and punctuation problems which are applied in the given text. For saving the time, students are asked to rewrite the text by changing the underlined structures of phrases and sentences.

Then there are discussed the spelling and punctuation problems, where students have made mistakes, as result of writing creatively. A form of this dictation can be: After students read the text that is given 2-3 times and after there are highlighted the spelling problems which is intended to be checked, the text is removed and the student is left to write it by memory. Autospotting: Students should learn memorized parts of poetries and proses. One of these parts can be a spotting. The teacher should select one part of them where are used spelling and punctuation rules which have been discussed with students before. Before the students will write that part, they are ordered to read that part carefully, in order to create better knowledge of the text's spelling form. Inspection spotting: This spotting can be used for the purpose of better grades of students. For this reason, the text must meet certain standards: to incorporate more spelling and punctuation issues, because this will avail to diagnose the objectives that students have reached. In our opinion, evaluation criteria should answer questions such as: How accurate is the student? What is the importance of spelling rules that are not applied by the student? How does a student write? Why did the student went wrong? etc. Like any written work, even dictate should be checked and evaluated, but without using the mark which scares the student.

### Three ways to control and evaluate dictation

- **The first**, after the dictation is gone, students confront each other's work in couple, discuss the level of accuracy and make the necessary interventions for improving, perhaps seeking the help of teacher. Particular problems are discussed collectively. There is not needed to assemble notebooks and to correct them.
- **The second**, after the dictation is gone, the teacher divides to each student the same text. The student lectures his work by himself. The teacher receives information which cases the students have mostly erred. Even in this case, there is not needed to assemble notebooks and to correct them.
- **The third**, the usual practice. The teacher collects the notebooks and he evaluates them. The teacher gives his conclusions which are taken on the next hour of instruction.

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