

## RESEARCH ON THE USE OF NON-INFLECTIVE FORMS OF THE VERB BY THE STUDENTS OF GJAKOVA

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**ABSTRACT:** We know that the Albanian language has simple forms of the verb, such as: participle, transitive, past participle, negative, which are then divided into two groups. What piqued our interest about the non-elaborated forms, are the syntactic functional forms of the use of the infinitive in particular (among others), in the essays of students at the Faculty of Education in Gjakova. If we look and analyze the first documents written in Albanian, it is noticeable that the infinitive was very commonly used, even when looking at its phonetic and morphological aspect. Therefore, this formal structure of the infinitive is quite disputable considering its antiquity in our language. In addition to the infinitive, we also have the participle, to which the auxiliary verbs “be” and “have” have been added, we also see that in the essays of our students the syncope is used in most of their writings, without overlooking the apocope. We also have the conjunctive, which shows an action that accompanies or follows the action shown by using another verb, which is also quite utilized in our students' essays. As well as the negative infinitive form, which is formed by placing the word with a negative meaning *-pa*, before the participle of the verb, which can also be expressed with the negative participle *-nuk* or *-s'*. We will present all of this in our research, where we will then show the changes that the formal structure has undergone, be it phonetic, morphological or syntactic, which leaves a lot of room to discuss their linguistic antiquity.

**KEYWORDS:** infinitive, participle, transitive, auxiliary, negative, essay, research

Our research includes the divisions, which include materials and data of various studies and research of Albanian researchers, as well as foreign ones. In order to be as realistic and practical as possible, we have started the research by focusing on secondary data extracted through various scientific literature in the form of research or studies to continue our focus on observation, examination, and analysis of students' essays. Therefore, our research was mainly based on essays written by students from the University of Gjakova "Fehmi Agani", who were given the opportunity to choose different topics to elaborate on any important event in their lives. We first told them that while writing their essays, they should pay attention to the spelling rules so that their essays are in accordance with the standards of the Albanian language. At no time did we tell the students that their essays would be used for research purposes, and we did this with the intention that they would not feel under pressure and hesitate in writing their essays, but express themselves freely either artistically, literary or linguistically, since our objective was to understand the actual situation from the practical work in the classroom. To notice how much the standard norms of the Albanian language are crystallized, the students were tasked with writing their essays in the dialect form, where the results turned out to be interesting. As for the first part, as we pointed out above, it includes the theoretical side, 'harvested' from the materials and data of our many researchers, who dealt with linguistic and grammatical issues, having as our main focus their viewpoints about non-inflective verb forms in the Albanian language. Regarding the non-inflective verb forms, as is known even to this day, the main problem of various debates remains the involvement of the Gheg infinitive, which, as such, does not represent any fluctuation of the Albanian language system. Still, the circumstances of time unjustly left it overlooked. When talking about the formation of standard languages, Hudson rightly emphasizes that standard languages are the product of direct and premeditated intervention by society (Hudson, 2002, p. 195). Being close to the students, we have noticed that they communicate in dialectal and regional speech in their daily speech or conversational discourse. They use such an approach, let us say, unwittingly, even during classroom conversations. However, it also happens during written communication, since Albanian, as we know, is written as it is pronounced. Since there are students from different areas in our university, it is worth mentioning those in northern Albania, such as Bajram Curri and Kukës, with their surroundings. However, students from other cities of Kosovo, not only from Gjakova, also managed to notice the different variations of non-inflective verbal forms, which mainly belong to the speech of the Gheg area. While speech mainly dominates the abbreviated forms of the participle, infinitive, gerund, and negative, a slightly different approach is observed in written communication.

### Research purpose and objectives

The research through students' essays was limited and was conducted in the facility of the Faculty of Education of the University of Gjakova "Fehmi Agani" on 03/04/2022. The purpose of our research was to observe the way of using non-inflective verb forms in the essays of the students of the Primary Program of the Faculty of Education of Gjakova, in which case we tried to find out if they are in accordance with the standard or dialectal variant. Part of our research was 50 students of the Primary Program, of which 46 were female students and the other four were male students of different ages. It is known that during oral expression students try to follow the rules of the language standard, but still, they cannot avoid using dialects in their everyday lives. Among other things, the research will also examine the comparison between writing in the standard variety and in the dialectal or provincial one, where, at the same time, we will be able to notice in which of the varieties the students will be able to express themselves more efficiently, which also gives us the answer to the crystallization of the standard within the linguistic competence of writing.

The objectives set for our research are:

- To examine the theoretical literature of various researchers, related to the issue of non-inflective verbal forms of the Albanian language.
- To collect students' essays.
- To compare the ease/difficulty of writing in standard language and dialect.
- To examine and analyze the use of non-inflective verb forms in students' essays.

### Hypothetical questions

- Do we encounter dialectal variants of the use of non-inflective verb forms in the essays of Gjakova's students?
- Do non-inflective verb forms predominate according to the standard variant in Gjakova's students' essays?
- Do we encounter the use of the infinitive Gheg in students' essays?
- In which variant (standard or dialect) do the students find it easier to write?

In order to achieve the goal of our research, as well as to answer the hypothetical questions, we presented these hypotheses, which are as follows:

- **H.1** In the students' essays, we encounter the use of dialectal variants of non-inflective verb forms.
- **H.2** In the students' essays, the standard variant of using non-inflective verb forms dominates.
- **H.3** Older students, compared to younger ones, write easier in the standard variant than in the dialect one.

### LITERATURE REVIEW

#### Non-inflective verb forms in standard Albanian

Based on the Grammar of today's Albanian language I (ASHSH-IGJL, 2002, p. 225) regarding the knowledge about non-inflective verb forms, it is said that according to the type of construction, they can be divided into two groups:

- The first group includes the *participle* and those that are built on its basis: *the non-inflective negative form (pa larë)* and *the gerund form (duke larë)*; (it should be noted that this group also includes the form of the verb type *me punue*, which is used as the *infinitive* in Gheg variants).
- The second group comprises/ consists of the non-inflective forms *përtëlarë* and *me tëlarë*, which are built on the basis of the neuter verbal noun (*tëlarë*).

As for the participle, the verbal thematic, from which the participle is formed, can coincide with those of:

1. The simple past tense, which includes:
  - a) First conjugation verbs, such as: *la-va: larë, fshiva: fshirë, punua-m: punuar, shkrua-m: shkruar, rrëfye-m: rrëfyer, lye-m: lyer etc.; gjet-a: gjet-ur, mbajt-a: mbajt-ur, bër-a: bër-ë;*
  - b) Some of the second conjugation verbs, such as: *hap-a: hap-ur, mat-a: mat-ur, bërtit-a: bërtit-ur, thirr-a: thirr-ur, fol-a: fol-ur, shit-a: shit-ur, vra-va: vra-rë*, but also: *rrah-a: rrah-ur, njoh-a: njoh-ur.*

- b) Verbs of the third conjugation, such as: *di, fle, ngre, shpie* and *pi*, e.g.: *dit-a: dit-ur, fjet-a: fjet-ur, ngrit-a: ngrit-ur*.
- c) Irregular verbs, such as: *jam, bie (prura), rri, shoh, vete*, and *qe-shë, qe-në, prur-a: prur-ë, ndenj-a: ndenj-ur, pa-shë: pa-rë, vajt-a: vajt-ur*.
2. The present tense, which includes:
- a) Second conjugation verbs, such as: *heq (hoq-a): he-qur, vjel (vol-a): vjel-ë, pjek (poq-a): pjek-ur, nxjerr (nxor-a): nxjerr-ë, dal (dol-a): dal-ë*;
- b) Third conjugation verbs, such as: *vë, zë, përzë, nxë*, also the irregular verb: *lë*, so we have: *vë (vur-a): vë-në, zë (zur-a): zë-në, përzë (përzur-a): përzë-në, nxë (nxur-a): nxë-në, lë (la-shë): lënë*.
3. Verbal thematic that differs from the thematics of these two tenses, so different from that of the simple past tense and the present tense, verbs such as: *bie (rashë), ha, jap, shtie, them, si dhe kam, dua* and *vdes*, also *bie (rashë): rënë, ha (hëngr): ngrënë, jap (dha-shë): dhënë, shtie (shti-va): shtënë, them (tha-shë): thënë, ka-m (pa-ta): pas-ur, dua (desh-a): dash-ur, vdes (vdiq-a): vdek-ur*.

It is also emphasized there (ASHSH-IGJL, 2002, p. 301) that both the non-inflective negative form and the gerund form are built based on the participle of the verbs. Thus, the non-inflective negative form is constructed by prefixing the part *pa* to the participle of the verb: *pa pasur, pa qenë, pa larë, pa hapur, pa vënë, pa ngrënë*, and also the form *pa pasë larë* which is rarely encountered.

When we discuss the gerund, we know that it is built by adding the prefix *duke* to the participle of the verb: *duke pasur, duke qenë, duke larë, duke hapur, duke vënë, duke ngrënë*, but the type of the form *duke pasë larë* is rarely encountered.

In the northern dialects (Gheg) the non-inflective verb form *me la* is also used, with the value of an infinitive, which we rarely encounter in the past tense form *me pasë la*.

There are also the non-inflective forms built on the basis of the neuter prepositional noun, such as those of type *për të larë* and that of type *me të larë*, formed by prefixing the neuter verbal noun with the particle *për*, And *me të*, respectively.

Based on the above-mentioned Grammar, which is considered as the normative grammar of today's Albanian language, it is noted that the infinitive (*me + participle*) does not appear there, while instead, we have the non-inflective form of the type *për të bërë*. That is why we say that the infinitive of the type of *me punë* is widely encountered in the spoken form used mainly by Gheg speakers.

#### **Different views about the infinitive Gheg**

The issues pertaining to the infinitive divide our linguists into two groups, i.e. those who supported its integration into the Albanian standard and those who opposed such an opinion. Even now, when we are on the verge of the 50th anniversary of the Albanian language standardization, the issue of the infinitive still stirs up debates among Albanian linguists. At the time, Demiraj (Demiraj, 1988, p. 98) declared that the infinitive of the type **për të** "has very limited syntactic functions". Northern researchers justify the inclusion of the Gheg infinitive in the normative system of the Albanian language, emphasizing that its inclusion in the linguistic system would bring the possibility of creating new words, as well as it would generally complete the linguistic system of the Albanian language, while those from the south do not agree at all with the change of the standard created at the Spelling Congress in 1972, on the grounds that it is not possible to have two types of use of the infinitive within the same language standard.

*There is no need to discuss the infinitive form separately, when we know the fact that the formations with this form have always been reduced even in the literary variant of Gheg itself, especially in the language of official writing. In almost the majority of the cases, its notion was completely replaced by other forms, such as the conjunction's tense forms and the second infinitive of the type with "për të". It is an undeniable fact that, even without this form, today's literary language is successfully performing its function, therefore its integration "linguistically" is unnecessary. We must agree with the fact that its fate, like the fate of any "waste category" as a non-normative element, will suffer: once it will be passive, and then sooner or later it can be extinguished or disappear altogether, and this will depend on the extent, prestige and the acquisition of the unified literary Albanian language, the forms of which must be propagated and implemented in an organized manner by schools, the press, the administration as well as by other social - political and state associations throughout the Albanian-speaking territory (Veselaj, 2000, pp. 209-244).*

Our well-known researcher Eqrem Çabej sees the past participle form *me* + **participle** as the all -representative form, although he accepts it as an element of the territory of the Gheg dialect, "*which in toskë dialect functionally corresponds to the conjunction*, in relation to other Indo-European languages, he emphasizes that he only recognizes this form, while he did not recognize the conjunctive form (Çabej, 1986, p. 538). The need to create a common nationwide language was a centuries-old dream for Albanians, the standardization of which would create opportunities for it to be normalized and crystallized, in which case it would begin to be written and published uniformly, where the motto would prevail: "*one nation - one unified literary language*".

Therefore, while talking about the exclusion of the participle from the standard of the Albanian language held in 1972 in Tirana, Hadri confidently asserts that it "*was left completely outside the literary norm, namely, in a way, it was sacrificed by the linguists and Gheg-speaking intellectuals themselves for the sake of the desire: "one nation - one unified literary language"*" (Çabej, 1986, p. 513).

Regarding this linguistic problem, the researchers with a Gheg origin appear to be more innovative, considering that the introduction of the infinitive into the system would also solve problems of other grammatical categories, which would also affect the creation of new words of folklore "source", especially in today's times of the globalization process, where the Albanian language is facing "a surge" from other more superior languages, or even from different communication codes that can affect the poverty of the culture of expression, either orally or in writing. People move with the times, so with the development of language, nations also develop, so we think that even though the infinitive Gheg was not integrated into the written form, it is still evident in the daily speech of all the Gheg-speaking areas, and has penetrated even in Tosk-speaking ones, where we witness many television programs and come across statements that include some of the verbs of the second conjugation, such as: *me thënë të drejtën, me nxënë vendin, me zënë ritmin*, but also compound and often used words like *domethënë, megjithatë, meqenëse, meqenëqë*, we think that they are nothing but a form of the infinitive Gheg ( do+me+thënë ). Even in the media, in the context of various interviews, we often hear expressions from Tosk speakers, such as: *me të mësuar, me të dalë dielli, me të kryer punën, me të larë duart* etc., which were developed but did not become an infinitive. In relation to this, Bokshi states that: *the newest form of the prepositional phrase me të kënduem (me të kënduar) took the marked development and did not become an infinitive, because the infinitive was created much earlier in the whole Albanian language* (Bokshi, 1998, p. 54).

Regarding the form of the infinitive Gheg, Demiraj emphasized that it passed, as it does today, the goals of a purely dialectical problem: "*it was and is alive in northern variants*" (Demiraj, 1988, p. 99). The infinitive as a periphrastic form created within Albanian language during its historical development exists in both dialects, the basic differences are seen in the different ways of its construction, and in the different measures of use in the dialects (Gjinari, Shkurtaj, 2003, p. 121).

Veselaj (2006, p.117) brings us conclusions regarding the integration of the past participle in the standard of the Albanian language where, among other things, he states that: "*Participle participation extended to word-forming, form-forming and time-forming functions solves many important issues of our linguistics, but in particular it helps the solution without consequences of the infinitive **me+participle** and with such a solution, i.e. with its inclusion in the standard norm, the unification of standard Albanian, will be consciously even more acceptable, politically more embraceable and nationally more integrable for our entire Albanian-speaking community.*"

#### **Non-inflective forms in the first works of written Albanian**

The presence of the infinitive Gheg has been encountered since the first written Albanian documents, i.e. from Buzuku's "Meshari" (1555), although compared to that time one can notice that it has undergone some phonetic changes and those in terms of the participle of the verb, while the participle *me* of the infinitive appears unchanged.

In Buzuku (1555) (Veselaj, 2006) one can encounter the use of unexplained verb forms in the form: *muo me më dhanëshëndet, me shkuom, me lanë gruonë; pã ügranë; e aj tue mujtunë;*

In Bardhi (1635) (Demiraj, 2008) it can be found as: *:kini me gjetun; për të bam, për të shkuam; tue fjetun, tue votë, tye kryquam, tye ndenjun, nuku desh ta pinjë.*

In Anonimi i Elbasanit (Elsie, 1761) one can find: *kini me gjetun; për të bam, për të shkuam; tue fjetun, tue votë, tye kryquam, tye ndenjun, nuku desh ta pinjë.*

In Bogdani (1685) it can be found as: *me chiendruem, me frujtite* spiritit vet, *me ndeghiuem, e me giegiune; paa mos kjane, paa mos leftuem,*, as nuke mune *scelbogne paa mos kjane* kusc, *mos lane* dijene e ghiuhen; *tue lüpune* fjalën', *tue zgheçune, ò tue ndeghiuem, tue votte mbe* Düerte huej.

In Kuvendi i Arbënit (1706) (Bogdani, 1685) one can see: ai *banime mbaruam, me rrim, tue uleruem, tue gjimuem, tue anekuem, tue bartune, tue dashune me pam; me mparuem, pa pushuem;* A asht *për t'u bdiere* moti *me kiam* jeten e zeze a *per t'u munduem te siellet* bereqeti? E ai vështi i Tinezot qi asht *shkretetuem, te nkethehet me fryituum* mejaft.

In Kazazi (1743) (Noli, 1921) one may encounter: *krijuem e vum, me e njoftun, me e dashtun e me i shërbyem* mbë këtë jet, *me mos i fëjyem* Tinëzot; qish duhet *për t'Û refyem* mir e *me u kunguem* e tiera kafsh qi jen të nevoishime *për të shëlbuom, me u penduom* fajesh e *me përmetuum me mos i bãm* mã kurrai, duhen *bãm*, përpara se të *vën me u refyem;* ani *me e pãm* e *me e gëzuom* mbë tietrët jet; *tue than* urat, *tue shqyrëtuem* kuitimet, *tue u rueitun* fajesh e *me mos punuom;* duhet *me kien ngjenueshim, pã ngrën e pã pãm* kurrjãkafsh.

In Tahir Efendi Boshnjaku (1835, p. 27) the non-inflective participle verb form appears without endings, i.e. as abbreviated, e.g.: *t'reftë, ka rrok, sa s'mri, Shka u shkrue n'ball s'jet pat'dal.* From the examples above, it can be seen that the unexplained forms, over time, changed their participle form, achieving contraction, as a phonemic 'economy' within the word. On the other hand, in the Old Authors, we also notice passive constructions of the infinitive with the help of the pronominal participle **u**, which we find written from Buzuk to Boshnjaku.

### Standard Albanian language and learning it in educational institutions

The task of higher educational institutions is to create capable staff who will have the full potential to transmit the standard language to students, since with correct language learning, in addition to raising the level of verbal expression of students, above all, the love for the mother tongue will be created. The lexical diversity of today's Albanian in Kosovo should also be seen from the point of view of the movement of people around the world, globalism as a connecting process between states and peoples, i.e. of languages, foreign language literature, the use of which is increasing, cooperation with joint projects, new technical, technological, electronic discoveries. These are some reasons for the penetration of terms from different fields from foreign languages into the Albanian language. Another case is the use of two or more languages within a family, especially in Albanian immigrant families, which is considered another source of penetration, interference and language transfers, which are also typically bilingual. As for the observance of the standard, in pre-war Kosovo (1999), expression was developed according to the free will of the speakers. Linguistic contacts and freedom of movement with Albania brought "pleasant" models of communication, which began to be imitated, both in public communication and everyday life. Literary publications became more frequent, and school publications were modified, resulting in curriculum modification, which led to the standard alphabet between Kosovo and Albania. Ismajli (2003, p.89), in his discussion about the '*code, norm and language teaching*', among other things, points out that: "The tendency that, even with the good desire to embed the standard language as fully as possible, aims at denying the use of the natural variety, can create the surplus value that qualifies as 'linguistic tyranny' the use of the standard. This has been investigated by those who have gone through such stages before us. This causes reactions, some of which we are experiencing. The standard crisis is evident and related to many aspects of the functioning of society everywhere. It cannot be overcome only through teaching conceived as training in school. The problems with learning and using the standard language are not ours alone; they arise everywhere and cannot be overcome only through school teaching". Although, in everyday speech, dialect or dialect variants are used, as far as written communication in schools is concerned, things are not so bad, but there is plenty of room for improvement. It is known that the Kosovar students had the standard language as the language for learning, which they encountered mainly in books and Albanian language classes. It was difficult to speak standard Albanian, even for the elementary school students of the Gheg-speaking areas who were starting school, since they spoke in the dialect variety in their families, compared to the Tosk dialect students who did not have such a problem. If we required them (Gheg-speaking students) to speak only in the standard variety, we could create a complex language barrier with negative impacts, as they would be reluctant to express their thoughts and ideas freely and feel inferior to their mother tongue. Speaking Gheg is part of the Gheg speaker's mindset, so the necessary use of the standard language when speaking can cause various barriers.

“When it comes to writing, let's say that we have a more consistent norm. When we move to vocalization, things change. We must be careful not to reduce the culture of speaking or writing to what is understood by the "right language" or "correct language". Speaking culture is something more, it's different, it goes beyond, and it can be realized in any dialect or regional variety. The standard language is itself an act of culture” (Ismajli, 2003, p. 117).

The standard is an indisputable language value, but dialects are also the "fruitful seeds" from which the standard of any language is enriched. Therefore, expressive spaces should be created for the students in order to master verbal communication without barriers in speech, although, in the written form, we think we should be more rigorous; the written language needs to have legal protection.

According to Çeliku: "The further improvement of standard Albanian at today's stage requires a nationwide policy in the field of language, it requires the extension of the standard in all Albanian territories, the best and faster mastery of it, it requires a new conception and more effective in teaching, especially in secondary schools, requires state and institutional support for its study, protection, purification and enrichment, as well as for the extension of the standard to the diaspora and to economic immigrants scattered all over the world" (Çeliku, 2011, p. 79).

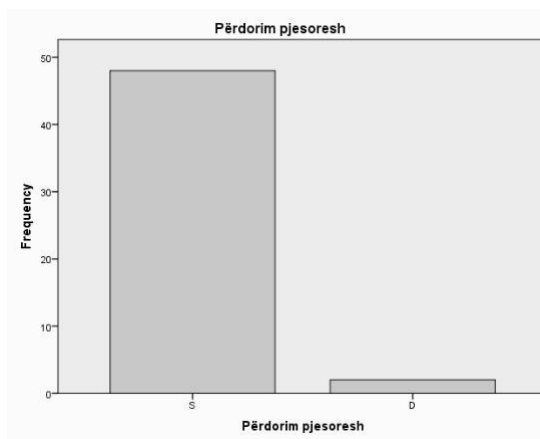
### Research analysis

This paper presents quantitative research, where the data for each elaborated problem will be presented statistically through graphs. Since the students për të punuar of the Primary Program of the Faculty of Education of the University of Gjakova were the only participants in our research, we can, therefore, say that in this paper, we will present the data with the analysis extracted from their essays, which will give us display the results from the field situation. Based on the extracted statistics, the participle is an important non-inflective form widely used in students' essays. In the table below (table 1.), we notice that 48 students or 96% of them, have respected the standardized way of the non-inflective form, while only 2 of them or 4% of the students have used the dialectal form. Based on these data, in the students' essays, the dominant form is the standard one, although we still encounter the use of the dialectal form of the participle.

**Table 1.** The use of participles in essays: standard dialect

The use of participles

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
S	48	96.0	96.0	96.0
D	2	4.0	4.0	100.0
Total	50	100.0	100.0	

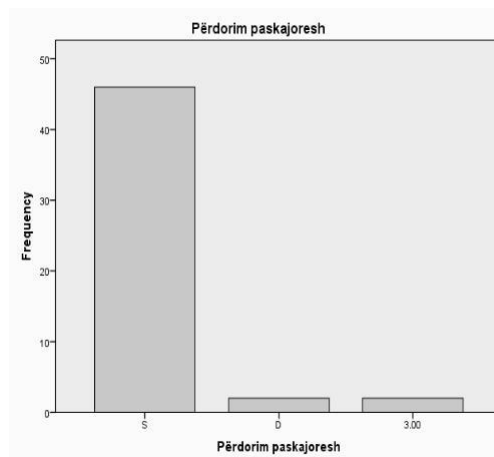


According to the following statistics (table 2.), we note that, even though more than 50 years have passed since the standardization of the Albanian language, the Gheg participle is still present in students' essays, where according to the data, 46 students or 92% of them have used the standard form with the conjunction *për të* + participle, while Gheg dialect is still present in 2 essays (4%), moreover, in the other 2 (4%) we don't have an infinitive at all.

**Table 2.** The use of infinitives in essays: standard-dialect

**The use of infinitives**

	Frequency	Percent age	Valid Percenta ge	Cumulativ e Percentage
Valid S	46	92.0	92.0	92.0
D	2	4.0	4.0	96.0
3.00	2	4.0	4.0	100.0
Total	50	100.0	100.0	

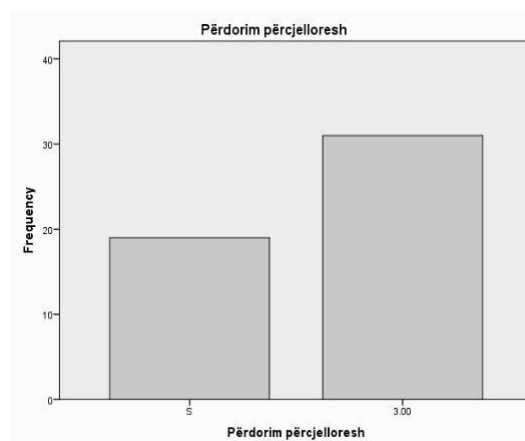


As for the gerund form, as shown in the table below (table 3.), we can say that we encounter it mainly in its crystallized form, where we notice that 19 students or 38% of them have used it according to the standard, while in 31 essays or 62% of them did not use it at all in their writings. According to these data, we can say that, as far as the gerund is concerned, we have not come across any essay that used the gerund according to the dialect.

**Table 3.** *The use of gerunds in essays: standard-dialect*

**The use of gerunds**

	Frequency	Percent age	Valid Percenta ge	Cumulativ e Percentag e
Valid S	19	38.0	38.0	38.0
3.00	31	62.0	62.0	100.0
Total	50	100.0	100.0	



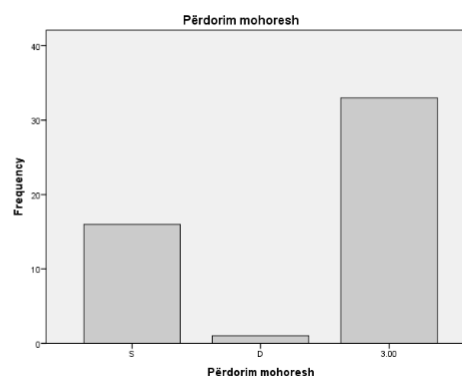
As for the use of the non-inflective negative form, which according to some studies can be opposed to the Gheg infinitive (*me punu-pa punu*), we have *për të punuar*., which in standard language are found in 16 essays or in 32%, while in the dialectal one in only 1 essay or 2% of them. In 33 essays or 66%, we did not encounter this non-inflective verb form.

**Table 4.** *The use of negatives in essays: standard dialect*

**The use of negatives**

	Frequency	Percent age	Valid Percenta ge	Cumulativ e Percenta ge
Valid S	16	32.0	32.0	32.0
D	1	2.0	2.0	34.0
3.00	33	66.0	66.0	100.0

Total	50	100.0	100.0	
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In the following tables marked as Table 5, we will bring a general reflection of the variants used of four verb forms, encountered in the essays of the students of the Primary Program at the Faculty of Education at "Fehmi Agani" University in Gjakova.

**Table 5.** *Variants of non-inflective verb forms*

**Variant of participle form**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid e tipit: punuar	48	96.0	96.0	96.0
e tipit: punu/punue	2	4.0	4.0	100.0
Total	50	100.0	100.0	

**Variant of the infinitive form**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid e tipit: për të punuar	46	92.0	92.0	92.0
e tipit: me punu/punue	2	4.0	4.0	96.0
None	2	4.0	4.0	100.0
Total	50	100.0	100.0	

**Variant of the gerund form**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid e tipit: duke punuar	19	38.0	38.0	38.0
None	31	62.0	62.0	100.0
Total	50	100.0	100.0	

**Variant of negative form**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid e tipit: pa punuar	16	32.0	34.0	34.0
e tipit: pa punu/punue	1	2.0	2.0	36.0
None	33	66.0	64.0	100.0
Total	50	100.0	100.0	

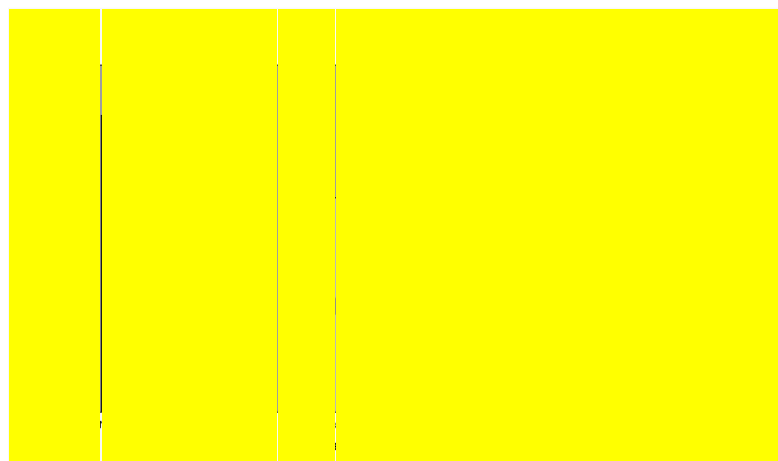
Our assumption that students write more quickly in the standard version than in the dialect version is answered by Table 6, where the students had to express their opinions through a survey. From the data, it can be observed that in all three age groups the answer that dominates is that they find it



easier to write in the standard variant.<sup>1</sup> The data give us the results where, regarding the age group of 18-25 years, 18 students state that it is easier for them to write in standard language, while 13 of them emphasize that it is easier to write in dialect (since they also write in dialect in social networks). In the age group of 26-35 years, 13 of them declare that it is easier to write in standard language, while only one declares to write in dialect. In the age group of 36-45 years, all 5 of them have written in standard language. If we look at this number as a total, we notice that 36 students (72%) affirm the written expression in the standard, while 14 of them, or 28%, about the gegë dialect. Even if we look at the groups separately, we notice that in all three age groups, the dominant statement is that as far as written expression is concerned, it is easier for them to express themselves in standard language than in dialect.

**Table 6. Ease of writing: standard-dialect**

Ease of writing				Ease of writing					
		Më lehtë të shkruani...		Total	Valid	Frequency	Percent age	Valid Percentag e	Cumulativ e Percentage
		Në standard	Në dialekt						
Age	18-25	18	13	31	Në standard	36	72.0	72.0	72.0
	26-35	13	1	14	Në dialekt	14	28.0	28.0	100.0
	36-45	5	0	5	Total	50	100.0	100.0	
Total		36	14	50					



**Incorrect uses of non-inflective verb forms**

Incorrect use	Correct use
Me pi	Për të pirë
Me honger	Për të ngrënë
Me shku	Për të shkuar
Me marr	Për të marrë
Me knu	Për të kënduar
Për me msu	Për të mësuar
Për me dal	Për të dalë

<sup>1</sup>On the other hand, they say that as far as speaking is concerned, they express themselves more easily in the dialectal variant, since it is their everyday way of conversational communication.

Me thën	Për të thënë
Duke lujt	Duke luajtur
Duke lën	Duke lënë
Duke ngrën	Duke ngrënë
Duke nxjerr	Duke nxjerrë
Duke fol-ë	Duke folur
(kish) ngec	(kishte) ngecur
(ka) ngel	(ka ngelur)
(kan) çel	(kanë) çelur
(kamë) mbjellur	(kam) mbjellë
(kamë) sjell/sjellur	(kam) sjellë
(ish) zon	(ishte) zënë
(ish) nis	(ishte) nisur
Pa punu	Pa punuar

### Hypothesis validation

- **H.1** In the students' essays, we have encountered the use of dialectal variants of non-inflective verb forms.

Based on Table 5, we note that 2 students used the dialectal variant of the participle *punu/punue* (see Table 1.); 2 students the variant of the Gheg infinitive *me punu/punue* (see Table 2.); No student has used the dialect variant of the gerund *tu/tuj punu/punue/punuar* (see Table 3.); 1 student used the dialectal variant of the negative *pa punu/punue* (see Table 3.); Based on these results, we say that our hypothesis almost holds, because in the students' essays we encountered dialectal variants of the use of non-inflective verb forms, with the exception of the non-inflective gerund form.

- **H.2** In the students' essays, the standard variant of using non-inflective verb forms dominates.

If we look at Table 5, we notice that 48 students (96%) used the standard variant of the participle *punuar* (see Table 1.); 46 students used the variant of the infinitive with the Subjunctive *përtëpunuar* (see. Table 2.); 19 students have used the standard variant of the gerund *duke punuar* (see Table 3.); 16 students used the standard variant of the negative *pa punuar* (see Table 4.); Based on these results, we say that our hypothesis holds, since the standard variant of the use of non-inflective verb forms dominates in students' essays, except for cases where we do not encounter any of the non-inflective verb forms.

- **H.3** Older students, compared to younger ones, write easier in the standard version than in the dialect one.

The data in Table 6. give us the results where, from the age group of 18-25 years, 18 students state that it is easier for them to write in standard language, while 13 of them emphasize that it is easier to write in dialect; From the age group of 26-35 years, 13 of them declare that it is easier to write in standard language, while only 1 declares to write in dialect; From the age group of 36-45 years, 5 respondents State that they write in standard language and none for dialect. Therefore, we say that this hypothesis is not stable, since age does not play a role when it comes to writing according to the standard, since students of all groups declared that it is easier for them to write in the standard variant.

### CONCLUSION

This research was mainly based on the essays written by the students of the University of Gjakova "Fehmi Agani", who were given the opportunity to write about an important event in their lives. The research was based on primary data extracted from students' essays and secondary data collected from the literature of well-known researchers of linguistic issues, namely, grammar. When it comes to the participle form, while in speech we encounter it mainly in the abbreviated form, which corresponds to the Gheg form, in writing it mainly corresponds to the standardized one.

The infinitive in most cases during conversations has the form of the Gheg infinitive; At random we come across the use of the standard, as it seems easier during communication, while in writing, students mostly implemented the standard. From the research, we noticed that the Gheg past participle is still present in students' essays, therefore, we agree with Bokshi when he asserted that: although, in

spoken standard Albanian, the Gheg past participle is being treated as a deviation from the standard, its permittance in the standard Albanian rather than for the sake of Gheg dialect, would accelerate its free use, its framing with all its functional richness that would be brought to the Gheg speakers of the standard language (Bokshi, 1996, p. 59) The non-inflective negative form is also present in the students' essays, which before the participle of the verb has the word with a negative meaning **-pa**, which is preserved and also expressed exactly in most of the students' essays, except for the cases where it appears with the abbreviated dialectal participle (*pa punu*). There are cases when the word **pa** is found together with the accompanying verb, as if it were an adjective, e.g., Compare *pa punuar-(i) papunuar*. One can encounter mistakes even when the verb is accompanied by the negative participle, since in many cases one can encounter it without an apostrophe, such as: *smësohet, spunohet*.

But above all, based on the opinion of the students regarding whether it is easier for them to write in the standard variant or in the dialect one, in each of the age groups, those who write more easily in the standard variant, were in the lead. If we look at the data as a whole, they gave the result where 72% of them declared for writing in the standard. Therefore, we say that the spoken language must be passed down through the generations, as it remains the most dedicated enrichment of the standard, but in official discourses and in the institutions, we must use the standard, whereas for the written language, it would be necessary to even be protected by law.

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