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The influence of the media on children's language

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Abstract. Our paper aims to point out the sociolinguistic relations between the Albanian Language dialects and Standard Albanian. The focus of our research are school environments. The roads construction and the freedom of movement inside and outside Kosovo, especially the close relations with Albania and the TV platforms Digitalb and Tring being important sociolinguistic factors have brought closer the sweetness of Albanian Language to Albanians. Therefore, this paper will elaborate the role and connection of these factors in language. TV channels as Bang Bang, T, Tring Tring, Tring Albania, Discovery Science, Tring History, Tring Nature, or the TV program "Albanian Tracks" led by Marin Mema are educational programs that spread general knowledge in different fields like: nature, history, etc. In larger schools, especially in classrooms where students come from different countries, we notice language systems and subsystems which interact in children's general communication.

Keywords. language, dialect, relations, children, school, system, interaction

One of the most interesting problems of today's inter-dialect interaction in all Albanian spaces is the relationship of communication that starts from the dialectal basis and bleeds the standard or otherwise a discourse however careful and with a general tendency, to ensure understanding between children (this is emphasized especially in schools with large numbers of students, who come from different countries, who see the standard as the only way of agreement). In our paper, we are bringing the concrete experience of dialectal bilingualism situations (standard dialect-language) in the school and family environments of a certain area of Rahovec and the surroundings. In the framework of doctoral theses on "The dialect of Rahovec with the surrounding area" (dialectological and sociolinguistic reviews), we have encountered a number of interesting situations where speakers from different regions of Kosovo, even though they have distinct dialects or phonetic dialectal features morphological from each other, more and more show signs of departure from narrow dialectal forms by shooting in discourse forms and ways of saying that come from the standard language. In particular, there is an acceleration of the mastery of the standard by young school children, first and second graders, who have not only increased the lexical wealth and terminology that comes from textbooks everywhere on a common nationwide basis but also make a transition with priority to discourse modeled according to the cattle (model) that radiate electronic media, among which are being particularly influenced by the programs of the Digitalb and Tring system. In short terms, after the school and family factor, the radio and television factor ranks

among the most important factors, he even calls it a conductor of literary language (Gj. Shkurtaj, Sides and phenomena of the Albanian language culture, Kristalina-Kh, Tirana 2003 page 96).

The progress of standard Albanian is noticed in both the phonetic and the morphological system which reflect in a psycholinguistic development, and of course, in the wide addition of the lexicon respective fields that are related to the current developments of different fields. Our basic investigation was based on a series of composite samples (Gj. Shkurtaj, Culture of Language, SHBLU, 2006, page 228) from families with three generations of speakers: 1. The old generation, with less education (elementary or primary school, mainly housewives and farmers), 2. The middle generation (mainly with higher education, employed in education, health, enterprises and, various private firms), 3. The new generation (mainly pupils). The change of the dialect form is an approximation to the standard language. The use of literary language in school, in institutions, the professor and elsewhere is an obligation and evidence of national culture. Before learning the written language, children learn to speak the language in the family variant (Gj. Shkurtaj, 2006). Almost massively the new generation, and partly the middle one, today, are in terms of what is defined as “dialectal bilingualism” (Shih Gj. Shkurtaj, Sociolinguistics. SHBLU, Tirana, 2003). In their discourse the tendency to communicate in the standard is evident and the dialectal speech in use by the old generation and partly by the middle one, in the mouth of the new generation are coming and becoming stigmatized. The situation of such stigmatization begins in the first contacts of the dialectal form with the standard and this linguistic situation appears in the first days of the 281 beginning of the attendance in the first grades, when the children start the form of modeled discourse, otherwise they try to make a more careful, or more engraved, communication. At the same time as the demand for a more careful communication or discourse begins, a second demand arises related to the presentation of opinions in writing form from the beginning, as professor Gj. Shkurtaj points out, it can be difficult, but after a period of time, it can surpass the quality of the level of speech expression (Gj. Shkurtaj. 2006).

During recent interviews with the older generation on dialect issues in the presence of young schoolchildren, it was not uncommon for schoolchildren to react to the correction of dialectal forms. Thus a second-grader, who has just started to learn grammatical forms reacts when our subject answers the questions of our questionnaire eg: vo :, the young person would react saying: vezë(egg), kry- kokë (head – head), hu: na - hunda (nose), hana – hëna (moon), amel – ëmbël (sweet) or by correcting dialectal morphological forms, such as: flok-i, flok-u (hair), bark-i, bark-u (stomach), etc. (Gj. Shkurtaj: 2006). Through this paper, we are trying to come to conclusions regarding what Professor Shkurtaj calls “directions and phenomena of standard language”. During another interview we were doing with a subject, the grandmother called her nephew saying “hajde kqyre carrtanin”, (come and look at the cartoon), while the nephew intervened with our subject saying “jo carrtani gjyshe” (not the cartoon grandmother) but “Filmi animuar” (Animated film). The same expression in the mouth of the middle generation is heard “cartoon” which is a direct translation from Serbo-Croatian. Often children happen to take, or acquire the wrong grammatical forms, so we heard a child who, influenced by the children's programs of the digitalb and tring system, had mistakenly mastered the grammatical construction “Agimi i kopjon detyrat e matematikës nga mua” (Agim copies math tasks by me), instead of saying “Agimi i kopjon detyrat e matematikës nga unë (prej meje)” (Dawn copies math tasks from me). From this situation it is clear that the social factor, in particular the Digitalb and Tring systems, had played an important role in sociolinguistic and psycholinguistic development, but at the same time we noticed that children are listening to everything from those television systems. take as positive things even when they conflict with

standard Albanian, therefore, Digitalb and Tring systems, when translating or adapting movies and shows for children, but also for adults, should have a lecturer who will remove the mistakes of such that no matter how few in number they should not spoil the beautiful appearance and the curiosity they arouse in children. Maybe the day will come for us Albanians to protect our language by law, like the French, this idea, as very necessary, has been put forward by many linguists, Dr. Qemajl Murati in his book *Language standard and culture of expression*, who gives many remarks on the use of standard language by electronic and print media (Q. Murati, *Language standard and culture of expression*, IAP, Prishtina 2004, page 183.).

Psycholinguistic development should be seen as cultural and linguistic development. The issue of cultural and linguistic development should be required that in literature classes, the selection of literary texts written in standard with a high degree of linguistic responsibility, with as simple short sentences as possible, with source words of the Albanian language, creates sensitivity linguistic in children, in these cases when linguistic sensitivity (linguistic love) is created then we have assured success (Sh. Islamaj, *Language of speech and speech*, Prishtina 2004 page 99).

A very interesting phenomenon was the contact with two children of the same family, the same age, but with different teachers. During the conversation with them we noticed something which is more interesting. Two class teachers, second graders, who worked in the same school with the same school preparation, their students differed greatly in terms of mastery of the standard. This was evidence of their classroom work and standard coercion by the teachers themselves. In grade II/1, in which a middle-aged teacher (around forty) worked, students were very good in using the standard language, or at least tried to speak the standard. We noticed this phenomenon during the addition of numbers in the subject of mathematics, the students of class II/1 during the addition of numbers made their correct pronunciation; ex. five plus one equals six ($5 + 1 = 6$), or twenty (njetzet) plus six equals twenty-six ($20 + 6 = 26$). The same school, children of the same age and living in the same social and school environment, but belonging to the other class II/2, worked another older teacher, his students would not be masters of the standard at the level of class II/1 and they would not be able to express themselves even in the dialectal form, because the teacher in that class during the addition of numbers or the implementation of mathematical operations had not accompanied the mathematical operations with the vocal elaboration, e.g. "pes plus ni barabart me gjasht ($5 + 1 = 6$)" or nizet plus gjasht barabart me nizet e gjasht ($20+6=26$). From the above it follows that if teachers were more careful about their speaking in class, their students would be good masters of the standard which would not only provide a culture of expression but also psycholinguistic development (The maintenance and cultivation of the standard by children often depends on the level of language proficiency of the teacher, it is not uncommon for children as a result of the Digitalb and Tring system to be better masters of the standard language than teachers). Professor Gj. Shkurtaj says "as the model that the respective social community makes in honor of the child, where he is born and grows, so will the speech of the child" (Gj. Shkurtaj: 2009 page 354) . Here we want to add despite the fact that speaking of the Rahovec area belongs to the Gheg dialect, if the intellectual parents would take care of the linguistic culture of their children then the speech of their children would be the standard language. It turns out that a lot depends on the child's environment. Even professor Gj. Shkurtaj, briefly speaks of an adult speaking care in the presence of children, that our communication serve as a model for children. Therefore, if a standard of communication habit was created by the teachers of all subjects as well (often in the classroom the teachers justify their mistakes, when they are under the pressure of correcting the children by saying: I'm sorry but I have not studied the language, reasoning which is

unacceptable) indiscriminately, we would provide a modeled discourse, if not more of our children's culture of expression, because children's language is evidence of what environment he lives in. Here's what a child's lecture for a reading grade in first grade would look like. The text below is the original text interpreted by the student after reading: Fairytale shoe Once upon a time there was a mountain fairy, one day returning from a walk she found a doll shoe. And then she was skinned, she took it home. One morning a ladybug was transporting a chair and the fairy heard some voices, then the fairy took that shoe she had found in the woods and turned the shoe into a sneaker and the moth took his family and loaded the furniture into the sneakers. And fled to his new home. Recently psycholinguistic development and social factors are being given importance and researchers of psychological development see language as one of the basic factors of psychological development, many of them are even doing diploma theses in the field of psycholinguistics. Today we are witnessing that the tendency to speak as a center (Gj. Shkurtaj: 2009 page 354), is dominating almost everywhere, therefore this form of speaking raises the urgent requirement of harmonization of national curricula, especially social subjects and separately of the subject of language and literature. During the summer holidays, coming to the Albanian coast is turning into an attempt to catch as much as possible the standard, children who have just returned from vacation and who immediately start school in September have almost replaced Slavism and Turkism with Albanian words, they will no longer they said *bastan* but *shalqin* (watermelon), they would not say *patlixhan* but *domate* (eggplant) they would not say *kumpir* but *patate* (potatoes), *penxhere* but *dritare* (window), *sabah* but *mëngjes* (evening) etc. Thus compared to the older generation, the middle generation and the younger generation clearly see that it is well on its way to creating a communication skill that is generalized and nationwide. Social factors that affect language development in children. Among the main factors that help in the psycholinguistic development of children are the school and the family. J. Piaget distinguishes three factors in the development of intelligence: a) linguistic communication, b) cooperation, c) rules of thought. Piaget concludes that human life from birth to adulthood is a subject, which is subject to the pressure of society (J. Piaget, *Psychology of Intelligence*, Plejad, Tirana 2004).

For the world of children the game has a great value because it gives them a pleasure. The coverage of Junior tv channels, Cufo tv, Bang bang, Tring tv, Tring shqip etc., are influencing more and more the phonetic and morphological development, and what is more important, it is helping the psycholinguistic development of the children that Comsky calls "language and thought". The pace of technology development is making it possible for development in the thinking process to adapt to the trend of technology development, because the civilized world requires the decomposition of thoughts. In this perspective, language is also developing as the main means of communication and interpretation. Linguistic situation in the Rahovec area Finally, as much as we have followed and are following, the speech of the municipality of Rahovec and its surroundings is moving towards the standard. The older generation is continuously with the northeastern dialect continues to preserve elements of the Gheg dialect which still remain nonstandardized. The main problem of linguistic non-standardization continues in the older generation and partly in the middle generation, it remains in the uncomplicated forms of the verb and in the forms of the masculine nouns of the second inflection: *Punu* – *punuar* (working), *lexu* – *lexuar* (reading), *këndu* – *kënduar* (singing), *vallzu* – *vallëzuar* (dancing), *Për të punuar* (to work), *për të lexuar* (to read), *për të kënduar* (to sing), *për të vallëzuar* (to dance), *për të shkruar* (to write), *për tu larë* (to take a shower) *etj. hak-i, haki-u* (avenge), *shteg-i, shteg-u* (path), *Bali-a Bali-u, Ali-a, Ali-u*. From the middle generation, who are teachers, administrative workers, etc. they try to become masters of the

standard, otherwise they speak in a more general form with a broader basis. And it is helping the younger generation in raising the language culture.

This generation is the generation of transition (change) and great help is expected. The younger generation, or young children, is in a state of "dialectical bilingualism." The speakers of this generation are adopting the standard and advancing towards the discourse modeled and organized according to the standard language culture. The children of this area are expressing their willingness to accept the standard of communication, but it depends on their teachers how much they will nurture this willingness of the students with the love for the mother tongue. Teachers are role models for children, so they, the teachers, are responsible for the language culture of their students. The rector of the University of Prishtina once thought to introduce the subject of Albanian language, as a compulsory subject, in all faculties and programs of this university, but over time this thought faded like a light at the end of the tunnel and our beautiful language continues to be "attacked" by languages in contact.

Results

At the end of this article must to mention a few conclusions:

1. Human language changes as human life changes, subject to the pressure of society.
2. In the world of children game has great value, because it gives them pleasure.
3. Broadcasting channels for children Junior Tv, Cufo Tv, Bang bang, Tring Tring, Tring Albanian etc. have influenced the phonetic and morphological development.
4. The language is being regulated according to the rules of orthography and spelling.
5. The younger generation lives in the circumstances of "dialectical bilingualism".

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