

LANGUAGE STANDARD ALBANIAN OCCURRENCES AND PHENOMENA IN TODAY'S COMMUNICATION

Fridrik Dulaj

University of Gjakova "Fehmi Agani"

ABSTRACT

Standard Albanian has faced many challenges in the last three decades. Democracy, along with freedom of expression, came with the freedom to destroy everything. Everything that had been built in the communist period had to be destroyed. The economy collapsed, the state collapsed. The issue of language became an arena of debate, and misconception of the nature of the division of the dialects Toske and Geg. Those who attended the Orthography Congress in 1972 defended and continue to defend Standard Albanian. The rest attack and muddy the values built up over the past forty years. While the other part was listed one group at a time without knowing the scientific reason. Therefore, the question naturally arises as to what the future of the Albanian language is and what it will look like in the near future.

Keywords: Language, grammar rules, forms, occurrences, standard Albanian.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Sound and graphic materials realize language defined as a tool of communication. The end of the last decade of the last century and the beginning of the new century found the Albanians in difficult historical circumstances as a society. The last decade in Albania marked the end of communist dictatorship and the beginning of democracy there. At the beginning of the new century, found Kosovo as a free country. The common of the Albanians of political Albania and Kosovo Albanians found them free, free to move, free in thought, free in expression, free in ruining the past. Even free in the collapse of language. Everything that was built in the past had to be demolished, including the language. Surprisingly, the sleepers fell asleep and raised many questions about the Albanian language. From the selection of the dialectical basis to the political influence in resolving this issue. At first it seemed as if this would not have an impact and would not damage the standard Albanian built with much effort and sacrifice? In this presentation we have tried to highlight where is Albanian language going today. Although technology has developed so much, although our institutions have produced various dictionaries and advisory books on how and how to write Albanian. Here we can recall the publication of the Great Dictionary of about 40,000 words also electronically at <http://m.fjalori.shkenca.org/>, then various vocabulary dictionaries, such as: the dictionary of synonyms, the dictionary of phrases to the regional dictionaries and dictionaries of various languages, then books that are directly related to standard Albanian culture like R. Memushaj's Standard Albanian, GJ Language Culture. Shkurtaj, Q. Murati's standard Albanian in public communication (and many other authors I can't mention in this article), but we still face numerous spelling mistakes. Part of this linguistic research is not the language of ordinary people, the uneducated, or the professionals of different spheres of nonlinguistics who have traditionally reasoned with the simple language or the 13 years of 'not studying' pre-university students have learned how to speak and how to write Albanian. Part of this

research is precisely the linguists: teachers, high school professors and elite professors at our universities in Albania, Kosovo, and Macedonia.

So an Albanian language professor would write “*sot ndihem njeriu me i lumturnëbotë*” instead of “*sot ndjehem njeriu me i lumturnëbotë*” (today I feel the happiest person in the world). Here it is pointed out that the poor does not know that this verb is constructed on the basis of the morphological form **feel**. However, the same one tells us that he doesn't know how to separate words and would write the word “*mirëseerdhet*” instead of “*mire se erdhet*” (welcome). Another Albanian language researcher would attempt to conduct a research on the syntactic functions of the preposition **the**. The title of the thesis is “*Funksinet sintaksoret lidhëses se*”. Although in each morphology textbook, even in elementary school textbooks, the term is taught as a service word and as such does not perform any syntactic function.

Another would write “*shkrimi tim analizues dhe vështrues do ta rreshtojë*” (My analytical and observational writing will line up) he writes the future of the matrix with the ending *ë* forgetting, or not knowing that the first person is not finally writing with *ë*, that he does not know this morphological rule we understand when the same regular verb of the third self in the conjunction he writes the present tense without *ë* in the end. So the same one has a serious problem with the Albanian language system (I remember when I was talking to a friend about technical issues, I told him my technician thinks this issue has no solution, he suggested I tell my technician “back to school to learn”). In the two lines below, he would write “*emigracioni shqiptarë*” (Albanian Emigration) In this case it is clearly seen that the professor lacks information in adjusting the number of limb categories. The grammatical rule teaches us that the defining limb must fit the number of the leading limb. It seems that the user in the absence of information has not ignored this rule. He wrote the main limb in singular “*emigracioni*” (emigration) and the determined limb in plural “*shqiptarë*” instead of “*emigracioni shqiptar*” (Albanian Emigration). The Albanian language professor who advanced to prof.asoc, along with the announcement for advancement, let us know that he does not know how to write the word advance. He would post pictures with his colleagues and write

“*Pas avansimi*” instead of “*pas avancimit*” (after advancing). The poor could consult the vocabulary of the Albanian language in which this word has the following explanation:

Advance [ad-vans, -vans]

verb (used with object), **ad·vanced**, **ad·vanc·ing**.

to move or bring forward: *The general advanced his troops to the new position.*

to bring into consideration or notice; suggest; propose: *to advance reasons for a tax cut.*

The black written on white goes even further, the author who had published the text to the students thanks to his colleagues for their help in making his book “**to see**” the light. And after the congratulations he receives for publishing his book in the response he gives to his colleague, he tells us that he can't even write the word thank you and would write “*falënderit*”. While another professor will respond to the congratulations of his students rather than writing “*faleminderit të nderuar*”. Another professor of language does not know the alien adjectives formed with the prefix **un** he writes **un imaginable**, **un evitable** instead of **unimaginable inevitable** the prefix is inseparable.

The other professor in the exam would ask the students the question

“ç’farëllojkallëzuesikanëfjalitë e mëposhtme?” (What kind of predator have the following words?). The pronoun What he has written with ç’ apostrophe and then has added the other part of the word. This forms the question - what answer can we expect from this professor's students?

If we start from the popular saying “**sihoxhasixhemati**” (and Albanian idiom) meaning like the father like the son.

Given their linguistic abuses, their spelling and spelling mistakes, we come to a conclusion that

“ç’tëmbjellësh do të korrësh” another Albanian idiom which means whatever you plant you will harvest.

Therefore, unless our governments invest in building and improving the education system, we are doomed to kill the only hope of the future that has kept the national ideal alive for centuries.