

## **Analysis And Quality of Literature Textbooks in Upper Secondary Education in**

### **Kosovo**

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### **Abstract**

This study seeks to identify the gaps in literature textbooks related to high school cultural and literary instruction. To meet this goal, we performed a thorough study with instructors from high schools in seven different regions of Kosovo. Our research methodology included distributing questionnaires to teachers and students in high school social science and vocational programs. The information acquired through these surveys was carefully evaluated using statistical analysis, including descriptive statistics for response description and inferential statistics for identifying significant differences among the groups. Our sample included around 200 students and 70 teachers, each given tailored questionnaires developed for their specific roles within the high school context. The findings highlight the critical need for novel changes and updates to literature textbooks to reflect the changing landscape of Kosovo's education system properly. Furthermore, our findings highlight the critical need to constantly examine and analyze textbooks to guarantee conformity with ever-changing instructional programs. Some educators argue that developing students' communication skills mainly depends on their innate tendencies and personal motivations, with additional reading being a key factor, rather than solely relying on the specific content of literary units presented in textbooks. However, it is vital to note significant differences among teachers' beliefs. As a result, relevant authorities must accept the valuable ideas made by teachers and, to some extent, students while developing new literature works. This is especially true when selecting specific literary units, avoiding presenting several instructional units from a single author, and effectively using time.

**Keywords:** Analysis, evaluation, high schools, literary texts, quality education

### **Introduction**

The contents of literary textbooks in the educational-teaching process undoubtedly have significant weight and have always been considered of unquestionable importance and highly meaningful. A successful teaching hour cannot, without a doubt, have three components: an excellent literary text, a solid interpretation of the teaching unit by the teacher, and engaging, motivating, and captivating content that sparks students' interest in the information it offers and increases their curiosity for further knowledge in the respective field, in the context of school texts (Sergomanov et al., 2023).

Although this research does not evaluate school texts in any circumstance, the starting point is the literary text, which encompasses literary content with various informative values, such as social, historical, patriotic, and generally human fields and motives. Theoretically, literature

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planning is successful when it involves selected literary content, themes, and defined units. Knowing that literary works should be open and refer to specific readers, they are still subject to professional assessments and judgments (Araujo & Frade, 2018).

This research was carried out with teachers and students of high secondary education in Kosovo, from the tenth grade to the twelfth grade, to collect data on the role and influence of these literary contents represented in the literary texts of these classes. It mainly focuses on the culture of communication as a value that affects their intellectual development. However, there is no dispute: the content and role of these texts are undeniable. They are a fundamental source for acquiring general literary, educational, and cultural knowledge as an essential link for expanding knowledge in other areas within the general education system. Therefore, this problem is also current in modern studies. As a result of the permanent development of science, educational policies, and the educational system's reformation, an organization of the old ways cannot be transferred to the modern school. However, they must reform to respond to the demands of the time.

This study aims to contribute to the continuing effort by delving into significant research topics about our selected subject. In the following pages, we will begin an investigation to clarify intricacies, challenge current beliefs, and throw light on previously unknown facets of our selected topic. We hope that by doing thorough research and critical analysis, we can broaden our understanding and spark more debate and exploration within the academic community. This study is dedicated to the investigation of these critical issues, which we believe have the potential to improve our understanding of the subject at hand. In this sense, the research questions are as follows:

1. How much do the contents of the literature text affect the student's ability to communicate effectively?
2. What messages do teachers convey to students to develop their speaking communication knowledge, skills, and attitude?
3. How much do the content standards of literature texts reflect in the achievement of practical writing skills in students?
4. How do teachers evaluate the literary content of textbooks?
5. How much do you practice the integrated approach in the textbook for students' functional achievement of communication skills?
6. How much space is given by the teachers for the discussion and debates with the students related to the contents and literary situations?

The research aims to examine the content and quality of literature textbooks in terms of effective communication among students in high schools. In order to highlight the influence of the contents of literary units in literature textbooks in upper secondary education (grades X-XII) on the development of stable and effective communication among students, the method used in this paper was the most suitable, as proven below in this paper.

### **Literature Review**

Based on the plans and programs of Albanian literature in our schools and those of Albania, Macedonia, and Montenegro, there is no unified terminology for referring to literary content, particularly concerning the national literature - whether it should be called Albanian literature or Albanian literature (Qosja, 2008). Despite their increasingly successful presence in Albanian literature, there is also a disproportionate representation of literary periods, with a particular need for more representation of female voices (Sula, 2011). However, literature has always been a leading creative activity in the life of the Albanian people, with many writers composing highly appreciated works. As language is the tool of literature, it is essential to a people's identity.

The law on the publication of school textbooks defines the school textbook as follows: "The school textbook is a fundamental and obligatory book that serves as a means and source of knowledge for the specific field, through which educational and instructional objectives are achieved. (Ministry of Education, Science, Technology, 2007). A successful lesson unit requires an excellent literary textbook and a solid interpretation of its content. The textbook serves not only as a source of information but also as a bridge between the teacher and the student, as well as between the school and general knowledge. In addition, it provides the incentive for deepening knowledge in the relevant subject (Shehri, 2010). Unfortunately, many textbooks contain fragmentary errors that require translation and additional clarification, and some have shortcomings in their theoretical formulation, syntax, and facts (Bytyqi, 2008).

The main concerns of teachers regarding the quality of school textbooks include the following:

- Lack of relevance and compliance with the new curriculum; Overload (with topics, text, facts, formulas);
- Content of incorrect facts and not well-defined concepts;
- Lack of balance in the width and depth of topic explication;
- Lack of multiple perspectives in explicating topics;

- Inadequate and inconsistent structure of the content;
- Lack of reference to additional resources for additional information;
- Non-compliance with the cognitive level of students;
- Lack of reference/connection to relate to the previous information and experience of students; Lack of inter-curricular correlation;
- Lack of expected results at the beginning of each unit/subject and success criteria at the end of each unit;
- Inability to flexibly use the text according to different learning abilities and styles;
- Focus on information/facts and reproduction;
- There is a need for more adequate, functional, and attractive illustrations for students (Boshtrakaj et al., 2019).

To improve the quality of school textbooks, it is necessary to draft relevant guides for textbook publishers and authors and plan training programs for them. In addition, supplementing and harmonizing the institutional and regulatory framework for drafting, evaluating, approving, and publishing school textbooks will ensure that the quality of textbooks is consistently high. Even the technical design of the text and the illustrations next to the textual content has accurate weight because: "The teacher uses the illustrations in the text in order for the students to understand the learning unit more easily and to connect them with the content" (Azemi & Morina, 2013, p.42).

Furthermore, there is a need to strengthen coordination between administrative, educational, and technical bodies to effectively and efficiently use existing resources to improve the design, production, and distribution of school textbooks and other teaching resources (Dorji, 2021; Zorzos & Avgerinos, 2022). These measures are essential to enhance education quality and ensure students have access to high-quality learning materials (Boshtrakaj et al., 2019).

In his work, Simpson (1997) claims that the foundations of linguistic and literary study should form the basis of literary analysis in the classroom. According to Simpson, understanding the text and achieving effective communication are the primary goals this study helps accomplish. McGrath makes more general findings about the literary text, given that it may be published either by a commercial publisher, the Ministry of Education, or another institution. He further claims that despite the shortcomings, the textbook contains the following advantages: reduction of time for lesson preparation; ensures an effective and coherent program of work; provides support and serves as a convenient resource for students, enabling standardized learning, and visually appealing textbooks contain an additional material wealth (McGrath, 2013).

The text's preface expresses the general purpose of the textbook: to aim at students who need to improve their basic communication skills by focusing on communicative fluency. The objectives are to prepare these students for further academic ventures or the world of work if they decide to start a career. In *Teaching Literature*, Showalter argues that the primary purpose of teaching literature in a literary textbook is to actively teach students how to read, analyze, and interpret a literary text, interpreting what these texts may imply between the lines (Showalter, 2003).

The teacher's essential task during a lecture is to elaborate on the learning unit in the classroom. Therefore, their primary objective should be to choose appropriate methods and organize their activities to achieve the teaching unit's goals (Gjika). Literature is a uniquely human activity that unifies the mind, heart, reason, and feeling in a way that no other activity can. It represents the completeness of the human world, enriching the mind and ennobling the human soul (Matoshi, 2008).

According to Musai (2003), literature significantly impacts young people's emotional and intellectual development, particularly in certain age groups. In textbooks, literary texts such as prose and poetry, as well as other texts with artistic qualities, are presented using stylistic and linguistic expressions to describe and explain goals, phenomena, and processes. Authors use expressive elements that depend mainly on the emotional and intellectual experience of the teaching content, as explained by Ramaj (2001).

The Curriculum Framework emphasizes the importance of avoiding monotonous learning and memorization and instead promotes active and creative participation to acquire relevant knowledge, develop skills, and cultivate values and attitudes. This approach gradually fosters the development of six key competencies (*Curriculum Framework of Pre-University Education in The Republic of Kosovo*, 2011). First, to understand a written or spoken text or statement, one must analyze the means of expression used to construct it, including words, sentence structures, and overall text organization. The text has textual features related to the discourse's external circumstances, and sometimes, the speaker or writer interprets the marked stylistic tools to shed light on these features (Thomaj, 1992).

The textbook aims to stimulate the wider public inside and outside the classroom. Therefore, it encompasses a broad spectrum of individuals with varying opinions, including teachers, educators, psychologists, pupils, students, and parents. Additionally, from a historical perspective, textbooks are traditionally and rigorously assessed pedagogical resources for their function and didactic value (Ramaj, 2001).

The inclusion of contemporary Albanian literature in high school curricula and textbooks poses a challenging issue for teaching, given that:

- The literary world divides literature into two periods - ideologized literature during the dictatorship, characterized by a particular literary direction from 1944 to 1990, and the post-dictatorship period, marked by a pluralism of literary directions focused on aesthetic criteria.
- The second period of literature is still in progress and, therefore, needs to be fully defined (Kodra, 2008).

The aim of literary texts in schools is multifaceted. It includes developing the ability to appreciate beauty, discovering aesthetic, ethical, linguistic, and stylistic values, promoting a culture of expression, and enhancing mental abilities and work skills (Rexhepi, 2002). Contemporary literature texts should challenge students with various questions, tasks, problems, and difficulties, providing opportunities to inform themselves and learn about effective learning strategies (Devetaku-Gojani, 2009).

Textbooks usually provide dry information that only requires memorization and mechanical reproduction (Thaqi, 2013). The authors of textbooks believe that appropriate didactic tools can make textbooks more accessible for teachers and students. These tools facilitate the text, create motivation, associations, and incentives, expand educational issues, provide practical exercises for students, and clarify the text (Azemi & Morina, 2013).

The didactic apparatus in a textbook refers to all parts of the passage that are not introductory texts but serve an educational function. These apparatuses, such as questions, tasks, expressions, vocabulary, illustrations, biographies, comments, and instructions, aid in better understanding the information presented. (Azemi & Morina, 2013). Albanian language and literature textbooks provide little space for the literary creations of Pashku, making it difficult to conduct a thorough lexical analysis of his works from the few symbolic texts included. Despite this, Anton Pashku remains one of the best prose writers of modern literature, although his literary summary still requires further examination and study by linguists (Krasniqi, 2022). Textbooks should act as a handbook for teachers, stimulating them to improve their teaching practices and contributing to appropriate teaching use. Mexhuani (2016) recommends that the publishers test textbooks in at least eight classes in different socio-demographic contexts before official approval. In addition, they should ensure that the materials used in the textbooks are varied and diverse from a methodological perspective.

## **Methodology**

### **Research method**

The quantitative and qualitative research indicates a thorough approach to comprehending the subject's multiple components. Initially, this research used a descriptive method, collecting data through surveys and observations. Following that, a comprehensive data analysis procedure comprising statistical methodologies, content analysis, and thematic coding was done to draw tangible findings and uncover nuanced insights and patterns that emerge from the interaction of quantitative and qualitative data. This dual methodology was purposefully adopted to ensure a comprehensive exploration of the research topics, allowing for a more in-depth understanding of the phenomenon under investigation.

The use of the comparison method is crucial in scientific research, and in the context of this study, it plays a pivotal role in juxtaposing the perspectives of both students and teachers regarding literature textbooks in Kosovo's secondary education landscape. This comparative technique helps evaluate and contrast the opinions of these two essential stakeholders, primarily focusing on revealing the flaws in textbooks and the strategies used by educators and students to overcome these flaws.

We used a comprehensive approach to facilitate this research, integrating case study and survey approaches. A carefully determined group of upper secondary schools was chosen for a random sample strategy, ensuring a broad representation of educational contexts. Following that, a precisely designed structured questionnaire was used to obtain ideas from students, examining their communication abilities and motivation to share their thoughts on literature textbooks.

The questionnaire included a thorough collection of 15 questions developed for teachers and students, including open-ended and closed-ended questions to measure the effectiveness of student communication. A Likert scale was used to assess the level of student communication skills as viewed in the context of classroom literary texts. Combining qualitative and quantitative data collection methodologies allowed for comprehensive examination of the research findings. Thematic analysis was used on qualitative data to uncover significant themes and recurring patterns in students' responses, while closed-ended questionnaire responses were subjected to frequency analysis and statistical analysis to provide a complete study of the research findings. This multifaceted methodological approach ensured a comprehensive exploration of the research problems, increasing the depth and breadth of our findings.



**Population and sample**

The target audience for this study included upper secondary schools across Kosovo's educational landscape, including diverse regions and towns. The study sought insights from teachers and students at this educational level, acknowledging their vital perspectives in highlighting the research goals. A carefully prepared study instrument in the form of questionnaires was used to accomplish this. These surveys were delivered to a large and diverse sample of about 200 students and 70 teachers from upper secondary schools across seven locations within Kosovo's municipalities. This planned sampling technique ensured a representative and geographically distributed dataset, boosting the robustness and implementation of the research findings. This study attempted to capture an extensive range of experiences, opinions, and insights necessary for a complete analysis of the research problems by including voices from many locations and many participants.

**Research instruments**

The primary data collection instruments for this study were questionnaires, which were administered to both teachers and students. These surveys were carefully designed, with 15 questions emphasizing open-ended queries. This methodical technique generated nuanced and tailored comments from each participating instructor, providing a more personalized and in-depth viewpoint on the research topic. We intended to tap into instructors' knowledge and diverse opinions by encouraging them to contribute additional explanations and insights, thereby improving our comprehension of the topic's various dimensions.

As the study progressed, we saw the importance of broadening the questionnaires to cover a broader range of topics, especially for instructors, who play a critical role in molding the educational experience. Simultaneously, we continued to solicit student input, acknowledging their distinct perspectives as critical contributors to the study's depth and breadth. This additional data gathering was critical in increasing the breadth of our research findings.

In order to gain a comprehensive understanding of the issue, we recognized the need to use various data collection methods when practical needs required. Deliberately incorporated into our research design, these complementary methodologies were critical in complementing our findings. They provided helpful information that was useful in extracting the correct and nuanced insights from the replies obtained, emphasizing the valuable viewpoints of teachers and equally significant contributions from students. This multimodal strategy meant that our research provided a well-rounded and comprehensive view of the research issue, thereby improving the quality and depth of our findings.



### **Data collection procedure**

Our research attempt began with proactive communication between the research team and the school principals within the scope of the study. We kept them current on the day and time for administering questionnaires to teachers and pupils. This preparatory stage established a seamless and well-organized data-gathering process in the lower secondary schools, ensuring our research agenda's methodical and efficient implementation.

As we moved through the data collection phase, we saw significant differences between responses from language and literature instructors and those from students. The educators' criticism was frequently distinguished by a greater degree of specificity, particularly in their critiques of specific authors and instructional units, including their distinct contents. These responses demonstrated a breadth of knowledge and expertise within the teaching community, with their written responses displaying restraint yet abundant valuable insights.

In contrast, replies from students and teachers tended to be generalized, suggesting the need for a more critical and educated approach to the research topic. However, when confronted with explicit and concrete data requests, their degree of engagement and the weight of their assessments significantly increased. It was clear that asking for specific information elicited more insightful and thought-provoking responses, revealing light on the complexities of their experiences and viewpoints.

### **Data analysis procedure**

The researchers methodically conducted the data analysis using the advanced statistical analysis tool SPSS (Statistical Package for the Social Sciences). Their meticulous technique included critical procedures that ensured the findings' accuracy and comprehension. The researchers launched the data analysis process by coding the questionnaires. This critical phase entailed giving numerical values to various responses and variables, generating a consistent framework for the subsequent study. After properly coding the questionnaires, the data was methodically entered into the SPSS software, ensuring precision and completeness in the dataset.

The researchers' use of SPSS demonstrated a systematic and methodical methodology. Their skill with the program ensured that the research findings were rigorous and successfully presented, from the initial coding of surveys to the precise entering of data, the construction of instructive tables, and the in-depth analysis. This thorough method demonstrated the team's dedication to obtaining valuable insights from the information, which contributed considerably to the overall success of the research.

## Results

To effectively shape the research, we created two sets of questions, each suited to a particular category of participants. The questions aimed at teachers were carefully developed to correspond with their professional profiles, emphasizing the need to receive informed and competent responses. As a result, when conducting the research, we prioritized gathering insights from instructors. Our strategy began with specific questions designed to elicit their thoughts. Among these questions, the first one was as follows:

- The impact of the contents of the literature textbook on practical communication skills

When we check the precise statistical data, we discover that around 30% of teachers believe that the contents of the literary units assist in improving students' practical communication abilities. Another 30% of instructors held a similar viewpoint, with a somewhat higher percentage, roughly 40%, believing that literary unit content plays a role in encouraging enhanced communication skills among pupils. These percentages are visually depicted in the table below for clarity and reference.

**Table 1**

*The influence of the contents of the literature textbook on the training of effective communication*

Question	How much does the contents of the literature textbook affect the ability to communicate effectively?	Answer in %
Answers	a) Partially	30
	b) Average	40
	c) Fully	30
	Number of respondents (teachers)	100%

- Conveying students' messages for the development of their knowledge, skills, and attitudes to a level of speaking communication

The teachers' responses show significant discrepancies and a tendency to incline toward one of the alternative opinions. Specifically, 67% of teachers highlighted the idea that "effective speaking is culture" and claimed that literary texts directly influenced students' cultural development. On the other hand, 21% of educators disagreed, claiming that "communication

is an intellectual trait." However, this response did not specify the kind of communication, instead equating it exclusively with the "intellectual" attribute. Only 12% of teachers responded positively to the third option.

Nonetheless, a wide range of perspectives appeared in their further remarks and elaborations on the essence of communication and the direct influence of literary material on this pedagogical component. These new insights contribute to a more sophisticated understanding of the complexities of communication in the context of literature and education.

**Table 2**

*Conveyance of students' messages about the development of their knowledge, skills, and attitudes for a level of speaking communication*

Question	What messages do you convey to the students to develop their knowledge, skills, and attitude for speaking communication?	Answer in %
Answers	a) that communication is an intellectual feature	21
	b) that effective speaking is culture	67
	c) that students should have affirmative attitudes toward the culture of effective communication	12
	Number of respondents (teachers) 100%	100%

- Reflecting the standards and content of literary texts in achieving practical writing skills in students

While the primary goal of this research question was to elicit views regarding the influence of selected literary texts on the development of a larger writing culture among students, the responses gathered indicated a balance of generalizations and specifics. In this context, it is worth noting that 48% of teachers believe that specific content within literary units substantially influences the establishment of a writing culture among pupils. An additional 34% of educators believe that this influence is moderately significant, while 18% believe that the contents of literary texts have a limited impact on students' development of a writing culture.

Conversations with instructors on this topic, in which varied opinions developed, are of great interest. These talks suggested that the perceived importance of literary material in developing

students' writing culture shifted, with some educators emphasizing a more vital link to students' inclinations rather than their reading habits. This sophisticated viewpoint deepens our understanding of the complicated mechanisms at work in the interaction between literary texts and the development of students' writing cultures.

**Table 3**

*Reflection of standards and contents of literary texts in the achievement of practical writing skills in students*

Question	3. How much do the content standards of literature texts reflect in the achievement of effective writing skills in students?	Answer in %
Answers	a) reflect to a significant extent	48
	b) have a relative impact	34
	c) do not have any significant influence	18
	Number of respondents (teachers)	100%

- The integrated approach in the textbook for a functional achievement of communication skills by students

The question was written assuming instructors' comments would serve as models based on their practical experience interpreting diverse literary units. It should be emphasized, however, that some educators have indicated indifference to this specific interpretation component and have instead turned their focus to developing communication skills.

As a result of the survey participants' combined responses, the following outcomes were obtained: 46% of teachers preferred using an integrated approach as their principal strategy for effectively cultivating a culture of communication among students. Another 39% of teachers stated that they use this strategy judiciously, customizing it to the specific character of the literary subject, with an emphasis on developing communication skills. However, 15% of teachers stated that they do not value this component highly, which raises legitimate concerns.

This attitude among teachers appears to be linked to their opinion that students' preferences play an essential part in creating the level of communication culture, both oral and written. As

a result, these findings provide insight into the complex relationship between instructional approaches and students' innate tendencies in communication culture development.

**Table 4**

*The integrated approach in the textbook for a functional achievement of communication skills by students*

Question	4. How much do you practice the integrated approach in the textbook for students' functional achievement of communication skills?	Answer in %
Answers	a) widely and with priority	46
	b) in a limited and selective way	39
	c)I do not attach any particular importance	15
	Number of respondents (teachers)	100%

Even within the student-specific questionnaires, we carefully directed our attention to specific items that were particularly significant to the more extensive subject. While the overall results meet our expectations, with a few exceptions, it is clear that certain elements merit further investigation and possible adjustments in the content of literature textbooks for grades 10-12.

The pupils' comments demonstrated excellent competency, confirming their ability to connect successfully with the addressed concerns. This ability shows that a thoughtful and targeted approach is required to extract exact subject matter analyses. It is worth emphasizing that our study included the distribution of questionnaires to 200 students in this educational stratum from seven different regions in Kosovo. However, it is essential to note that not all students responded to every question. This varied response rate should be considered when evaluating the statistical conclusions, as it may introduce challenges to our data analysis.

- The value of literature in textbooks

Students' replies to this question provided general estimates, with 38% preferring the idea that the value of literature resides in cultivating reading habits. Furthermore, 34% of students emphasized the importance of literature in improving their capacity to express themselves effectively. Another 28% of students identified literature's importance in developing communication skills as essential to its role.

**Table 5***The Value of Literature in Textbooks*

Question	Where is the value of literature in textbooks?	Answers in %
Answers	a) acquire reading habits	38
	b) develop speaking skills	34
	c) create communication skills	28
	Number of respondents (teachers)	100%

- Evaluation and the role of the literary text in the development of the ability of the general culture of communication

The researchers deliberately constructed questions to elicit thorough responses aligned with the research's primary goal. In doing so, special consideration was given to the students' viewpoints on the larger communication culture, always considering the possible relevance of their responses.

As a result, participants provided the following responses to this critical question: An astonishing 64% of students stated that literature books play a "significant role" in developing a general communication culture. Another 32% of students claimed that literary works play a "partial role" in this regard, while only 4% claimed they play "no role" at all. These responses are pretty rational, given that most students (96%) acknowledge the importance of literature texts in developing their communication culture.

**Table 6***Evaluation and the role of the literary text in the development of the ability of the general culture of communication*

Question	What is your assessment of the role of the literary text in developing and improving the general culture of communication?	Answers in %
Answers	a) has a significant role	64
	b) has a partial role	32
	c) does not have any role	4
	Number of respondents (teachers)	100%

- The impact of the contents of the literary units in the literature text on your ability to communicate effectively

The impact of literary units in literature textbooks on the development of practical communication skills in pupils is evident. We submitted this question to elicit comments that would provide genuine insights into their points of view. Surprisingly, a large proportion of the responses were correct and content-rich, effectively communicating the students' honest opinions, albeit with varying methods of interpretation.

Despite having fewer replies than the preceding question, 43% of students agreed that the contents of the literature instruction units directly contribute to forming their communication culture. It is worth noting that many of these students picked the word "communication culture" as a catch-all rather than mentioning "effectiveness."

Conversely, 38% of students responded that the contents have a minor impact on their culture of effective communication, while 19% expressed a negative opinion, indicating the need for more thorough solutions. This second group appeared to struggle with completely understanding the question's topic, which may have resulted in slightly distracted responses. This group of students may have benefited from a more concentrated approach to reading the question, which could have resulted in more exact responses.

**Table 7**

*The influence of the contents of the literary units in the literature text on your ability to communicate effectively*

Question	How much do the contents of literary units affect the text of literature in your ability to communicate effectively?	Answers in %
Answers	a) have a direct impact	43
	b) Have partial influence	38
	c) have no influence	19
	Number of respondents (teachers)	100%

- Discussion with the subject teacher about topics that you do not like and do not suit your school level

The majority of responses, 58%, demonstrated students' genuine interest in the subject of literature, which is a positive finding. Given that 35% of students have already reported engaging in occasional discussions concerning the topics and contents, we anticipate that the



remaining responses will continue to reflect this pattern. In comparison, only 7% of students stated that they do not discuss the subjects given in the literary units.

**Table 8**

*Do you discuss with the subject teacher about topics that you do not like and do not fit your school level?*

Question	Do you discuss with the subject teacher about topics that you do not like and do not suit your school level?	Answers in %
Answers	a) we discuss the topics	58
	b) sometimes we disagree with topics	35
	c) we do not talk about topics at all	7
	Number of respondents (teachers)	100%

### Discussions

Many insightful insights emerged from in-depth talks and focus group sessions with students, giving information on their literary interests. One fascinating revelation concerned their affinity for various forms of artistic expression, particularly prose and poetry as described in the literature by Musai (2003). The statistics revealed an intriguing paradox: whereas many students expressed a strong preference for lyric poetry, the majority, if not all, quickly announced their preference for prose. This paradox raises concerns about the need for better clarity in the definition of literary expressions and if the inclination for love themes frequently included in lyric poetry may be biasing the results.

So, what is the fundamental truth? Young people appear to have a true passion for poetry, particularly the lyrical form, with its emotional depth and vivid aspects. However, novels in prose continue to be the most famous literary medium among these age groups. Interestingly, despite these inequalities among the student body, no significant differences in literary preferences were found between male and female students, implying a shared appreciation for varied forms of literary expression regardless of gender. These findings highlight the rich and multifaceted nature of young readers' literary interests, adding depth to our understanding of their literary preferences as in Rexhepi (2002).

Although there have been objective and subjective problems, the complete analysis of the issue has generated a wealth of specific data. One of the most significant obstacles stems from Kosovo's educational system's ingrained history of using school textbooks as mentioned in

Thaqi (2013). This long history of textbook use complicates our study as we assess their impact and efficacy in light of changing educational demands and aims. The modification and improvement of these books to bring them into compliance with the highest standards of professionalism, scientific rigor, and technical correctness is an important task that lies ahead. A strong desire to improve the educational resources available to kids drives this work. As they are prepared to identify and resolve the textbooks' underlying flaws, the upcoming research findings will significantly impact the revision process.

The research findings are aligned with the literature (Azemi & Morina, 2013) that have an impact beyond simple criticism; they support the inclusion of avant-garde literary movements and pedagogies that speak to today's students. Due to the dynamic nature of education, teaching materials must constantly change to remain current and exciting. As a result, our research points out flaws and advocates for including fresh literary viewpoints, guaranteeing that instructional resources remain lively and current. This thorough examination was undertaken from various angles and drew on the opinions of many well-informed individuals. They include the committed teachers who play a crucial role in determining students' educational experiences in Kosovo's high schools. Their viewpoints, which are grounded in actual classroom interactions, offer priceless contributions to the editing of these works. Their participation demonstrates the value of working together to develop educational materials and emphasizes the necessity of considering their invaluable suggestions before starting the revision process.

The results of this study, for the most part, are in line with what was anticipated (Mexhuani, 2016), although a few exceptions have emerged. These results indicate the need for additional study and maybe modifying the material in literary textbooks for grades 10–12. Overall, students' responses have shown a commendable degree of competency, highlighting the significance of using a wise strategy to glean precise and illuminating insights for the challenges.

It is important to emphasize that 200 students from this educational level participated in collecting a thorough dataset, reflecting a range of backgrounds and life experiences from seven different Kosovo areas. This diversity of input strengthens the robustness of our findings and adds to the study's comprehensiveness, providing a sound framework for addressing the changing environment of literary education in this context.

The replies given by the teachers differ noticeably and lean heavily toward one of the opposing points of view. Notably, 67% of educators stressed that "effective speaking is culture" and suggested that literary texts directly influence students' cultural development. A contrasting viewpoint was chosen by 21% of the teachers, who claimed that "communication is an

intellectual trait." The nature of communication was not explicitly mentioned in this response, which instead connected it to an "intellectual" quality. Just 12% of the teachers chose the third option.

Surprisingly, a wide range of viewpoints regarding the essence of communication and the specific impact of literary content on this educational component emerged from their supplemental comments. These new perspectives help us better understand the difficulties in discussing communication within the setting of literature and education.

According to the research, many teachers believe that literary textbooks are inappropriate for upper-secondary education. This opinion is popular among educators, which reflects an essential concern about whether these resources are appropriate for the desired level of learning. This finding is aligned with the literature (Devetaku-Gojani, 2009). According to the investigation, however, students feel their literature textbooks lack didactic components, including assignments, questions, descriptions, examples, and definitions for difficult words. Their comments highlight the necessity for these textbooks to have more in-depth and informative content.

The need for parental involvement in creating literary texts is also expressed by pupils, underscoring the significance of a collaborative approach to curriculum design. Interestingly, students generally disagree with the concept of shorter teaching units, indicating a preference for a deeper examination of literary content in their textbooks.

### **Conclusions**

There is no doubt that the textbook is the first link that students face on their way to knowledge at all school levels, so the impressions they get from it are significant in all the subsequent work they will do. Accompany them throughout life. Therefore, their drafting should be approached with all professional dedication, knowing the fact that the lifespan of the text is relatively large and its impact is incalculable.

Also, the content aspect of literary units in textbooks directly affects the development of effective communication among students. Therefore, teachers' approach to specific teaching units from the literature should be extraordinary to highlight powerful educational messages and culture that affect students' general formation. Therefore, teachers must emphasize the content of textbooks and their role in the effective development of students in specific teaching units.

In this context, the student's communicative skills also depend on the content of the text in general, as well as on the contents of specific literary units in particular, because there are literary contents that refer more strongly and directly to this component of the educational system, giving concrete elements of contents of this nature, which contribute to the communicative aspect. So, an essential factor in this middle is the teacher, who must highlight these values, these content aspects, which enrich both the cultural background and the epistemological background in the communicative plane because the student is both absorbing and active, as well as passive knowledge that the teacher reveals during the lesson.

The data obtained from the research will hopefully have an impact on the revision and eventual change of the new textbooks, or at least the reduction of the flaws that the textbooks have in certain areas, such as the inclusion of specific literary units that offer more concrete content in terms of developing students' communication skills.

Furthermore, from the results of all this work, according to the data obtained from direct conversations with teachers from the activities of focus groups with specific students, after examining all their answers, I have reached certain conclusions:

The teachers have generally positive dominant judgments about the texts in use in literature, with certain remarks in terms of the representation of different authors, especially in terms of the representation of the same authors in the textbooks of different classes:

The aspect of developing students' communication skills, according to them, depends more on the student's motives to achieve them through other supplementary readings than on the concrete contents of the teaching units represented in the literary texts, even though here there were significant differences in these findings from the teachers:

All teachers unanimously acknowledge that students' satisfactory level of effective communication is a prerequisite for their overall personality development. Unfortunately, there is a lack of sufficient importance given to this aspect, and all students lack a proper understanding.

The following suggestions emerged from the supplementary information:

-According to the teachers, specific learning units should be shorter, and they lose the students' interest in following them during elaboration. Therefore, they suggest including shorter but more attractive, more substantive, and representative learning units-

### **Recommendations**

While conducting the research and analyzing the obtained results, we can draw several recommendations, which should be taken into account by the teachers who are engaged in the

teaching process of the 10-12 level, mainly those who work with the current textbooks of literature, but also of the competent bodies that are obliged to prepare new school textbooks. The role of teaching in the influence and effect of literature in textbooks is indisputable. Therefore, our recommendations for teachers are:

- To continue their training regarding teaching methodology;
- To make a proper selection of school reading by the age and intellectual capacities of the students and to adapt the school textbooks to the age of the students;
- To make students aware that literature as art influences the formation of a complete character and a more knowledgeable and upbeat personality;
- To revise the textbooks of literature in high secondary education in Kosovo;
- Pay more attention to the development of student's communication skills;
- Conduct discussions with students about the content and messages of the literary units;
- To motivate students to read by arguing through teaching strategies that through literature in textbooks, they expand their lexicon, raise culture and the effect of communication as well as the level of general knowledge;
- A perhaps appropriate recommendation would be for the respective authors of the textbooks to make the adequate representation of literary topics, as well as the selective selection of specific contents, focusing on specific content components that reflect on different aspects of the achievement of skills certain of the students, such as effective communication.

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