Acquisition of Albanian as a Second Language by Children of Turkish Nationality in Kosovo

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ABSTRACT

Second language acquisition is one of the central topics in applied linguistics. It is becoming of a great interest at the era of technology, when children are exposed to different languages alongside their mother tongue. Prizren is one of the cities in Kosovo consisted of mixed population, where Albanian, Turks, Bosnians and Serbs cohabit. Since Albanian population is dominant, children of different ethnic backgrounds are following schools in Albanian language, despite the fact that there are schools in their own native languages. Over a period of 30 days we observed 10 children and extracted the necessary statistics pertaining to our topic. It's worth to mention that the observed children belonged to economically well situated families with highly educated parents. We observed that the main problems in acquiring Albanian language for children of Turkish ethnic background was strong influence of Turkish on grammatical features, since Turkish has different grammar system in comparison with Indo-European languages, where Albanian language belongs. Also, the huge number of borrowings from Turkish into Albanian influenced the use of such a borrowings by Turkish children, while paying efforts to acquire Albanian language. The other obstacle in this path was strong presence of media in Turkish language in cable platforms offering enough content for children of pre- scholar age to consume.

Keywords: Language acquisition; Children; Albanian; Turkish; Borrowings; Grammar.

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1. Introduction

Second language acquisition is one of the main topics in Psycholinguistics since it has to deal with the process of competence development among children. The term Language acquisition marks the process of acquiring Language by children, both as a mother tongue and as a second language or both at the same time, as is the case with bilingual children. In some larger and older cities in Kosovo, there are many cases of bilingual children, but there are also cases where non-Albanian children use to learn and acquire Albanian as a second language, for different reasons, mainly because Albanian became of higher prestige and creates some advantages in employment, career building, socialization and so on.

Since, first acquired language for children of Turkish ethnic background was Turkish, and having in mind all the circumstances,

including the family, social environment and the age of the children undergoing this process, it becomes a difficult and complicated process to acquire Albanian as second Language. It becomes more specific in comparison with other non-Albanian languages, because Turkish language has its high prestige as social marker in Prizren for centuries. A developmental theory describes changes over time in one or more areas of behavior or psychological activity such as thinking, language, social behavior or perception. (Miller, 2009, p.8). There are different ideas about how children learn to speak and understand language. Researchers continue to study how this amazing process happens so quickly in the early years of life.

According to Chomsky's theory, language acquisition is biologically and genetically pre-programmed and does not depend on the child's intellectual abilities or environmental stimuli. Normally, Chomsky based his theory on the innateness of human beings to acquire language.

Skinner, in other hand attempted to develop the classical behaviorist model of language learning in his famous book "Verbal Behavior" (Skinner, 1957, p.50). According to him, language is shaped through operant conditioning or amplification. When the parent or primary caregiver responds to the baby's stutter with a smile or vocals, the children continue to stutter even more, says Skinner while developing his theory on the relations between stimulus and response, in order to create so-called "habit formation".

Piaget, as a biologically oriented constructionist, maintained that children develops skills according to a predetermined framework. He believed that language is a representational system, which does not develop beyond egocentric speaking until the child enters the stage of concrete operations, around the age of seven (Singer, D. G., & Revenson, T. A, 1996, p. 58-60).

The children's grammar states that we should approach it on the basis of its parameters rather than reflecting the norms of adult grammar. Of course this grammar is not fully compatible with that of adults, but it succeeds in making meaningful, albeit sometimes difficult, communication. For example, parents are able to understand their children's grammar rather than other children's language of the same age and psychic development, having deciphered their children's grammatical patterns due to their frequent, consequently consistent use (Paçarizi, 2012, p.74). Compared to a child learning his or her first language, a teenager or an adult learning a second language; 1. has less time to learn, 2. has access to explanatory language and is therefore able to understand theoretical explanations, 3. already has a first language that provides a path through which the second is learned (Paçarizi, 2012, p.84-85).

There are no negative effects for children who are bilingual. Their development follows the same pattern as that of monolingual children (Godz, 1994). From our research we have found that in the city of Prizren there are many children who speak another language at home and begin or continue their education in Albanian. This has posed a problem when learning a second language from them.

2. Literature Review

2.1. Theoretical backgrounds

Cognitive theory

Psychologists and psycholinguists considered second language acquisition as a complex cognitive ability. Some of the skills involved in the language acquisition process are incorporated by grammar rules, choosing the right vocabulary and following the pragmatic principles that govern the use of a specific language (Mc Laughlin, 1987, p. 134). According to Posner and Sydner (1975), these skills become automatic with practice. From the cognitivists point of view, language acquisition is dependent both on the content and on the development of prior cognitive abilities and language is seen as a function of "general non-linguistic abilities" (Berman, 1987, p. 4).

Multidimensional model

In the multidimensional model, the pupil's stage of target language acquisition is determined by two dimensions: the pupil's developmental stage and the pupil's socio-psychological orientation. The multidimensional model has explanatory and predictive power, not only identifying stages of

language development but also explaining why students go through these developmental stages (Ellis, 1994, p.384).

Theory of Acculturation

According to Schuman (1978), "Second language acquisition is only a process of acculturation, and the degree to which a learner reaches the target language". From this perspective, second language is influenced by the degree of psychological as well as social distance between learner and culture for the target language. Social distance refers to a student who as a member of a social group is in contact with another social group who speak a different language. Psychological distance depends on various affective factors related to the student as an individual, such as: language shock, culture shock, cultural stress, etc. Schuman's theory received limited empirical support.

Nativist theory

From a nativist perspective, input plays a minimal role in the development of a child's language skills. According to them it is discussed that 1). input for the child is an inadequate database to foster structure language decline, 2). children need relatively little exposure to input to promote language structure, and 3). children need to be equipped with innate linguistic knowledge so they can build the language (Mueller Gathercole & Hoff, 2007).

Chomsky on the other hand based his theory on the concept of innate ability to learn language. According to him, language learning is biologically and genetically pre-programmed, and does not depend on the child's intellectual abilities or environmental stimuli. He concluded that children would learn their first or second language successfully even if special care was not taken to teach them or monitor their progress (Chomsky, 1965, p. 200-201). But according to him, all children have "installed", the language acquisition device - LAD (later known as Universal Grammar), with which they import and apply their mental and generalization processes while listening to speech (Pinker, 1995, pp. 108-109).

For example, they use regular grammatical structures to create the irregular plural in Albanian, e.g. dorë – dora (instead of duar 'hands'), kalë-kala (instead of kuaj 'horses'), djalë-djala (instead of djem 'boys'). This temporary grammatical error (manifested in English by use of irregular verbs as regular ones), which is not about imitating wrong grammatical forms, was termed by nativists as superhuman.

Behavioristic theory

Behaviorism is the mainstream of learning through behavior, imitation, and practice of habits. If we were to randomly ask people in a park about how children learn language, the chances of most of them responding "imitating" are soaring high. Of course imitation plays a crucial role. Children learn the language they hear in the environment where they grow up and not another language whatsoever (Skinner, 1957).

Skinner attempted to develop the classical behaviorist model of language learning in his famous book *Verbal Behavior* (Skinner, 1957). Its purpose was to provide a way to predict and control verbal behavior by observing and manipulating the physical environment of the speaker. According to Skinner, a child adopts verbal behavior when relatively unmodeled, selectively reinforced vocalizations gradually take forms, which produce appropriate consequences in a given verbal community (Skinner, 1957, p. 31). Skinner claimed that a child learns the language through positive reinforcement. His explanation of speech development was that parents tend to reward their infants' vocalizations by paying close attention. This increases the frequency of their recurrence. He also maintained that the child would not progress to vocalizations if the parents did not develop the child's language behavior. After rewarding vocalizations, parents can get used to their children's vocalizations and pay less attention to them. Sometimes, children accidentally produce more familiar sounds such as 'Babbaba' and parents may react cheerfully thinking that the child is saying the word, 'dad'. Parental feedback reinforces the sounds the child has just made. Some other sounds that are less like a single word can be ignored by parents.

Constructionist theory

The constructionist approach combines nativist and bi-communist theoretical elements. Some constructionist theorists acknowledge that the ability to develop grammatical knowledge stems from the way the human mind analyzes and organizes information and is not necessarily innate. What unites the constructionists is the view that children are actively involved in building their knowledge according to the influences the environment exerts on them.

Piaget, as a biologically oriented constructionist, maintained that children develop skills according to a predetermined framework. As the child moves to the next stage of development, biologically determined, he or she is ready to learn the next concept at any point in the cognitive conflict (raised by the child's experience) whether by assimilating information into the existing framework or accommodating information in a contextual scheme. new. Piaget believed that language is a representational system, which does not develop beyond egocentric speaking until the child does it enter the stage of concrete operations, around the age of seven (Singer, & Revenson, 1996, p. 58-60).

Interactionist theory

The other approach that combines nativism and behaviorism is interactionism. According to this approach, children's biological readiness to learn the language and their experiences with the language in their environment come together to facilitate language development. These theorists believe that it is at the same time necessary for the child to develop and practice language (Miller, 2009, p. 427-428). Interactionism means that language is created by social interactions, by the child's interaction with the adult.

According to Vygotsky, linguistic development shifts to an inner stage, where the child first observes the interaction between other people and records language (speech) in verbal memory (Vygotsky, 1986, p. 86). For Vygotsky the child develops cognition and language as a result of social interaction with others with more knowledge in activities that have specific goals.

According to him, the development of thought is determined by language, for example linguistic means of thought and the socio-cultural experiences of the child. It is usually assumed that preschool children can learn a second language without much effort or systematic teaching. However the process of acquiring a language proficiency is a very complex process and takes many years. Children vary greatly when acquiring a second language versus a first language. Learning a second language depends on many factors, both internal and external. The child›s personality, ability, interest, motivation and opportunities for use influence fluency and achievement level for a second language.

2.2. Learning two languages simultaneously

McLaughlin (1984, 1995) has made a distinction between children learning a second language simultaneously or sequentially. When a child learns two languages simultaneously, the way of development is similar to monolingual children who acquire the language. However, there is some disagreement in the literature as to whether bilingualism results in a slower rate of development, comparing it with children learning only one language. When children learn two languages simultaneously it is rare for the two languages to be evenly balanced. The linguistic development of children who learn a second language after three years, or more, follows a different progress and is very sensitive based on the characteristics of the children. At this point the basics of first language are learned, children know the structure of a language, but they need to learn the specific features, grammar, vocabulary and syntax of a new language. According to Tabors and Snow (1994), second language learning has four developmental sequences: *Home language use, nonverbal periods, telegraphic formulas and speech, productive language*

Bilingual children build different models that are different from monolingual children. Like any developmental sequence the stages are flexible rather than mutually exclusive. This may include vocabulary, early literacy, and interpersonal communication. If they speak another language at home and learn English at preschool, the child may know some words in one language but not another. For example, a child may learn some words in English, but other words he knows in his

own language. However, the total number of words a child knows in both languages is comparable to the number and range of words children know using only one language.

2.3.Code switching

It is important for educators to know what code switching (switching from one language to another) and code mixing (entering words from one language to another) are both normal aspects of learning a language. second language. This does not mean that the child is confused or cannot share both languages. The main reason that children mix two languages in communication is because they do not have enough vocabulary in one or both languages to express themselves fully. Research has shown that proficient bilinguals mix languages in order to create special accents and to have cultural identities. Changing the code or mixing the codes is a normal and natural part of getting a second language so parents and teachers do not have to worry. The goal is to increase communication rather than to apply rigid rules that can be used at a given time or under certain circumstances.

3. Method

The main initial hypothesis was that children of Turkish ethnic background who's mother tongue until the age of 5 years old was Turkish, will face serious difficulties in learning Albanian as a second language, as these two languages belong to different Language families and thus have different grammar structures. This hypothesis was partially confirmed, because observed children during a year have developed high skills of competences and performance of Albanian language. Regarding the part of the hypothesis based on the differences between Albanian and Turkish on their grammar structure, this part was confirmed completely, because grammar errors of the observed children consisted exactly on the basis of above mentioned differences.

The second hypothesis was formulated on the huge number of historical borrowing from Turkish into Albanian, which will influence on the lack of Albanian lexicon acquired by observed children. This hypothesis was confirmed as positive.

3.1. Participants

We conducted the research in two kindergartens and one primary school in Prizren. Most of the students, after having a primary language of Turkish in their homes, made almost the same mistakes, using some Turkish words, and had trouble defining genders, since the Turkish language is not constructed with grammatical markers but with agglutination.

The children included in the research belonged to the ages of 5 and 6 years. The sample included three educational institutions and 10 children, as presented in Table 1. Study data were collected and analyzed qualitatively and quantitatively in order to present them as accurately as possible.

The reason for choosing between the ages of 5 and 6 was that the critical age of first language acquisition is age 6, the age when the child completes his or her basic architecture of first language acquisition. Observed children did not have any family of social contact with Albanian, previously. Thier first contact with Albanian language was at their educational institutions.

Table 1. *Descriptive Characteristics of Participants*

Educational institutions	N	Gender F	M	Age X	Grade
Kindergarten I	3	2	1	5-6	Preschooler
Elementary school	4	2	2	6	Grade I
Kindergarten II	3	1	2	5-6	Preschooler

3.2. Procedure

We conducted the research with 10 children who speak Turkish at home and in kindergarten or first grade of Elementary school have continued their education in Albanian language. The research was conducted in two kindergartens and one elementary school. The children were asked several questions about the plural of names, colors, seasons and we asked them to tell a common tale, in order to test their grammar skills, to test their lexicon (alongside with the influence of their mother tongue) and also to test identity markers relying within the process of telling the tale.

4. Results

The research brings out a few variables, but the main difficulties of the children while using Albanian, emerged when telling the tale.

First we asked children to name some object in pictures given to them. While Albanian has a lot of cases of the irregular plural (consisted on the changes as methatesis, palatalization, monophtongization and diphtongization of certain phonemes), first set consisted of some objects whose signifiers have irregular plural in Albanian, as shown in the Table 2. below.

Table 2. *The Use of Plural Nouns*

Question 1. What do you see in the picture ?								
Plural in Albanian	**Zogj (birds)**	**Gjirafa (giraffes)**	**Lepuj (rabbits)**	**Mace (cats)**	**Duar (hands)**	**Kuaj (horses)**	**Princër (princes)**	Age
Identification number of respondents								5-6 y.o.
1	Zoga	Gjirafa	Lepurusha	Maca	Dora	Kala	Princa	5
2	Zogja	Zhirafa	Lepura	Maçka	Parmaka	Kala	Princat	5
3	Zogja	Zhirafa	Lepura	Maçka	Parmaka	Kala	Princa	6
4	Zog	Gjirafa	Lepurusha	Maçka	Dora	Kali	Princ	6
5	Zoga	Gjirafa	Lepurushi	Maca	Dora	Kali	Princi	6
6	Zogu	Gjirafat	Lepuroshat	Maçka	Dora	Kali	Princi	5
7	Zoga	Zhirafa	Tavsani	Maçka	Dora	Ati	Princa	6
8	Zogalar	Zyrefalar	Lepur	Macalar	Dorat	Kali	Princat	6
9	Zogat	Zyrafat	Lepuroshit	Maçka	Dora	Kalit	Prens	5
10	Kus	Zyrafa	Tavsani	Maca	Dora	Kal	Princ	5

As we can see, in the cases when plural is irregular (zog, lepur, dorë, kalë, princ), respondents were not able to form lural in appropriate way. Instead, they formed plural following the simplest rules of pliral in Albanian, with "a" ending. Since, the word "zog" (bird) forms plural by palatalization of "g" to "gj", only two of them did it, but still they added ending "a" as to regular nouns. None of them used properly the plural of the noun "lepur- lepuj" (rabit-rabits), none of them used properly the plural for the noun "dorë-duar" (hand-hands) and none of them used properly plural for the word "kalë-kuaj" (horse-horses). It seems that irregular plural is one of the most difficult forms to be acuired by children learning Albanian as a second language. We must stress the acquisition of iregular plural is one of the most difficult issue to be acquired by chlidren acquiring Albanian as a first language. It can be compared with the use of irregular verbs when learning English as second language.

The second question had to do with naming colours given to them. At this point they had no problems or difficulties. The reason for that is most probably because they used either stadardized versions or dialectal versions that are, in fact, borrowings from Turkish sari/e verdhë (yellow), jeshil/e gjelbër (green), portokal/portokall (orange), mavi/ e kaltër (blue). Respondents alternated their responses between Albanian (dialectal as well, with Turkish borrowings) and Turkish. Only

two of them used standard Albanian word for blue (e kaltër), four of them used "e gjelbër" for green and one of them used English word "yellow".

Table 3. *Naming Colors*

Question 2. What colours d you see ?					
Given colours	E verd-hë (yellow)	E gjelbër (green)	Por-tokalli (orange)	E kaltër (blue)	Age
Colours in Turk-ish	Sari	ye-shil	Por-tokal	Mavi	5-6 y.o.
1	E sarit	E jeshilt	Portokall	E mavit	5
2	Sari	Gjelbërt	Portokall	Mavit	5
3	Sari	Gjelbërt	Portokall	Mavi	6
4	E verdhë	E gjelbërt	E portokallt	E kaltërt	6
5	Verdha	Jeshilta	Portokalli	Mavita	6
6	Verdha	Gjelbërta	Portokal	Mavi	5
7	Verdha	Jeshil	Portokall	Mavit	6
8	Verdha	Jeshilta	Portokallta	Mavita	6
9	Sarit	Yellov	Portokalli	Kaltërt	5
10	Sarija	Gjelbërta	Portokall	Kaltërt	5

While they were asked to name seasons, all of them used proper words in Abanian, except one of them who named the picture of summer by other concept, naming it "deniz", which is Turkish word for "sea", probably influenced by the picture with the sea.

Question: Could you name the season in the picture ?

Table 4. *Naming Different Objects*

Question 4: What do you see ?					
Figures in pictures	Aeroplan (Airplane)	Anije (ship)	Veturë (car)	Lapsi (pencil)	Age
Identification numbers of respondents					
1	Tajaret	Anija	Kerri	Lapsi	5
2	Ajroplana	Anija	Kerri i vogël	Lapsi	5
3	Ajroplanat	Dy anija	Ni kerr	Ni laps	6
4	Ajroplana	Anija	Araba	Kalem	6
5	Helikopteri	Kajiki	Araba	Lapsi mavi	6
6	Tajare	Anija	Araba	Kalemi	5
7	Ajroplan	Anije	Kerr	Lapsi	6
8	Ajroplani shum	Gemiya	Kerri me struj	Laps	6
9	Tajere	Gemiya	Kerri	Kalem	5
10	Helikopter	Gemiya	Araba	Laps	5

3 out of 10 respondents used Turkish word "Tajaret" to name the airplane, 2 of them named it "helicopter", 5 of them used propper word in Albanian, while one among 5 of them formed plurar with the word "a lot of" (ajroplana shumë/ a lot of airplanes), as seen in Table 4.

Being asked to name "ship", 6 of them used proper word in Albanian (anije), 3 of them used Turkish word "Gemiya" and one used the word "kajiki", which is word for kayak or boat.

When asked to name a picture with the "car", 6 out of 10 used dialectal word of Albanian "kerr" and 4 of them used the Turkish word "araba" (car)

For the object calles "pencil", 7 out of 10 used Albanian word "laps", while 3 others called it "kalem", using Turkish word. (see Table 4.)

In other hand, totally different situation is when they were asked to tell a fairy tale, heard from parents or grandparents:

Child 1 - He told the tale "Pinocchio". While telling the tale, his accent was influenced by the Turkish language, but we also had some mixed words which we will present below:

E ka rrit hunda, instead of "**I është rritur hunda**" - inappropriate use of grammatical features and the use of non-standard forms of Albanian (e ka rritë).

Yalan folke Pinokio, instead of **"Pinokio gënjente" - Yalan -** Turkish word for lie.

E ka shku te baba, instead of "**Ka shkuar te babai" -** inappropriate use of grammatical features and the use of non-standard forms of Albanian.

E ka fol me babën krejt yalan e ka fol, instead of "**E ka gënjyer babain**" - inappropriate use of grammatical features and the use of Turkish words.

E ka hup, instead of **"Ka humbur"** - inappropriate use of grammatical features and the use of non-standard forms of Albanian.
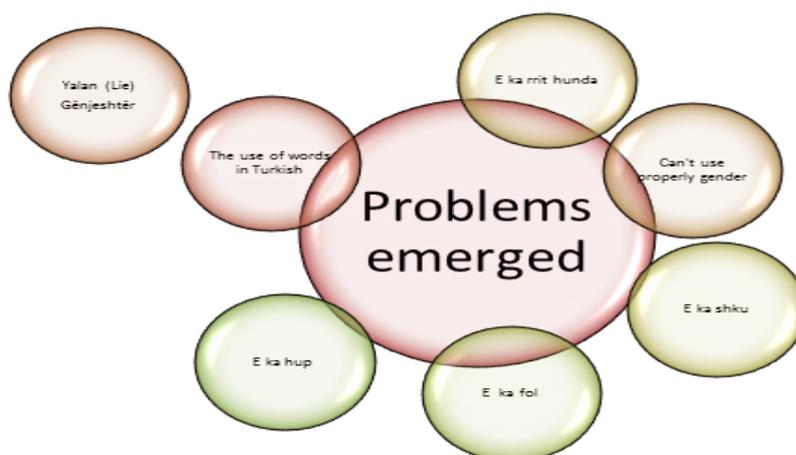
Child 2 - He has told us the tale called "Burbuqja" by him, and this child also has words in Turkish and in Bosnian, becauese Bosnian is spoken atn his home as well.

E ka dhimt barki - inappropriate use of grammatical features.

E ka shku te mjeku - inappropriate use of grammatical features

S'ka gjet insan mrenda - the use of Turkish word "insan" for man ("njeri" in Albanian)

S'e ka gjet annen - the use of Turkish word "anne" ("mother" or "nënë" in Albanian) with the Albanian inflectional suffix "n" for accusative

Ka shku te domaaa (aaa te shpija) - the use of Bosniac word "doma" (home) and the self-correction into "shpija" (dialectal form of standard Albanian "shtëpia)

Bitti - the use of Turkish word "bitti" (The end) instead of Albanian word "fund"

Child 3 - told the story "Snow White" ("Borëbardha" in Albanian), where the accent was influenced by the Turkish language, but also used some mixed words presented below:

Na ish niher e ni zaman vajza me emrin Borbardha - The use of Turkish word "zaman" (time) instead of Albanian word "kohë.

Iki pi shpije - the use of dialectal forms of the words.

Rrugës mal e pa ni shpi vogël - avoiding articles of Albanian, since Turkish doesn't have ones. (shpi vogël/ shtëpi të vogël).

Basamakat e vogla - the use of Turkish word "Basamak" (stairs) with Albanian endings for plural *Basamak-**at***.

hongri molla Borbardha - diverse syntactic order, instead of regular order in Albanian - **"***Borëbardha hëngri mollët".*

edhe shoh syt - inappropriate use of irregular verb "shoh" (pashë/saw for aorist), which ifluenced diverse order of words as well.

princ puthi edhe u kry masalli - avoiding articles of Albanian (princi puthi/princi e puthi) and the use of Turkish word "masal" instead of përralla (tale)**.**

Child 4 manifests the same mistakes as previous respondents, that means that the nature of mistakes is similar to provious ones.

Child 5 told us the story "Snow White" and she used Turkish language words more than other chlidren.

U kon çka u kon - dialectical use for "Ishte ç'na ishte një herë" (The formula "Unce upon a time)

Pamuk prensesi edhe 7 cuce t'vogla - the use Turkish words "pamuk prensesi" (Borëbardha/ Snow White)

Pamuk prensesit i vin te evi vet - The whole sentence is built up by Turkish words which has influenced the structure as well (Borëbardha ka shkuar te gjyshja e saj/ Snow White went to her

Grandmother)

Tani i ze uyuki shpi pamuk prensesit - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Pastaj, Borëbardhën e zuri gjumi në shtëpi / Than Snow white felt asleep at the house)

Tani prap qohet cucet edhe shkojn te dagi - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Pastaj, sërish ngrihen shkurtabiqët dhe shkojnë mal / Than, again, midgets go to the forest). Turkish words "cucet" (with Albanian ending "et" for plural) and "dag", which means "mountain" or "forest"

Edhe shohin pamuk prensesin te toka, ama vjen princa edhe e qon prej uyukit pamuk prensesin - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Dhe, e shohin Borëbardhën të shtrirë në tokë, por vjen princi dhe e zgjon nga gjumi princeshën / And, they see Snow white laying in the ground, but the Prince came and woke the Princess up)

Se ajo e han allmën e s'mundet mu qu pi uyukit, u kry masalli - Again the whole sentence is built up by Turkish words which has influenced the structure as well (Sepse ajo e ha mollëhe nuk mund të zgjohet nga gjumi. Përfundoi përralla / Becauese she ate the apple and couldn't wake up. So, the tale ended)

Child 6 told us the tale of "Red Riding Hood" in this way.

U kon Kirmizi Basli qika - Respondent used Turkish word to name the main character of the tale "Kirmizli basli kiz". Since in Turkish gender is anotated not by any endings but by meaningful words, respondent used the Albanian word "qika" or "çika" as a grammatical feature to anotate the feminine gender of Turkish word.

Edhe ka dasht me shku te gjyshja po se ka lon nana e vajza e ka shku - innapropriate use of short pronoun "e" of Albanian (e ka shku instead of ka shku(ar)).

Subject uses a lot of Turkish words and also the speech is influenced by Turkish structure of grammar. Turkish words used instead of Albanian ones are: ekmek (bread / bukë in Albanian) by adding endings for accusative (Edhe ka shku te gjyshja mi qu ekmekin); dagi (mountain, forest / mal, pyll in Albanian) where subject again gives to the Turkish word grammatical features of Albanian, as aending "t", annotating dativ.

Child 7 - The tale this child told was "Snow White", in which he used some Turkish words, but not to a great extent. She is able even to tell the traditional Albanian formula at the end of the tale " prralla n'shkall dukati n'ball."

Child 8 and 9 where similar in telling their tales. They often used Turkish words and did the same mistakes in using plural of Albanian, avoiding articles and by adding unnecessary short pronouns.

Child number 10, told the tale "The Beauty and the Beast" using a lot of words in Turkish.

Guzel qika shum u kon edhe ka dasht ni bish ajo qika - "guzel" is Turkish word for "beautiful" (e bukur). The use of so many Turkish words influencend also the words order. Turkish wrds used are: yaratiki (beast), mum (candle), macalar (cats) , qupeka (dogs), evlada (sons and daughters), mesut (happy) (See Figure 1) :
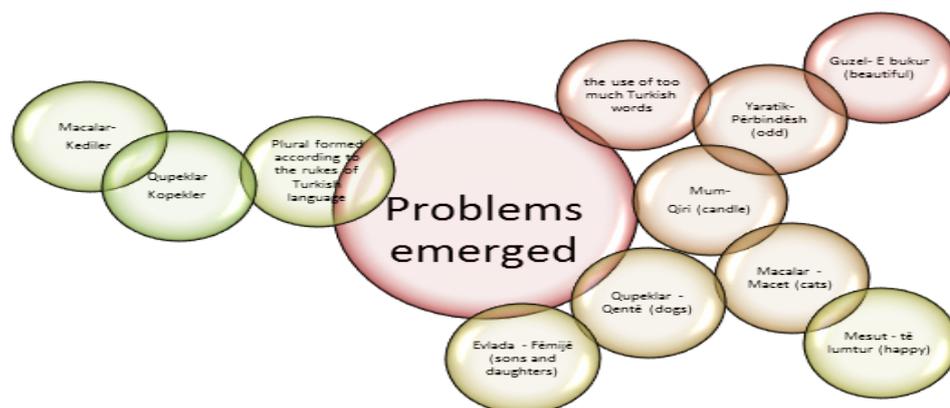
Figure 1. Problems emerged at the tale told by Child 10.

The use of Turkish words when speaking in Albanian is one of the major problems that observed children manifested. First of all, these children use Turkish words when naming the titles and names of the main characters of the fairy tales, which the children first learned in their mother tongue and were emotionally attached to those characters.

What we have observed during the data analysis is that the children most difficultly give up from the words of their native language, Turkish in this case, when dealing with words that signify more identifiable concepts, such as fairy tales, fairy tale characters and words of everyday use in informal situations, such as colors and other everyday concepts, as seen in table 5.

Observed children have used the namings in their mother tongue for titles of fairy tales such as *Kirmizi basli kiz* (Red Riding Hod), *Pamuk prenses* (Snow White), *Guzel ve yaratiki* (The Beauty and the Beast); have used designations for colors like *sari* (yellow), *jeshil* (green), *mavi* (blue) and *portokal* (orange), as well as general concepts such as *basamak* (stairs), *dagi* (forest), *gemiye* (ship), *uyuk* (sleep), *alma* (apple), etc. It means that, in addition to featuring Albanian words with grammatical features of Turkish, and although they achieved to learn many words in Albanian, sufficient to explain certain situations, even to explain fairy tales, children did not give up from a set of words of their mother tongue and those words are largely of an identity nature embedded in their linguistic mentality.

Table 5. Mos oftenl used words in Turkish, while speaking in Albanian

Turkish	English	Albanian
elma	apple	mollë
anne	mother	nënë
araba	car	veturë
Basamak	stair	shkallë
bitti	ended	përfundoi
Pamuk prensesi	Snow white	Borëbardha
cüce	midget	shkurtabiq
Dağ	mountain	mal
Deniz	sea	det
ekmek	bread	bukë
evi	grandmother	gjyshe
evlada	sons and daughters	bij
gemi-ye	ship	anije
güzel	beauty	i/e bukur
insan	human, person	njeri
Kalemi	pencil	laps
Kırmızı Başlıklı Kız	Red Riding hood	Kësulëkuqja
kuş	bird	zog
kedi	Cat	mace
masalı	fairy tale	përrallë
mavi	blue	i/ekaltër
mesut	happy	i/e lumtur
mum	candle	qiri
parmak	finger	gisht
portakal	orange	portokalli
prens	prince	princ
prenses	princess	princeshë

Kopek	dog	qen
sarı	yellow	i/e verdhë
Şimdi	now	tash
tajare	airplane	aeroplan
Tavşan	rabbit	lepur
uyku	sleep	gjumë
yalan	lie	rrenë
Yaratik	beast	bishë
Yeşil	green	i/e gjelbër
zaman	time	kohë
zürafa	giraffe	gjirafë

5. Discussion and Conclusion

The impact of the second language on children aged 5-6 seems to be very strong and the process itself very difficult. These difficulties are especially reflected in their speech. The purpose of the paper was to put light on the process of learning of their second language, that is, the Albanian language, by children whos first acquired Languyage is Turkish.

In children aged 5-6 years we have noticed an accent, cadence and other phonetic elements of the local Turkish language of Prizren. The main problems were related to the grammatical differences between Turkish and Albanian, but they could learn quickly, as there was a significant difference between children aged 5 and those aged 6 years.

Based on the results we obtained, we found that children had difficulty identifying some objects like: boat-kayik and gemiya, car-araba. However, they encountered less difficulties while naming colors or even seasons. Except for some cases that used "yesil", "sari", "purple", "mavi", since Turkish forms were also used in Albanian, in informal situations. We also asked the children to tell us from a tale heard by their mother or father, grandmother or grandfather, children encountered many difficulties such as:

- Gender determination: for feminine (e bukur), for masculine (e bukur);

- Inserting unnecessary articles (eg: e ka shku, e ka lutë, e ka folë);

-Use of different words in Turkish such as: basamakat - shkallët (stairs), guzel - e bukur (beautiful), simdi - tash (now), bitti - fund, përfundoi (the end, ended), masalli - përralla (fairy tale), ekmeki - buka (bread), dagi - mal (mountain), mesut - i lumtur (happy)

- Misuse of the plural such as: macalar - macet (cats)

- Use of Albanian grammatical ending to mark the cases, especially accusative and dativ.

Nevertheless, it is interesting to observe high level of acquisition of Albanian by the children whose language only a year ago was Turkish and their contact with Albanian was relatively rare and occasional. However, the main problems emerged were of a grammar nature and some identitary words preserved at their lexicon from Turkish as their first and native language. Also, we noticed huge influence of the phonetics of Turkish language, mainly with regard on the place of accent. Furthermore, we observed that one of the obstacles in their way towards acquisition of Albanian language was teachers using dialectal words and forms and also borrowings from Turkish still present mainly in informal situations.

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