

THE NECESSITY OF REVISING THE CURRICULUM OF ALBANIAN LANGUAGE AND LITERATURE IN PRE-UNIVERSITY EDUCATION IN NORTH MACEDONIA

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Abstract: Successful learning in the subject of Albanian Language and Literature in pre-university education depends on a range of factors, among which the curriculum and textbooks constitute two of the most important objective factors. In North Macedonia, the curricula for Albanian Language and Literature, as well as the textbooks developed on the basis of these curricula, have not undergone changes for more than two decades. This situation highlights the need to examine their appropriateness in relation to the requirements of contemporary education and the needs of students.

The aim of this research is to analyse the curricula and textbooks for Albanian Language and Literature in pre-university education, focusing on the organisation and distribution of linguistic and literary content, the number of instructional hours, the repetition of content across different levels of education, as well as the relationship between theoretical knowledge and the development of students' practical skills.

The research is based on a content analysis of the curricula and textbooks for Albanian Language and Literature. The study examines the organisation of the subject, the distribution of topics and instructional hours across different grades, as well as the selection and sequencing of linguistic and literary content. Through comparative analysis, the continuity of knowledge across different educational levels, the repetition of topics, and the balance between theoretical treatment and practical application were assessed.

The research findings indicate that the current structure of the curricula and textbooks contains inconsistencies that affect the effectiveness of the teaching process. In the linguistic content, the repetition of certain topics across different educational levels is evident, without a clear and gradual development of knowledge. This is particularly noticeable in morphology, syntax, and lexicology, where the same concepts are addressed from year to year without being sufficiently expanded and deepened. At the same time, some content does not adequately correspond to students' age and level of development. In literature, the large number of authors and literary works planned for study places a considerable burden on the curriculum and limits opportunities for more in-depth reading, interpretation, and analysis. Another issue is the predominance of information and theoretical knowledge over activities that promote the practical use of language. Consequently, the development of listening, speaking, reading, and writing skills, as well as critical and creative thinking, does not receive the necessary attention. This imbalance between theory and practice encourages mechanical memorisation and limits students' ability to apply their knowledge in new communication situations.

The research findings lead to the conclusion that the current curricula for Albanian Language and Literature in pre-university education do not fully respond to students' needs and the requirements of contemporary education. The identified shortcomings make it necessary to review the current concept of the subject, with the aim of creating a more coherent, progressive, and functional structure.

It is recommended that the curricula be reconceptualised on the basis of a progressive organisation of content, adapted to students' age, level, and needs. In particular, unnecessary repetition should be reduced, the workload related to authors and literary works should be reviewed, and the connection between linguistic knowledge and its practical application should be strengthened. In parallel, new textbooks should be developed that provide greater space for the development of linguistic, communicative, literary, critical, and creative competencies. For this process to be successfully implemented, coordinated work among specialists in linguistics, literature, didactics, pedagogy, psychology, and teaching is necessary.

Keywords: curriculum, Albanian Language and Literature, pre-university education, textbooks, linguistic competencies.

1. INTRODUCTION

It is neither the first nor the last time that researchers, educators, psychologists, methodologists, linguists, didacticians, and educational specialists have raised concerns about the unsatisfactory state of native language instruction in schools. In numerous conferences focused on language teaching, recurring problems have been

identified regarding the treatment of linguistic and literary content—both from scientific and methodological-didactic perspectives. Despite the valuable suggestions and recommendations proposed in these forums, their reflection in curricula and teaching materials remains minimal, if not entirely absent. This reality provides further motivation to reopen this discussion, with the aim of contributing—however modestly—to the resolution of key issues that would enhance students’ knowledge acquisition and support their linguistic and cultural development (Hamiti, 2023, p. 93).

The overall performance of Albanian schools, particularly in the subject of Albanian Language and Literature, remains unsatisfactory. Students completing pre-university education often exhibit weak linguistic preparation. Even high-achieving students tend to reproduce content from textbooks without deeper understanding. A silent form of illiteracy appears to be taking root, going largely unnoticed, and results from international assessments like PISA continue to reflect this stagnation. The Organisation for Economic Co-operation and Development (OECD) published the results of PISA 2025, confirming that reading comprehension remains one of the greatest challenges facing students in North Macedonia. Only 26 per cent of students reached the basic level of reading proficiency (Level 2 or above), compared with 69 per cent across OECD countries. At the same time, almost no students reached the highest levels of reading proficiency (Level 5 or above), compared with 6 per cent on average across OECD countries. The 2025 results are almost at the same level as those of 2022 and 2018, indicating that improving reading skills remains an ongoing challenge. These findings are particularly significant for the development of students’ abilities to comprehend and interpret texts, evaluate information, and distinguish between facts and opinions (OECD, 2026).

Successful mastery of any subject depends on various subjective and objective factors. Among the most critical objective factors are curricula and teaching materials. The curriculum serves as the foundation upon which knowledge in a specific field is built. When this foundation is solid, it facilitates the work of textbook authors, teachers, and students alike. Conversely, a poorly constructed curriculum becomes a barrier that complicates the learning and teaching process (Memushaj, 2020, pp. 65-73).

Examining the pre-university education programs used before and after 2001 in North Macedonia (a key reference point since the most recent curricula for Albanian Language and Literature were developed in 2001, 2002, and 2003 and have not been revised since), it is undeniable that improvements were made compared to pre-2001 programs (**Byroja për Zhvillimin e Arsimit [BZHA], 2018**). These curricular changes coincided with political developments in 2001, which allowed the Albanian language curriculum to break away from ideological constraints and align more closely with modern educational approaches. The reforms emphasized the active mastery of standard Albanian by Albanian students. However, more than two decades have passed since those changes. For nearly twenty years, a single, standardized textbook has been used across all schools, without supplementary materials such as workbooks or teacher’s guides. Moreover, current legislation prohibits the use of alternative textbooks beyond those officially approved (Dibra Zeqiri, 2024, p. 43).

In today’s rapidly changing world—marked by technological advancement, shifting labor market demands, evolving social dynamics, and new human aspirations—education must evolve accordingly. It must adapt swiftly and effectively to prepare individuals who are lifelong learners, proficient communicators (both orally and in writing), technologically literate, problem-solvers, and critical and creative thinkers with initiative. This is the guiding vision of the ongoing curricular reform. Unfortunately, the pre-university education curricula in North Macedonia, particularly those for Albanian Language and Literature (grades I–XII), have yet to be included in this reform process (Dibra Zeqiri, 2022, p.123).

2. THE PROBLEMS OF ALBANIAN LANGUAGE AND LITERATURE PROGRAMS IN PRE-UNIVERSITY EDUCATION

The teaching of the Albanian language is a foundational subject in the pre-university education system. It plays a vital role in students’ academic success and personal development. Through this subject, the groundwork is laid for students’ intellectual, emotional, and social growth—enabling them to communicate effectively for various purposes, to express their own and others’ thoughts and feelings, and to give meaning to their reasoning (Gjokutaj, 2009, p. 23).

Accordingly, the subject of Albanian Language and Literature should fulfill two core educational objectives:

To develop communicative competence, which enables the complete realization of communication through listening, speaking, reading, and writing.

To provide and systematize knowledge about the Albanian language and literature, including its linguistic structure, standard language norms, major literary periods, authors, and works (Shuteriqi Poroçani, 2023, p. 45).

Given the subject’s critical role in student formation, a central question arises: To what extent do current curricula—with their thematic content—successfully support these objectives? To address this question and identify the main challenges that hinder effective learning, we have conducted an analysis of the pre-university curricula. In the table below, we provide a detailed breakdown of the subject, divided into two components. Since Albanian Language and Literature is an integrated subject, the first section of the table outlines the language component, while the second covers national and foreign literature.

Table 1. Allocation of Hours for Language and Literature in Pre-University Education

Albanian Language - Year 1 • Expression and Creativity: 30 hours • Linguistic Knowledge: 44 hours • Storytelling: 6 hours • Discussion: 7 hours • Notification: 6 hours • Description: 5 hours • General Knowledge of the Language: 9 hours • Compositions: 8 hours • Phonetics: 5 hours • Morphology: 22 hours • Reading: 10 hours Total: 30 hours + 44 hours = 74 hours				
Albanian Language - Year 2 • Expression and Creativity: 30 hours • Linguistic Knowledge: 40 hours • Lexicology: 7 hours • Morphology: 20 hours • Syntax: 13 hours • Reading: 10 hours Total: 30 hours + 40 hours = 70 hours				
Albanian Language - Year 3 • Expression and Creativity: 30 hours • Linguistic Knowledge: 45 hours • General Knowledge of Language: 5 hours • Syntax: 25 hours • Orthography: 5 hours • Reading: 10 hours Total: 30 hours + 45 hours = 75 hours				
Albanian Language – Year 4 • Expression and Creativity: 30 hours (this includes hours for the State Matura exam) • Linguistic Knowledge: 44 hours • Knowledge of Language: 3 hours • Dialectology: 4 hours • Lexicology: 4 hours • Morphology: 8 hours • Stylistics: 15 hours • Reading: 10 hours Total: 44 hours + 30 hours = 74 hours				
National and World Literature Distribution of Hours for the National and World Literature Section				
	Year 1 70 teaching hours	Year 2 74 teaching hours	Year 3 69 teaching hours	Year 4 62 teaching hours
	Folklore Antiquity – 18th Century	National Renaissance - Albanian Romanticism	Albanian Literature of the First Half of the 20th Century	Albanian Literature in the Second Half of the 20th Century
1.	The Epic of the Heroic Warriors	J.de Rada - "Këngët e Milosao" (<i>The Songs of Milosao</i>); "Këngët e Serafina Topisë" (<i>The Songs of Serafina Topia</i>). Anton Santori - "Emira" (<i>Emira</i>). Pashko Vasa - "Moj shqypni e mjera Shqypni" (<i>Oh, poor Albania, poor Albania</i>). Gavrill Dara - "Kënga e sprasme e Balës" (<i>The Empty Song of Bala</i>). Zef Serembe - analizë e poezive/Analysis of Poems. Naim Frashëri - "Lulet e verës" (<i>The Flowers of Summer</i>); "Historia e Skënderbeut" (<i>The History of Skanderbeg</i>); "Bagëti e	Gjergj Fishta - "Lahuta e Malcis" (<i>The Lute of the Highlands</i>); Lirikat e Fishtës (<i>The Lyrics of Fishta</i>); "Juda Makabe" (<i>Judas Maccabeus</i>). Faik Konica - "Dr. Gjilpëra" (<i>Dr. Needle</i>); proza e Konicës/ <i>The Prose of Konica</i> Mitat Frashëri - "Hi dhe shpuzë" (<i>Ash and Sponge</i>). Fan Stilian Noli - "Albumi" (<i>The Album</i>); "Israelitë e Filistinë" (<i>The Israelites and the Philistines</i>). Ali Asllani - "Hanko Halla" (<i>Hanko Halla</i>). Et'hem Haxhiademi - analizë e tragjedisë "Skënderbeu"/	Petro Marko - "Hasta la vista" (<i>See you later</i>). Jakov Xoxa - "Lumi i vdekur" (<i>The Dead River</i>). Martin Camaj – Lirikat (<i>The Lyrics</i>); Proza (<i>Prose</i>); Korbi (<i>The Raven</i>); Dranja (<i>Dranja</i>). Kasëm Trebeshina - "Odin Mondvalsen" (<i>Odin Mondvalsen</i>); "Stina e stinëve" (<i>The Season of Seasons</i>). Dritero Agolli - "Shkëlqimi dhe rënia e shokut Zylo" (<i>The Glory and Fall of Comrade Zylo</i>); Lirikat / (<i>The Lyrics</i>). Ismail Kadare - "Gjenerali i ushtrisë së vdekur" (<i>The General of the Dead Army</i>). Anton Pashku – Analizë e romanit "Oh" Analysis of the novel (<i>Oh</i>).

		bujqësi" (<i>Livestock and Agriculture</i>). Sami Frashëri - "Shqipëria ç'ka qenë, ç'është dhe ç'do të bëhet" (<i>Albania: What It Was, What It Is, and What It Will Become</i>). Ndoc Nikaj - "Shkodra e rrethuese" (<i>The Besieged Shkodra</i>). Zef Skiroi - "Te dheu i huaj" (<i>In a Foreign Land</i>). Ndre Mjeda - "Andra e jetës" (<i>The Dream of Life</i>). Andon Z. Çajupi - "14 vjeç dhëndërr" (<i>14-Year -Old Groom</i>); "Baba Tomorri" – përmbledhje me poezi (<i>Father Tomorr – A Collection of Poems</i>). Aleks Stavre Drenova-Asdreni – "Rreze dielli" (<i>Ray of Sunshine</i>); "Ëndrra e lot" (<i>The Dream of Tears</i>); "Psallme murgu" (<i>The Monk's Psalm</i>); "Këmbana e Krujës" (<i>The Bell of Kruja</i>).	<i>Analysis of the Tragedy "Skënderbeu"</i>. Ernest Koliqi - "Kangjelet e rilindjes" (<i>Songs of the Renaissance</i>); analizë e tregimeve "Hija e maleve"/ <i>Analysis of the story "The Shadow of the Mountains"</i>; "Pasyrat e narçizit" (<i>The Mirrors of Narcissus</i>). Mitrush Kuteli - "Vjeshta e Xheladin beut" (<i>The Fall of Xheladin Beu</i>); "E madhe është gjëmë e mëkatit (Tat Tanushi" (<i>The great disaster of sin</i> (Tat Tanushi); "Poemi kosovar" (<i>The Kosovo Poem</i>). Migjeni - "Vargjet e lira" (<i>Free Verses</i>). Sterjo Spase - "Pse" (<i>Why</i>). E. Mekuli - "Për ty" (<i>For You</i>).	Azem Shkreli - "Sytë e Evës" (<i>The Eyes of Eve</i>); Lirikat (<i>The Lyrics</i>) Adem Gajtani - Lirikat (<i>The Lyrics</i>). Ali Podrimja - "Lum Lumi" (<i>Lum Lumi</i>).
2.	An Overview of the Beginnings of World Literature "The Epic of Gilgamesh"	Humanism and the Renaissance in World Literature Dante Alighieri - "The Divine Comedy" Miguel de Cervantes - "Don Quixote de la Mancha" William Shakespeare - "Hamlet"	World Literature of the 20th Century Honoré de Balzac - "Father Goriot" Gustave Flaubert - "Madame Bovary" Fyodor Dostoevsky - "Crime and Punishment" Charles Baudelaire - "The Flowers of Evil" Leo Tolstoy - "War and Peace"	Modernist Literature of the 20th Century James Joyce - "Ulysses"; "A Portrait of the Artist as a Young Man". Federico García Lorca - "Romancero cigan" Franz Kafka - "The Trial"; "The Metamorphosis" Albert Camus - "The Outsider" Ernest Hemingway - "The Old Man and the Sea" Jorge Luis Borges - "Short Stories" Gabriel García Márquez - "One Hundred Years of Solitude"
3.	Greek Classical Literature Homer - "The Iliad" Sappho - "Poems" Aeschylus - "Prometheus Bound" Aristophanes - "The Frogs"	World Classicism Molière - "Tartuffe" Jean Racine - "Andromache"		
4.	Roman Classical Literature Virgil - "The Aeneid"	European Romantic Literature Johann Wolfgang von Goethe - "Faust" Lord Byron - "Childe Harold's Pilgrimage" Alexander Pushkin - "Eugene Onegin" Victor Hugo - "Les Misérables"		
5.	Old Albanian Literature Marin Barlet – "The History of Skanderbeg"			
6.	Biblical literature Gjon Buzuku - "Meshari" (<i>The Missal</i>) Pjetër Budi - analizë e poezive (<i>Analysis of Poems</i>). Pjetër Bogdani - "Çeta e profetëve"			

	(<i>The Band of Prophets</i>). Frang Bardhi - "Apologjia mbi Skënderbeun" (<i>The Apology on Skanderbeg</i>); Fjalori latinisht-shqip (<i>Latin Albanian Dictionary</i>)			
7.	Arbëresh Literature Jul Variboba - "Gjella e Shën Mërisë Virgjër" (<i>The Dish of the Virgin Mary</i>).			
8.	The Literature of the Bejtexhinj Hasan Zyko Kamberi --"Paraja" (<i>Money</i>); "Gjerdeku i vashës" (<i>The Maiden's Necklace</i>) Muhamed Kyçyku - "Erveheja"/(<i>Ervehe</i>)			

Source: Author's own compilation based on data from the analyzed curricula and textbooks.

3. RESULTS

The tabular overview not only provides comprehensive information about the topics covered in each school year, but it also helps us understand that there is a lack of alignment between the curricula and certain didactic, methodological, and pedagogical principles. These elements are crucial, as they not only impact the achievement of language teaching objectives in schools but also ensure that each educational content is addressed in accordance with the volume of knowledge, the depth of the material, the psycho-physical abilities of students, and more. The absence of these principles leads us to list a series of issues found in pre-university education programs that need to be reviewed and modified. Among the most significant issues, we have highlighted:

In the curriculum of the Albanian Language and Literature subject, the organization of the subject has involved the combination of the linear principle with the concentric (circular) principle in the presentation of knowledge. Pre-university education, until a few years ago, was structured into three cycles: the lower cycle (1-4), the upper cycle of the 8-year system (5-8), and the middle cycle (9-12), following the linear principle within each cycle for the presentation of the subject, while the concentric principle was applied during the transition from one cycle to another. This combination of the two principles ensured a coherent presentation of the subject, making it easier for students to achieve a stable understanding of morphology and syntax and to transition naturally from one discipline to another, in alignment with the developmental stages of the children. In the current programs, the first thing we have noticed is the six-level system of progression:

First level (Year 1, 2, 3); Second level (Year 4, 5); Third level (Year 6, 7); Fourth level (Year 8, 9); Fifth level (Year 10, 11); Sixth level (Year 12).

This system has been in place in our education for several years now. We believe that this system of progression is not based on the acquisition of knowledge in accordance with the student's age and, as such, does not allow for a rational distribution of knowledge. What psychophysiological difference is there between a student in the seventh and the eighth year, or between a student in the second and third year of upper secondary education (Year 10 and 11)?

A more appropriate system of progression would be one based on the traditional educational cycles, which also correspond to the three stages of a child's psychophysiological development (childhood, puberty, and early adolescence) (*Encyclopaedia Britannica. (n.d.). Adolescence*).

In this structure: The first stage (Years 1–4) emphasizes the practical aspect in the presentation of knowledge; The second stage (Years 5–9) involves acquiring theoretical knowledge in morphology, word formation, lexicology, and syntax; And in the third stage (Years 9–12), we believe the knowledge taught in the second stage should not be repeated. These reasons imply that the current system of progression should be reviewed by educators, psychologists, and relevant specialists.

Regarding the implementation of the linear principle and the concentric principle in the current programs from years (1-12), these principles have been violated. The concentric principle has not been followed during the transition from one cycle to another, but rather within a cycle, meaning that the knowledge given in the lower grade is expanded upon in the subsequent grade. On the other hand, the linear principle extends beyond a cycle, across all cycles. This has resulted in the fragmentation of morphology and syntax. Thus, from grade five to grade nine, morphology and syntax are fragmented over five years; the same can be observed in the pre-university education programs (**Byroja për Zhvillimin e Arsimit [BZHA], 2018**). As a result of this

fragmentation, there is insufficient mastery of knowledge in the fields of morphology, syntax, and lexicology, preventing students from making connections between concepts learned in previous years and new concepts of the same discipline.

The illogical application of the linear and concentric principles results in the repetition of the same topics, sometimes even across four grades. As a consequence, teachers face difficulties in teaching the language, as they can hardly remember what they taught the previous year on the same topic, and what new information they should provide to students this year. For illustration, we bring up some lesson topics that, in addition to being taught and repeated from grades 5-8, are still encountered in pre-university education materials year after year, constantly being repeated (**Hamiti et al., 2002, pp. 74–109**). Thus, parts of speech and their grammatical categories are continuously repeated and almost provide the same information (Noun - grammatical categories of nouns; Verb - grammatical categories of verbs, which students learn from grades 5-8 and the same ones again in the first year of pre-university education).

Lexicological knowledge, such as synonyms, homonyms, antonyms; layers of vocabulary - historical terms, archaisms, neologisms, barbarisms, are taught in the second year (**Petro et al., 2003, pp. 402–412**) but also in the fourth year (**Sinani et al., 2004, pp. 449–460**). Syntax, the main and secondary parts of a sentence; coordinate and subordinate clauses, in addition to elementary school, are also taught again in the first and third years (**Hamiti et al., 2008, pp. 439–502**) of pre-university education without any substantial content changes from the material worked on in elementary school.

The second issue is that curricula should be developed based on a well-thought-out strategy and several fundamental didactic principles, such as: presenting knowledge in accordance with the psychophysiological development stage of the student, progressing from the specific to the general and from the known to the unknown, and repetition to ensure the connection of previously learned knowledge with new knowledge. This element is thought to be correctly implemented in our programs, but in reality, it has been overlooked and not applied properly. As an example, we provide the case where the teaching unit "Text and its elements" (**Hamiti et al., 2008, p. 450**) is taught in the third grade of the lower cycle, while the knowledge about text and paragraph should be introduced only after completing sentence syntax, because the syntax of the text is a higher-level category than sentence syntax, and the text itself is a grammatical category of a higher level than the sentence. Similarly, it is evident that another principle has been violated—the transition from the specific to the general. Semantic knowledge (lexical fields), as well as stylistic knowledge, and the registers and styles of language; knowledge of the history of the Albanian language and written Albanian, we believe, should be developed in high school. In high school, we think there is no need to revisit the knowledge learned in the previous cycle. Here, more advanced knowledge should be provided on semantics (figurative meanings—metaphor, metonymy, synecdoche—lexical and semantic fields, knowledge of Albanian lexicography and dictionaries of the Albanian language, knowledge from stylistics (registers and styles of discourse), knowledge about the position of Albanian among Indo-European languages, its history, and the history of written Albanian, dialectal division, and dialectal literary variants. In this way, the principle of adapting the teaching to the students' age will be respected, and the repetition of topics learned in primary school will also be avoided.

The subject of the Albanian language and literature in our education system has always existed as an integrated subject under the name "Albanian Language and Literature." In the curriculum for all four years of pre-university education, the language component includes the field of Expression and Creativity, with a total of 30 hours per year, while linguistic knowledge for the first year is planned to be covered in 34 hours. The second year anticipates only linguistic knowledge, 30 hours, which, together with the field of Expression and Creativity, forms a total of 60 hours. In the third year, 35 hours are allocated for the language component alone, and 30 hours for the field of Expression and Creativity. In the fourth year, 32 hours are planned for the language component and 30 hours for the field of Expression and Creativity, which together form a total of 62 hours (**Byroja për Zhvillimin e Arsimit [BZHA], 2018, p. 25**).

We believe that in the field of Expression and Creativity, where the goal is to work on various free topics to foster both independent creative work and the enrichment of vocabulary while developing a high linguistic style, the topics selected for this area do not align with the level, interests, and needs of the students. In other words, they fail to capture the students' attention for active creative and critical work. As an example, here are some of the planned topic titles to be worked on over the four years: Offering and requesting help; Avoiding conflicts; Reading an artistic work; The generation gap; Politeness; Description of an artistic work; Impressions from a picnic; Joining society; Expressing our feelings; Being friends with each other; Experienced events; A book we've read; Valuing our friend; Religion and youth; Politics and youth, etc. (**Byroja për Zhvillimin e Arsimit [BZHA], 2018, p. 25**).

A shortcoming that we observed is that much of the information is presented in a theoretical manner, and there is a lack of balance between theory and practice, resulting in students having to memorize a lot of knowledge mechanically. The presentation of various texts such as descriptive, argumentative, narrative, etc., which are based on developing students' skills in speaking, listening, writing, and reading, is missing. This observation indicates that the language component, as planned in our curricula and consequently in the teaching materials,

does not find its proper application and place. As a result, it fails to achieve the intended outcomes in the linguistic development of the student.

The data presented in the second part of the table show the topics and the number of hours planned for both national and world literature. It is understood that literature is realized through language as its main medium, and outside of it, it cannot be created, exist, communicated, or have an aesthetic impact. On the other hand, literature constitutes an important material for linguistics, as it serves as an object of analysis and evidence for the manifestation of various linguistic phenomena across different historical periods (Lloshi, 2022, p. 141). After comparing the table in the literature section, it appears that in the first year, the ratio between Albanian and world authors is 7:8, with 7 authors representing world literature and 8 representing national literature. In the second year, the proportion is 9:10, with 9 authors representing world literature and 10 representing national literature. The third year shows an even greater increase in the number of authors of national literature, with a ratio of 4:11, where 11 authors represent national literature and 4 authors represent world literature. In the fourth year, the proportion is 10:7, with 10 authors representing national literature and 7 representing world literature. From this comparison, it results that the curriculum for the second and third years is overloaded with a large number of authors, with a total of 34 authors planned for study over these two years. We believe that such a large number of authors, along with their works to be analyzed and discussed, leads to the incomplete treatment of many works. Specifically, it prevents these works from being addressed in a way that meets the needs and abilities of the students to fully grasp the material. This is yet another element that proves that the curricula are flawed in almost every direction.

4. CONCLUSIONS

Based on the analysis presented above, it can be concluded that the current state of Albanian Language and Literature teaching in pre-university education in North Macedonia faces a number of shortcomings that affect the quality and effectiveness of the teaching process. Among the main problems identified are conceptual shortcomings in curriculum design, the not always appropriate distribution of content within and across school years, excessive repetition of previously taught grammatical categories and concepts, as well as an overload of theoretical content. These issues affect the balance between theory and practice, between knowledge and the development of skills, and, in some cases, promote mechanical memorisation and the reproduction of knowledge rather than its functional use in different linguistic and communicative contexts.

This undesirable situation is the result of several factors, including repeated experimentation with curricula and the uncritical adoption of educational models from European contexts into the Albanian school system. Although such experiences may offer valuable perspectives, their implementation should take into account the specific linguistic, educational, and cultural context of Albanian-language education. Therefore, greater consideration should be given to the long-standing tradition of the Albanian school system when developing curricula, while avoiding the direct copying or imitation of models designed for languages with different structural characteristics, such as English. Such models do not always correspond to the nature of the Albanian language, which has a highly developed nominal system. Consequently, curricula developed without sufficient consideration of the specific characteristics of Albanian may not provide an adequate basis for the linguistic, literary, and cultural development of future generations, who will inevitably engage with texts and educational materials based on these curricula.

Unfortunately, the education system in North Macedonia has undergone numerous reforms and initiatives over the years, including projects such as “One Student, One Computer,” “External Evaluation,” the “State Matura Examination,” the “Electronic Diary,” “Work in Small Groups,” the implementation of ICT in the first grade, and the replacement of traditional textbooks with electronic devices such as iPads. Such reforms can play an important role in improving the quality of education when they are carefully planned, systematically implemented, and supported by effective cooperation among the Ministry of Education and Science, the Bureau for Development of Education, schools, and teachers. However, when reforms are introduced without adequate planning, systematic evaluation, and consideration of their long-term outcomes, they may fail to produce the expected positive effects, as has been observed in the implementation of some of these initiatives in our education system. In this context, we believe that the problems identified in this study can be addressed through a renewed process of curriculum development, accompanied by the preparation of new and appropriate teaching materials. This is undoubtedly a complex and demanding process that requires the coordinated involvement of professionals from the fields of education, linguistics, literature, culture, and science. In particular, specialists in Albanian Language and Literature, experts from Faculties of Education, experienced teachers from primary and secondary schools, psycholinguists, and researchers in the field of didactics should be actively involved in this process. Their collaboration would help ensure that curricular content is scientifically sound, pedagogically appropriate, and adapted to the developmental needs and abilities of students.

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