

Difficulties to Acquire Albanian as a Second Language by Pre-schooler Age Children of Turkish Nationality in Prizren, Kosovo

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ABSTRACT

The acquisition of a second language is one of the central topics in applied linguistics. In Kosovo there are some cities consisting of mixed population, where Albanian, Turks, Bosnians and Serbs cohabit. Since Albanian is dominant population, children of different ethnic backgrounds are following schools in Albanian language, despite the fact that there are schools in their own native languages. Over a period of 30 days, we observed 10 children and extracted the necessary statistics pertaining to our topic. We have observed that the main problems in acquiring Albanian language for children of Turkish ethnic background are the strong influence of Turkish on grammatical features, since Turkish has different grammar system in comparison with indo-european languages, where Albanian language belongs. Also, the huge number of borrowings from Turkish into Albanian influences the use of such borrowings by Turkish children, while paying efforts to acquire Albanian language.

1. INTRODUCTION

Language acquisition and especially second language acquisition is one of the main topics in Psycholinguistics since it has to deal with the process of competence development among children. The term language acquisition marks the process of acquiring language by children, both as a mother tongue and as a second language or both at the same time, as is the case with bilingual children. In some larger and older cities in Kosovo, there are many cases of bilingual children, but there are also cases where non-Albanian children use to learn and acquire Albanian as a second language, for different reasons, mainly because Albanian became of higher prestige and creates some advantages in employment, socialization and so on.

Bearing in mind all the circumstances, including the family, social environment and the age of the children undergoing this process, it becomes a difficult and complicated process to acquire Albanian as a second language, especially for children of Turkish ethnic background, whose first acquired language was Turkish.

A developmental theory describes changes over time in one or more areas of behaviour or psychological

activity such as thinking, language, social behaviour or perception. (Miller, 2009, p.8). There are different ideas about how children learn to speak and understand language. Researchers continue to study how this amazing process happens so quickly in the early years of life.

Chomsky based his theory on the concept of innate ability to acquire language. According to him, language acquisition is biologically and genetically pre-programmed and does not depend on the child's intellectual abilities or environmental stimuli. He concluded that children would acquire their first or second language successfully even if no special attention was paid to teaching them or monitoring their progress. (Chomsky, 1965, p.200-201).

The nativists, therefore, think that language is an entirely human, innate, biological attribute. According to Darwin, children are born with a "language maturity", an "instinctive tendency" for language.

Skinner attempted to develop the classical behaviourist model of language learning in his famous book Verbal Behaviour (Skinner, 1957, p.50). Also, according to Skinner, language is formed through operant conditioning or amplification. When the parent or primary caregiver responds to the baby's stutter with a smile or vocals, the children continue to stutter even more.

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Whereas, the behaviourist approach focuses entirely on the impact of the child's learning environment (without recognizing their biological or genetic ability or predisposition to learning language skills) and the nativist approach focuses on innate, genetic skills for language learning (without recognizing the impact of environmental or cultural factors), the constructionist approach combines both of these theoretical elements. However, there are different views on language teaching in this context. Some constructionist theorists acknowledge that the ability to develop grammatical knowledge stems from the way the human mind analyzes and organizes information and is not necessarily innate. What unites constructionists is the view that children are actively involved in building their knowledge according to the influences that the environment exerts on them (Chomsky, 2002, p.48).

Piaget, as a biologically oriented constructionist, maintained that children develop skills according to a predetermined framework. Piaget believed that language is a representational system, which does not develop beyond egocentric speaking until the child enters the stage of concrete operations, around the age of seven. (Singer, D. G., & Revenson, T. A, 1996, p. 58-60).

The grammar of children says that we should approach it on the basis of its parameters rather than reflecting the norms of adult grammar.

Of course, this grammar is not fully compatible with that of adults, but it succeeds in making meaningful, albeit sometimes difficult, communication. For example, parents are better able to understand their children's grammar than other children of the same age and psychic development, having deciphered their children's grammatical patterns due to their frequent, consequently consistent use. (Paçarizi, 2012, p.74).

Compared to a child learning his or her first language, a teenager or an adult learning a second language; 1. has less time to learn, 2. has access to explanatory language and is therefore able to understand theoretical explanations, 3. already has a first language that provides a path through which the second is learned. (Paçarizi, 2012, p.84-85).

There are no negative effects for children who are bilingual. Their development follows the same pattern as that of monolingual children. (Godz, 1994). Children follow the same pattern in second language use based on their mother tongue. (Pérez & Torres - Guzman, 1996, p.96).

Even young children who learn a second language bring all the knowledge about language learning they have acquired through the development of their first language. For these children, then, acquiring a second language is not a process of discovering that language, but of discovering what that language is. (Tabors, 1997, p. 12).

From our research we have found that in the city of Prizren there are many children who speak another language at home and begin or continue their education in Albanian. This has posed a problem when learning a second language from them.

2. METHODOLOGY

We conducted the research in two kindergartens and one primary school in Prizren. Most of the students, after having a primary language of Turkish in their homes, made almost the same mistakes, using some Turkish words, and had trouble defining genders, since the Turkish language is not constructed with grammatical markers, but with agglutination.

The children included in the research belong to the ages of 5 and 6 years. The sample includes three educational institutions and 10 children, as presented in Table 1. Study data were collected and analysed qualitatively and quantitatively in order to present them as accurately as possible.

Table 1. Descriptive characteristics of participants

Educational institutions	Gender			Age	Grade
	N	F	M	X	
Kindergarten I	3	2	1	5-6	Preschooler
Elementary school	4	2	2	6	Grade I
Kindergarten II	3	1	2	5-6	Preschooler

The reason for choosing between the ages of 5 and 6 is that the critical age of first Language acquisition is

age 6, the age when the child completes his or her basic architecture of first Language acquisition.

3. THEORETICAL BACKGROUND

3.1. Cognitive theory

Psychologists and psycholinguists considered second language acquisition as a complex cognitive ability. Some of the skills involved in the language acquisition process are incorporated by grammar rules, choosing the right vocabulary and following the pragmatic principles that govern the use of a specific language. (Mc Laughlin, 1987, p. 134). According to Posner & Sydner, these skills become automatic with practice. (Posner & Sydner, 1975, p.57).

During this automated process, the learner organizes and restructures the newly acquired information. Through this process of restructuring, the learner links new information to old information and attains a degree of second language proficiency (Mc Laughlin, 1987-1990). From the cognitivists point of view, language acquisition is dependent both on the content and on the development of prior cognitive abilities and language is seen as a function of "general non-linguistic abilities". (Berman, 1987, p. 4).

3.2. Multidimensional model

In the multidimensional model, the pupil's stage of target language acquisition is determined by two dimensions: the pupil's developmental stage and the pupil's socio-psychological orientation. The multidimensional model has explanatory and predictive power, not only identifying stages of language development but also explaining why students go through these developmental stages. (Ellis, 1994, p.384).

3.3. Theory of Acculturation

According to Schuman (1978), "Second language acquisition is only a process of acculturation, and the degree to which a learner reaches the target language", Schuman (1978). From this perspective, second language is influenced by the degree of psychological as well as social distance between learner and culture for the target language. Social distance refers to a student who as a member of a social group is in contact with another social group who speak a different language. Psychological distance depends on various affective factors related to the student as an individual, such as: language shock, culture shock, cultural stress, etc. Schuman's theory received limited empirical support.

3.4. Nativist theory

From a nativist perspective, input plays a minimal role in the development of a child's language skills. According to them it is discussed that 1). input for the child is an inadequate database to foster structure language decline, 2). children need relatively little exposure to input to promote language structure, and 3). children need to be equipped with innate linguistic knowledge so they can build the language. (Mueller Gathercole, V. C., & Hoff, E, 2007).

Chomsky on the other hand based his theory on the concept of innate ability to learn language. According to him, language learning is biologically and genetically pre-programmed, and does not depend on the child's intellectual abilities or environmental stimuli. He concluded that children would learn their first or second language successfully even if special care was not taken to teach them or monitor their progress. (Chomsky, 1965, p. 200-201). But according to him, all children have "installed," the language acquisition device (later known as Universal Grammar), with which they import and apply their mental and generalization processes while listening to speech. (Pinker, 1995, pp. 108-109)

For example, they use regular grammatical structures to create the plural of irregular words, e.g. figs, figs, instead of figs, horses - horses, and even boy - boys. This temporary grammatical error, which is not about imitating wrong grammatical forms, was termed by nativists as superhuman.

3.5. Behaviouristic theory

Behaviorism is the mainstream of learning through behavior, imitation, and practice of habits. If we were to randomly ask people in a park about how children learn language, the chances of most of them responding "imitating" are very high. Of course, imitation plays a very important role. Children learn the language they hear in the environment where they grow up and not another language whatsoever. (Skinner, B. F. 1957).

Skinner attempted to develop the classical behaviorist model of language learning in his famous book *Verbal Behavior*. (Skinner, B. F. 1957). Its purpose was to provide a way to predict and control verbal behavior by observing and manipulating the physical environment of the speaker. According to Skinner, a child adopts verbal behavior when relatively unmodeled, selectively reinforced vocalizations gradually take forms, which produce appropriate consequences in a given verbal community. (Skinner, 1957, p. 31)

He maintained that linguistic development is completely bi-binary - a concept of operant development in the verbal laboratory. According to him, language is learned only through imitation, conditioning and reinforcement provided by parents and extensive contact with the environment.

Skinner claimed that a child learns the language through positive reinforcement. His explanation of speech development was that parents tend to reward their infants' vocalizations by paying close attention. This increases the frequency of their recurrence. He also maintained that the child would not progress to vocalizations if the parents did not develop the child's language behavior. After rewarding vocalizations, parents can get used to their children's vocalizations and pay less attention to them. Sometimes, children accidentally produce more familiar sounds such as 'Babbaba' and parents may react cheerfully thinking that the child is saying the word, 'dad'. Parental feedback reinforces the sounds the child has just made. Some other sounds that are less like a single word can be ignored by parents.

4. LEARNING TWO LANGUAGES SIMULTANEOUSLY

Barry McLaughlin (1984, 1995) has made a distinction between children learning a second language simultaneously or sequentially. When a child learns two languages simultaneously, the way of development is similar to monolingual children who acquire the language. However, there is some disagreement in the literature as to whether bilingualism results in a slower rate of development, comparing it with children learning only one language. When children learn two languages simultaneously it is rare for the two languages to be evenly balanced. The linguistic development of children who learn a second language after three years, or more, follows a different progress and is very sensitive based on the characteristics of the children. At this point the basics of first language are learned, children know the structure of a language, but they need to learn the specific features, grammar, vocabulary and syntax of a new language. According to Tabors and Snow (1994), second language learning has four developmental sequences: *Home Language Use, Nonverbal Periods, Telegraphic Formulas and Speech, Productive Language*.

Bilingual children build different models that are different from monolingual children. Like any developmental sequence the stages are flexible rather than mutually exclusive. This may include vocabulary, early literacy, and interpersonal communication. If they speak another language at home and learn English at preschool, the child may

know some words in one language but not another. For example, a child may learn some words in English, but other words he knows in his own language. However, the total number of words a child knows in both languages is comparable to the number and range of words children know using only one language.

4.1. Code switching

It is important for educators to know what code switching (switching from one language to another) and code mixing (entering words from one language to another) are both normal aspects of learning a language. This does not mean that the child is confused or cannot share both languages. The main reason that children mix two languages in communication is because they do not have enough vocabulary in one or both languages to express themselves fully. Research has shown that proficient bilinguals mix languages in order to create special accents and to have cultural identities. Changing the code or mixing the codes is a normal and natural part of getting a second language so parents and teachers do not have to worry.

The goal is to increase communication, rather than to apply rigid rules that can be used at a given time or under certain circumstances.

5. LEARNING ALBANIAN AS A SECOND LANGUAGE BY CHILDREN OF 5-6 YEARS OLD WHOSE MOTHER TONGUE IS TURKISH

We have conducted research with 10 children who speak Turkish at home and in kindergarten or first grade of Elementary school have continued their education in Albanian language. The research was conducted in two kindergartens and one elementary school. The children have been asked several questions about the plural of names, colors, seasons and we have been asked to tell a tale.

The research brings out a few variables, but the main difficulties of the children while using Albanian, emerges when telling the tale.

First, we asked children to name some object in pictures given to them. First set consisted of some objects whose signifiers have irregular plural in Albanian, as shown in the Table 2. below:

Table 2. The use of plural nouns

Question 1. What do you see in the picture ?								
Plural in Albanian	Zogj (birds)	Gjirafa (giraffes)	Lepuj (rabbits)	Mace (cats)	Duar (hands)	Kuaj (horses)	Princër (princes)	Age
Identification number of respondents								5-6 y.o.
1	Zoga	Gjirafa	Lepurusha	Maca	Dora	Kala	Princa	5
2	Zogja	Zhirafa	Lepura	Maçka	Parmaka	Kala	Princat	5
3	Zogja	Zhirafa	Lepura	Maçka	Parmaka	Kala	Princa	6
4	Zog	Gjirafa	Lepurusha	Maçka	Dora	Kali	Princ	6
5	Zoga	Gjirafa	Lepurushi	Maca	Dora	Kali	Princi	6
6	Zogu	Gjirafat	Lepuroshat	Maçka	Dora	Kali	Princi	5
7	Zoga	Zhirafa	Tavsani	Maçka	Dora	Ati	Princa	6
8	Zogalar	Zyrefalar	Lepur	Macalar	Dorat	Kali	Princat	6
9	Zogat	Zyrafat	Lepuroshit	Maçka	Dora	Kalit	Prens	5
10	Kus	Zyrafa	Tavsani	Maca	Dora	Kal	Princ	5

As we can see, in the cases when plural is irregular (zog, lepur, dorë, kalë, princ), respondents weren't able to form plural in appropriate way. Instead, they formed plural following the simplest rules of plural in Albanian, with "a" ending. Since, the word "zog" (bird) forms plural by palatalization of "g" to "gj", only two of them did it, but still they added ending "a" as to regular nouns. None of them used properly the plural of the noun "lepur- lepuj" (rabbit-rabbits), none of them used properly the plural for the noun "dorë-duar" (hand-hands), none of them used properly plural for the word "kalë-kuaj" (horse-horses). It seems that irregular plural is one of the most difficult forms to be acquired by children learning Albanian as a second language. We must stress the

acquisition of irregular plural is one of the most difficult issue to be acquired by children acquiring Albanian as a first language.

Second question had to do with naming colours given to them. At this point they had no problems or difficulties. The reason for that is most probably because they used either standardized versions or dialectal versions that are, in fact, borrowings from Turkish sari/e verdhë (yellow) , jeshil/e gjelbër (green), portokal/portokall (orange), mavi/ e kaltër (blue). Respondents alternated their responses between Albanian (dialectal as well) and Turkish. Only two of them used standard Albanian word for blue (e kaltër), four of them used "e gjelbër" for green and one of them used English word "yellow".

Question 2. What colours do you see?					
<i>Given colours</i>	<i>E verdhë (yellow)</i>	<i>E gjelbër (green)</i>	<i>Portokalli (orange)</i>	<i>E kaltër (blue)</i>	<i>Age</i>
<i>Colours in Turkish</i>	<i>Sari</i>	<i>yeshil</i>	<i>p ortokal</i>	<i>Mavi</i>	5-6
1	E sarit	E jeshilt	Portokall	E mavit	5
2	Sari	Gjelbërt	Portokall	Mavit	5
3	Sari	Gjelbërt	Portokall	Mavi	6
4	E verdhë	E gjelbërt	E portokallt	E kaltërt	6
5	Verdha	Jeshilta	Portokalli	Mavita	6
6	Verdha	Gjelbërta	Portokal	Mavi	5
7	Verdha	Jeshil	Portokall	Mavit	6
8	Verdha	Jeshilta	Portokallta	Mavita	6
9	Sarit	Yellov	Portokalli	Kaltërt	5
10	Sarija	Gjelbërta	Portokall	Kaltërt	5

Table 3. Naming colors

While asked to name seasons, all of them used proper words in Albanian, except one of them who named the

picture of summer by other concept, naming it "deniz", which is Turkish word for "sea".

Question 4: What do you see ?					
<i>Figures in pictures</i>	<i>Aeroplan (Airplane)</i>	<i>Anije (ship)</i>	<i>Veturë (car)</i>	<i>Lapsi (pencil)</i>	<i>Age</i>
<i>Identification numbers of respondents</i>					
1	Tajaret	Anija	Kerri	Lapsi	5
2	Ajroplana	Anija	Kerri i vogël	Lapsi	5
3	Ajroplanat	Dy anija	Ni kerr	Ni laps	6
4	Ajroplana	Anija	Araba	Kalem	6
5	Helikopteri	Kajiki	Araba	Lapsi mavi	6
6	Tajare	Anija	Araba	Kalemi	5
7	Ajroplan	Anije	Kerr	Lapsi	6

8	Ajroplani shum	Gemiya	Kerri me struj	Laps	6
9	Tajere	Gemiya	Kerri	Kalem	5
10	Helikopter	Gemiya	Araba	Laps	5

Table 4. Naming different objects

3 out of 10 respondents used Turkish word "Tajaret" to name the airplane, 2 of them named it "helicopter", 5 of them used proper word in Albanian, while one among 5 of them formed plurar with the word "a lot of" (ajroplana shumë/ a lot of airplanes), as seen in Table 4.

Being asked to name "ship", 6 of them used proper word in Albanian (anije), 3 of them used Turkish word "Gemiya" and one used the word "kajiki"?

As for the "car", 6 out of 10 used dialectal word of Albanian "kerr" and 4 of them used the Turkish word "araba" (car)

For the object called "pencil", 7 out of 10 used Albanian word "laps", while 3 others called it "kalem", using Turkish word. (see Table 4.)

In other hand, totally different situation is when they were asked to tell a fairy tale, heard from parents or grandparents:

Child 1 - He told the tale "Pinocchio". While telling the tale, his accent was influenced by the Turkish language, but we also had some mixed words which we will present below:

E ka rrit hunda, instead of "**I është rritur hunda**" - inappropriate use of grammatical features and the use of non-standard forms of Albanian (e ka rritë).

Yalan folke Pinokio, instead of "**Pinokio gënjente**" - **Yalan** - Turkish word for lie.

E ka shku te baba, instead of "**Ka shkuar te babai**" - inappropriate use of grammatical features and the use of non-standard forms of Albanian.

E ka fol me babën krejt yalan e ka fol, instead of "**E ka gënjyer babain**" - inappropriate use of grammatical features and the use of Turkish words.

E ka hup, instead of "**Ka humbur**" - inappropriate use of grammatical features and the use of non-standard forms of Albanian.

Child 2 - He has told us the tale called "Burbuqja" by him, and this child also has words in Turkish and in Bosnian, because Bosnian is spoken at his home as well.

E ka dhimt barki - inappropriate use of grammatical features.

E ka shku te mjeku - inappropriate use of grammatical features

S'ka gjet insan mrenda - the use of Turkish word "insan" for man ("njeri" in Albanian)

S'e ka gjet annen - the use of Turkish word "anne" ("mother" or "nënë" in Albanian) with the Albanian inflectional suffix "n" for accusative

Ka shku te domaaa (aaa te shpija) - the use of Bosniac word "doma" (home) and the self-correction into "shpija" (dialectal form of standard Albanian "shtëpia")

Bitti - the use of Turkish word "bitti" (The end) instead of Albanian word "fund"

Child 3 - told the story "Snow White" ("Borëbardha" in Albanian), where the accent was influenced by the Turkish language, but also used some mixed words presented below:

Na ish niher e ni zaman vajza me emrin Borbardha - The use of Turkish word "zaman" (time) instead of Albanian word "kohë".

Iki pi shpije - the use of dialectal forms of the words.

Rrugës mal e pa ni shpi vogël - avoiding articles of Albanian, since Turkish doesn't have ones. (shpi vogël/ shtëpi të vogël).

Basamakat e vogla - the use of Turkish word "Basamak" (stairs) with Albanian endings for plural *Basamak-at*.

hongri molla Borbardha - diverse syntactic order, instead of regular order in Albanian - "*Borëbardha hëngri mollët*".

edhe shoh syt - inappropriate use of irregular verb "shoh" (pashë/saw for aorist), which influenced diverse order of words as well.

princ puthi edhe u kry masalli - avoiding articles of Albanian (princi puthi/princi e puthi) and the use of Turkish word "masal" instead of përralla (tale).

Child 4 manifests the same mistakes as previous respondents, that means that the nature of mistakes is similar to previous ones.

Child 5 told us the story "Snow White" and she used Turkish language words more than other children.

U kon çka u kon - dialectical use for "Ishte ç'na ishte një herë" (The formula "Once upon a time")

Pamuk prensesi edhe 7 cuce t'vogla - the use of Turkish words "pamuk prensesi" (Borëbardha/Snow White)

Pamuk prensesit i vin te evi vet - The whole sentence is built up by Turkish words which has influenced the structure as well (Borëbardha ka shkuar te gjyshja e saj/ Snow White went to her Grandmother)

Tani i ze uyuki shpi pamuk prensesit - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Pastaj, Borëbardhën e zuri gjumi në shtëpi / Than Snow white felt asleep at the house)

Tani prap qohet cucet edhe shkojn te dagi - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Pastaj, sërish ngrihen shkurtabiqët dhe shkojnë mal / Than, again, midgets go to the forest). Turkish words "cucet" (with Albanian ending "et" for plural) and "dagi", which means "mountain" or "forest"

Edhe shohin pamuk prensesin te toka, ama vjen princa edhe e qon prej uyukit pamuk prensesin - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Dhe, e shohin Borëbardhën të shtrirë në tokë, por vjen princi dhe e zgjon nga gjumi princeshën / And, they see Snow white laying in the ground, but the Prince came and woke the Princess up)

Se ajo e han allmën e s'mundet mu qu pi uyukit, u kry masalli - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Sepse ajo e ha mollëhe nuk mund të zgjohet nga gjumi. Përfundoi përralla / Because she ate the apple and couldn't wake up. So, the tale ended)

Child 6 told us the tale of "Red Riding Hood" in this way.

U kon Kirmizi Basli qika - Respondent used Turkish word to name the main character of the tale "Kirmizli basli kiz". Since in Turkish gender is annotated not by any endings but by meaningful words, respondent used the Albanian word "qika" or "çika" as a

grammatical feature to annotate the feminine gender of Turkish word.

Edhe ka dasht me shku te gjyshja po se ka lon nana e vajza e ka shku - inappropriate use of short pronoun "e" of Albanian (e ka shku instead of ka shku(ar)).

Subject uses a lot of Turkish words and also the speech is influenced by Turkish structure of grammar. Turkish words used instead of Albanian ones are: ekmek (bread / bukë in Albanian) by adding endings for accusative (Edhe ka shku te gjyshja mi qu ekmekin); dagi (mountain, forest / mal, pyll in Albanian) where subject again gives to the Turkish word grammatical features of Albanian, as adding "t", annotating dative.

Child 7 - The tale this child told was "Snow White", in which he used some Turkish words, but not to a great extent. She is able even to tell the traditional Albanian formula at the end of the tale " prralla n'shkall dukati n'ball."

Child 8 and 9 were similar in telling their tales. They often used Turkish words and did the same mistakes in using plural of Albanian, avoiding articles and by adding unnecessary short pronouns.

Child number 10, told the tale "The Beauty and the Beast" using a lot of words in Turkish.

Guzel qika shum u kon edhe ka dasht ni bish ajo qika - "guzel" is Turkish word for "beautiful" (e bukur). The use of so many Turkish words influenced also the words order. Turkish words used are: yaratiki (beast), mum (candle), macalar (cats), qupeka (dogs), evlada (sons and daughters), mesut (happy):

6. CONCLUSION

The impact of the second language on children aged 5 - 6 seems to be very strong and the process itself very difficult. These difficulties are especially reflected in their speech. The purpose of the paper was to put light on the process of learning of their second language, that is, the Albanian language, by children whose first acquired language is Turkish.

In children aged 5 - 6 years we have noticed an accent, cadence and other phonetic elements of the local Turkish language of Prizren. The circumstances of children can sometimes be disturbing, as they end up not knowing any language properly or correctly. Many linguists have dealt with the issue of learning a second language and the difficulties that a second language can cause to children.

The main problems relate to the grammatical differences between Turkish and Albanian, but they learn quickly, as there is a significant difference between children aged 5 and those aged 6 years.

Based on the results we have obtained, we have found that children have difficulty identifying some animals eg dog - puppy, cat - macalar, rabbit - tavern, giraffe - zyrafa, bird - cat. Then in some other things like: boat - kayak i- gemiya, car - araba, pencil - rock. However, they have encountered less difficulty determining colors or even determining seasons. Except for some cases that have used yazer, cold yellow, purple - blue, since Turkish forms are also used in Albanian, in informal situations.

We have also asked these children to tell us from a tale heard by their mother or father, grandmother or grandfather, children have encountered many difficulties such as:

- Gender determination: for feminine (e bukur), for masculine (e bukur);

- Inserting unnecessary articles (eg: e ka shku, e ka lutë, e ka folë);

-Use of different words in Turkish such as: basamak - shkallët (stairs), guzel - e bukur (beautiful), simdi - tash (now), bitti - fund, përfundoi (the end, ended), masalli - përralla (fairy tale), ekmeke - buka (bread), dagi - mal (mountain), mesut - i lumtur (happy)

- Misuse of the plural such as: macalar - macet (cats)

- Use of albanian grammatical ending to mark the cases, especially accusative and dativ.

However, despite above mentioned problems it is important relatively high level of acquisition of Albanian by these children whose solely language of their communication only a year ago was Turkish and their contact with Albanian was very rare and occasional. But, still, the main problems emerged were of a grammar nature and some identity words preserved at their lexicon from Turkish as their first and native language.

Moreover, we have observed that one of the obstacles in their way towards acquisition of Albanian Language was teachers using dialectal words and forms and also borrowings from Turkish still present mainly in informal situations.

ABOUT THE AUTHORS

Rrahman Paçarizi (1972) is associate professor within Department of Albanian Language in University of Pristina, in Kosovo. He is specialized in Psycholinguistics. Professor Paçarizi published

various scientific articles on Psycholinguistics, Sociolinguistics and Word formation. Most evaluated articles are those on Conversion in Albanian Language and on "Netlect" as specific social variety used in instant messaging. Paçarizi is also author of monographic books. He is known as a writer and journalist.

Djellza Tufa (1995) has completed her master's degree in Linguistics. She is specialized in Sociolinguistics and Language acquisition. Mrs. Tufa works as language editor.

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