

Problems Of Handling Linguistic And Literary Material In Higher Secondary Education (View Of Synchronicity)

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Abstrakt

Education, being a fundamental pillar of a nation's prosperity, plays a crucial role in molding and nurturing a robust and capable society. This study centers on the integration of student-centric teaching in the context of Albanian language and literature education, aligning with hermeneutic principles emphasized by Kalaga for approximately 25 years. The overarching aim is to enhance the effectiveness and relevance of educational practices by incorporating contemporary insights from cognitive sciences, sociolinguistics, pragmatics, literary criticism, and communication theories. The study employs a layered approach to literary analysis, exploring both synchronic and diachronic dimensions. Synchronically, students adeptly navigate semantic, semiotic, and stylistic expressions within texts. Diachronically, a comparative evaluation unfolds as students critically assess messages across different texts, fostering reflective self-assessment of their engagement with Albanian literature. The research establishes a hierarchical verification sequence, guiding students through individual reading, interpretation, hermeneutic dialogues, and critical evaluation. A dynamic dialogue emerges as students connect texts both synchronically and diachronically, delving into personal and national perspectives. The study concludes with a call to action, advocating for the integration of these dimensions into literary analysis to enhance students' comprehension. This approach not only transforms language and literature studies into a holistic academic pursuit but empowers students to navigate diverse landscapes of thought and expression within the Albanian cultural context. The results affirm that a student-centered approach, enriched by interdisciplinary insights, deepens understanding and cultivates critical engagement in the study of Albanian language and literature.

Keywords: Education, Nation-building, Societal development, Albanian language.

1. Introduction

Education, as one of the key dimensions of a nation's wealth, holds exceptional importance in shaping and developing a strong and capable society. More specifically, this study focuses on the role that education and the teaching of the Albanian language and literature play in creating a favorable environment for cultural and social development. To understand this role, it is crucial to look at the interaction between students and teachers in the educational process, analyzing the changes and challenges that literature teaching has experienced in Albania.

A nation is considered rich not when it possesses diamonds or oil, but rather when it has the proper education. Education among other things, means: when you go to a store and initiate communication with the shopkeeper. You say thank you and any other words that respond to

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this line of communication.² In the year 2004, this sentence encapsulated the entire philosophical analysis of cultural development by the Spanish philosopher Antonio Escotohado Espinoza. The philosophical assertion guides us towards reflecting on the basis upon which education and teaching subjects that shape communication should approach students, enabling the establishment of accurate communication. In other words, the subjects of the Albanian language and literature should present their didactic-pedagogical dynamics to ensure an Albanian speaker possesses the highest forms of expression, forms offered by literature.

The curriculum of the field "Language and Communication" in the AML (Albanian Language and Literature) program has its fundamental principle in mastering key competencies, deemed essential for an individual who must successfully fulfill personal, social, and professional requirements.³ Gjithashtu ajo ka në qendër nxënësit⁴, në zhvillimin e kompetencave kyçe të të nxënët, në mënyrë që ata të përballojnë sfidat e jetës dhe të punës dhe të integrohen lehtësisht në shoqërinë e së ardhmes⁵.

The placement of the student at the center of the teaching process aligns with the foundational assertion of hermeneutics, a proposition that has been around for about 25 years, according to Kalaga⁶, "the notion of analysis (of the text, our note) is the idea of correctness or validity of what is read." Placing the figure of the reader at the forefront and considering students in school as protagonists of learning aligns with the fundamental curriculum principle of the Albanian Literature and Language (AML) curriculum and valorizes the inter-dialogical moment. Consequently, the humanities, in which teaching can more easily be based on the dynamics of reading and the dialectics of questions and answers, focus on an approach not of the historicist type, as has been dominant for several decades in Albania, nor of the technical-rhetorical type, as it was in the last season of structuralism.

The teaching of literature in AML, with the expansion of literary canons under the principle of dialogue, multiculturalism enables a close connection with the mother tongue. For this reason, in the education systems of developed countries such as Norway,⁷ England,⁸ Italy,⁹ and Canada,¹⁰ the teaching of literature has been reconceptualized in new dimensions and formats:

- Integration of language with literature throughout the student's formation process and his/her ability to read, understand, interpret, and reproduce textual forms.
- The study of language and literature using the interdisciplinary method to better understand or explain a literary text or phenomenon.

This paper aims to explore challenges related to managing linguistic and literary material in Higher Secondary Education, focusing on the perspective of synchronicity. The goal is to identify obstacles and suggest ways to improve pedagogical approaches in this context.

² Escotohado, A. (2010). *The General History of Drugs, Volume One*. graffiti militante.

³ Fusha "gjuhët dhe komunikimi". (2018). Ministria e Arsimit dhe Sportit. https://arsimi.gov.al/wp-content/uploads/2018/08/PROGRAMI_GJUHE_SHQIPE_shkalla_3.pdf

⁴ Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (ASCAP). (2016). "KURRIKULA BËRTHAMË, LËNDA: LETËRSI, KLASA: XI." Ministria e Arsimit dhe Sportit

⁵ Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (ASCAP). (2016). (fq 4)

⁶ Kalaga, T. (2015). *Literary hermeneutics: From methodology to ontology*. Cambridge Scholars Publishing.

⁷ Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339.

⁸ Crang, M., & Thrift, N. J. (Eds.). (2000). *Thinking space* (Vol. 9). Psychology Press.

⁹ Baldi, G., Giusso, S., Razetti, M., & Zaccaria, G. (2012). *Il piacere dei testi: suivi de Il teatro per imagini. Dal Barocco all'Illuminismo*. Paravia..

¹⁰ Irvine, A.D., & Rivere, E. (2014). Governor General's Literary Awards: Laureates in French, 1936-2013. *Papers of the Bibliographical Society of Canada/Cahiers de la Societe bibliographique du Canada*, 52 (1).

2. Research methods

This paper employs a research methodology that combines literature review and critical analysis. In the introductory sections, the narrative begins by emphasizing the importance of education, particularly within the context of the Albanian language and literature. It further delves into the philosophical insights of Antonio Escobedo Espinoza, providing a foundation for reflecting on cultural development. A notable aspect of the narrative is the exploration of the "Language and Communication" curriculum within the Albanian Language and Literature (AML) program. The narrative emphasizes the central role of students in the learning process and underscores the significance of hermeneutics. It meticulously examines inconsistencies and methodological deviations within the current approach to teaching literature and language. This critical analysis emphasizes the necessity for a clearer understanding of objectives to address challenges in the educational system effectively. Overall, the paper employs a qualitative research approach, combining literature review with critical analysis to examine the state of literature education in Albanian schools, identify challenges, and propose improvements.

3. Literature review

3.1. Cognitive didactic and literary

Our investigation endeavors to scrutinize the pedagogical landscape within the educational system of Albania, where the instruction of literature and the Albanian language has undergone various amalgamated treatments. Initially, language and literature are addressed as integrated entities, yet they are treated as discrete subjects with independent teaching objectives. Their instructional approach lacks a constructed didactic framework and often presents models that are inconsistent or contradictory to each other. This methodological approach renders the sustained formal learning of students difficult, if not nearly impossible. Moreover, the structural deficiency is compounded by textual canon impoverishment, as elaborated below.

In the text "Letërsia 11, Pegi, Abas 11, Romantizmi, Kushtet historiko-shoqërore, Romantizmi evropian, Veçoritë, Parimet, Përfaqësuesit; Filara 11," we observe a chronological listing of literary trends such as Romanticism, Realism, and late 19th-century literature, aligned with the program.¹¹¹²¹³ The historical perspective on literary trends is adhered to, and representatives and their seminal works are highlighted, providing straightforward theoretical descriptions.

Furthermore, the progression of treatments that literature undergoes in AML includes thematic treatments [Thematic development of the epic genre, characteristics, types, epic in prose, development of the novel (Filara 11, pp. 8-10)] and anthropological treatments [Historical development of genres, representatives (Filara 11, pp. 12-17)], with a particular emphasis on historical analysis [Romanticism; Historical and social conditions; European Romanticism, representatives, characteristics (Filara 11, pp. 18-20)], emphasizing the history of civilization and the mentality of peoples. It then transitions to stylistic analysis [The above verses are characterized by dense figuration. Find the numerous stylistic figures and list them in the table below. Choose one and explain how it is linguistically constructed (Filara 11, p. 35)], or even

¹¹ NDOCI LAMA, I. (2017). DANTE, CERVANTES, BYRON AND BAUDELAIRE INTO ALBANIAN. *Vizione*, (28).

¹² Sabri Hamitit, Ardian Marashi, Dhurata Shehri, Viola Isufaj, *Letërsia 12*, Albas, Tiranë 2017

¹³ Zhuljeta Stringa, Valbona Kalo, Migena Kapllani, Marsela Neni, Merita Balliçi, *Letërsia 11*, Filara, Tiranë 2017.

linguistic analysis of the text, intertwined with rhetorical analysis [Comment on the following verses. Explain where the paradox lies in Faust's words. (Filara 11, p. 35)], and reflective and interpretive attempts [In one of the aphorisms you wrote, Wisdom says: "The man who can recognize his limitations often achieves perfection." What do you think? (Filara 11, p. 36)]. These approaches present methodological and scientific deviations, creating confusion for students. Similarly, in Pegi 11, within the text, the historicist principle is interrupted, and elements of essay writing are introduced, fragmented with pedagogical apparatus attempting to reflect on the pragmatics and linguistics of the text. [e.g., Song I, Songs of Milosao, where we find sections: Meaning and explanation of the text, Analysis (?) through examples, reflection and knowledge assessment, Word and its usage], - structures typical of linguistic and pragmatic analysis (Pegi 11, pp. 115-118). Throughout the text, it also offers comprehensive stylistic analyses, e.g., explaining metonymy (exercise 2, p. 118), explaining apostrophe (exercise 2, p. 126), explaining the escalation of the ascending (exercise 1, p. 128), all of which, in conjunction with those above, obfuscate the purpose of literature itself. The student becomes disoriented by not having a clear understanding of the objectives of each field: language and literature.

Additionally, contemporary programs and texts in AML do not elucidate the didactics and the method of approaching the text. They display:

- Traditional school treatments with a focus on the intellectual-national relationship [Historical, political, and social conditions in which Romanticism developed in Albania (p. 34) Naim Frashëri, the most representative figure of the Albanian National Renaissance. His contribution to the national question, as well as to the language and literature. Literary creation of Naim Frashëri (p. 37)].
- Structuralist school treatments that find the *raison d'être* of literature in the primacy of signifiers and the linguistic approach to the existence of literature [To achieve literary competencies, the student identifies the features of style and analyzes and explains how they influence the reader and the text; - evaluates the aesthetic qualities of the language of a text; analyzes and interprets the elements of the content and form of a poetic text such as: main motifs, language use, figuration, rhyme, rhythm, types of stanza, etc. (p. 21-31)].

Among other things, this eclectic approach complicates the possibility of evaluating translated texts and consequently, according to this perspective, they possess different essences from the originals.

3.2 The Challenge of Literary Criteria

To reflect on this situation, we judge that the developers of programs and textbooks in Albanian Language and Literature (AML) should consider relying on literary criticism and its fundamental role in the didactic conception of the subject of literature in schools. Luperini argues that the crisis in literature, which already brings with it the crisis of criticism, subsequently implies the crisis in teaching and, consequently, may lead to the marginalization of literature from schools.¹⁵ Therefore, the consideration of literary criticism entails addressing it:

- As an art, where interpretation, commentary, and historiographic recognition serve as the starting point;

¹⁴ Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (ASCAP). (2016). "KURRIKULA BËRTHAMË, LËNDA: LETËRSI, KLASA: XI." Ministria e Arsimit dhe Sportit

¹⁵ Luperini, R. (2002). Teoria, critica e didattica della letteratura. *La Capitanata*, 11, 61-70.

- Understanding that literary criticism and, consequently, the teaching of literature should aim for interdisciplinary hermeneutics and dialogue in schools;
- Reading a text is connected to "my understanding" of it, and in this process, description is a necessary means of a kind of ethics, not an end.¹⁶

Let us not forget that we are already in a new millennium. On the brink of the year 2000, Ceserani provocatively asked: "Is there any benefit to literary education?" In conditions where Europe is becoming borderless and the individual faces endless not only demographic but also movement, what we suggest is profoundly democratic and open. What is needed today is a proficient Albanian speaker who possesses the highest and most sublime form of expression found in literature.¹⁷

3.3. The Role of Literary Criticism in Pedagogy

The exploration of literature in the educational realm is a multifaceted endeavor that requires a nuanced and comprehensive approach. The dynamic relationship between students and literature is increasingly vital in today's context, characterized by multiculturalism, multilingualism, and interdisciplinary modes of engaging with literary texts.¹⁸ The clarity in understanding literary commentary, text interpretation, and the multiculturalist position through which students interact with literature is paramount. Consequently, a rigorous examination during the phases of commentary and interpretation necessitates addressing hermeneutic categories that are both culturally and interdisciplinarily significant.¹⁹

In the European context, disciplinary content has expanded and evolved, fostering an enhanced awareness of reading in the approach to literary texts and literature. This approach intertwines the text-reader-interpreter-discipline dynamic. The teaching of literature relies on the dynamics of reading and the dialectics of questions and answers, emphasizing the quality of the latter. This approach is reflected in the programs and texts of Kosovo, another state where the Albanian language is the first language, and literature is integrated with language in the Albanian Language and Literature (AML) curriculum. The teaching of literature should identify new priorities based on a central focus on reading. The centrality of reading implies interpreting from within a hermeneutic community, in our case, the community of students in a class. Such an approach envisions fostering a dialogical civilization within this hermeneutic community at both the national and international levels. This methodology facilitates the study of literature as a whole, irrespective of national or foreign distinctions.²⁰

The construction of teaching practices is realized by valuing specific and methodological approaches based on the thematic and genre significance of literary works.²¹ Literary genres and themes, conceived as concrete channels of communication and expectation, enable effective relationships between the interpreter and the interpreted/context of the student's imagination and the image of the literary work. This approach suggests a necessary modification in literary historiography, advocating for an integration of history within the

¹⁶ Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar (ASCAP). (2016). "KURRIKULA BËRTHAMË, LËNDA: LETËRSI, KLASA: XI.". Ministria e Arsimit dhe Sportit

¹⁷ Ceserani, R. (1999). Guida allo studio della letteratura. (*No Title*).

¹⁸ Plangarica, T. (2021). *Aspekte të gjuhësisë së zbatuar*. Akademia e Shkencave e Shqipërisë.

¹⁹ Bongiovanni, B. (2001). *Un canone per il terzo millennio: testi e problemi per lo studio del Novecento tra teoria della letteratura, antropologia e storia*. Pearson Italia Spa.

²⁰ Luku, E. (2022). Teaching about the Holocaust in Albania, Kosovo, and North Macedonia: A Comparative Analysis. *Journal of Educational Media, Memory, and Society*, 14(2), 58-90.

²¹ Ibid.

context of civilization, mentality, customs, culture, and, specifically, literary movements.²² The methodological consideration of literary canons is crucial, particularly in light of evolving motivations for literary education.²³ If the motivation for literary education no longer stems from patriotic and nationalistic needs but from the educational value of interpretation, then the literary works (representative texts) offered to students must be carefully considered. The literary canon is a societal formation and is, therefore, always in flux.²⁴ The establishment of such a canon for Albanian literature within the AML curricula does not pose a difficulty, as there is no canonical "great" literature in Albanian. Moreover, the contextual specificities have influenced thematic and literary genre impoverishment. The reconstruction of canonical authorial space in AML curricula remains the foreign literature, which unfortunately has stalled since the 1940s.²⁵

3.4. The integration of technology in literature education

In the current educational landscape, the incorporation of technology has become a pivotal factor in shaping effective teaching and learning practices.²⁶ The Albanian educational system, with its emphasis on language and literature instruction, is undergoing transformative changes driven by technological advancements. This section delves into the role of technology in Albanian schools, specifically within the realm of literature education.

Albanian schools are progressively recognizing the potential of digital tools to enrich literature instruction.²⁷ Digital platforms, e-books, and online libraries offer an expansive range of literary resources, enabling students to access a diverse collection of texts beyond traditional printed materials. Integrating such tools into the curriculum can foster a dynamic and interactive learning environment, allowing students to engage with literature in innovative ways.²⁸

The integration of technology provides avenues for comprehensive literary analysis. Online databases and scholarly resources empower both educators and students to explore critical perspectives, historical contexts, and linguistic nuances of literary works. Access to digital archives and virtual exhibitions can enhance the depth of understanding, encouraging students to approach literature with a more informed and analytical mindset.²⁹

Incorporating multimedia platforms into literature education allows students to express their interpretations creatively.³⁰ Podcasts, video essays, and digital storytelling present alternative mediums for students to showcase their comprehension of literary concepts. Encouraging students to harness digital tools for literary expression not only enhances their technological

²² Luperini, R. (2013). *Insegnare la letteratura oggi*. *Insegnare la letteratura oggi*, 47-56.

²³ Romano Luperini, Ibid, fq 76.

²⁴ Sposetti, P., & Szpunar, G. (Eds.). (2016). *Narrazione e educazione* (Vol. 6). Edizioni Nuova Cultura.

²⁵ Lita, Z. (2003). *Teacher education in Albania: Past-present-future*. Open University (United Kingdom).

²⁶ Smith, A. N., & Caruso, C. (2010). The ECAR study of undergraduate students and information technology. *EDUCAUSE Center for Analysis and Research*.

²⁷ Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

²⁸ Puentedura, R. R. (2006). Transformation, technology, and education. *International Society for Technology in Education (ISTE)*.

²⁹ Levy, D. M. (2009). No time to think: Reflections on information technology and contemplative scholarship. *Ethics and Information Technology*, 11(4), 287-297.

³⁰ Mishra, P., & Yadav, A. (2016). Creativity and the art of technological innovation. *TechTrends*, 60(2), 185-193.

literacy but also diversifies the modes through which they engage with and present literary insights.³¹

While the integration of technology in literature education offers promising opportunities, it is not without its challenges. Limited access to digital resources, varying levels of technological infrastructure, and concerns about the digital divide may pose obstacles in some educational settings. Addressing these challenges requires a concerted effort from policymakers, educators, and technology providers to ensure equitable access to digital learning resources across all schools. To maximize the benefits of technology in literature education, educators in Albanian schools can adopt strategic approaches.³² Professional development programs can empower teachers with the necessary skills to navigate digital platforms effectively. Collaborative initiatives between educational institutions and technology providers can contribute to the development of localized digital content that aligns with the Albanian language and literature curriculum.³³

4. Discussion

The literature review provides a comprehensive analysis of the current state of literature education in Albania, shedding light on both strengths and challenges within the pedagogical landscape. Several key themes emerge, each requiring thoughtful consideration for the improvement of literature education in the country.

The blurring of lines between language and literature instruction, initially treated as integrated entities and later as discrete subjects, underscores a need for a well-defined pedagogical framework. A clear understanding of the objectives of language and literature studies is crucial for students' comprehensive learning. Policymakers and educators should collaborate to develop a curriculum that maintains the integration of language and literature while providing a structured progression. Clear learning objectives for each stage will guide both educators and students in navigating the complex landscape of linguistic and literary studies.

Methodological deviations in literary analysis, encompassing thematic, historical, stylistic, and linguistic approaches, contribute to confusion among students. A more structured and coherent progression of literary analysis methods is essential for effective learning. Redesigning the curriculum to streamline literary analysis methods can enhance clarity and understanding. Educators should receive training to implement these methods effectively, ensuring that students develop a holistic understanding of literature. Recognizing the fundamental role of literary criticism in addressing the crisis in literature education is a pivotal insight. Treating literary criticism as an art and promoting interdisciplinary hermeneutics offers a promising avenue for enriching the teaching of literature. Integrating literary criticism into the curriculum necessitates training educators in its application. Emphasizing interdisciplinary approaches can foster a deeper appreciation for literature, encouraging students to engage critically and analytically with texts.

The progressive integration of technology into Albanian schools presents both opportunities and challenges. Digital tools, online resources, and multimedia platforms offer diverse avenues for literary exploration, but concerns about limited access and the digital divide need to be addressed. Policymakers and educators should collaborate to ensure equitable access to digital resources. Strategic integration of technology, balanced with traditional teaching methods, can

³¹ Robin, B. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220-228.

³² Fullan, M. (2007). *The new meaning of educational change* (4th ed.). *Teachers College Press*.

³³ Davis, N., & Tearle, P. (1999). *Plans and situated actions: The problem of human-machine communication*. *Cambridge University Press*.

create a dynamic and inclusive learning environment, preparing students for the demands of the digital age.

The challenge of reconstructing the literary canon in Albanian curricula, and recognizing evolving motivations for literary education, underscores the need for representative and diverse literary works. Adapting the curriculum to reflect changing student interests and motivations is essential. Incorporating a diverse range of literary works, both national and international, can create a more inclusive understanding of literature and engage students with a broader cultural and thematic spectrum.

5. Conclusions

In conclusion, prioritizing the student within the teaching process resonates with the core principles of hermeneutics, a concept that has been emphasized for approximately 25 years, as articulated by Kalaga. This student-centric approach holds the potential to significantly enhance the effectiveness and relevance of educational practices. As we navigate the educational and scholarly formulations, the incorporation of contemporary insights from cognitive sciences and allied disciplines, including sociolinguistics, pragmatics, literary criticism, and communication theories, emerges as an imperative.

In this paper, our explorations encompass both the synchronic and diachronic dimensions of literary analysis. Synchronically, students seamlessly interweave the understanding of semantic content with the semiotic and stylistic expressions within the text. Diachronically, a comparative evaluation unfolds as students juxtapose the messages of the given text with those of others, creating a moment for critical reflection—a moment that becomes a mirror for self-assessment regarding their engagement with Albanian literature. The study takes us through a layered process of text analysis, establishing a hierarchical verification sequence. A dynamic dialogue unfolds as they connect the text synchronically with others and construct its diachronic context, considering epochs, messages, authors, and works.

This research concludes with an assertion—a call to action. Integrating these dimensions into the analysis of literary texts not only enhances students' comprehension but also cultivates a critical engagement that goes beyond the surface. It fosters a holistic understanding of Albanian language and literature, breathing life into the narratives woven by words and opening doorways to the rich cultural tapestry embedded within.

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