

THE ORTHOGRAPHY OF THE COMPOUND ADJECTIVES (WITHOUT HYPHEN) IN THE MODERN MACEDONIAN LANGUAGE

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ABSTRACT: It is hard to speak about the general literacy in a broader sense of the word, without being aware of the relevance of the orthography. Thus, it is very important to respect the orthographic rules and this leads to promotion and affirmation of the Macedonian language norm. Bearing in mind that the written practice still shows numerous deviations from the orthography of the compound adjectives (without hyphen), this paper aims to explore the reason for this situation. The research has qualitative paradigm and a descriptive design. The sample consists of the Macedonian language curricula and textbooks for primary and secondary education in order to get an insight of what is said there for the orthography of the compound adjectives. Also, the sample consists of several crucial orthographic rules for the orthography of the compound adjectives excerpted from the latest edition of the Orthography of the Macedonian language in order to analyze their preciseness, and clearness for the native speakers of the Macedonian language. The written practice is represented through various electronic sources (newspapers, portals). The methods used for processing the data and drawing conclusions are analysis, synthesis and comparison. The research indicates that the various mistakes regarding the orthography of the compound adjectives are present due to the small number of rules in the Macedonian language curricula and the textbook, the impreciseness of some rules in the Orthography due to the lack of respect for the orthographic rules from the native speakers of the Macedonian language.

KEYWORDS: orthography, compound adjectives, incorrect forms.

1. Introduction.

The orthography of every language is a unified set of rules for correct writing of the words. It is closely connected to the development of the language literacy, which is a part of the general literacy of every individual, thus it is very significant. One individual is fully versatile if he is capable to express himself correct in a written form. The acquisition of the language literacy starts form very early age, lasts within the whole period of one individual’s education and actually never finishes. Only a systematic approach to these orthographic rules in the educational system guarantees that a person will accept them and implement them in his future written expression in order to express himself correctly in the written form. Thus, it can be said that the development of the language literacy is the primary goal of the educational process, but it remains as a responsibility for every person who wants to nurture the Macedonian language norm, to affirm and promote it and to shape his thoughts in a coherent and orthographic correct structure.

The orthography of every language follows the development of the language. The language is a live substance and it constantly changes in order to address the needs of its users. It changes under the influence of the society development, and the science and technology and these changes reflect themselves in the orthography. Thus, it is a mutual connection, the language in everyday use changes permanently, and therefore the orthographic rules need to change as well, regardless of whether these changes mean correction, supplement or preciseness of their meaning.

The results of numerous explorations regarding the orthography show an unsatisfactory level of language literacy among the students as well as among the grown up population. They do not have reliable knowledge for the orthography of the modern Macedonian language and this reflects their future written practice, the general literacy in the society and has further consequences. This issue imposes the need to work on such interesting, complex and sensitive topic. The objects of the research are the Orthography from 2015 regarding the orthography of the compound adjectives, the Macedonian language curricula and the Macedonian language textbooks for the primary and secondary education.

Bearing in mind the relevance of the orthography, it is a big surprise seeing that the written practice is full of many mistakes regarding the orthography of the compound adjectives. The paper aims to explore the reasons for this situation and to give directions for its improvement.

2. Review of the literature.

Many papers in the Macedonian language deal with the orthography and with various deviations from the orthographic norms. What follows is a brief review of the most important ones within the last ten to fifteen years. Spasov analyzes the period of the standardization of the Macedonian language, from 1903, i.e. the activity of K. P. Misirkov until 1945, i.e. the activity of Blazhe Koneski (Spasov, 2006, s. 51–57). Lozoski examines the most frequent orthographic deviations in the students' written expression from the fifth grade (Lozoski, 2006, s. 57–60). Spasov shows that the actual situation regarding the Macedonian language has its deep root in the past (Spasov, 2007, s. 229–234). He points out that the history of one language should be explained as historic sociolinguistics. Makarijoska stresses out the influence that the English language as a language with prestige has over the Macedonian (Makarijoska, 2009, s.193–199). According to her, the loanwords from the English language (timing, press, backstage, image, background, happening, etc.) are present on the lexical level in the language of the electronic sources for informing and in newspapers' texts. Petkovska indicates the value and the meaning of the textbooks that are crucial for the teaching (Petkovska, 2010, s. 289–294). She stresses out that students have to adopt the Macedonian language norms. According to her, one of the goals of teaching the Macedonian language is the promotion of the theory and practice for raising the level of the language culture. Popovska shows the results from a research for implementing the language norm in the primary education in a dialectal environment (Popovska, 2010, s. 233–247). Tanturovska examines the headlines in the newspaper and the use of the punctuation marks in them (Tanturovska, 2010, s. 365–375). She suggests that these marks do not have appropriate realization. Gruevska-Madžoska accentuates the process of globalization and the role of the English language, as well as the announcement of the Albanian language as a second official language in the Republic of Macedonia (Gruevska-Madžoska, 2010, s. 83–88). She states that the actual reality is quite concerning, bearing in mind that many citizens of the RM do not have basic knowledge of the Macedonian language. M. Taseska (2012), gives a detail review of the orthographic mistakes of the students' written expression and highlights the connection of the type and the number of mistakes with their age and the overall grade. M. Momirovska argues that there are many reasons for the deviation in personal names, which are written without taking into consideration the rule of the equaling of the consonant according their sonority (Momirovska, 2012, s. 27–30). Some of the reasons are nonexistence of law for personal names in the Republic of Macedonia, low degree of language culture among people and lack of literacy of the employees in the registry offices. Janusheva and Jurukovska indicate that there are many dilemmas in writing the notions with a small or capital letter (Janusheva & Jurukovska, 2015, p. 267–282). They stress out that these dilemmas appear because there are no precise and clear rules for writing the capital letter in the Orthography from 1998. Janusheva and Jurukovska underline the relevance of the difference between the punctuation and orthographic marks in teaching the Macedonian language (Janusheva & Jurukovska, 2016, p. 233–246). They show that the existing Curricula and textbooks explain these differences in a wrong way. Jurukovska (2016), examines four functional styles of the Macedonian language, underlines the deviation in the use of the dash and the hyphen and states that these two marks are used interchangeably, which is wrong. Janusheva and Jurukovska analyze some of the orthographic rules for writing the compound nouns in the Macedonian language (Janusheva & Jurukovska, 2017, p. 1–16). They indicate that some of the rules are not precise and clear enough and that there is a possibility for them to have dual interpretation. Dimovska (2017), examines four functional styles of the Macedonian language, proves that there are deviations regarding the use of the double quotation marks and suggests that the rules need to be precised in order to be implemented in the language practice in a correct way.

3. Methodology of the research.

The research has a qualitative paradigm and a descriptive design. In order to reveal the reasons for the many deviations from the orthography of the compound adjectives:

a) Insights in the Macedonian language curricula and Macedonian language textbooks for primary and secondary education, regarding the teaching content of the compound adjectives are given; b) Several basic rules for writing the compound adjectives are analyzed regarding their preciseness and clearness for the users of the Macedonian language. Thus, the orthographic rules, the Macedonian language curricula and the Macedonian language textbooks for primary and secondary education represent the sample. The rules are excerpted from the latest edition of the Orthography and the other data from the Macedonian language curricula and Macedonian language textbooks for primary and secondary education, approved for use by the Ministry of Education and Science and the Bureau for the development of the education in the Republic of Macedonia (Pravopis, 2015, s. 68–71). The examples that serve as an illustration for the incorrect orthography of the compound adjectives in the written practice are excerpted from various electronic sources (newspapers, portals, etc.) that were published in 2017.

4. Results and discussion.

4.1. The Macedonian language teaching curricula for primary education.

The development of the language culture is closely connected with the educational process. Thus, the aim of every educational system is to increase the level of the language culture through taking into consideration the significance of the orthography. The Macedonian language curricula for primary education are the base for writing the textbooks. Hence, it is of great importance for them to contain precise and clear information and to point out the value of knowing the orthography. However, when analyzing the Macedonian language curricula from first to ninth grade, it can be noticed that, except for the curriculum for the sixth grade, the curricula for the other grades do not contain any teaching content that refers to the compound adjectives (Nastavna programa, 2007a, b, c; 2008a, b, d, e; 2009). The curriculum for the sixth grade has a content that refers to the orthography of the compound nouns, adjectives, adverbs and numbers (Nastavna programa, 2008c, s. 10). The students' activities comprise of dictation, i.e. one student reads and the other writes, then they change their roles and at the end, the teacher controls what they have done and tells them the correct orthography of the written words. Although the orthography of the compound adjectives is a complex issue, which is hard to master, the creators of the Macedonian language curricula do not stress its relevance, which is evidenced with the presence of only one teaching lesson for the orthography of four groups of compound words (nouns, adjectives, adverbs and numbers) in the curriculum for the sixth grade. This allows the authors of the textbooks to choose which rules from the orthography of the compound adjectives they will implement in the textbooks, having in mind that the Orthography of the Macedonian language offers plenty of them. Thus, students from the same grade (the sixth) can be exposed to textbooks from different authors and have to adopt different rules for the orthography of the compound adjectives. This can be seen from two sides, one, the students in primary education are immature to adopt such complex rules and two, if so, then the question, when is the best time to start the acquisition of their orthography, taking into account that the base of the language literacy is the primary education, arises. Therefore, the absence of more teaching classes and content that refer to the orthography of the compound adjectives from the Macedonian language curricula is not justified. This could be one of the reasons for the poor students' written practice regarding the orthography of the compound adjectives which reflects their future written expression as a high school students and responsible citizens of the society.

4.2. Macedonian language teaching curricula for secondary education (vocational four-year education).

It is logical to expect that these curricula will broaden the knowledge gained in the primary education and highlights the essence of the orthography and its relevance for the coherence of the written expression, introducing more rules regarding the orthography of the compound adjectives. In the Macedonian language curricula for the first grade of the secondary vocational education (Nastavna programa, 2005, s. 9), there is a teaching content, which refers to the orthography of the compound words, but the compound adjectives are not stressed out. This gives the authors of the textbooks freedom to write about the orthography of the compound words and if they decide so, not to mention the compound adjectives. Without a deep insight in the textbook, it is not possible to say that this Macedonian language curriculum accentuates the orthography of the compound adjectives. The aim

of this Curriculum is to enable the students to create compound words. Surprisingly, although expected, the Macedonian language curriculum for the second, third and fourth grade of the secondary vocational education, do not contain teaching content that refers to the orthography of the compound adjectives (Nastavna programa, 2006, 2007, and 2008). If the students do not continue their education in the field of the language, they will never meet these rules again and this will surely reflect their own written expression. It is also possible that they could adopt the wrong orthography, taking into consideration the presumption that in future they will be exposed to many incorrect forms of the compound adjectives in the newspapers, on television etc. Thus, the absence of extended and more complex rules for the orthography of the compound adjectives is not justified.

4.3. Macedonian language textbooks for primary education.

Taking into account that the textbooks are written according to the directions in the curricula, from the analyzed curricula for primary education it is obvious that except in the sixth grade, the textbooks for other grades do not contain teaching content dedicated to the compound adjectives. In the textbook for the sixth grade (Velkova & Jovanovska, 2010, p. 32–33), there are several examples of compound words and the students should read them and explain what is meant by the phrase compound words. Among the given examples, only one is a compound adjective, the others are wrong examples of the compound adjectives. This gives a distorted information regarding the nature of the compound adjectives. Then, an explanation about what the compound words are is given, which says that the compound words are constituted from two or more words and they gain new meaning. This explanation is simplified and on the one hand not correct and precise. One of the given example *vozach* (*driver*) poses the question which are the two words from which this compound word is derived. Thus, the example *vozach* (*driver*) is wrong, and it is not a compound word, because it is not constituted from two words, but from a verb *vozi* (*to drive*) and a suffix *-ach* (*er*). Further, from the rules for the orthography of the compound adjectives it can be seen that only four simplified rules are given. Three of the rules can be generalized and represent solid base for acquisition of the orthography of the compound adjectives. The first rule refers to the compound adjectives which are connected with the vowels *-o-* and *-e-*, and several examples are given, *bosog* (*barefooted*), *srceviden* (*hearth-shaped*), *ocheviden* (*obvious*) etc. The only weakness in this rule is that there is no information about the nature of the components that are present in the compound adjectives, i.e. whether they are nouns or adjectives. The second rule regulates the orthography of the compound adjectives, whose first component is the word *polu* (*semi*), and several examples are noticed, *polugodishen* (*semi-annual*), *polupismen* (*semi-literate*) etc. The third rule refers to the orthography of the compound adjectives, whose first component is a number. Several examples are present, *ednokraten* (*single*), *prvoroden* (*firstly born*) etc. However, this rule is not precise, because according to the Orthography (Pravopis, 2015, s. 69, pt. 149g), the first component of these adjectives is not a number but rather a number adjective. The fourth rule is most imprecise, because, as it is stated, it cannot lead to generalization. The rule says, “the adjectives from the type *sedumdneven* (*of seven days*), *dvegodishen* (*of two years*), *triminuten* (*of three minutes*) are written together and the parts *dneven* (*daily*), *godishen* (*yearly*) and *minuten* (*minutely*) are underlined. Thus, it is not clear why the rule do not simply say that the compound adjectives whose second component is an adjective derived from a noun, which refers to a period of time, ex., *day*, *year*, *minute* etc. are written together. These findings are in accordance with Petkovska’s opinion that there is a need for increasing the quality of the students’ textbooks (Petkovska, 2010, s. 289–294) and with Taseska’s research (2012), which indirectly points out the quality of the textbooks. These results are also confirmed with Janusheva and Jurukovska’s findings, which stress the relevance of the quality of the textbooks highlighting that they comprise of a lot of wrong information (Janusheva & Jurukovska, 2016, p. 233–246). These four basic rules barely cover the complex content of the orthography of the compound adjectives and it is clear why there are so many mistakes in the orthography of the compound adjectives in the students’ written expression and in the written practice in general. As it was said before, it is expected that the textbooks for secondary education will supplement this modest knowledge offered in the textbooks for primary education.

4.4. Macedonian language textbooks for secondary education (vocational four-year education).

The textbooks for secondary vocational education for the first grade offer correct elaboration of what the compound words are (Tocinovski & Mladenoski, 2010a, s. 62–63). The difference among the adjectives written together, adjectives written with a hyphen and compound adjectives that are written separately is explained. The orthography of the compound adjectives comprises of four rules. These rules explain the nature of the component that creates a compound adjective. The first rule in this textbook matches the second rule from the textbook for primary education that regulates the orthography of the compound adjectives the first part of which is *polu* (*semi*), and even the same examples are given, *polugodishen* (*semi-annual*), *polupismen* (*semi literate*) etc. The second rule matches the fourth rule from the textbook for primary education. However, in this textbook it is easier to remember the rule because it is generalized on compound adjectives, whose second part is the component *godishen* (*yearly*), *mesechen* (*monthly*), *nedelen* (*weekly*), *minuten* (*minutely*) etc. Thus, here, this rule is explained clearer. This is an obvious indicator that the way of explaining the rules has great impact on their understanding and further implementation. The third rule refers to the compound adjectives, the first part of which is a pronoun and several examples are given, *sekojdneven* (*daily*), *seopsh* (*universal*) etc. This rule is also clear enough. The fourth rule refers to compound adjectives whose first component is an adverb and the following examples are noticed, *nekolku chasoven* (*of several hours*), *dolupotpishan* (*signed below*) etc. The only dilemma here is the example *nekolku chasoven* (*of several hours*), which according to the explanation in the second rule can be perceived as an example for the second rule, because the second component is the part *chasoven* (*hourly*), as indicated in the second rule. Hence, it is not clear whether this example serves as an illustration of the fourth rule in the textbook for primary education or of the second rule in the textbook for secondary education or of both of them. These conclusions are in accordance with Janusheva and Jurukovska's findings that some of the rules in the Orthography are not precise enough and this impreciseness is reflected in the textbooks (Janusheva & Jurukovska, 2017, p. 1–16). In the textbooks for the second, third and fourth grade of the vocational four-year education, there is no content that refers to the orthography of the compound adjectives (Tocinovski & Mladenoski, 2010b; Ilievska & Boshkovikj, 2011a, 2011b). Therefore, it can be said that the teaching content in the textbook for the secondary vocational education do not broaden the already gained knowledge about the orthography of the compound adjectives in the primary education. It is obvious that only four rules are elaborated and two of them are the same with the rules in the primary education, given without further explanation and examples that are more complex. This will reflect students' further written practice and major mistakes are expected due to the neglecting of the orthographic norm. However, it has to be stated that the explanation in this textbook is clearer than in the one for primary education, due to the possibility for generalization.

4.5. Orthography of the Macedonian Language (Pravopis, 2015, s. 68–71).

The Orthography of the Macedonian language elaborates and explains many rules for the orthography of the compound adjectives. What follows is their analysis regarding how precise and clear they are for the native speakers of the Macedonian language and how well they are explained.

One of the rules in the Orthography refers to the orthography of the compound adjectives, which are derived from an adjective and a noun base (or two nouns as a base) and are connected with the vowel *-o-* (Pravopis, 2015, s. 68, pt. 142), *dobrodushen* (*good hearted*), *ramnodushen* (*indifferent*), *staromodan* (*old-fashioned*), *tvrdoglav* (*stubborn*) etc. This rule is well established in the written practice because it has been in use for approximately 20 years. Still, incorrect examples are noticed, *staromodna* (Beader, 2017)¹ (*old-fashioned*). It can be seen that instead of being written together the two components are written separately. Bearing in mind that the rule is established in the written practice, this incorrect example is a surprise. However, this can be an indicator that the norm is not respected by the native speakers of the Macedonian language, or that the newspapers or the portals do not have authorized proofreader of the texts. These findings are confirmed with the research of Gruevska-Madžoska who argues that many Macedonians do not have proper knowledge of the Macedonian language norm (Gruevska-Madžoska, 2010, s. 83–88) and with Momirovska's

¹ Beader, N. (21.10.2017) <<http://bit.ly/2o9pcHn>>, 13.2.2018.

findings that there is a low degree of language culture among Macedonian people and lack of general literacy (Momirovska, 2012, s. 27–30).

The next rule regulates the orthography of the compound adjectives which are derived from a noun phrase (**adjective + noun**) + **suffix**, *visokoobrazoven* (*high educational*) from *visoko* – adjective (*high*) and *obrazovanie* – noun (*education*) + the suffix *-en*, or *vnatreshnopolitichki* (*internal political*) from *vnatreshno* (*internal*) – adjective + *politika* (*politics*) – noun + the suffix *-chki*, *nauchnoistrazhuvachki* (*research*), *armiranobetonski* (*ferroconcrete*) etc. This rule is also clear enough. In the first rule, it is about an **adjective** and **noun** bases, and in the second, the compound adjectives are constituted from a **noun phrase (adjective + noun + suffix)**. However, a dilemma arises when trying to explain some of the examples listed in the second rule. Namely, in the first mentioned rule, the example *dobrodushen* (*good hearted*) is listed and the rule says that this compound adjective is constituted of an adjective base *dobr-* (*good*), the vowel *-o-*, the noun base *dush* (from *dusha* – *soul*). However, there is a part *-en* in this example, which is a suffix. Therefore, the difference between the first rule and the second rule, in the example cited in the second rule *visokoobrazoven* (*high educational*) is not clear. The example *visokoobrazoven* has the same component as the example *dobrodushen* (*generous*) from the first rule. It comprises of the adjective *visoko* (*high*), (which can be interpreted as adjective base *visok* and a vowel *-o-*, the noun base *obrazov-* from the noun *obrazovanie* (*education*), and the suffix *-en*. It seems that there is no difference between these two examples, though they are listed as an illustration of two separate rules. Thus, it can be said that the numerous incorrect forms of compound adjectives are present in the written practice due to the lack of respect to the Macedonian orthographic norms, and to the poor knowledge of the textbooks' authors, which happens because of not paying attention to the orthographic rules in the primary and secondary education. However, one cannot neglect the impreciseness and unclarity of the orthographic rules in the Orthography. They surely contribute to the different written practice, i.e. examples where the two components are written together, examples where the two components are connected with a hyphen and examples where the components of the compound adjectives are written separately. This is in accordance with Janusheva and Jurukovska's findings about the impreciseness of the rules in the Orthography that can have dual interpretation (Janusheva & Jurukovska, 2017, p. 1–16). Incorrect examples from the written practice:

- *armirano-betonski* (*ferroconcrete*)², *armirano betonska* (*ferroconcrete*)³;
- *visoko-obrazoven* (*high educational*)⁴, *visoko obrazoven* (*high educational*)⁵;
- *visoko kvaliteten* (*with high quality*)⁶;
- *vnatreshno politichki* (*internal political*)⁷, *vnatreshno-politichki* (*internal political*)⁸;
- *docno antichki* (*late antique*)⁹;
- *krivichno-praven* (*criminal juridical*)¹⁰, *krivichno praven* (*criminal juridical*)¹¹;
- *nadvoreshno-politichki* and *nadvoreshno politichki* (*external political*)¹²;
- *nauchno-istrazhuvachki* (*research*)¹³;
- *nauchno-fantastichen* (*sci-fi*)¹⁴, *nauchno fantastichni* (*sci-fi*)¹⁵, *nauchno-fantastichen* (*sci-fi*)¹⁶;
- *prirodo-nauchen* (*naturalistic*)¹⁷.

² (1.12.2017) kupildoma.ru/mk.

³ (28.12.2017) [Makedonska arhitektura](http://Makedonska.arhitektura).

⁴ (23.1.2017) kanal5.com.mk.

⁵ Arifi, B. (27.12.2017) <<http://bit.ly/2HeEylR>>

⁶ (3.11.2107) motori.com.mk.

⁷ (7.4.2017) tocka.com.mk.

⁸ (21.4.2017) republika.mk.

⁹ (19.11.2017) vecer.press.

¹⁰ (16.4.2017) novamakedonija.com.mk.

¹¹ (1.5.2017) ohridsky.com.

¹² (29.4.2017) reporter.mk.

¹³ (30.11.2017) makfax.com.mk.

¹⁴ (10.8.2017) Zubachova

¹⁵ (14.12.2017) reborn.mk.

¹⁶ (28.9.2017) orbis.com.mk.

The next rule refers to the compound adjectives that are derived from two-component geographical names, *juzhnoamerikanski* (*South American*) according to *Juzhna Amerika* (*South America*) (Pravopis, 2015, s. 68, pt. 145). The rule is clear enough and well explained, still there are incorrect examples: *juzhno-amerikanski* (*South American*)¹⁸, *juzhno amerikanski* (*South American*)¹⁹, *severno-korejski* (*South Korean*)²⁰.

The rule, which is easy to remember and to implement, is the one that regulates the orthography of the compound adjective whose first component is *polu* (*semi*) (Pravopis, 2015, s. 69, pt. 147). According to the rule, such adjectives should be written together, *polugodishen* (*semi-annual*), *polumesechen* (*semi-monthly*), *polupismen* (*semi-literate*) etc. Although this rule is very simple, and it has been in use for more than 20 years, yet there are still incorrect forms in the written practice:

- *polu-oficijalen* (*semi official*)²¹;
- *polu-javna* (*semi public*)²²;
- *polu prazna* (*semi empty*)²³;
- *polu-gotovi* (*semi prepared*)²⁴;
- *polu pismen* (*semi literate*)²⁵, *polu-pismen*²⁶;
- *polu mrtov* (*semi dead*)²⁷;
- *polu godishen* (*semi-annual*)²⁸;
- *polu-tvrđi* (*semi firm*)²⁹;
- *polu-avtoritaren* (*semi authoritative*)³⁰;
- *polu-skapoceni* (*semiprecious*)³¹.

The explanation of the rule that regulates the orthography of the compound adjectives the first component of which is a number (Pravopis, 2015, s. 69, pt. 149a) is in opposition with the fourth rule from the textbook for primary education and the second rule in the textbook for secondary education. Hence, this rule is explained in a three separate ways. In the textbook for primary education, it is explained as “the adjectives from the type *sedumdneven* (*of seven days*), *dvegodishen* (*of two years*), *triminuten* (*of three minutes*)” and the parts *dneven* (*daily*), *godishen* (*yearly*) and *minuten* (*minutely*) are written together. In the textbook for secondary education, the second component is stressed out. This rule said that the compound adjectives, whose second part is the component *godishen* (*yearly*), *mesechen* (*monthly*), *nedelen* (*weekly*), *minuten* (*minutely*) etc., are written together. Yet, here in the Orthography, the first component of the compound adjectives is pointed out and the rule says that the compound adjectives whose first component is a number should be written together, *tridimenzionalen* (*three dimensional*), *osumchasoven* (*of eight hours*) etc. All of the examples in the textbook for secondary education could be listed here, because they consist of a number as a first component. Hence, one cannot be sure whether the rule comprises the compound adjectives whose first component is a number, or the compound adjectives, whose second component are the words *godishen* (*yearly*), *mesechen* (*monthly*), *nedelen* (*weekly*), *minuten* (*minutely*) etc. According to the Orthography, the explanation of this rule in the textbook is not correct. This is in correlation with Janusheva and Jurukovska’s research, which proves that there is a lot of wrong information in the textbooks, regarding the orthography (Janusheva & Jurukovska, 2016, p. 233–246). Having in mind

¹⁷ (7.10.2017) *skopjeinfo.mk*.

¹⁸ (6.10.2017) *derbi.mk*.

¹⁹ (5.10.2017) *vesti.mk*.

²⁰ (2.6.2017) *puls.24.mk*.

²¹ (1.10.2017) *lokalno.mk*.

²² (22.12.2017) *tocka.com.mk*.

²³ (27.9.2017) *Georgievski*

²⁴ (20.10.2017) *mk.instadvice.com*

²⁵ (29.8.2017) *Smiljanska*

²⁶ (1.4.2017) *Jovanovikj*

²⁷ (30.11.2017) *sportski.mk*.

²⁸ (13.7.2017) *vsrm*

²⁹ (16.12.2017) *skopje.24mk*.

³⁰ (12.9.2017) *civilmedia.mk*.

³¹ (15.2.2018) *mk.woman-b.com*.

that this rule has been in use for approximately 20 years, the big number of incorrect examples in the written practice is a big surprise: *pet godishen (of five years)*³²; *tri-dimeznionalen (three dimensional)*³³; *dvo-zonska (of two zones)*³⁴; *petnaeset godishen (15 years old)*³⁵; *sheeset godishen (60 years old)*³⁶; *osum metarska statua (eight meters statue)*³⁷.

4.6. Conclusion.

The conclusion from the analysis is obvious. Neither the Macedonian language teaching curricula for primary and secondary education, nor the Macedonian language textbooks take into consideration the relevance and the significance of the orthography of the compound adjectives. The small number of classes in the teaching curricula and the insignificant number of teaching lessons in the textbooks dedicated to the orthography of the compound adjectives do not provide possibilities for the student to gain appropriate knowledge regarding this complex issue, which has its consequences, i.e. semiliterate students incompetent to shape their thoughts into coherent and orthographic correct form. Further, the impreciseness of some rules in the Orthography allows the teacher to interpret the rules in many ways, which leads to the presence of various rules in the textbook for a single rule in the Orthography. Moreover, the lack of respect to the Macedonian language standard norm should be considered. Having the above mentioned in mind, the significant number of incorrect forms of the compound adjectives in the written practice are expected even more in the future years. Therefore, urgent measures should be taken by the Ministry of Education, the Bureau for the development of the education and by all relevant authorities in the state. The Macedonian teaching curricula should be supplemented with precise information about the compound adjectives and with more teaching content regarding this issue. Further, the textbooks should undergo a rigid revision and all the wrong information should be excluded from them. More attention should be given to the increase of the amount of the teaching content for compound adjectives and for orthography in general. Then, the authors of the further editions of the Orthography should take care for the explanation of the rules. It is said that the new edition of Orthography is published in order to make it approachable for the public. However, some rules are explained referring to the rules for word formation and the rules for the compound words, and a chemist, for example cannot be familiar with these linguistic concepts. The next editions of the Orthography should clarify the concepts and the explanations. All this will ensure that the society is concerned about the language literacy of the students and the written practice in general, and finally this will lead toward the development of the citizens, who will be highly interested to promote the orthographic norm of the standard Macedonian language.

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