

# Attitudes of High School Students toward the Albanian Language and Literature Course

<sup>1</sup>Fatmir Mehmeti,<sup>2\*</sup>Gjylë Totaj, <sup>3</sup>Albulena Alidema

<sup>1-3</sup>University "Ukshin Hoti" Prizren: Prizren, Kosovo, AL

## ABSTRACT

The study aimed to examine the attitudes of high school students in Prizren, Kosovo toward the Albanian Language and Literature course. The participants of the study included volunteer students who were attending the public schools in Prizren, Kosovo during the 2020-2021 academic year. A total number of 615 students were included in the study. Descriptive analysis was first performed to determine the attitudes of the students toward the Albanian Language and Literature course. The Independent Samples t-test and One-Way Analysis of Variance (ANOVA) were employed to examine the differences between the students by gender and class, respectively since the scores were normally distributed and variances were homogeneous. The Pearson Moment Correlation analysis was used to determine the relationship between the grade in the Albanian Language and Literature course and attitude scores. The results revealed the students had a low level of attitude toward the course. Neither the positive attitudes nor the negative attitudes of the students toward the course were high. The students didn't have a positive view of their native language, but they also did not have negative regard. The female students had greater positive attitudes toward the course than the male students while the male students had greater negative attitudes than the female students. The mean value of the positive attitudes of the 11th graders was lower than that of both the 10th and 12th graders.

**Keywords:** Albanian Language and literature, Attitude, Kosovo, Students.

## INTRODUCTION

In the Republic of Kosovo in general and in Prizren in particular, as a multicultural and multilingual city, the pre-university education is conducted in several languages. In addition to Albanian, the education in Prizren is provided also in Bosnian and Turkish Language. The education in Albanian is mainly followed by Albanian community, whose mother tongue is Albanian. Recently we are witnessing a rapid development in all areas, which undoubtedly affected the education system as well. One of the main changes marks the transition from a content based curriculum into competent based curriculum. The curricular areas aims to support the competency development, whereas learning outcomes guides the teaching and learning process. The pre-university education curriculum in the Republic of Kosovo comprises seven areas. The curriculum areas represent the basics for organizing the teaching process. A single curriculum area covers one or more courses or teaching modules. The "Language and Communication" marks one of seven curriculum areas. This area provides an opportunity for students to develop and cultivate the use of the language as a means of everyday communication, in professional as well as in public life. Depending on the level the curriculum area includes the following courses: mother tongue, primary foreign language (English), second language (foreign or of surroundings), and other languages. Any subject within this field includes the literature as part of language related to aesthetic values (MASHT-a, 2017). The advancement of language and communication marks the main aim of this field, and it is in relation to the language, critical and creative

thinking development, abilities to read, interpret and evaluate various texts and genres, functional writing, and written and oral communication. The course: "Albanian Language and Literature" marks specific importance to the curriculum of upper-secondary education. Through this course, students gain knowledge and demonstrate skills, values and attitudes regarding the Albanian language system, to communicate properly, as well as to provide an opportunity for students to perceive the power of language as a manner to express their experience and to avoid difficulties shared by individuals. Whereas the literature influences the aesthetic and literary formation, increasing creative abilities and enrichment of communication skills, on the other hand, it also provides the formation of a stable and positive relationship between students and the art of literature (MASHT-b, 2017).

Researchers have directly or indirectly highlighted the importance of students' attitudes towards their mother tongue

**Corresponding Author e-mail:** [gjyle.totaj@uni-prizren.com](mailto:gjyle.totaj@uni-prizren.com)

**ORCID Number:** [0009-0009-3235-2223](https://orcid.org/0009-0009-3235-2223)

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as a facilitator for increasing learning benefits (Cahapay, 2020; Genc & Aydin, 2017). Wenden, as cited by Krahan (2007) considers that attitudes were composed of three components: cognitive, evaluative and behavioural. The cognitive component includes viewpoints of perceptions about objects or circumstances related to attitudes; the evaluative component means that objects or circumstances related to attitudes may generate approval or disapproval; the behavioural component means that some attitudes may encourage students to adapt specific learning behaviours. The word Language Attitudes is used mainly to describe the approaches used in the first language teaching, aiming to develop language skills by listening and speaking together, not separately. Expression of positive or negative feelings towards a language may reflect impressions on difficulties or simplicities of a language, easiness or difficulty of learning, the scale of importance, social status, etc. Linguistic attitudes may generate an effect on second language or foreign language learning. Measuring language attitudes may provide information that is useful in language teaching and planning (Richards & Schmidt, 2010; Crystal, 2008). Some studies have proved that boys have more negative attitudes toward schooling compared to girls, and this reflects the fact that negative attitudes of boys toward schooling are associated with poor language achievement (Gaer, Pustjens, & Damme, 2010). Gardner & Lambert (1972) carried by Genc & Aydin (2017); also (Gardner, 1985; Baker, 1992; Assefa, 2002; Kazazoğlu, 2013;) argue that there is a close relationship between attitudes towards language and learning achievement, emphasizing that students' attitudes towards their languages determine how much they may be successful in learning that language.

As mentioned above, in some countries some researches have been conducted regarding the attitudes of students and teachers relating to the mother tongue used in respective country. But, there is a lack of such researches in Republic of Kosova, therefore the aim of this research is to provide a contribution that may fill the gap. This research will provide a support to identify attitudes of secondary school students regarding the Albanian Linguistics and Literature course, respectively their mother tongue. In this context, the main purpose of this study was to determine the attitudes of high school students toward the Albanian Language and Literature course and examine their relationship with certain demographic factors. Based on the general frameworks of the research purpose, to compare the attitudes of students towards the Albanian Language and Literature course there is a need to provide answers to following the questions:

1. What are the attitudes of the students toward the Albanian Language and Literature course?
2. Are there any differences between students' attitudes in regards to their gender?

3. Are there any differences between students' attitudes in regards to their grades?
4. What is the relationship between the grade point average and attitudes toward the Albanian Language and Literature course?

## METHOD

### Research Design

A descriptive, survey research design was chosen to investigate attitudes of high school students regarding the subject of Albanian language and literature.

### Participants

The study aimed to examine the attitudes of high school students in Prizren, Kosovo toward the Albanian Language and Literature course. The participants of the study included volunteer students who were attending the public schools in Prizren, Kosovo during the 2021-2022 academic year. The study was carried out with the students who were present on the day the researcher was visiting the schools. A total number of 615 students were included in the study. Among the students, 452 (73.7%) were females and 162 (26.3%) were males; 234 (38%) of the students were 10<sup>th</sup> graders, 266 (43.3%) of the students were 11<sup>th</sup> graders, and 115 (18.7%) of the students were 12<sup>th</sup> graders. The students were between the ages of 15 and 17 years.

### Data Collection Tools

A scale comprising 26 items was used to collect data on the attitudes of the students toward the Albanian Language and Literature course. The scale was a five-point Likert-type scale, with 5 indicating strong agreement, 4 indicating agreement, 3 indicating neither agreement nor disagreement, 2 indicating disagreement, and 1 indicating strong disagreement. The scale was modified from the scale developed by Kazazoğlu (2013). It was first prepared in Albanian and examined by five experts on the Albanian language in terms of its language, expression, and wording, which revealed no need for modification to the scale items. The scale was applied face-to-face to five students to examine whether there were unclear items. The feedback of the students revealed that the items were comprehensible. The scale comprises 13 items expressing positive attitudes and 13 items expressing negative attitudes. The scale developed by Kazazoğlu (2013) had a two-factor structure. The factor structure of the scale used in this study was examined using the Confirmatory Factor Analysis (CFA) to determine whether it maintained its original two-factor structure. The analysis revealed a Chi-Square () value of 1360.25, with  $df=292$ ,  $P\text{-value}=0.000$ , and  $/df= 4.16$ . In light of the recommended modifications, the error variances between Items 1 and 2, Items 2 and 3, and Items 14 and 17 were corrected. After these modifications, the error variances between Items 9 and 10 and

Items 24 and 25 were re-corrected. Table 1 shows the fit indices as revealed by the analyses.

Better fit indices were obtained after making five corrections in keeping with the error variances. The fit indices were excellent, except for AGFI and SRMR, which were at acceptable levels. Among the positive attitudes, Item 3 had the lowest factor load with 0.42 while Item 7 had the highest factor load with 0.79. Among the negative attitudes, Item 14 had the lowest factor load with 0.44 while Item 19 had the highest factor load with 0.83. The factor loads of other items ranged between the highest and lowest values. There was a moderate and significant negative relationship between positive and negative attitudes (-.70;  $p < .01$ ). The Cronbach Alpha coefficient of the positive attitude factor of the scale was 0.92. The examination of the item-total correlation yielded the lowest value for Item 13 with 0.40 and the highest value for Item 1 with 0.74. The Cronbach Alpha coefficient of the negative attitude factor of the scale was 0.88. The examination of the item-total correlation yielded the lowest value for Item 2 with 0.39 and the highest value for Item 15 with 0.85. The reliability of the total scale was 0.94.

### Data Analysis

Descriptive analysis was first performed to determine the attitudes of the students toward the Albanian Language and

Literature course. Using a five-point Likert scale, a score of 3.40 or higher was regarded as a positive attitude and a score below 3.40 was regarded as negative attitude for the positive attitude factor while the opposite was applied for the negative attitude factor. During the scoring of the total scale, the items for negative attitude were reverse coded to obtain the total attitude scores. The grade point averages of the students for the Albanian Language and Literature course were obtained from their schools. Thus, the native language point grade averages reflected their grades in the Albanian Language and Literature course in their transcripts. The Independent Samples t-test and One-Way Analysis of Variance (ANOVA) were employed to examine the differences between the students by gender and class, respectively since the scores were normally distributed and variances were homogeneous. The Pearson Moment Correlation analysis was used to determine the relationship between the grade in the Albanian Language and Literature course and attitude scores.

### FINDINGS

The study firstly focused on finding an answer to the question: “What are the attitudes of the students toward the Albanian Language and Literature course?” For this purpose, descriptive statistics for the attitudes of the students were examined. Table 2 shows the results of the descriptive analysis.

**Table 1:** CFA Analysis Results

	RMSEA	NFI	NNFI	CFI	IFI	RFI	SRMR	AGFI
Initial	.074	.95	.96	.95	.97	.95	.058	.85
3 modification	.072	.96	.96	.96	.97	.96	.057	.87
5 modification	.072	.96	.97	.97	.97	.96	.056	.87

**Table 2:** Descriptive Statistics

No	Items	M	SD	Skewness	Kurtosis
1	The Albanian language is one of my favorite courses.	3.33	1.03	-.457	-.507
2	When I learn the Albanian language, I feel relaxed.	3.33	1.02	-.491	-.389
3	I study the Albanian language even during my free time.	2.58	1.05	.308	-.735
4	In the future, I would like to choose a profession in the Albanian language.	2.25	1.04	.650	-.061
5	Everything that has to do with the Albanian language fascinates me.	2.82	1.09	.045	-.860
6	The Albanian language is my favorite subject.	2.34	1.03	.618	-.161
7	I eagerly perform my duties (homework) about the Albanian language.	3.56	1.08	-.754	-.047
8	I spend most of my time learning the Albanian language.	2.51	1.00	.403	-.530
9	The subjects of the Albanian language course are very interesting to me.	3.30	1.15	-.499	-.640
10	I read books for better communication.	4.18	.87	-1.324	2.132
11	I like talking about our lessons in the Albanian language with my friends.	2.84	1.16	.012	-1.050
12	Albanian language lessons are very interesting.	3.49	1.07	-.764	-.041
13	We should read as many books as we can to have valuable thoughts.	4.45	.82	-1.856	3.862
14	I would have preferred to have taken a lesser number of lessons on the Albanian language.	3.42	1.20	-.302	-.949

No	Items	M	SD	Skewness	Kurtosis
15	I get bored when studying the Albanian language*.	2,64	1,12	,430	-,610
16	I would have preferred if fewer teaching hours were spent on the Albanian language*	2,87	1,23	,243	-,992
17	In the future, I would like to find a job that is not much related to the Albanian language*	2,99	1,16	,050	-,820
18	I would have chosen another subject instead of the Albanian language. *	2,47	1,24	,632	-,625
19	I have learned the Albanian language as it is mandated by the Ministry. *	2,57	1,28	,447	-,994
20	To me, the Albanian language is the scariest subject. *	2,13	1,13	1,070	,452
21	I learn the Albanian language only to pass the class*	2,26	1,23	,848	-,348
22	The lessons on the Albanian language are not interesting*	2,37	1,12	,803	-,062
23	I feel very tired when reading books*	2,36	1,12	,695	-,318
24	Time passes very slowly when I am studying the Albanian language*	2,73	1,24	,345	-1,013
25	Learning the Albanian language is not necessary for me. *	2,04	1,06	1,162	,901
26	I feel worried about learning the Albanian language*	2,12	1,10	,948	,215
	Positive views	3.17	.64	-.337	-.104
	Negative views	2.46	.87	-.580	-.184
	Overall Mean	3,36	,70	-,495	-,187

N=615, M=Mean, SD=Standard Deviation, \*Reverse

### Coded Items for the Entire Scale

The results revealed a low mean value for the positive attitudes of the students toward the Albanian Language and Literature course ( $M=3.17$ ;  $SD=.64$ ), indicating fewer positive attitudes toward the course. The mean value of the negative attitudes of the students toward the course was also low ( $M=2.46$ ;  $SD=.87$ ), even lower than that of their positive attitudes. The mean value of the overall attitudes of the students was low as well ( $M=3.36$ ;  $SD=.70$ ). Therefore, the attitudes of the students toward the Albanian Language and Literature course can be deemed negative.

### Analysis by Gender

The differences in the attitudes of the students toward the course with respect to gender was examined using the Independent Samples t-test. Table 3 shows the results of the analyses.

The results revealed significant differences between genders. The female students had greater positive attitudes toward the course ( $M=3.21$ ,  $SD=.61$ ) than the male students ( $M=3.04$ ,  $SD=.69$ ) while the male students had greater negative attitudes ( $M=2.60$ ,  $SD=.89$ ) than the female students ( $M=2.41$ ,  $SD=.87$ ). Similar results were observed for the overall scale, with female students having greater positive attitudes toward the course ( $M=3.41$ ,  $SD=.68$ ) than the male students ( $M=3.22$ ,  $SD=.71$ ). Thus, the results revealed a significant effect of gender on the attitudes toward the Albanian Language and Literature course.

### Analysis by Class

The attitudes of the students toward the Albanian Language and Literature course with respect to their grades were

examined using ANOVA. Table 4 shows the results of the analyses.

The results revealed that the mean value of the positive attitudes of the 11<sup>th</sup> graders ( $M= 3.05$ ,  $SD= .64$ ) was lower than that of both the 10<sup>th</sup> ( $M=3.28$ ,  $SD=.57$ ) and 12<sup>th</sup> graders ( $M=3.23$ ,  $SD=.70$ ). Moreover, the 11<sup>th</sup> graders had a lower mean value in the overall scale ( $M=3.25$ ,  $SD=.71$ ) than the 10<sup>th</sup> graders ( $M=3.44$ ,  $SD=.64$ ) and 12<sup>th</sup> graders ( $M=3.44$ ,  $SD=.75$ ). However, the class had a low effect size.

### Analysis by Academic Success

The relationship between the grade point average and attitudes toward the Albanian Language and Literature course was examined using correlation analysis. Table 5 shows the results of the analyses.

The results revealed a moderate and positive correlation between grade point average and positive attitudes toward the course ( $r=.33$ ,  $p<.01$ ). The relationship between negative attitudes and grade point average was also moderate but negative ( $r=.31$ ,  $p<.01$ ). Furthermore, there was a positive and significant relationship between overall attitude score and success in the native language ( $r=.32$ ,  $p<.01$ ).

## RESULTS AND DISCUSSION

The main purpose of this study was to determine the attitudes of high school students toward the Albanian Language and Literature course and examine their relationship with certain demographic factors. The results revealed the students had a low level of attitude toward the course. Neither the positive attitudes nor the negative attitudes of the students toward

**Table 3:** Independent Samples t-Test for Gender

	Gender	N	M	SD	t	df	p	Cohen's d
Positive Attitude	Female	453	3.21	.61	3.001	613	.003*	.26
	Male	162	3.04	.69				
Negative Attitude	Female	453	2.41	.87	-2.440	613	.015*	.22
	Male	162	2.60	.89				
Overall	Female	453	3.41	.68	2.872	613	.004*	.27
	Male	162	3.22	.71				

M= Mean, SD= Standard Deviation, \*p<.05

**Table 4:** Analysis of ANOVA with respect to Grades

		N	M	SD	Mean Square	F(2, 612)	p	f2	Scheffe
Positive Attitude	a) 10 <sup>th</sup> Grade	234	3.28	.57	3.688	9.338	.000*	.19	a, c>b
	b) 11 <sup>th</sup> Grade	266	3.05	.64					
	c) 12 <sup>th</sup> Grade	115	3.23	.70					
Negative Attitude	a) 10 <sup>th</sup> Grade	234	2.40	.80	2.284	3.117	.051	-	-
	b) 11 <sup>th</sup> Grade	266	2.55	.89					
	c) 12 <sup>th</sup> Grade	115	2.37	.95					
Overall	a) 10 <sup>th</sup> Grade	234	3.44	.64	2.916	6.087	.002*	.15	a, c>b
	b) 11 <sup>th</sup> Grade	266	3.25	.71					
	c) 12 <sup>th</sup> Grade	115	3.44	.75					

M= Mean, SD= Standard Deviation, \*p<.05

**Table 5.** Correlation between Achievement and Attitude Scores

	Success in The Subject of Albanian Language	Positive Attitude	Negative Attitude
Positive Attitude	.328**	1	
Negative Attitude	-.307**	-.701**	1
Mean	.315**	.895**	-.946**

N=615, \*\*p<.01

the course were high. The students didn't have a positive view of their native language, but they also did not have negative regard. The analysis revealed that gender had a significant effect on attitudes. The female students had lower negative attitudes and higher positive attitudes than the male students. This is noteworthy in terms of native language acquisition. Considering the multicultural and multilingual structure of Kosovo, the low level of attitudes toward the course and differences by gender portray an unfavorable picture of the future of the teaching and learning of the Albanian language. In their study on the Turkish populations living abroad, Ortaköylü et al. (2020) found that the participants had a low level of attitudes toward their native language. However, other studies have not yielded the same result (Alieto, 2018; Ejie, 2004; Khejeri, 2014). The results of this study are congruent with those of the studies showing that people held certain beliefs that trivialize their native languages (Burton, 2013; MacKenzie, 2010; Tupas, 2015). These beliefs were attributed

to certain factors such as not seeing a future for the native language in terms of economic, social, and academic aspects and not attaching too much value to the impact of the language on their future education (Kioko et al., 2014). Ponniah et al. (2017) found a low level of attitudes toward the native language but determined a positive attitude toward non-native languages. The researchers attributed this difference in attitudes to economic concerns and business opportunities. On the other hand, there are studies showing people's positive attitudes both toward their native language and certain non-native local languages (Yıldız and Kızıldaş, 2018; Zungu and Pillay, 2010). For example, Yalınkılıç and Yağmur (2014) found that bilingual Western Thrace Turks had positive attitudes toward the Turkish language and pointed to the use of the language in daily life as means to maintain their identities. The participants also did not reject the Greek language, used it in their daily lives, and had positive attitudes toward the language. This indicates that factors such as being a minority, existential concerns, and concern for the future can affect attitudes toward the native language. In a similar vein, Rezaei, Latifi & Nematzadeh (2017) found that Azeri citizens of Iran had generally positive attitudes toward their native language and attributed their findings to the desire of the Azeri people to preserve their languages and ethnic identities.

Another noteworthy finding of the study is the effect of gender on the attitude toward the native language. The female

students had a lower level of negative attitude and a higher level of positive attitude than the male students. The overall attitude score of the female students was positive while the male students had a negative overall attitude score. Other studies have also found differences between genders in terms of attitudes toward native language (Head, 1999; Gürsoy, 2013; Lamb, 1997; Zhang, 2011). On the other hand, some studies did not find gender to have a significant effect on attitudes toward language (Alieto, 2018; Creber and Giles, 1983). Leng (1980) stated that everyone had a positive attitude toward their native language, but according to Leach et al. (2016), people's attitudes can become negative under the influence of politically, economically, and socio-culturally prestigious persons or groups. The importance of the dominance of a second language or another foreign language in certain social, economic, and political issues in attitudes toward a native language has been an issue of debate (Abdurrahman, 2011; Noor, 2021). The differential effect of gender in this study can also be viewed as an outcome of the greater importance attached by females to their native languages. Although Gürsoy (2013) and Zhang (2011) attributed the effect of gender to women's tendency toward more prestigious languages, Gal (1978) highlighted the tendency toward economically valuable languages. Ponniah et al. (2017) found that women had a greater tendency toward the languages they deemed more prestigious instead of their native languages. The results of both this study and other studies point to the effect of gender on attitudes toward language and the gender-dependent differences are attributable to different causes. For example, Loureiro-Rodríguez et al. (2013) stated that women had more positive attitudes toward languages than males, and women showed a more evaluative, i.e., more social, tendency. Kazazoğlu (2013) found that Turkish female students had greater positive attitudes both toward the native language and foreign language than Turkish male students. The attitudes toward the native language vary depending on the cultural context, how the students psychologically and socially perceive their native language, and economic and political tendencies. Considering the dominant role of women in determining the native language (Bradac, 1990; Coates, 1998), the examination of the main determining factor in women's tendencies toward the native languages can yield notable results.

Another significant finding of the study is the differences in attitudes with respect to the class. As an intermediary grade, the 11<sup>th</sup> graders had a more negative attitude both in the positive attitude and overall attitude scores than both the 10<sup>th</sup> and 12<sup>th</sup> graders. The students had a greater positive attitude both in the 10<sup>th</sup> grade in which they begin their high school education and 12<sup>th</sup> grade after which they graduate. The programs could have affected the lower level of attitudes of the 11<sup>th</sup> graders. Yıldız and Kızıldaş (2018) revealed that the native language was related to the attitudes. Schools are expected

to contribute to the enjoyment of the native language and preservation, development, and dissemination of language. They should have a program structure that facilitates their fulfillment of this expectation. Gao (2009) emphasized the effect of school programs on the attitudes toward the native language in addition to factors such as family, school climate, and friend groups.

There was a significant relationship between success and attitudes toward the Albanian Language and Literature course. The relationship between the grade point averages and positive attitudes toward the course was moderate while the relationship between the grade point averages and negative attitudes toward the course was moderately negative. There was a moderately positive relationship between the overall attitude scores and grade point averages in the Albanian Language and Literature course. Assefa (2002) also found a significant relationship between the attitudes toward the native language and academic success. However, Kazazoğlu (2013) did not determine a significant relationship between success and Turkish students' attitude toward the Turkish language; on the other hand, there was a significant relationship between attitudes toward the foreign language and success. Cummins (2000) emphasized the roles of competence in the native language and attitudes in academic success. In a similar vein, Schibeci and Riley (1986) pointed out that the expectations, images, and affective tendencies of students could predict academic success. Stern (1983) noted that affective properties were as important as, maybe even more important than, cognitive properties in language acquisition. Likewise, Gardner (1985) and Baker (1992) have pointed to the relationship between attitude and success. In this regard, the positive relationship between the attitudes of the students toward their native language and success supports the results of the studies and the theoretical perspective. The results can shed light on native language education for teachers, families, and policy-makers. The results also point to the need for attaching importance to attitudes and other affective properties in the development of native language education programs. The impact of hidden curriculum on native language education in schools cannot be overlooked. The popularization of the belief that the native languages of students are prestigious and promising is important in success in language education. The adoption of a holistic approach to economic, social, and cultural contexts in addition to family and peer effects will prove beneficial in terms of attitudes toward the native language. Furthermore, as pointed out by Baker (1992), the roles of schools in attitudes toward the native languages with their formal and hidden programs should not be overlooked. Considering the multilingual and multicultural structure of Kosovo, the reviewing of the education and programs will prove beneficial in terms of raising effective citizens who maintain their identities and languages. Moreover, considering

the recently growing economic concerns and concerns for the future, the negative impact of international languages on the native languages is a noteworthy issue of discussion.

## CONCLUSION AND SUGGESTION

The positive attitudes of students towards the course of Albanian language and literature were not high, but neither negative attitudes were high. This indicates that attitudes towards mother tongue were not high. The influence of gender in the Albanian language and literature education was another important result. Girls have shown more positive attitudes than boys. This fact could be related with their role within family and their nationalistic or native stances regarding the linguistics comparing to boys. On the other hand boys have preferred learning of foreign languages as English, German, or French, having reviewed the opportunity for an employment abroad. The examination of reasons about the low level attitudes of topic in question goes beyond the scope of this research. Anyway, the research on this issue may shed some light on the policies that need to be developed in terms of maintaining or advancing positive attitudes about the mother tongue. The rise of love about the mother tongue in school marks an important element for preservation and development of culture. Therefore, it would be useful if the Albanian language and literature programmes are reviewed, including affective objectives in this course. In particular, the ascertained differences on class level indicates that education provided in mother tongue was not sufficient. Furthermore, another result deriving from this research indicates that there was a significant relationship between the success and attitudes towards the course of Albanian linguistic and literature. The relationship between the average grade point and positive attitudes towards the course was moderated, whereas the relationship between the average grade point and negative attitudes towards the course was moderately negative indicates the importance of attitudes on linguistic education. In particular, it would be important for current and future teachers to perceive the importance of affective behaviours in language teaching, and this can be achieved through in service training. This research has elaborated only the attitudes of secondary school students towards the course of Albanian linguistic and literature, in a multicultural and multilinguistic environment. Moreover, elaborating the reasons of low attitudes regarding the mother tongue in Kosovo, but also in other areas where the multilinguistic is common, will shed a light not only in educational processes, but even in educational policies of a country. This research will also contributed to a better analyses to identify causes about attitudes towards the language. The research data have been collected through surveys. It would be helpful if this research along with qualitative studies were used to examine reasons why students may show low or high attitudes towards their mother tongue.

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