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LEARNING TECHNIQUES AND KEEPING IN MIND WHAT IS LEARNED DURING READING

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Abstract

The aspect of learning and memory is developed on the basis of the development of learning abilities and its cognitive elements. Within this paper we will reflect the factors, but also the techniques that directly affect the learning process. In the framework of this paper I will analyze, justify, the factors but also the strategies that influence the process of learning. *As is well known, human intelligence facilitates the process of learning and memory, while learning enables the development of intelligence, which in many definitions and scientific arguments determines the ability of learning.* Within this paper is also analyzed the relationship and the relationship between intelligence and memory, as well as the other theme of this work is the interconnection between what is taught and clearly understood during the reading and learning process. Also within this paper we have analyzed the cognitive style and other aspects related to memory. *As is known, the cognitive style mainly has no conscious dimension, and the learning and memory strategy has to do with deciding how to learn and remember more.* Also within this work is the role and building of human personality as it is a factor that is directly related to learning and keeping in mind what is taught.

Key words: thematic, interconnection, reading, cognitive aspects, memory, etc.

Introduction

The subject and nature of this paper conceives the coherent and qualitative reality of the time we move together. *As you know*, the subject is remembered so long and so much the better, it is learned and taught at the highest level. The paper will focus on finding the best coherent modalities of the time that directly affect the learning process. Many pupils, children of different kinds have difficulties in learning the learning process. *Most of the pedagogues recommend the individual approach of the students to the lesson, as according to them this is one of the organizational forms of the teaching work, through which the student's individual approach to the learning process is actually concretized, clarified and perpetuated.*

Providing learning techniques to learn the pupils is a coherent and continuous aspect of time, as we will analyze within this paper the factors directly affecting the learner motivation process.

Motivation is a driving force, which has recently become a popular term. Motivation has to do with emotions and imagination, which means that if we want to increase motivation we must work with our feelings and imagination.

1.1. Learning techniques and keeping in mind what is taught

This is a process that goes through several stages: Explain to your students the context of the teaching material, why it is important in everyday life and what are the individual learning steps. *"When students are involved in the learning process, they are more committed. Let your students learn with their heads, hearts and hands. Different pronounced feelings refer to different brain regions. Learners use more of the learned skills and keep them up to date."*¹

*"Reduce content into exciting stories that show situations in which new knowledge can be useful -either in the form of projects or games with digital learning materials. In this way, learning motivation can almost grow in itself. Ensure a good mix of methods in teaching practical teaching units, taught by teachers and computer aids, in order to get students' attention and motivation."*² *Also include classroom parents to look closely at the practical importance of a particular teaching material.* *"Allow the students to comment and try to change things. Create a reliable relationship. Treat students as individuals by addressing their students' needs and taking into account the different types of learning and motivation."*³

1.2. Learning and keeping in mind what is taught

Between keeping in mind and learning a thematic psychological-pedagogical, there is high level interconnection, this high-level linkage is coherent and persistent only within what is treated and understood better and easier. (N. Pajazit, 2008, pg 41.)

Many researchers of a different nature with special emphasis, the cognitions' who are directly involved in the learning process with the students have come to the conclusion that this high degree of interconnection can be summarized in four main principles (N. Pajazit, 1997. pg.32.) "The most important principles by psychologists, learning techniques, and keeping in mind what is learned depends directly on:

*The subject is remembered the longer and better, the better it is learned and appropriated to the highest level. If content is kept in mind until the exact reproduction level, this content cannot be maintained as long and as good as the same content, though it is learning at high levels of exact reproduction."*⁴

¹Pajazit Nushi," General Psychology II – Man and its personality in Psychology, University of Pristina – Philosophic Faculty, Pristina, 1999. pg.45.

² Pajazit.Nushi."Learning and Memory" (Učenje i Pamćenje) to B. Stevanović, Pristina, 1963. Logics (Logika) by dr. M. Marković, Pristina, 1962.f,78.

³ Pajazit Nushi," Psychological basis of the culture on speaking culture of the pupils of the primary school. Pristina, 1964.f,89.

⁴Pajazit, Nushi" Memory and its treatment in the Albanian Nomotic Literature", Prishtina,2008, pg,41.

"Referring to the second technique of learning, the preservation of a content learned in human memory is so much the longer and more accurate, where in this context the most powerful is the level of perception of difference of that content during her learning. Its content and theme is strengthened and directly influences the level of concentration and keep in mind."⁵ "*The third theme conceives how: The more effective the learning methods of a content, the better and longer it is stored in memory, and in content. The method of active learning, as well as the method of learning completely of a new content, and the method of organizing repetitions scattered in non-focused time within a short time, bring more active performance in understanding and in we kept thinking better and longer, of that part known and elaborated longer.*"⁶ "*By looking at the historical context, the ideas on the individualization of teaching and education were supported by some pedagogues, with particular emphasis **J.A. Kommenski**, gave a series of suggestions and important thoughts on the individualization of learning and learning.*"⁷

1.3. Human intelligence and the stages of its development process, on the theme of keeping the content of the teaching contents.

"The development and formation of human personality depends on several factors with particular emphasis on intelligence, culture and the formation of human health personality."⁸ People differ from each other exactly with their abilities. These differences are great among people in both rational and dimensional utilization. Learning and preserving their products in human memory and their reproduction enables intelligence development, while intelligence facilitates learning and preservation of rational use of experience and psychological content."⁹ "Exactly two fields of experience and content, as two human action fields, are found in a large number of intelligence definitions and these definitions relate more to memory. *Psychologist Alfred Benet*, (1857-1991), who is well-known with the father of tests for intelligence measurements, has considered that intelligence and memory are psychic functions separated from one another."¹⁰ "*However Alfred Benet*, he has also conceived memory in his known test because of the relatively high degree of interconnection between the memory range of other test scales."¹¹ "*Psychologist Alexander Luria*, however, considered that psychic processes are realized with the participation of complicated

⁵ Nushi, Pajazit; Juniku, Neki; & Bërxulli, Dashmir (2004) "Psychology XI", Publishing House "School Book", Pristina, Kosova. pg.78-79.

⁶ Nushi, Pajazit (2001) "Psychology" For second class in Gymnasium, III Edition, P.H School Book, Prishtina, Kosovë (Nushi Pajazit. pg.59-63.

⁷ General Psychology II – Man and its personality in Psychology, University of Prishtina – Faculty of Philosophy, Prishtina, 1999. pg.

⁸ Pajazit Nushi. "Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997. pg.113

⁹ Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997. f.19-20.

¹⁰ Pajazit. Nushi, " Learning of the school courses and their mastery, The texts Establishment and Teaching Tools in Kosova, Prishtina, 1997. pg.45.

¹¹ Pajazit, Nushi, General Psychology I, Schooling Book, Prishtina, 2002. pg.78.

nerve structures from which he divided three functional blocks of complex psychic processes.”¹²(N.Pajazit.2008) Pristina.

Among other things, he emphasized these three blocks: The Block of Awakening, and Attention, the Block of Acceptance, Processing and Preservation of Information, and the Block of Planning and Behavioral Programming. “According to psychologists and also by professors, each individual, regardless of his professional life and his position in a particular family, professional and social environment, should pay particular attention to the development and preservation of memory, because the change of its development in the direction of degradation and destruction of its content, will lead the individual to degradation of his personality.”¹³As- Kkommenski is known, almost all pedagogues, and especially classical pedagogues, increasingly emphasize the individual approach of students in learning, supplementing them with new ideas and facts. “¹⁴In order to have a deeper understanding of the level of knowledge of the students in the lesson, to better understand the current analysis of the pedagogical literature, especially of the didactic literature, in spite of the progress in studying the problems related to the personalization of learning there are different concepts of students to understand the matter of the subject.”¹⁵

1.4.Cognitive personality style and key elements.

The cognitive style is the characteristic way of recognizing the reality of each individual and the form of using cognitive processes and acting on his own. With this meaning, the cognitive style is the dimension of personality, *and in the narrow sense it is a stabilized, i.e. stable, rational and cognitive form.*

Teachers should not only be familiar with the content of the lesson they teach, but at the same time they should know the characteristics of the students they will work with. Studies have shown that students are more successful when learning takes place in accordance with their three characteristics of *"interests, the level of readiness to learn, the learning profile."*

"Students' Interests in Teaching. Students learn better when they have an interest in matters that interest them most, and at the same time that the subject matter for them is more understandable and more accessible to learn and learn. “Students' interests arise from the curiosity of the students to learn them and the strong emotions that the teacher teaches with.”¹⁶*However, a well-trained teacher should always strive to link the content of what she explains to the student's interests. For example, a student might have no interest in the subject but at the same time may be interested in football. “Learning Student Learning Profile.*

¹²Pajazit,Nushi "Remembrance and its treatment in the Albanian nomotic literature, ”Kosova Academy of Science, Book 30.Prishtina,2008,pg 44-45.

¹³J.Rexhepagiq,Introduction to the working methodology ogf the research work - 1972.pg.56.

¹⁴J.Rexhepagiq,”Selected modern pedagogics topics. “Special Editions XXXIX,Section of the social sciences Book 11.Publishing House,School Book,Prishtina,2002,pg.286-287.

¹⁵Behxhet.Gaxhiqi, "Differential learning at different degrees of difficulty in the lower primary school cycle, ".Prishtina.2005,pg,78-79-80.

¹⁶A permanently fresh ash of didactic thinking in Albanian language / Pedagogical periodical in Albanian between 1945-1978 /, Library "Shkëndija", Pristina 2008, (monographic study).

The learning profile lies in the fact that in which manner the best student learns. Student profile features are: preferred learning style, including within this profile, visual, hearing or kinesthetic profiles, and preference to learn from the general to the particular.”¹⁷

- c) Student willingness to learn. A learner's willingness to learn is about the level of knowledge and skills and the level of understanding that he has in relation to a particular field.
- Readiness is influenced by a number of factors were among the most important in this regard are:
 - The previous achievements of the student,
 - Attitudes towards the school
 - Life experiences, and e) his physiological and emotional state. Therefore, the objective measurement and verification of the level and quality of the general preparation and especially of elementary school starters is of the utmost importance for the fact that:

They made it possible to know how much is the fund and what quality is the knowledge of each beginner's pupil in the elementary school, starting from the very fact that the initiators of elementary school today coming to the first class do not come with a similar range knowledge and preparation for learning. Based on the data collection from measurement and verification of the degree of preparation, it is possible to allocate the number of pupils and to form the temporary groups of the beginner pupils of the elementary school. “*The objective measurement and evaluation of the students' knowledge made it possible to evaluate timely errors of the students so that the previously identified mistakes are improved in step with the pace of preparation for learning and reading.* Research has shown, from school practice, but also from day to day work, that the mistakes that the student make, either in writing or in reading.”¹⁸

Summary

Learning and memory develop on the foundation of the development of learning abilities, which in contemporary psychology are termed the term intelligence. In the process of learning and preserving and exploiting what is taught, the effect of intelligence that relates to the speed of learning and the possession of a content by means of memory, as well as the level of information processing and the depth of processing these contents into the memory of the individual. “The learning proces depends directly on a variety of factors that directly affect the learning process, but also in keeping in mind what is learned during the day, such as: *temperature, clean air, ambient calmness, climatic conditions, favorable environment, textbooks and their understanding.*”

Even some other faculty and experts have noted for the solution of problems of this kind, where for solving and deepening knowledge of this problem it is necessary the greatest help of

¹⁷ Islam Krasniqi, Teaching of Reading and Beginning, Methodical Assistance for Teacher Studies, Pedagogical Branch and for Primary School Teachers, Pristina University, Prishtina, 2002.f, 23.

¹⁸ Jashar Rexhepagiqit: Fundamental Issues in International Pedagogy, published by the Kosovo Academy of Sciences and Arts in Prishtina in 2008.

psychology, as well as of anatomic and physiological sciences, as well as the results of some sports disciplines.”¹⁹.*The purpose of this paper is that, in relation to other forms of work, the concept, the history and the possibility of developing group work in the lesson is explained, as this form of work organization creates a higher degree of creativity of the student ‘s work in lesson. Difficulties in the work of teachers today are not simple.* Some are almost familiar with the level and age of students, such as: the school's material position, school equipment with technology that directly affects the improvement but also the level of understanding of the teaching materials. A large number of pupils in the classroom, the work of many schools in urban environments, directly affects the negative aspect of the teaching work.

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¹⁹Jashar Rexhepagiq: Sami Frashëri Kosovo Academy of Sciences and Arts . 2005. ISBN 9951-413-21-8.

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LICENSING OF VOWEL INSERTION RULES IN ARABIC DIALECT OF YEMEN: PROMISING HOPES FOR PSYCHONEUROLINGUISTICS

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Abstract

The study investigated vowel insertion in Arabic dialect of Yemen (ADY) by examining the differences that could be observed in the performance of educated and uneducated speakers from different sociolinguistic backgrounds. Spontaneous speech was recorded for thousand and seven hundred Yemeni male speakers (age ranges between 19 and 61 years old) who reacted to a seven-minute video where researchers have targeted words illustrating vowel insertion before they analyze them linguistically and statistically. Outlined results show that dialectal speech of the participants (educated and uneducated) is characterized by final

insertion of monophthongs (short and long vowels) and diphthongs (closing) regardless if the plosives are released or not. Compared with educated participants, uneducated participants inserted more vowels and such vowel insertion significantly varies in each dialect under the umbrella of ADY. The study concluded to support the belief that vowel insertion is affected more by linguistic factors than by any other factor (s). In light of these findings, it was recommended to investigate phonemic changes like vowel deletion, vowel lengthening and vowel substitution to see to what extent they are interacting in the multisyllabic words of ADY. Vowel insertion should also be searched in individuals with voice, speech and language disorders to see what the outcomes of such investigation could add to our psychoneurolinguistic knowledge of understanding these individuals' linguistic impairments.

Keywords: Vowel Insertion, Arabic Dialect of Yemen, Phonetics, Phonology, Syllables, Distinctive Features.

Introduction

In a broad variety of languages with phonetic and phonological features (Cruz , 2008; Gibson, 2019; Karlin, 2021; Kim & Kim, 2019; Rhee & Choi, 2001; Seo-Yoon, 2012; Yoo, 2009; Walter, 2018), monophthongs (short and long vowels) and diphthongs (closing and centering) are systematically subject to phonemic changes and segmentation processes that usually take place in the domain-final syllable of words where vowels are most often inserted (dos-Reis & de Lucena, 2020; Kwon, 2005). This is despite the fact that vowels at the end of a domain (utterance, clause, phrase, word) are generally prone to this phonemic movement in any position of the word (Borjian, 2012; Jacobsen, 1971) and is not restricted to standard languages but extends to cover dialects (Hammond, et al., 2014; Smith, 2014). Researchers have implemented phonemic variations as a clue (Machajdíkóvá & Buzássyová, 2021) that enable them to comprehend mutual relationships ought to be drawn between accent, and lexicon from one side and also between accent and stressed syllable from another side (Chwesiuk, 2021).

As a result, researchers developed sociolinguistic rules and factors for vowel insertion that might be of some general interest (Anttila 1997, Hayes & Londe 2006, Hayes et al. 2009; Ho, 2006; Kiparsky 1993, Zuraw 2000, 2002, 2010; Yule 2010). These directions operated as guidelines for the definition of the concept of vowel insertion that is lexically concerned with

“putting, thrusting and introducing into something” (Gove & Webster, 1981), while technically refers to the addition of one or more sounds to a word (Liddell & Johnson, 2011) and is associated with consonants as well as with vowels in the world's languages (Gussenhoven (1990; Ladefoged & Maddieson, 1996).

Strictly, insertion is not the only way to avoid onset-less syllables (Rubach, 2000); rather, it is likely to be a source of unintelligibility (Cruz, 2008) and a universally applicable low-level effect. Virtually every language shows some degrees of vowel insertion (Park, 2001, 2005) as one of the most productive phonological processes (Frajzyngier, 2003; Hall, 2006; Uffmann, 2002) and Arabic is not an exception. Arabic has been investigated by researchers who discuss the background of the different dialects in the aboriginal tribal families of the Arabian Peninsula (Alazzawie, 2019), of which Arabic dialect of Yemen

(ADY) is the most remarkable. The etymological material allows, in particular, important sociolinguistic conclusions to be drawn of the areal interrelationships and chronologies of expansion of the ADY.

The phonemic system of ADY has postulated that it has a two-level vowel distinction, i.e., short and long vowels vs. closing and centering diphthongs (Al Yaari, et al., 2022). However, it has been argued by Al Yaari and his colleagues that two sub-level monophthong and diphthong distinctions may not exist in ADY speakers (short vowels and centering diphthongs), because they found not to be lengthened but the case might change with vowel insertion. In order to understand the phonemic system of a language and/ or a dialect under the umbrella of that language, one should; however, consider pre-boundary language system in that language as well as in its varieties (Huh, 1984), focusing on how its sociolinguistic characteristics and demographic mobility (Janhunen, 2012) influence the speakers oral realization of words with various dialectal structures and patterns.

In some papers, researchers have examined cases of vowel deletion (Al Yaari, et al., 2012) and vowel lengthening (Al Yaari, et al., 2022) and found in dialects of ADY what demonstrates characteristics of both phonetic and phonological deletion and lengthening. Based on a phonological analysis paired with acoustic corpus studies, researchers examined vowel insertion in individuals with language disorders (Buchwald, et al., 2007; Namasivayam, et al., 2013) to understand how certain sound clusters (Adi-Bensaid & Ben-

David, 2010; Chang, 2004; Mildner & Tomić, 2010) and neutralized and alternated voicing (Zamuner, et al., 2006) are acquired. It is argued that such phonological phenomenon is useful as a means through which psychoneurologists could understand specific language impairments (Aguilar-Mediavilla, et al., 2002; Hansson & Nettelbladt, 2002; Joanisse & Seidenberg, 1998) and specific learning difficulties (Gupta, 2004; Maïonchi, et al., 2013; Post, et al., 1999; Ramus, 2001).

Organizing the relationship ought to be drawn between phonetic and phonology from one side and psychoneurolinguistics from another side, Hall (2006) has listed two types of inserted vowels (i.e., not underlying) should not be ignored from any discussion: Excrescent vowels (result of phonetic intrusion) and epenthetic vowels (part of a phonological repair). This suggestion has received high welcome by other researchers (Fougeron & Ridouane, 2008; Plug et al., 2019). In fact, studies that followed were dedicated to investigate the effect of changing rates on inserted vowels where existing data suggest that the productivity of speech rate (Gay, 1981).

Similar to Korean (Kim, 2017), ADY has its own phonation system in plosives (lenis, aspirated and fortis) but with and without voicing contrast; where sometimes phonemic changes in ADY require inevitable and unavoidable alterations (e.g., substitution) in the word. To illustrate, a given verb from central dialect of ADY like the verb 'kulaynih' (SA plural masculine and feminine imperative verbal sentence 'kulnah' (=eat it), for example, would generate closing diphthongs /aɪ/ and substitution of the short vowel /æ/ with the short vowel /ɪ/. An insertion-substitution characteristic could also be seen in the northern dialect where verb like 'ji'at' (SA of you came) would produce a substituted long vowel /i:/ instead of the short vowel /æ/ and another vowel to be attached as an inserted vowel (closing diphthong) after the final syllable /aʊ/ to form the verb 'Jitāw' /ji:taʊ/ (SA past simple form of the verb 'came').

Some studies showed that phonemic changes, stripped of lexical syllabification, are mainly processed by the auditory centers, whilst the processing of code takes place in-between productive language and

receptive language (Davis & MacNeilage, 1990; McAuliffe, et al., 2007; Nakeva, et al., 2015; Romani, et al., 2002; Verhoeven, et al., 2016). These findings, showing diagnostic differentiation of processing based on vowel insertion and other phonemic complexity, are in accord with understanding relationship between syndromes and hearing impairments (Flagg, et al., 2005; Haapala, et al., 2014; Schiff-Myers & Klein, 1985).

1.1. The Present Study

As with vowel lengthening in Arabic dialect of Yemen (ADY) being investigated in previous article, so also with the feature of vowel insertion the question arises as to the role played by educational, yet linguistic background in differing those who are inserting vowels in their oral speech contexts from those who are not. Also, in recent years, even though there is increasing research on psychoneurolinguistic problems including speech disorders, language deficits, specific language difficulty and specific learning impairments, none of them focuses on the production and perception of the vowel system in ADY in terms of what the production and perception results add to our understanding of these problems.

Methodology

Methodical Processes 2.1. Materials

Set of multisyllabic words were hidden in contextual content and were ought to be spontaneously articulated by speakers from ADY as a reaction to a seven-minute video. Based on how their standard Arabic is strong, participants had two choices to deal with the targeted phonemic changes under investigation: Either to prove solid Arabic background to avoid inserting vowels or to show lack in that background and insert these vowels.

2.2. Speakers and Dialects

One thousand and seven hundred Yemeni male participants (age: 19-61) were engaged in an expressive task. Participants were broadly categorized into educated and uneducated speakers and were preassigned as per their regional parts into five dialectal groups:

- G.1. 324 Participants (186 educated and 138 uneducated) from northern dialects of Yemen.
- G.2. 276 Participants (66 educated and 210 uneducated) from southern dialects of Yemen.
- G.3. 212 Participants (98 educated and 114 uneducated) from eastern dialects of Yemen.
- G.4. 296 Participants (106 educated and 190 uneducated) from western dialects of Yemen.
- G.5. 592 Participants (214 educated and 378 uneducated) from central dialects of Yemen.

2.3. Processing and Analysis

The participants in this study are the same participants who participated in the vowel lengthening study. These participants watched video scene for seven minutes provided to them by interviewers who asked questions related to the scene they have already watched. Recordings were then analyzed by a phonetician and a phonologist who used transliteration in decided to the Romanization of the library of congress (Bhargava, et al.,

2012) and English translation to describe participants' speech before they analyze it linguistically. Participants' performance was then statistically manipulated and visualized thus that the reader could have a full picture of the phenomenon under investigation.

Results Vowel Insertion in Arabic Dialect of Yemen 3.1. Linguistic Evidence from Educated and Uneducated Speakers

This article is an attempt to answer the following question: Is vowel insertion in the speech of individuals from Arabic dialect of Yemen (ADY) likely to be used as a standardized criterion to differentiate educated speakers from uneducated ones? Insights to answer this question are provided on the basis of an analysis of empirical data derived from dialectal speech of participants from five local languages (referred to as dialects here) under the ADY that functions as an umbrella for all these spoken and/ or popular languages in Yemen.

The researchers argue that vowel insertion in ADY is a result that is mixed of phonetic excrescence and the phonologization of vowels, and is related to factors including tense-lax vowel pairs (Cox, 2006) and stress (Haas, 1977a) that would generate vowel insertion in its original phonemic state. The link to sociolinguistic factors provides a unified account that addresses both the dialectal and phonological distribution of the phenomenon.

3.1.1. Northern Dialect

In the northern dialect, a total of hundred and fifty three out of hundred and eighty six educated participants vs. hundred and thirty three out of hundred and thirty eight uneducated participants have inserted vowels while the rest from the two subgroups did not. There are, however, many examples from different spoken languages of the northern dialect to illustrate vowel insertion like is seen in Şan'aānī' local language (a variety of the northern dialect), for example.

Şan'aānī' participants found to alternatively insert closing diphthong /aɪ/ in the final syllable of the verb 'Jalasa' (= He sat down) if that verb comes after a subject of third person plural feminine pronoun regardless of the type of tense (present or past) and/or the conjugative form (inflexional or derivational) being used; thus, the standard Arabic (SA) verb 'jalasna' (=They (females) sat down) has been articulated 'jilisayn' by these participants. It should be noted here that such phonemic feature displays with that of other spoken languages of the central dialect.

It has been observed also that Şan'aānī's participants insert short vowel /ɪ/ in the final syllable of the verbs and the verb 'shirbatih' (=She (the girl) drank it (pounced as 'sharibath' in SA) is a good example. This insertion feature applies to that of the local accent of Şa'adah (another variety of the northern dialect) both in the present as well as in the past form of the verb as is obviously seen in the dialectal speech of the participants (e.g., 'yel'abayn' and 'li'abayn' (=They (e.g., girls) play, played, respectively)

but not to 'Amrāni local language (one more variety of the northern dialect) where short vowel /æ/ is inserted instead (e.g.,

'yel'aban' and' li'aban').

Captivatingly, long vowel /u:/ in northern dialect is inserted in plural context where its existence is not necessary in ADY and incorrect in SA and this is seen in the utterances of participants from Ḥajjah in words like 'kānū' (=They were) in sentences like kānū alawalīn...' (=Forefathers were.) to mean 'kān (a) al awalūn...' in SA. It should be noted here that such phonemic feature is not restricted to Ḥajjah's local language but extends to include all local accents in the northern dialect of the ADY.

3.1.2. Southern Dialects

As is stated earlier, dialects within the Arabic dialect of Yemen (ADY) were divided into five groups of which southern dialect is the second group in this sociolinguistic categorization after the northern dialects. In this group, forty six out of sixty six educated participants vs. two hundred and one out of two hundred and ten uneducated participants from southern dialect of Yemen have inserted vowels while the rest of the two subgroups did not.

Local languages in the southern dialect like those of Abyan, Laḥj and Al Ḍale'a insert both short vowels /æ/ and /ʊ/ in their dialectal accents and this can be clearly seen in participants' multisyllabic utterances like 'shirbannah', 'shirbunnah', (=They (third person plural feminine) drank it) for the standard Arabic (SA) verb 'sharibnah'. Distinguishing themselves from other speakers of other dialects, participants of Al Ḍale'a insert long vowel /i:/ in utterances like 'malyānīn' (=They are full), and this insertion is so far unnecessary and as is already said, does not exist in other dialects wherein this verb is articulated without this vowel length, yet extra syllable addition ('malyān'). Finally, Laḥji participants insert short vowel /ɪ/ in their dialectal speech and this is clear in utterances like 'Laḥij' (=Laḥj, the city). Unlike participants of these local languages, 'Adanī' (another variety of the southern dialect) speakers insert short vowel /ʊ/ in the final syllable and this is more seen in the utterances of many educated participants than in those of uneducated participants (e.g., 'ghayarunnuh' (= They have changed it). However, the case is not the same with the long vowel /u:/ that was seen to be inserted in the final syllable (e.g., 'ghayarunnū') more by uneducated participants than educated ones. Note here that insertion of the long vowel /u:/ was accompanied by deletion of mute sound /h/.

Long vowel /i:/ is inserted by 'Adanī' participants and this is obvious in their utterances of words like 'mīn' (=Who). Such insertion can also be found in central dialect, namely Ta'īzi local language. Similarly, long vowel /a:/ was inserted in 'Adanī' local language and participants' utterances of words like 'lāqaw' (=They found) articulated more by uneducated speakers is a good example of this type of vowel insertion.

3.1.3. Eastern Dialect

Eastern dialect is methodologically classified as the third of Arabic dialect of Yemen (ADY) following the northern and southern dialects. In this dialect, seventy seven out of ninety eight educated participants vs. hundred and three out of hundred and fourteen uneducated participants inserted vowels from eastern dialects of Yemen while the rest from the two subgroups did not.

Short vowels' insertion has been observed in the tongue accent of the participants of Ḥaḍramūt (a spoken language of the eastern dialect) where, in a verb like 'qaman' (= They stood up), the participants inserted a short vowel /æ/ between the consonants 'm' and 'n' of the verb that is pronounced 'qomna'

in Standard Arabic (SA), which sheds lights on the relationship between phonemic change and nasalization that have been investigated in some languages like Korean (Ahn, 2008; Hong, 2006; Jun, 2015; Kim, et al., 2002; Kook, et al., 2005; Lee & Lee, 2006) and Greek (Haas, 1977b). In Shabwah local language (another popular language of the eastern dialect), participants insert long vowel /u:/ in the final syllable of their words as is seen in their articulation of the verb 'play' when using it with subject of the third person plural feminine 'Yel'abūn' (=They play). This long vowel /u:/ does not exist in SA where this verb with the same pronoun is produced 'Yal'abna'.

3.1.4. Western Dialects

Western dialect is the fourth member in the family of Arabic dialect of Yemen (ADY). In this dialectal group, eighty six out of hundred and six educated participants vs. hundred and seventy nine out of hundred and ninety uneducated participants inserted vowels while the rest from the two subgroups did not.

Short vowel /æ/ is inserted in the final syllable of words of some western dialects like those of Ḥodaydī variety of the western dialect and is occurred with the subject of the third person feminine plural 'shirbannuh', (they (girls) drank it (the juice), supposed to be articulated 'sharibnah' in SA. Speakers of Raymah local language insert short vowel /ɪ/ in their utterances and this is clearly seen in words like 'wassilih' (= Connect it) that does not exist in SA where it is pronounced 'wassilh' and this production is equally produced both by educated and uneducated participants. This characteristic feature that takes place in the final syllable of multisyllabic utterances goes with that of Ṣan'aānī local language of the northern dialect.

3.1.5. Central Dialects

The group of the central dialect is the last group under the categorical classification of Arabic dialect of Yemen (ADY). In this group, hundred and seventy four out of two hundred and fourteen educated participants vs. three hundred and sixty five of three hundred and seventy eight uneducated participants inserted vowels while the rest of the two subgroups did not.

In standard Arabic (SA) verbs like 'shariba' (drank), 'haraba' (ran), 'sami'aa' (heard) and 'aftaj'aa' (freaked out), participants of the spoken language of Dhamār found to insert a short vowel /æ/ and closing diphthongs /aɪ/ when they use these verbs in sentences either in past and/ or in the present tense form (e.g., 'shirbannah' and 'yishrabannah'; and 'shirbayneh' and 'yishrabayneh' as for Standard Arabic (SA) 'sharibnah' and 'yashrabnah' (they drank/drink it).

Grammatically speaking, no insertion process is undertaken to the verb (shariba) in Dhamārī local language of the central dialect except when that verb is used with the dual person feminine and third person plural feminine pronouns. Consider:

Table 1 SA vs. Dhamārī Local Language of the Central Dialect: Second and Third Person Pronouns and Vowel Insertion

Type of Pronoun	SA Example	Dhamāri Local Lang.	Type of linguistic Change	Vowel at question
Dual person feminine	Sharibatah (The two girls/women drank it).	shirbaynih	Vowel Insertion	/aɪ/
3rd person plural feminine	Sharibnah (They (girls/women) drank it).	shirbaynih	Vowel Insertion	/aɪ/

Ibbī and Ta'izī local languages (popular languages of the central dialect) have their own

phonemic features. In the utterances of participants from both spoken languages, one can easily notice how the short vowel /ʊ/ is inserted in the verb 'shariba', when that verb is used in the case of a third person singular feminine pronoun (she). Compare: ➤ SA: Sharibath = She drank it (water or any other liquid).

- Ibbi and Ta'izī local languages: Shiribtuh.

Short vowel /æ/ is another distinctive phonemic feature of Ibbī local language. Such feature can be clearly seen in verbs like (shirbannah) where Ibbī local language shares Şan'aānī local language of the northern dialect this short vowel /æ/ insertion.

Closing diphthong /aɪ/ is inserted in utterances of central dialect participants from different regions and verbs like 'sim'ayn', (they (zebras) heard) (articulated 'sami'ana' in SA), and 'shirbayn', (they drank) (articulated 'sharibna' in SA). This rule also applies to the same verbs in the present tense form. Consider:

- 'Yeshrabayn', (they (girls) drink).
- 'Yesma'ayn', (They (zebras) hear.).

Long vowels /i:/ and /a:/ are inserted in Ibbī and Dhamāri local languages in negative forms and this type of insertion takes place at the end of the word that follows the negative article. Such rule of negation does not exist in SA after the particles (conditional pronouns which introduce the verb in the jussive case) of which 'Lam' is the most commonly used. Compare: **Table 2** Vowel Insertion after Negation in SA and central dialect: Comparison

Language/ Dialect	Affirmative	Negative	Meaning
SA	Yart'a ī	Lam Yart'a	It grazed/ It didn't graze.
Ibbi local language	Yert'a ī	Marta'a ī	It grazed/ It didn't graze.
Dhamāri local language	Yert'a ī	Marta'aā	It grazed/ It didn't graze.

Cases

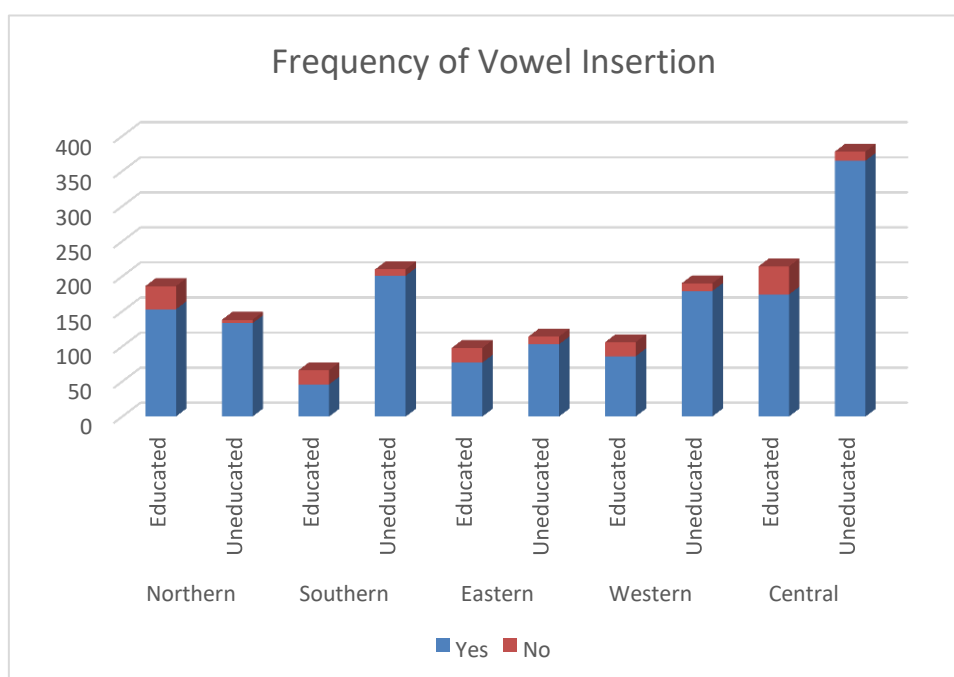
As

is seen in Table 2, the two long vowels /i:/ and /a:/ that were inserted in the central dialect of ADY are omitted in SA due to specific grammatical negation rules.

3.2. Educated vs. Uneducated Speakers of Arabic Dialect of Yemen: Descriptive Analysis

Having the participants preassigned into five groups of speakers according to dialectal categorization and sociolinguistic and demographical backgrounds and getting their linguistic performance analyzed, the third step was to manipulate their results statistically. The reason behind statistical analysis and data visualization is to provide the reader with clearer picture and better understanding of the findings. In addition, the researchers believe that statistical procedure is sufficiently enough to complete the mission of the linguists. Descriptive statistics were used to find out the differences between and among groups to see how significant they are and what contribution do these differences add to science. Consider:

Figure 1 Educated vs. Uneducated Speakers of Arabic Dialect of Yemen: Descriptive Analysis of the Frequency of Vowel Insertion



Chi-square tests were performed to test if there is difference between educated and uneducated participants in vowel insertion for each Yemeni part. There were significant group differences in vowel insertion with ($p - \text{values} < 0.001$) regarding to each Yemeni

Parts.

Discussion and Conclusion Interpretation of the Results

This study explores vowel insertion in Arabic dialect of Yemen (ADY). Several tendencies emerge from the distribution of vowel insertion in existing Yemeni words. Most, but not all, of the factors related to vowel insertion are mirrored in the results of sociolinguistic movements and demographical and anthropological changes (Maddieson, 1985), suggesting syllabification and segmental changes. Except of that of Al Yaari, et al., (2012, 2022) and Machajdíkóvá & Buzássyová (2021), the observed data vs. phonetic and phonological studies are also attributed to the lack of a perceptual basis for the tendency under investigation. Furthermore, in the present study, two patterns of vowel insertion (both from monophthongs and diphthongs) were identified by implementing acoustic distinctions (Johnson & Martin, 2001; Nokes & Hay, 2012) that found to be relative.

Specifically, speakers of ADY insert short monophthong vowels (short vowels /æ/, /ɪ/, and /ʊ/ and long vowels /a:/, /u:/, and /i:/) and closing diphthong /aɪ/ in their dialectal speech where vowels in multisyllabic words were inserted more by uneducated than educated speakers (133 of 138 vs. 153 of 186 from northern dialect; 201 of 210 vs. 46 of 66 from the southern dialect; 103 of 114 vs. . 77 of 98 from the eastern dialect; 179 of 190 vs. 86 of 106 from the western dialect; and 365 of 378 vs. 5 174 of 214 from the central dialect) due to that dialectal influence (sociological factor) outperforms grammatical and or syntactic rules (linguistic factor) (Sakarna, 2013). The following table summarizes these findings. Consider:

Table 2 Vowels and diphthongs' insertion in ADY: Distinctive Features

ADY		Vowel Insertion			
Per Region	Per Cities	Monophthongs		Diphthongs	
		Long vowels	Short vowels	Closing	Centering
Northern Dialect	Sana'aā		/ɪ/	/aɪ/	
	Sa'adah			/aɪ/	
	'Amrān		/æ/		
	Ḥajjah	u://			
Southern Dialects	'Adan	/i:/, /u:/	/ʊ/		
	Lahj	/æ/, /ʊ/	/ɪ/		
	Al Ḍale'a	/i:/, /æ/, /ʊ/			
	Abyan	/æ/, /ʊ/			
Eastern Dialect	Ḥaḍramūt		/æ/		

	Shabwah	/u:/			
Western Dialects	Ḥodaydah		æ		
	Raymah		/ɪ/		
Central Dialects	Dhamār	/a:/	/æ/	/aɪ/	
	Ibb	/i:/	/ʊ/	/aɪ/	
	Ta'izī	/i:/	/ʊ/	/aɪ/	

As is seen in Table 2, insertion nearly covers short and long vowels as well as closing diphthongs and vowel insertion spreads widely across all ADY. Psychoneurologically, the vowel insertion phenomenon being investigated during this study appears promising as an early intervention for assessing individuals' language be it the language they acquire

(Babatsouli & Sotiropoulos , 2018; Demuth, et al., 2006; Salameh, et al., 2003; Topbas, 1997) or the language aspects they are prone to suffer from (Jame, 2001; Mason, et al., 2015). Even though findings are of normal to well above average cognitive ability participants, they help understand the dynamics of language communications which, in turns, enable experts in the field to interpret certain linguistic phenomena including language delay (Peter, et al., 2017), speech sound disorders (Luzzini-Seigel & Murray, 2017; Marquardt, et al., 2002; Munson, et al., 2003; Namasivayam, et al., 2002), developmental language disorders (Güven & Leonard,2020) and aphasia (Buchwald, 2009) in children that are frequently the victims of inaccurate diagnosis as a result.

4.1 Recommendation

Conclusions drawn from this study encourage researchers to recommend benefitting from them to understand linguistic distinctive features of ADY. They can also be implemented as a launching pad through which other researchers could use to understand similar phonetic and phonological phenomena in other Arabic dialects of similar and/ or the same sociolinguistic nature as that of ADY. The study also recommends further research on the integrated relationships among vowel substitution (Kirk,2008) , vowel deletion (Al Yaari, et al., 2012) and vowel lengthening (Al Yaari, et al., 2022) to finish the investigation that other researchers have started (Allison, 2017; Baković, 2019; Glowacka, 2001; Kim, 2009). Future research is also warranted to examine the effectiveness of the vowel inserted by typically developing individuals of Yemen in their dialectal speech in the process of diagnosis and treatment of individuals demonstrate linguistic deficits in other social communities (Ammar, et al., 2006; Çapan, 1998; Grinstead, et al., 2008; Kornev, et al., 2010; Toohill, et al., 2012) and academic situations (Mediavilla, 2002).

4.2 Limits for Future Research on Arabic Dialect of Yemen

Outcomes of this study are limited to the Arabic dialect of Yemen (ADY) spoken in Yemeni regional parts the participants belong to. If there are any limitations these reflect gaps in the research literature, it is due to that phonetic and phonological phenomena like the one at hand are not yet explored in Arabic dialects and/or in ADY.

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KONTRIBUTI I STUDIUESIT ARSHI PIPËS PËR POETIN ARBËRESH DE RADA

Vjollca Osja

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Abstrakt

Arshi Pipa shënjohe si një nga studiuesit e rëndësishëm që është marrë gjatë me veprën e De Radës, ndaj dhe punimi ynë synon të evidentojë kontributin e tij për poetin arbëresh. Në vëmendjen tonë kemi pasur qëndrimet e këtij studiuesi në dy punime: atë të vitit '44 “De Rada. Vepra atdhetare dhe poetike e De Radës” (me të cilin nis dhe interesimi i tij si lexues elitar i artit të De Radës dhe kritik modern), si dhe “Trilogjia Albanika II: Jeronim De Rada” (që shënon studimin më të plotë dhe një nga më të rëndësishmit mbi veprat e De Radës e në veçanti mbi Milosaon.)

Përgjatë kumtesës kemi gjurmuar tezat e hedhura në të dyja punimet, duke u ndalur te ato teza që përbëjnë vlerën e punimeve të marra në shqyrtim. Një ndër tezat interesante të punimit të parë është ajo që e klasifikon Milosaon brenda konceptit modern të “poezisë së pastër”. Kështu, duke analizuar teknikat e përdorura, të tilla si gjuha e ekonomizuar, forca sugjeruese, ligjërimi aluziv, sintaksa eliptike, muzikaliteti i brendshëm, imazhet mjegullore, Pipa në mënyrë implicite artikulon idenë se Milosao përmbush kriteret e “artit të pastër”: pra me këtë tekst De Rada realizon kërkesat për “poezinë e pastër”. Në këtë analizë, Pipa operon njëherazi edhe me njësi të diskursit të kritikës moderne.

Ndërkohë te punimi i dytë, që në fakt është një studim i mbajtur gjatë në dorë nga Pipa, do të ndalemi, ndër të tjera, te teza e ndërtimit gjenetik të veprës. Nëpërmjet instrumenteve të kritikës gjenetike ai nis rrugëtimin drejt tekstit bërthamë të Milosaos (por jo vetëm), duke i bërë të lexueshme tekstet që i kanë paraprirë si dhe duke analizuar logjikën e zhvillimit të tyre. Gjatë gjithë këtij rrugëtimi, ajo që kemi vënë re është se qëllimi është një: rindërtimi dhe analizimi i procesit të shkruarit të veprës së De Radës.

Fjalë kyçe: “Milosao”, poet lirik/poezi lirike, “poezi e pastër”, prozodia, kritikë gjenetike, tekst burimor/ tekst i derivuar, analizë tekstore, sintaksë e “errësueme”.

Hyrje

Në shkrimet e studiuesit Arshi Pipa thuajse gjithmonë titujt sugjerojnë, që në krye të herës, se ku do të qëndrojë pesha e punimit. Mund të shihet si përjashtim trajtesa e tij e parë e viti '44 mbi De Radën: titulli i formuluar në trajtën “Vepra atdhetare e poetike e De Radës” do të na sugjeronte së pari një shkrim deskriptiv, të angazhuar dhe me projeksion evidentimin e kontributit patriotik në krijimtarinë e poetit - vendosja e cilësorit atdhetar përpara atij poetik// letrar, do të na orientonte tek ideja e misionit të poetit si “dichter” dhe jo te funksioni dhe vlera e poezisë së tij si e tillë - por gjatë leximit shohim se ndodh e kundërta.

Trajtesa është befasuese: $\frac{3}{4}$ e vlerës së punimit të tij do ta përmbysin titullin, sepse tezat ku mbështetet pesha e punimit kanë të bëjnë me poetin si krijues dhe poetikën e tij.

Diskutim

Le të përpiqemi t'i rendisim në mënyrë sintetike këto teza.

Teza e parë: që në mënyrë implicite shtrihet në të gjithë punimin ka të bëjë me evidentimi i natyrës së poetit në linjën "natyra e poetit përcakton edhe statusin zhanror të tekstit".

Sipas Pipës, De Rada nuk është poet epik: edhe kur frymëzohet nga historia, edhe kur referon figura të rëndësishme të historisë, edhe kur ndërton analogji me ngjarje e data, sërish nuk është poet epik. Ndjeshmëria e lartë, delikatesa e shpirtit, fantazia e ngjyrtë janë për Pipën njësitë që ia përcaktojnë natyrën lirike poetit.

1. "De Rada nuk është një shpirt epik i lindun. E këtu ndryshon nga Fishta me të cilin mund të krahasohet ndër tjera anë";
2. "Sigurisht aj nuk ishte një poet epik, tingulli i shpirtit të tij ishte i butë dhe i mallëngjyeshëm, dhe poemi i tij ma i bukur "Milosao" asht aj qi ka përbrenda më pak histori se gjetiu asht krejt një lirikë e lirë ajrore"
3. Edhe kur intentio e autorit është për të hartuar poemë epike , natyra poetike e tij "nuk asht epike" "Pra Skënderbeu i pafat duhet të merret, në kundërshtim me qëllimin e poetit, si një pëlhurë e gjanë episodesh lirike të qendisuna mbi te" .

Teza e dytë (që lidhet me të parën, sepse përcaktohet nga ajo dhe në njëfarë mënyrë e përcakton atë): fragmentariteti. I lexuar përgjithësisht me kodin klasik të njësisë, masës e proporcionit ky tipar është perceptuar nga kritika pothuaj në të gjitha kohërat si një e metë teknike që e ka "nakatosur" dhe pështjelluar" tekstin (N. Resuli), që ka rritur paqartësinë, ka dobësuar thurjen organike dhe ka krijuar zbrazëtira në veprim. Por nga Pipa fragmentariteti shihet si parim krijues i poetikës së De Radës, i cili motivon, kështu natyrën lirike të krijimeve të tij. Kjo teknikë , në veçanti te Milosao, reflekton "intuitën artistike të poetit", kërkesën e brendshme të tij për poezinë e pastër . Ky konstatim i Pipës, i pari i bërë në historinë e studimeve deradiane, thotë shumë.

- Së pari, për veprën, statusi i së cilës ngrihet në nivelin e poetikave më moderne të fundshek. XIX dhe fillimshk. XX, atij "të artit të pastër", i cili siç na kujton kritiku Remy de Gourmont "shqetësohet vetëm në mundësinë që ka arti për t'u vetërealizuar",
- Së dyti, për vetë Pipën, duke i zbuluar shqisën e tij si lexues elitar e i familjarizuar me tekste të tilla, dhe njëherazi edhe si kritik modern.
- Së treti, edhe për lexuesin. Jo lexuesi i padurueshëm, që do shijimin e shpejtë e të menjëhershëm të poemës, por lexuesin që ka predispozitën shpirtërore dhe edukimin për të përmbushur me fantazinë e tij njësitë e pashprehura ndërmjet intervaleve të fragmentuara të pjesëve, i duhet këtij teksti.

Shohim se gjithë diskursi që vijon për të mbështetur me argumente konstatimin e tij për Milosaon si poezi e pastër përqendrohet kryesisht në dy shtylla:

- në operimin me njësi të diskursit të kritikës moderne;
- evidentimin e karakteristikave që përcaktojnë këtë lloj poezie, të tilla si: gjuha e ekonomizuar ; forca sugjeruese ; ligjërimi aluziv; sintaksa eliptike , muzikaliteti i brendshëm , imazhet mjegullore.

Teza e tretë, të cilës iu hap rrugë nga teza e dytë, lidhet me gjuhën dhe prozodinë, ku Pipa evidenton risinë në paradigmen e sintaksës së Milosaos (“trajta e saj asht zakonisht eliptike me zhdukjen e shpeshtë të foljes “me kenë”), dhe me metrikën, ku risi është zhdukja e rimës dhe masës, në të mirë të një ritmi të brendshëm i cili i përshtatet ritmit të andrrës dhe fantazisë që përshkon poemën dhe ritmit që kanë këngët popullore arbëreshe.

Te kjo tezë (që e kishin dhënë më parë edhe Konica, Gurakuqi, ... e të tjerë), Pipa jep përgjigje në lidhje me vështirësinë e të lexuarit të Milosaos, të cilën, sikurse ata, e sheh te përpjekja e De Radës për të shkruar me gjuhën e dialektit të vendit të tij; siç thotë Pipa “për ta ngrejtë këtë në një gjuhë letrare”. Nën këtë arsyetim nënkuptohet të trajtohet edhe çështja e errësimit në të kuptuar e Milosaos, duke nxjerrë nga vëmendja se vetëm pak më sipër kishte evidentuar si tipare të Milosaos esencialitetin në shprehje, gjuhën aluzive dhe eliptizmin e sintaksës në ndërtim, të cilat çojnë qëllimshëm në një errësim të kuptimit.

II

Ky shkrim i viti ‘44, me tezat që hedh apo i lë të hapura, do të ishte “litari” që do ta mbante të lidhur Pipën me De Radën për më shumë se 30 vjet. Në kohë të ndryshme ai do t’i kthehej duke zhvilluar, tashmë me formatin e studiuesit, teza të ndryshme mbi veprat e tij: që nga 1969 kur nis shkrimet mbi gjurmimin e botimeve të Milosaos, deri te studimi më i plotë dhe një nga më të rëndësishmit mbi veprat e De Radës e në veçanti mbi Milosaon: “Trilogjia Albanika II: Jeronim De Rada”, ku duket se konsiderohen të ezauruara tezat që kanë të bëjnë me statusin zhanror të poemës e natyrën e poetit, të tjerat janë avancuar, siç ndodh me pjesën “Gjuha dhe prozodia”, apo edhe riformuluar a ripërpunuar pothuajse tërësisht, si “Ideologjia dhe stili” .

Te ky studim, pjesa e parë do të operojë me tezën e ndërtimit gjenetik të veprës “Milosao”. Nëpërmjet instrumenteve të kritikës gjenetike ai nis rrugëtimin drejt tekstit bërthamë, duke bërë të lexueshëm tekstet që i kanë paraprirë dhe duke analizuar logjikën e zhvillimit të tyre. Gjatë gjithë këtij rrugëtimi, qëllimi është një: rindërtimi dhe analizimi i procesit të të shkruarit të veprës së De Radës. Në gjykimin tonë, këtij qëllimi i shërbejnë:

- gjurmimi dhe zbulimi i dorëshkrimeve të para të “Milosaos” të cilët do të ndërtonin idenë e ekzistencës së një teksti që i ka paraprirë botimit të vitit 1836, një “Proto Milosao”, siç e cilëson Pipa, dhe që ka mjaft ndryshime nga ai;
- gjurmimi dhe analizimi i shënimeve e shpjegimeve që vetë De Rada la për fillesat e “Milosaos” te “Autobiologjia” (siç është prania e vjershës me frymë erotike, e cila sipas Pipës ka shërbyer për bazë/ model për të ndërtuar një seri këngësh me të njëjtën frymë dhe stil)

- letra hyrëse, që shoqëron botimin e parë të poemës, sidomos paragrafi i shkëputur nga Pipa ndihmon për të zbuluar burimin folklorik të poemës, dhe fraza “romanx i dyfishtë lirik” për të mbështetur hipotezën e një dorëshkrimi (të ndryshëm nga botimi i parë), që përmban variantin e Proto-Milosaos dhe Proto-Serafinës;
- kërkimi i gjurmëve të tekstit edhe aty ku të dhënat e jashtme nuk e dëshmojnë. Siç është evidentimi, nëpërmjet analizës dhe përqsjes, i marrëdhënies në mes teksteve të Proto Milosaos me një pjesë të teksteve që përmban “Collezione”. Apo edhe dallimi që i bën Proto - Milosaos nga botimi i parë i Milosaos .

Ka ndodhur ndjekja e së njëjtës rrugë, nëpërmjet analizës dhe përqsjes, për të evidentuar marrëdhënien ndërmjet proto-Milosaos dhe proto-Serafinës, si dhe kësaj të fundit me Milosaon e botimit të parë. Duke parë interferimet në përmbajtje, motive, pjesë, stil, ai ngre në sistem analizën e gjithë ndryshimeve që kanë ndodhur deri në daljet e plota të veprave Milosaos dhe Serafina. E kjo është një nga pikat e forta të kësaj pjese. Zbulimi i këtyre marrëdhënies që konsideruar nga Prof. Ressler, që në vitet '30 (shek.XX), si një nga sfidat e forta të studiuesve të ardhshëm deridianë.

Me këtë pjesë Pipa, nëpërmjet teorisë gjenetike të tekstit dhe analizës tekstore, do të arrinte në këto përfundime:

1. kangjelat e Milosaos nuk janë bërë njëkohshëm;
2. një model frymëzues i fortë i tyre (në motive, frymë, strukturë e stil) kanë qenë këngët gojore arbëreshe;
3. midis veprave të ndryshme të De Radës ka interferime të forta;
4. vepra ka frymëzimin e romantizmit kalabrez (romantizmit të natyreshëm, siç e cilëson De Sanktis) me humusin shqiptar.

Pjesa *Gjuha dhe prozodia*, që veç sa ishte ngacmuar te punimi i vitit '44, shoqërohet me shqyrtimet tepër të përimituara të tipareve fonetike, të natyrës së rrokjeve e të theksave metrike të vargut të përdorur nga De Rada, të vendosura në raport e të krahasuara me ato të dialektit që përfaqëson dhe të dialekteve e të folmeve të përdorura në Shqipëri. Shqyrtimet e hollësisht metrike, që i bëhen sidomos këngës së parë të Milosaos, japin shpjegime për masën mbizotëruese, 8 rrokshi, që, sipas tij, kanë vargjet në këngët e Milosaos të De Radës. Rezultatet që nxjerr Pipa na thonë se modeli i sjellë nga De Rada me Këngët e Milosaos nga pikëpamja metrike “është një variant i përkryer i metrikës popullore arbëreshe”, ndërsa rastet kur e ndryshon strukturën e vargut tradicional ndodhin për hir të një “harmonie të lirë e të gjerë”.

Përveç metrikës, e cila besojmë se ka arritur një kuotë të lartë trajtimi, që vështirë të tejkalohet, ajo që ka rëndësi në këtë pjesë është edhe analiza e trajtave sintaksore të vargjeve të De Radës, parë në raport me vargun popullor. Ndonëse evidenton ngjashmëri me këtë të fundit, sidomos në përdorimin e pjesoreve të shkuara absolute; ndërtimeve me parataksë; ndërtimit të fjalive me bashkërenditje, Pipa konkludon se në tërësinë e vet vepra udhëhiqet nga kompleksiteti i sintaksës së saj, mbizotëruar prej hipotaksës, dhe ajo që i rezulton edhe më interesante, është fakti se shpesh ndryshimet sintaksore bëhen për arsye metrike . Dhe për arsye metrike ndërrojnë funksion edhe disa figura që, nga stilistike, shndërrohen në funksion të

metrikës, të tilla si inversioni apo anakoluta. Në këtë formë Pipa i '78-ës i jep përgjigje shqetësimit të ngritur nga studiuesit e tjerë që nga Gualtieri, Konica, Gurakuqi e në vazhdim, por edhe nga vetë Pipa i '44-ës për sintaksë (të) errësuese e të vështirë.

Problemi i pjesës Ideologjia dhe stili, sidomos ajo pjesë që ai merr përsipër interpretimin, mendojmë se është ngulmimi për t'i interpretuar faktet letrare nëpërmjet fakteve jetësore të autorit, duke e njohur kështu Autobiologjinë si masë vërtetësie dhe tekst referues. Kështu në të shumtën, ky interpretim mban frymë dhe kërkesë pozitiviste. Pyetja që na lind ndërkohë që e lexojmë është: a do të kishte shpëtuar nga qasja pozitiviste interpretimi që i bëhet veprave, nëse autori Pipa do ia linte në dorë kulturës, formimit teorik dhe intuitës poetike të tij?

Përveç çasteve kur merret me çështje të stilit, në veçanti të evidentuara te procesi dhe format e përpunimit të teksteve Milosao A e Milosao B, respektivisht dhe Serafina A dhe Serafina B, trajtimi më interesant i kësaj pjese është sythi përmbyllës me titullin metaforik “Lulja hibride”, me të cilin rreket fort edhe i jep përgjigje frazës së hedhur nga De Rada e të rimarrë në kohë nga të gjithë studiuesit deradianë për rrëfimin dyfish lirik.

Pipa e mbajti gjatë në dorë interesin dhe punimin për De Radën, ashtu siç De Rada e mbajti gjatë poemën e tij “Milosao”, por ndryshe nga poeti që pati fatin të qëllonte që në variantin e parë (variantet e tjera sipas studiuesve nuk i shtojnë ndonjë gjë, në mos e zbehin) studiuesit iu deshën më shumë se 30 vite për të mbërritur në këtë studim i cili, në gjykimin tonë, mbetet një referencë e pakapërcyeshme për këdo që kërkon merret me çështjet e artit deradian.

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THE TYPES OF VOCABULARY LEARNING STRATEGIES USED BY ESL STUDENTS

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Abstract

One of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Vocabulary has been recognized as crucial to language use in which sufficient vocabulary knowledge of the learners led to difficulties in second language learning. Thus, in the case of learning vocabulary in a second language, students need to be educated with vocabulary learning strategies.

The present study examined the type of vocabulary learning strategies used by Albanian ESL students majoring in Teaching English as a Second Language (TESL). Based on the aim of this study, it was decided that the best method for this investigation to better understand the use of VLSs by these particular students is to adopt the qualitative research design. Hence, the method of conducting is an open-ended interview that was conducted individually with ten students at the Faculty of Islamic Studies. The concluded strategies such as the learning a word through reading, the use of the monolingual dictionary, the use of various English language media, and applying new English words in their daily conversation where are related to memory, determination, and metacognitive strategies respectively are popular strategies and the learners are keen in using them.

Keywords: Vocabulary Learning Strategies, VLS, LLS, ESL

1. Introduction

Acquiring a second language involves different areas such as motivation, learners' needs, learning environment, learning strategies, and language awareness. It is becoming increasingly difficult to ignore second language learning strategies. In any event, learning strategies are, defined by Chamot and Kupper (1989) as *“techniques which students use to comprehend, store, and remember information and skills”* (p.9). However, learning strategies have been used for thousands of years as Oxford (1990) mentioned that mnemonic or memory tools were used in ancient times to facilitate narrators remembering their lines. Studies on language learning strategies started in the mid-1960. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies (Wenden and Rubin, 1987; O'Malley and Chamot, 1990 Oxford, 1990). Nevertheless, Oxford (2003) defined language learning strategies as *“specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”*.

While particular strategies are used by second language learners for the acquisition of new words in the second language are called „vocabulary learning strategies“ (Gu, 1994). Whereas, language learning strategies (LLSs) are a sub-category of general learning strategies, and vocabulary learning strategies (VLSs) are considered a part of language learning strategies (Nation, 2001). The research to date has tended to focus on vocabulary learning strategies rather than language learning strategies. Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmitt, 1997; Nation, 2001; Fan, 2003; and Gu, 2003). First, Schmitt and Schmitt (1993) divided learning vocabulary into remembering a word and learning a new word. Secondly, Gu (2003) classified second language (L2) vocabulary learning strategies as cognitive, metacognitive, memory, and activation strategies. Thirdly, Schmitt (1997) improved vocabulary learning strategies based on Oxford (1990) into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise), and though the remembering category comprises social, memorization, cognitive, and metacognitive strategies. Finally, Fan (2003) who refined Gu's (2003)'s classification, categorized vocabulary learning strategies into a “primary category” which contains dictionary strategies and guessing strategies as well as, a “remembering category” which integrates repetition, association, grouping, analysis and known words strategies.

2. Vocabulary Learning Strategy (VLSs)

Vocabulary learning strategies (VLSs) are steps taken by language learners to acquire new English words. There is a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1997. While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997) who saw it as two main groups of strategies:

1. *Discovery strategies*: Strategies that are used by learners to discover learning of words;
2. *Consolidation strategies*: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

1. *Determination strategies*: they are individual learning strategies.
2. *Social strategies*: they are learners who learn new words through interaction with others
3. *Memory strategies*: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.
4. *Cognitive strategies*: they are strategies that do not engage learners in mental processing but are more mechanical means and
5. *Metacognitive strategies*: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

After viewing these different classifications the prudent study used Schmitt's taxonomy as a basis of the study. It was developed based on Oxford (2003)'s classification of language learning strategies. The classification of strategies perhaps is before the most wide-ranging in vocabulary learning strategies usage. Although, Schmitt's five major strategies maintained their application in an ESL/EFL environment since he established his taxonomy using Japanese L2 learners. Similarly, the present study has used Albanian second language learners' samples of the study. The use of VLSs counts on several factors such as proficiency, motivation, and culture (Schmitt, 2000). This is because culture and environment can influence their preference for exacting learning strategies (Schmitt, 2000). However, far too little attention has been paid to vocabulary learning strategies used by ESL undergraduate students in the Faculty of Islamic studies (FSI). The purpose of this study was to determine what type of vocabulary learning strategies are used by ESL students.

3. Cognitive Theory

The cognitive orientation describes second language learning as a complex cognitive skill that, similar to other such skills, engages cognitive systems (such as perception, and information processing) to overcome limitations in human mental capacity which may inhibit performance (Ellis 2000, as cited by Višnja, 2008). One of the important concepts of the cognitive theory that influence vocabulary learning strategies are learning strategies. This study is conducted to examine the vocabulary learning strategies which provide an understanding of what vocabulary learning strategies are all about.

4. Classifications of Language Learning Strategies

There are many and various classifications of language learning strategies. O'Malley et al. (1985) declared the use of 24 strategies employed by learners of English as a second language in the States. They divided these strategies into three main categories.

4.1. "Metacognitive", "Cognitive", and "Socio-affective" strategies.

There is another accepted classification as suggested by (Oxford,1990). She distinguished between the direct and indirect strategies. She added that direct strategies contain "Memory", "Cognitive", and "Compensation" strategies while indirect strategies include "Metacognitive", "Affective", and „Social" strategies. Each of these is divided into several subscales. Oxford (1990) distinguished several aspects of learning strategies; 1) *Relate to communicative*

competence, 2) Let learners become self-directed, 3) Increase the role of teachers, 4) Are problem-oriented, 5) Special behaviors by the learners, 6) Include many aspects of the learners as well as the cognitive approach, 7) Support learning both directly and indirectly, 8) Are not always observable, 9) Are teachable, 10) Are flexible, and 11) May be influenced by a variety of factors. Oxford and Crookall (1989) described language learning strategies as “learning techniques, actions, learning to learn, problem-solving, or learning skills” (p.37). They come to the end that no matter what learning strategies are called, strategies can make learning more efficient and effective and the strategies used by learners could lead to more proficiency or competence in a second language. Oxford classified an extensive category of language learning strategies under two superordinate categories as Direct and Indirect strategies. Figure 1 presents Oxford (1990)’s classification. With regards to the direct strategies (which are more directly associated with the learning and the use of the target language in making a good judgment that they require the mental processing of the language), these are the Memory strategies that “[...] store and retrieve new information”; Cognitive strategies which “[...] enable learners to understand and produce new language by many different means”, ranging from repeating to analyzing expressions to summarizing and Compensation strategies which “[...] allow learners to use the language despite their often large gaps in knowledge” (Oxford,1990, p. 37). As for the Indirect strategies (which help the learning process internally, i.e. which support and manage language learning without directly involving the target language), there are the metacognitive strategies that “allow learners to control their cognition”; Affective strategies which “help to regulate emotions, motivations, and attitudes”; and Social strategies “help students learn through interaction with others” (Oxford 1990, p. 135). However, Schmitt (1997) classified vocabulary learning strategies based on Oxford’s taxonomy.

5. Inter-Relationships between VSL and LLS

'Language learning strategies' form a sub-class of 'learning strategies' in general whereas 'vocabulary learning strategies' constitute a sub-class of language learning strategies. There are researchers (Oxford and Scarcellat, 1994 and Schmitt, 1997) who have acknowledged that in addressing vocabulary learning strategies, one should not lose sight of their correlation with language learning strategies. A considerable number of researchers (Wenden and Rubin 1987; O'Malley and Chamot, 1990; Oxford,1990 and Schmitt, 1997) asserted that VLS forms a sub-class of a framework for language learning strategies and this reason applies to a wide variety of language learning (LL) tasks, sighting from the more remote ones, such as vocabulary, pronunciation, and grammar to integrative tasks such as reading comprehension and oral communication. A few studies including a study by Schmitt (1997) have manifested that LLS is not inherently „good“ for various factors, for example, the contexts in which the strategies are used, frequency of use, the combination with other strategies, language portability, background knowledge, the texts, target language, LL proficiency level, and language characteristics. The importance and popularity of vocabulary learning strategies in the group of language learning strategies in terms of their actual use is reflected by the fact that the vast majority of language learning strategies listed in taxonomies such as in Oxford (1990)’s, are either vocabulary learning strategies (all strategies in the memory category), or can be used for vocabulary learning tasks. Despite this, research into language learning strategies has tended to neglect vocabulary learning strategies, preferring to focus on language learning as a whole. However, one of the most significant current discussions in language learning strategies that are related to the present study is vocabulary learning strategies which will be explained in the following section.

In learning any language, vocabulary is the center focal point of acquisition. As put forward by McCarthy (1992) “without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way (p.50)”. Vocabulary has been gradually recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Nation (2000) describes the „learning burden“ of a word as the amount of effort that a learner puts into learning the word. According to him, “different words have different learning burdens for learners with different backgrounds and each of the aspects of what it means to know a word can contribute to its learning burden” (p. 23). Thus, in the case of learning vocabulary in a second language, students need to be educated with vocabulary learning strategies. They are most persuaded to use basic vocabulary learning strategies (Schmitt, 2000). However, teachers may help to decrease students’ learning burdens by providing some organized vocabulary learning strategies for them.

This research investigated the application of vocabulary learning strategies by undergraduate ESL students who are studying to teach English as a second language at FIS. Thus, with small sample size and the nature of the study

(qualitative study) caution must be applied, as the results of this research might not be transferable to other ESL students in the FSI. The present study attempts to explore the use of vocabulary learning strategies (VLSs) experiences in the process by undergraduate ESL students. This study aims to answer the following question; *"What are the vocabulary learning strategies actively employed by undergraduate ESL students in learning the English language?"*.

6. Method & Materials

The purpose of the present study is to examine the use of vocabulary learning strategies (VLS) by Albanian ESL students at University-level to better understand the ways that they applied to learn new words in English. It was decided that the best method for this investigation to better understand the use of VLSs by these particular students is to adopt the qualitative research design. Cresswell (2008) identified qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problems. In addition, the researcher is the main instrument for analyzing the data. Personally, the researcher is interested in this topic because he has been taught in an EFL (English as a foreign language) context where it was very difficult to gain access to teaching and learning materials of the English language. As Merriam (1988) explained, interview utilization is one of the major sources to obtain qualitative data from subjects. Hence, the method of conducting an interview is one of the most popular means to investigate, research, and inquire about data from one phenomenon. The interviews were conducted individually with ten students (four males and four females) who are randomly selected, at the Faculty of Islamic Studies to gain a deep understanding of the subject's" varied backgrounds in vocabulary learning, the strategies that they used to learn new words in English.

7. Results and Discussion

7.1 Vocabulary Learning Strategies Use

The results showed that ESL learners in FIS are not aware of most of the vocabulary strategies mentioned in the present study. On the other hand, they are usually using vocabulary learning strategies in either a medium or low frequency. The common and specific strategies used by participants will be discussed in the following section.

7.2 The Common Strategies Use

Schmitt's (1997)"s taxonomy of vocabulary learning strategies is utilized in categorizing the vocabulary learning strategies demonstrated by the data of the current study. The findings of the study showed that ESL Albanian students used determination, cognitive, social, and metacognitive strategies which are the most common and are employed comprehensively by participants of the present investigation. Therefore, all students used at least one of the most popular strategies such as using the monolingual dictionary, guessing from the context, and learning through the English language media. The strategies which required the use of reliable materials and tools are also among the highly used group, e.g. reading the English language texts, using English-language media, and watching TV. Most of these strategies mentioned by all subjects in this study require only low-level mental processing whereas subjects seem to rely on strategies that mostly require rehearsal and meaning determinations without any type of deep processing. The strategies which have been mentioned by participants are listed according to their category and will be explained in the next section.

7.3 Learning New Words through Reading

The first common strategy which has been used by participants was guessing from textual context is under the determination category. This is a determination strategy where one makes guesses from the textual context. One possible explanation for the findings is related to the education system whereby in most English language classrooms, teachers have used the same teaching method such as using English newspapers to improve and assist the learning and acquiring of new vocabulary processes. The findings are consistent with Haggan (1990) who has found the use of newspapers in EFL classes to be a successful method. However, the most acceptable explanation for using this strategy which is also true for the current study has been provided by Oxford and Scarcellat (1994) as "by far the most useful strategy is guessing from various given contexts" (p.237).

7.4 Use of Dictionaries

Another common strategy was using a monolingual dictionary (e.g. English to English dictionary) which is under the categorization of determination strategies and has been mentioned by Ahmed, Jamal, Sarah, Rose, and Jim as one of the common strategies that have been used by them. The popularity of this strategy is expected simply because the use of a monolingual dictionary is a common practice among second language learners. These dictionaries give detailed guidance on pronunciation, grammar, and usage with explanations written in a controlled, simplified vocabulary. Other than that, the dictionaries also provide examples of words used in various contexts (Carter, 1987). The monolingual dictionaries are designed for native users but publishers have later on developed this type of dictionary for L2 students as well (Oxford and Scarcellat, 1994). An explanation for the common use of a monolingual dictionary among these students in FIS is that the new curriculum is focusing on independent learners. This method is widely performed in English language classes. However, this finding is in agreement with the findings of Noor and Amir (2009) which showed the commonly used dictionary strategies among Albanian students.

In addition, in classrooms, most of the time, the teachers encourage the students to refer to the dictionary and the students are expected to learn new words on their own. Another reason that can be accounted for the result is related to the process of learning language as the participants become mature, the more advanced they become. This advocated Ahmed's study (1989) on poor and good language learners among ESL students in Khartoum. In other words, the use of a monolingual dictionary in this study is consistent with (Ahmed, 1989). An explanation that he presented, which is also true for the subjects of the present study, is that more successful learners at the upper proficiency levels have moved on from using bilingual dictionaries to using monolingual ones, in which they make use of some of the information in such dictionaries beyond merely just the definitions.

7.5 Applying New English Words in Their Daily Speaking

Hence, one of the more significant findings to emerge from this study was that the respondents applied new English words in their daily speaking. It can be considered a social strategy. They practice new words among friends in the university (mentioned by five subjects), ask questions in the classrooms (two subjects), and interact with native speakers (mentioned by three subjects). A possible explanation for this might be that these students benefitted from the receptive and productive knowledge of vocabulary learning in a second language. These findings are consistent with those of Nation (2001) and Webb (2005) who found the receptive and productive role of vocabulary learning in a second language. However, Monderia and Wiersm (2004) explained receptive vocabulary learning as learning the meaning of a second language word to the target language, and productive vocabulary learning makes the learner able to translate a word from L1 to L2. Another possible explanation for this issue has been identified by Webb (2005) who indicated that the greater part of vocabulary is learned receptively through reading or listening and production through writing and speaking.

7.6 Use of Media

Another important finding of this investigation showed that using the English-language media (songs, movies, internet, computer games, TV programs, etc.) is also among the high-frequency strategies used by the students. Besides, using materials that involve authentic language use is also listed among the frequency strategies used. A possible explanation is that the popularity of this metacognitive strategy may relate to the accessibility of the materials. Moreover, authentic materials are good in terms of learning new words in their contexts. As mentioned in the literature review strategies involving authentic language use are demonstrated by Stoffer (1995). This category was the first category of Stoffer's (1995) classification and later Schmitt (2000) included this strategy in his taxonomy as a sub-category of metacognitive strategies. This result may be explained by the fact that highly developed technology is becoming a major part of vocabulary learning and the second language learning process.

7.7 Social Strategies

It is interesting to note that in all ten subjects of this study, none of the students described studying words with the help of others for the purposed of learning words. The participants only shared their problems with others when they could "t find any other sources to learn those unknown words. These results are similar to the results of the study

which has been done by Schmitt (1997) which showed that using social strategies is rather popular; this data also revealed that social strategies are frequently used by subjects of this study.

8. Conclusions, Implications & Recommendations

The study has discovered that ESL students perceive the substance of vocabulary as a branch of language learning. However, some strategies such as the learning a word through reading, the use of the monolingual dictionary, the use of various English-language media, and applying new English words in their daily speaking where are related to memory, determination, and metacognitive strategies respectively are popular strategies and the learners are keen in using them. On the other hand, strategies that require cognitively deeper processing such as putting English labels on physical objects, listening to tapes of word lists, and writing down the new words and their meanings on cards are not mentioned by participants of this study. Based on the results, some implications can be observed. First of all, an advantage of this study is that it will increase public awareness of the importance of vocabulary learning strategies in second language learning and teaching. As Oxford (2003) mentioned “Vocabulary is not explicitly taught in most language classes” (p. 9). The results of the current study can assist language teachers to improve their teaching methods. Second, teachers who are interested in their students’ performance in learning the English vocabulary can introduce the vocabulary learning strategies and techniques to their students by designing useful tasks and giving relevant assignments. Next, unfortunately, based on the interviews conducted, most of the students are not aware of the existence of the numerous strategies used to learn words other than using dictionaries and rote memorization. Future studies on vocabulary learning strategies can be carried out from two viewpoints. Studies on the individual differences of language learners from primary to university level can be conducted both in qualitative and quantitative approaches. In addition, studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies could be very helpful to get a better understanding of the relevant strategies.

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СТУДИЈА ЗА КОРЕЛАЦИЈАТА ПОМЕЃУ ЕКОНОМСКИОТ РАСТ И ОСИГУРУВАЊЕТО ВО ЗЕМЈИТЕ ВО РАЗВОЈ: СЛУЧАЈОТ НА РЕПУБЛИКА МАКЕДОНИЈА

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Апстракт

Секоја земја тежнее кон развој на осигурувањето, бидејќи е од исклучителна важност за целокупниот економски систем, поради тоа што на долг рок ги покрива ризиците, како и значајната штедна компонента вклучена кај животното осигурување. Постојат многу истражувања за влијанието на осигурувањето. Во овој труд направено е истражување за влијанието на осигурувањето врз економскиот раст кај земјите во развој, со посебен осврт на Република Македонија. Како мерка за економскиот раст се користи бруто домашниот производ, додека мерка за развојот на осигурувањето се користи бруто полисираната премија. Резултатите укажуваат дека осигурувањето има влијание врз самиот економски раст.

Клучни зборови: осигурување, економски раст, бруто домашен производ, бруто полисирана премија, детерминанти

1. Вовед

Под економски раст се подразбира зголемување на материјалното богатство. Тоа се мери со годишна стапка на раст на реалниот бруто домашен производ (БДП). Теоријата на економски раст повеќе се однесува на потенцијалното производство, односно на производот при „полна вработеност“, отколку на растот на агрегатната побарувачка или на агрегатниот производ. Некои автори економскиот раст го дефинираат како раст плус структурна промена.

Економскиот раст значи зголемување на производството, производствениот капацитет и сите други компоненти на една економија. Економски раст е зголемување на вкупното производство на економијата. Економскиот раст се мери со стапката на раст на таков начин што бруто домашниот производ (БДП) се става во однос на бројот на жители на одредена земја и се изразува како БДП по глава на жител.

Стабилен и функционален осигурителен сектор претставува клучна компонента за економски раст. Осигурителните компании како финансиски посредници влијаат врз зголемување на националната заштеда, а со самото преземање на ризикот од реалниот сектор допринесуваат кон финансиска стабилност. Со порастот на важноста на компаниите за осигурување во структурата на финансискиот систем и економијата како целина, се поставува прашањето за влијанието на осигурувањето врз економскиот раст и развој. Како што расте стапката на економски раст, така расте и побарувачката на осигурителни производи. Со поголем приход, производите на осигурување стануваат сè подостапни.

Голем број на истражувачи преку нивните истражувачки студии го испитуваат влијанието на осигурувањето врз економскиот раст преку користење на различни анализи и на крај заклучокот е дека осигурувањето има голема улога врз економскиот раст. Развиеноста на осигурувањето и реосигурувањето на националниот пазар е голема суштинска детерминанта за економскиот раст. Поттикнувањето на економскиот раст го обезбедува преку поефикасно управување со ризици, ефикасна алокација на капитал, мобилизирање на заштеди и сл.

Во литературата голем број на автори како предности на осигурувањето за унапредување на економскиот раст ги издвојуваат следните:

- Подобрување на финансиската стабилност на луѓето и компаниите преку трансфер на ризикот;
- Овозможува зголемување на социјалната заштита со што се намалува притисокот врз државата;
- Подобрување на финансиската интермедијација, зголемување на ликвидноста и мобилизација на заштедите;
- Овозможува подобра алокација на капитал преку диверзификација на ризиците.²⁰

Во поголем дел од литературата за осигурување може да се согледаат неколку детерминанти кои го опишуваат осигурувањето. Најзначајната детерминанта секако е бруто домашниот производ, но влијаат и други детерминанти како монетарната политика, развојот на социјалното осигурување, склоноста кон штедење итн.

Во продолжение на овој труд ќе се анализира влијанието на осигурувањето врз економскиот раст на територијата на Република Македонија. Податоците кои се користат за оваа истражување се земени за период од 2010 година до 2019 година. Во понатамошниот текст се презентирани резултатите.

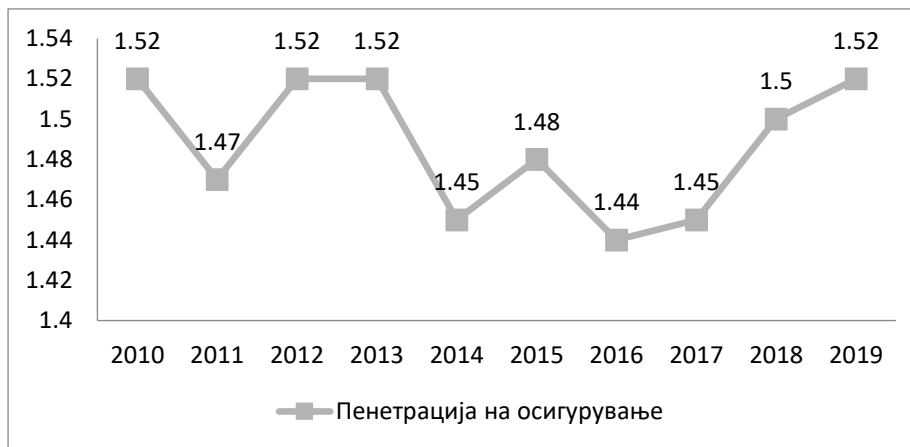
2. Тековна состојба на пазарот на осигурување во Република Македонија

Основни показатели со кои се мери степенот на развиеност на пазарот на осигурување се: степенот на пенетрација на осигурување,

²⁰ https://aso.mk/wp-content/uploads/2019/06/2012_J_Kjosevski.pdf стр.3

којшто се пресметува како процент на бруто полисираната премија за осигурување врз бруто домашниот производ на државата и густината на осигурување којшто е однос на бруто полисираната премија за осигурување и бројот на жители на државата. На графикон бр. 1 се дадени вредностите на пенетрација на осигурувањето во Република Македонија за период од 2010 до 2019 година.

Графикон бр.1: Пенетрација на осигурувањето за период од 2010 до 2019 година²¹



Извор: Агенција за супервизија на осигурување во РМ

Од графикон бр.1 може да се види дека степенот на пенетрација се движи во границите од 1,44% до 1,52%, а тоа ни укажува на многу ниско ниво на пенетрација на пазарот на осигурување во Република Македонија.

На графикон бр. 2 се дадени вредностите на густината на осигурувањето во Република Македонија за период од 2010 до 2019 година.

Графикон бр.2: Густина на осигурувањето за период од 2010 до 2019 година²²



²¹ Податоците се земени од Годишните извештаи за состојбата на пазарот на осигурување објавени од страна на Агенцијата за супервизија на осигурување во Република Македонија.

²² Податоците се земени од Годишните извештаи за состојбата на пазарот на осигурување објавени од страна на Агенцијата за супервизија на осигурување во Република Македонија.

Извор: Агенција за супервизија на осигурување во РМ

Од графиконот може да забележиме дека густината за осигурување бележи пораст од година за година. Најниска е во 2010 година и изнесува 3153, а највисока е во 2019 година и изнесува 5095. Овие вредности на густина укажуваат дека густината во Република Македонија е на ниско ниво.

Овие два параметри го отсликуваат ниското ниво на развиеност на пазарот на осигурување во Република Македонија. Во продолжение е направено истражување за влијанието на осигурувањето врз економскиот раст во Република Македонија.

3. Влијанието на осигурувањето врз економскиот раст во Република Македонија

За да се согледа влијанието на осигурувањето врз економскиот раст во Република Македонија за потребите на оваа анализа се земени квартални податоци за период од 2010 година до 2019 година. Податоците кои се земени се за бруто полисираната премија, бруто домашниот производ, индексот на трошок за живот и индекс на продажна цена на производи.

Табела бр.1: Податоци за бруто полисирана премија, бруто домашен производ, индекс на трошоци за живот и индекс на продажна цена на производи²³

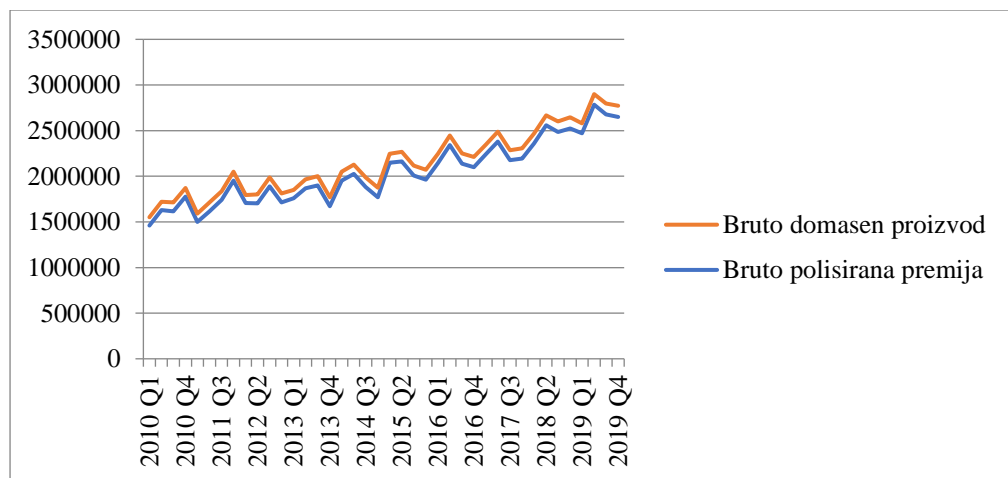
Квартал	Бруто полисирана премија	Бруто домашен производ	Индекс на трошоци за живот	Индекс на продажна цена на производи
2010 Q1	1460099	90878,0	0,5	-5,1
2010 Q2	1629498	91270,0	1,1	-1,8
2010 Q3	1615130	97119,0	1,8	-6,0
2010 Q4	1775935	95794,0	2,9	-6,1
2011 Q1	1498609	91638,0	4,1	11,4
2011 Q2	1616869	96665,0	4,7	9,5
2011 Q3	1741345	96417,0	3,6	5,3
2011 Q4	1951441	99117,0	3,2	2,7
2012 Q1	1705109	90713,3	2,6	-6,0
2012 Q2	1704554	97104,9	2,1	-1,0
2012 Q3	1888922	96710,2	3,8	-3,4
2012 Q4	1715044	97558,2	4,9	-1,0
2013 Q1	1758347	93617,1	3,5	5,9
2013 Q2	1866701	99843,9	3,6	3,7
2013 Q3	1898464	101439,6	2,8	2,0
2013 Q4	1672191	98361,6	1,3	1,6
2014 Q1	1951872	97271,7	0,6	3,4

²³ Вредноста на бруто полисираната премија е земена од кварталните извештаи за состојбата на пазарот на осигурување објавени од страна на Агенцијата за супервизија на осигурување. Вредноста на бруто домашниот производ, индекс на трошоци за живот и индекс на продажна цена на производите се земени од квартални извештаи за реалниот сектор објавени од страна на Народна банка на Република Македонија.

2014 Q2	2025695	101292,7	-1,0	5,5
2014 Q3	1880703	105752,0	-0,4	5,5
2014 Q4	1771153	102870,4	-0,4	4,7
2015 Q1	2147408	100965,0	-0,9	1,5
2015 Q2	2162579	104703,0	0,4	0,1
2015 Q3	2006949	109594,7	-0,2	5,7
2015 Q4	1962828	106848,6	-0,4	11,7
2016 Q1	2143820	101100,0	-0,1	10,7
2016 Q2	2340285	107841,5	-0,7	1,3
2016 Q3	2139523	111758,5	-0,2	4,9
2016 Q4	2097996	114605,1	-0,1	-1,8
2017 Q1	2244055	105083,9	0,6	-1,5
2017 Q2	2380895	107914,9	1,2	3,7
2017 Q3	2174829	111969,5	1,5	-2,4
2017 Q4	2192443	115044,6	2,1	0,9
2018 Q1	2360058	105790,1	1,5	5,2
2018 Q2	2557896	110943,9	1,5	4,9
2018 Q3	2484313	114984,8	1,6	5,1
2018 Q4	2525365	120969,4	1,2	6,4
2019 Q1	2471647	107240,6	1,2	8,8
2019 Q2	2784406	115673,3	1,2	1,1
2019 Q3	2678094	119151,3	0,6	7,1
2019 Q4	2649267	124992,0	0,0	-1,3

За подобро да се види паралелното движење на бруто полисираната премија и бруто домашниот производ кварталните вредности за период од 2010 до 2019 година за овие два параметри кои се дадени во претходната табела ќе ги прикажеме графички.

Графикон бр.3: Графички приказ на бруто полисирана премија и бруто домашен производ



Од графиконот може да забележиме дека бруто полисираната премија и бруто домашниот производ се движат со иста динамика. Како расте и опаѓа бруто домашниот производ, во ист период расте и опаѓа бруто полисираната премија.

За да се направи структурна анализа на развојот на животното осигурување, направена е корелациона табела на бруто полисираната премија, бруто домашниот производ, индексот на трошок за живот и индекс на продажна цена на производи.

Табела бр.2: Корелациона табела

	Бруто полисирана премија	Бруто домашен производ	Индекс на трошок за живот	Индекс на продажна цена на производи
Бруто полисирана премија	1	0.8646	-0.4046	0.2006
Бруто домашен производ	0.8646	1	-0.4435	0.1856
Индекс на трошок за живот	-0.4046	-0.4435	1	-0.0794
Индекс на продажна цена на производи	0.2006	0.1856	-0.07944	1

Од вредностите во табелата бр.2 може да се забележи дека имаме значајно голема и позитивна корелација помеѓу бруто полисираната премија на осигурување во Република Македонија и бруто домашниот производ. Корелацијата на бруто полисираната премија со индексот на продажна цена на производи е многу мала, додека корелацијата со индексот на трошок за живот е најмала и негативна, што значи дека овие две детерминанти не може да се земе за релевантни при моделирање на серијата за бруто полисирана премија.

Направено е моделирање на серијата на бруто полисирана премија при што како променлива за моделирање е земен бруто домашниот производ и константа. Резултатите од тоа моделирање се дадени во следната табела.

Табела бр.3: Резултати од моделирањето (Регресиона анализа)

Dependent Variable: BPP
 Method: Least Squares
 Sample: 2010Q1 2019Q4
 Included observations: 40

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-1523669.	337133.3	-4.519486	0.0001
BDP	34.28536	3.231565	10.60952	0.0000
R-squared	0.747612	Mean dependent var		2040808.
Adjusted R-squared	0.740970	S.D. dependent var		347783.0
S.E. of regression	177003.9	Akaike info criterion		27.05444
Sum squared resid	1.19E+12	Schwarz criterion		27.13888
Log likelihood	-539.0888	Hannan-Quinn criter.		27.08497
F-statistic	112.5620	Durbin-Watson stat		1.742800
Prob(F-statistic)	0.000000			

Резултатите од табелата ни укажуваат дека растот на БДП за 1 ќе предизвика зголемување на бруто полисирана премија за 34,29.

R-squared и Adjusted R-squared ни укажува дека избраните варијабли објаснуваат 74% од зависната варијабла, а останатите 26% се објаснуваат со варијабли кои не се вклучени во регресијата. R-squared претставува коефициент на детерминација со чија помош можеме да го утврдиме успехот во предвидувањето на вредностите на зависната променлива, односно претставува дел од варијансата на зависната променлива која е објаснета со објаснувачките променливи. Во нашиот случај објаснувачката променлива БДП, објаснува 75% од зависната променлива. Сличен резултат од 74% се добива и со Adjusted R-squared кој претставува коефициент на детерминација прилагоден на бројот на степени на слобода кој претставува казна за додавање на регресори кои не придонесуваат за подобрување на објаснувачката моќ на моделот.

Стандардната грешка мери колку е веродостоен коефициентот. Вредностите дадени во табелата на регресија укажуваат на 3.231565 стандардна грешка од коефициент 34.28536. Колку е помал овој коефициент толку е подобар резултатот.

Променливите имаат висока вредност на т-статистиката, а соодветно и веројатноста за отфрлање на параметрите е блиска до нула.

Ако се подели коефициентот со неговата стандардна грешка, ќе се добие нејзината т-статистика. Коефициентот кој изнесува 34.28536 кога ќе го поделиме со стандардната грешка која изнесува 3.231565 ќе добиеме т-статистика со вредност 10.60952. Значи, 10.60952 е т-статистика за коефициент 34.28536. Статистиката Т ни кажува дали коефициентот е значаен или не. Ако апсолутната т-статистика (без позитивен или негативен знак) е поголема од критичната вредност на Т-дистрибуцијата, тогаш коефициентот е значаен. На пример, т-критичната вредност за 40 опсервација и два параметри е 1.684, бидејќи т-статистиката со вредност од 10.60952 е поголем од 1.684 коефициентот 34.28536 е значаен.

Akaike Information Criterion, Schwarz Criterion и Hannan-Quinn Criterion, претставуваат информатички критериуми кои се користат во изборот на модели за неповрзани алтернативи, при што се преферираат помали вредности. Во нашиот случај бидејќи користиме две варијабли (зависна и независна), резултатите од овие критериуми нема да ги коментираме, иако можеме да кажеме дека моделот е добро специфициран, бидејќи сите критериуми имаат слични резултати.

Тестирањето на автокорелацијата со помош на Durbin-Watson методот во моделот ни укажува дека помеѓу избраните варијабли не постои автокорелација, бидејќи вредноста е помала од 2 и е блиску до таа вредност, односно изнесува 1.7.

Преку F-статистиката ја тестираме хипотезата дека коефициентите на сите објаснувачки променливи (освен константата) се еднакви на нула. Во тој контекст бидејќи $\text{Prob}(F\text{-statistic}) = 0.000$, односно вредноста на p е помала од 0.05, ја отфрламе нултата хипотеза дека коефициентите на наклонот се еднакви на нула. Понатаму резултатите од Mean dependent variable ни ја прикажуваат средната вредност на зависната променлива БПП. S.D. dependent var ни укажува за колку вредноста на БПП се разликува од просечната вредност.

4. Заклучок

Иако во последниот период основни показатели кои го мерат степенот на развиеноста на пазарот на осигурување (пенетрација и густина) се во пораст, сепак не можеме да кажеме дека Република Македонија има висока развиеност на осигурителниот пазар, бидејќи тоа е на многу ниско ниво.

Очекувано, највлијателна детерминанта во структурата на економскиот раст е бруто полисираната премија. Корелацијата бруто домашниот производ кој ни претставува индикатор за економски раст со бруто полисираната премија изнесува 0,86. Сепак овој параметар иако во најголем дел учествува во моделирање на бруто полисираната премија, не е доволен за конечно креирање валиден модел на серијата. Потребен е дополнителен параметар кој не би бил корелиран со БДП, а би бил валиден за моделот.

Со оглед на фактот што во Република Македонија моментално на пазарот на осигурување активно работат 16 друштва за осигурување, од кои 5 друштва се за осигурување на живот, додека 11 друштва се за неживотно осигурување, со зголемување на продажбата на осигурителни производи, а со тоа зголемување на бруто полисираната премија значително ќе влијаат врз зголемувањето на економскиот раст.

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