

# The Psychological and Cognitive Effect the Scientific Inaccuracies Have On 5<sup>th</sup> Grade Students' Knowledge Acquisition

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## Abstract

This article aims to treat certain confusing or scientifically incorrect situational exercises or questionnaires encountered in 5<sup>th</sup> grade examination papers or "clumsy" teacher's explanation in the blackboard copied by the 5<sup>th</sup> graders in their notebooks. We are tempted to reckon the above as unintentional teacher's aberration or at the moment deviations and not as inaccuracies springing from their lack of scientific knowledge.

Apart from wrestling with the incorrect scientific introduction of the theoretical linguistic entities we highly focus on the psychological effect that such faulty instantiations have on 5<sup>th</sup> graders (age group 10-11 years old). As parents and teachers as well, we are quite aware of one unyielding fact that at such an age children's gained knowledge is easily manipulated, altered and moulded, as it is not yet consolidated, as it is evidenced in their answers.

In conclusion, a careful and comprehensive examination of the teaching, learning, cognitive and psychological panorama we aim to draw teachers' attention and raise their awareness and vigilance within the classroom.

**Keywords:** "clumsy" teachers, inaccuracies, grammatical mistakes, teaching, 5<sup>th</sup> grade students.