



Issues of Writing of Teachers and Impact on High School Students

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Abstract

The methodology used for writing of students in Albania, to date has been associated with concerns surrounding our students up to higher levels of education. The continuous reforms and lack of stability in the Albanian education might have had a negative impact both in the teaching methods on the teachers' writing techniques and the impact of that writing methodology and learning on our students. During my long teaching experience I have observed that students reflect the same writing issues as their students. As a result, the present study is intended to test how really the teachers' writing methodology affects their students and to identify the most serious bottlenecks or issues in the methodology applied to teach correct writing and on the basis of Albanian grammar rules. Accordingly, the study attempts to respond to research questions such as: Which are the problems of teachers' writing in upper secondary education in Albania? Which is the methodology used by the teachers in teaching writing techniques? What is the impact rate of the teachers' writing model on the students' writing?

The study pursues a theoretical and empirical approach, with the participation of about 112 teachers of the schools of upper secondary education in Albania and 400 students of that level. The study target group includes students of public schools because they also represent the largest number of population. The research methodology will be the one under triangulation, mixed, where a series of analyses and measurement instruments will be employed. Data analysis will be conducted via SPSS regarding the statistical analysis and thematic analysis in the case of interviews with the experts of this area, teachers of this profile. Finally, the study will be closed with some conclusions and recommendations on the proper methods for interventions in this issue of Albanian education.

Keywords: Teaching methodology, writing techniques, student, teacher, upper secondary education.

1. Introduction

Writing techniques and teachers' methodology applied to promote correct writing and based on Albanian language grammar, have a major impact on students' writing and knowledge of writing and reading. A number of studies admit that the method of teachers' writing influences the model of students' writing. Many authors concluded that problems in writing reflected by the teacher are also reflected by the student[1]. We need teachers who develop teaching techniques helping young people how to learn to write with clarity, accuracy and promote their creativity.

The study was encouraged after highlighting the students' problems in writing and similarities encountered with the teachers' writing problems, according to one of the studies I have recently conducted. As a result, this study is intended to identify writing problems and the teacher's impact on students' writing style, grammatical mistakes, application of punctuation marks, phrases, use of verbs, periphrases and building of essays etc. Accordingly, some specific research questions guiding the study, were arisen such as: How much does the teachers' writing style influence the mistakes and problems of students' writing? Which is the methodology currently applied to learn writing of Albanian language?

The hypothesis raised on guide questions of the study are: **H1:** Teacher's writing problems have a negative effect on the students' writing of Albanian language. **H2:** Methodology of teaching Albanian language does not bring style structuring and language accuracy of students' writing.

The methodology used for the present study is by triangulation or mixed one, where the comparative analyses of students' paperwork and that of their teachers were used. Additionally, some surveys were conducted with students, and some open question interviews were realized with teachers, in order to enable the collection of the widest data possible by teachers as professionals of the area. Thus, sampling was made based on the quantitative method, with the participation of 400 students of public schools of upper secondary education, representing also the largest number of students in Tirana city. The sampling was performed by fair and random choice, while data were collected from the structured questionnaire[2]. Finally, SPSS program was applied for data analysis. In the meantime,

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112 teachers of Albanian language were interviewed at all schools, where their students were also surveyed. In this case, there was cluster and quota sampling, and with characteristics defined as per the study interest. Data analysis has undergone a number of phases such as data transcription, coding and labeling of paragraphs up to the achievement of the final study category [3]. This study has clearly limitations; it studies both teachers and students in Tirana, as well as Albanian language teachers.

2. Problems of students' writing and teachers' impact

Recent investigations have demonstrated that high school students have limited opportunities to prepare extensive written essays in writing or participate in class activities, helping them build their understanding of academic writing [4]. This occurs due to various reasons, one of which might be exactly the style of writing of their teacher. Teachers often cite the extensive time required to provide detailed feedback to students as a factor in deciding whether to assign more or longer pieces of writing [5].

Teacher surveys found that even when writing instruction is offered, the teacher mostly does the composing and students fill in the blanks. "Writing as a way to study, to learn, or to construct new knowledge or generate new networks of understanding," "has become increasingly rare" [6].

In one of my studies in Albania, it has followed that basically all problems of teachers' writing are also reflected in students. For example, the wrong use of possessive pronouns '*thy*' instead of '*your*' or the adaption by gender; insertion of parenthesis in any places, e.g. in the names of cities or towns ; absence of apostrophe in the short conjunct forms or short forms with the particle "to" of the subjunctive mood; absence or redundant use of -ë- ; wrong use of the consonant -j- instead of vowel -i-; as well as many other orthographic errors are some of the most common ones and do not constitute an isolated problem but influence the structure, ideas, and most of them especially the style etc [7].

3. Data results

The study was attended by 400 students from 15 public schools of upper secondary education of Tirana city. Data show that the study was attended by 223 female students and 177 male students, of whom 49.7 % are 15-16 years old, 46.3% are 17-18 years old, 4% over 19 years of age.

Further, the hypotheses of this study were tested by Chi-square test (χ^2), where according to the results for observed statistics of the Chi-square (χ^2) test at a freedom scale of 8 and certainty level of $0.00 < 0.05$ (Asymp.Sig), it is proven the first hypothesis of the study; H1- Teacher's writing problems have a negative effect on student's Albanian language writing. The correlation coefficient assumes a value of 0.021, reconfirming the existence of a strong stable relationship at a credibility level of 95 % and an error margin rate lower than 5 %. Based on these results, we can admit that the method of teacher's writing has a significant effect on the students' writing. This fact is also proven by comparisons of the teacher's notebooks with the students' notebooks in the content analysis made with teachers and students' working materials. When transcribing interviews with 112 teachers, 108 were females and only 4 were males. In the final category of results obtained, teachers also admitted that due to lack of update with the freshest news of linguistic changes, they might be wrong in grammatical writing and above all, because of the level of preparation of each individual teacher.

According to the construction of the second study hypothesis, hi-square test aimed to check if this hypothesis is valid or not, as well as the impact of Albanian language teaching methodology on the style and language accuracy of students' writing. Accordingly, it resulted that for the observed statistics of Chi-square (χ^2) that is equal to 204.010a, falling within the critical area at a freedom scale equal to 3 and an importance level of 0.01 that is lower than 0.05, we admit there is a link between two variables, thus proving that H2- Albanian language teaching methodology does not bring style structuring and language accuracy of students' writing. Respectively, it was tested the measure of the impact of factor 'Albanian language teaching methodology' on 'students' writing style' at an importance level of $\alpha = 0,05$ (or 5 %) and a credibility level of $\gamma = 0.95$ (or 95 %). According to data analysis, a positive perfect relationship is reported between these two variables, while the correlation coefficient assumes a value of 1. Further, it was tested the measure of the impact of factor 'Albanian language teaching methodology' on 'language accuracy of the students' writing' at an importance level of $\alpha = 0,05$ (or 5 %) and a credibility level of $\gamma = 0.95$ (or 95 %). According to data analysis, a perfect positive relationship is reported between these two variables, the correlation coefficient again assumes a value of 1.



Also, the interviews with teachers highlighted that proper teaching techniques are not applied, models of pedagogical mechanisms of tests providing techniques of this nature, are not sufficient. Therefore, diverse techniques provided by the teacher should be made available. Other techniques to improve the clear articulation of ideas would be clusters, tables of concepts or texts offered as supplements, in accordance with the requirements of the text to be written, which the teachers would hardly use in classrooms.

4. Conclusions

In conclusion, it was observed that in writing Albanian language, applying the essay style, clearly structured paragraphs and with continuous consolidated ideas, finalization of papers and orthographic writing of phonetic type, especially with terminal morphological **ë**, with the adaption of possessive pronouns to the name and syntax ones, which by construction and link between works up to the construction of paragraphs, have problems both due to style of teachers' writing and above all, teaching methodology that Albanian language teachers use in classrooms with their students.

The Albanian language teaching methodology has marked no progress, especially in the classes of the acquisition of writing techniques and style improvement. Yet, lecture is the method of supplying information on the peculiarities of a specific text, structure or terminology to be applied while writing a text.

It is crucial that teachers in Albanian language classes, make efforts to enrich the students' vocabulary with all parts of speech and their correct use not only from the orthographic perspective, but also the diverse and stylish use of word. Also, fair use of language in general and grammar in particular should support writing of students not only for the orthographic accuracy, but also for the style improvement as per the essay type. Some of the techniques that would help the process of writing in almost all its components are related to the work with models and analyses of texts serving as models. These and other related techniques are instrumental, so that the characteristics of lexicon, style or other peculiarities of the text are also highlighted by students.

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