

ADJECTIVE SYSTEM IN THE GRAMMAR BOOKS OF MARTIN CAMAJ AND NAMIK RESULI IN COMPARISON TO THE NORMATIVE GRAMMAR

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Martin Camaj and Namik Resuli are the two outstanding authors of our culture, literature and linguistics. They left a real treasure of literary work behind, not only for albanian culture and people who live in Albania, but also for those who live abroad. This study is focused on the work prologues in concordance with the Normative Grammars as well as A. Dhrimo's theories in the adjectives formation fields. The study objective has been the albanian grammar books published by Camaj in 1984 and Resuli in 1985, that were written in foreign languages both. The first work is in English whereas the second one is in Italian. Those Grammar books have been studied and compared to the Normative Grammar, which was edited by The Science Academy. These grammar books have been valued by many linguists like: Zef Valentini, Francesco Altimari, Tomor Osmani, etc. It has been found that these authors study the adjectives in different ways. In Resuli's text is more descriptive and hasn't exercises whereas Camaj's text has. In Camaj's text is present also a dictionary and a chrestomacy that are not in Resuli's book. The aim of the study has not been the grammar books in general but we focused on the adjective system with all its elements. In the conclusion of this study has been found that the place of the adjectives in these texts is not the same. The authors have different resources for the examples used in their descriptions. Also it has been found that in the formation field these texts are very different from Dhrimo's work which is much more detailed and gives us a description of the study of adjectives from Hahn to Çabej.

Martin Camaj and Namik Resuli are the two outstanding authors of our culture, literature and linguistic. Their contribution in albanian letters is to be marked. They gave visible contibution not only in literature, but notably in linguistic and textology. They left e series of literary and linguistic works for the albanians who live in Albania, but also for those who live abroad. According to Camaj's prologue the grammar was initially conceived like a second edition of the text *Lehbuch der albanischen Sprache*. The work is influenced up to a point by the linguistic reform in Albania, 1952 - 1972. The objective of the grammar is to present a complete framework of the language in the three important variants: gheg, tosk and arberisht. This text serves the requirements of students who are interested in linguistics, but also for those who were born in Albania and live abroad. Are present exercises which help a lot on strengthening the rules and memorizing data after they are practiced. Are also given some suggestions on how this grammar can be used by all. In Resuli's foreword is noted that the Albanians for a long time have not had a joint literary language. They have written in two main dialects: gheg and tosk. Reasons can be found in the historical and cultural conditions of the Balcans and Albania too. Dialects among them have some differences in vowels, consonants and phonetic phenomena. In the introduction to this grammar the author does not tell us whom to is destined this text. He gives us something completely different, makes language history or better to say of the dialects, looking at them in comparative plans, also giving the history of their development like variants of a single language.

1. The grammar book's structure

Albanian grammar consists of 301 pages. It is devided in three parts: Phonology, Morphology and Syntax. It is equipped with a bibliography, abbreviations and introduction. There are treated substantives, adjectives, pronouns, numbers, adverbs, prepositions and substantive formation. There is a vocabolary, exercises and a chrestomacy. It is written in English.

Grammatica albanese consists of 622 pages where is treated only Morphology. It is equipped with a bibliography, abbreviations and introduction. There are treated substantives, adjectives,

pronouns, numbers, adverbs and preposition, conjugations, particles and exclamations. It is written in Italian. There are no exercises and chrestomacy.

2. The adjective

To this grammatical category Martin Camaj has given 14¹ pages of 301 that has the whole book. In the text have been treated 20 paragraphs about the adjective category from § 69 to § 91. There have been treated other grammatical categories like: substantive, verb, adverb, numbers dhe proverbs as well as phonetic and syntactic issues. The issues raised by the author are: I. Phonology, II. Morphology, III. Syntax. In the chapter Morphology is the adjective category where are raised the issues: adjective classes § 69-71, class 1 (formation and declension) § 72-73, class 2 (formation and declension) § 74-85, comparative and superlative form § 86-91.

Whereas Namik Resuli has given a bigger space in his text where have been found 45² pages from 622 that has the whole text. In this text are raised other issues like: Numbers, Verbs, Adverbs, Prepositions, Conjugation, Particles. The author has given a considerable number of pages to the adjective. The chapter is divided into paragraphs and includes § 268 - §328, therefore total of 60 paragraphs in which are discussed issues such as: definition of adjectives, division into adjectives with and without article (emphasizes the qualitative adjective), classification of adjectives into 4 groups with their particular characteristics. Then is treated gender and number of the adjective, declension which is associated with declension paradigms of the nominal groups, adaptation to the name, use of the front article, substantivation of adjectives, adjective grades, formation of the qualitative adjective, formation with prefixes, formation with suffixes, compound adjectives, alternative suffixes of the substantives and adjectives where are included: diminutive, pamper and deteriorative suffixes.

The Normative Grammar of the Science Academy gives 48 pages of 153-201, where are included paragraphs 4.1.1 – 4.7.8, in total 31 paragraphs. The issues raised are: definition,

¹ Martin Camaj, *Albanian grammar*, Wiesbaden 1984f. 47-61.

² Namik Resuli, *Grammatica albanese*, Bologna 1985 f. 183-228.

classification of the adjectives, gender category, number category, form category, case category, substantivation of the adjective, adjective formation.

Ali Dhrimo in his work *Për shqipen dhe shqiptarët I* gives a detailed theoretical description of the adjective. The book in total has 480 pages where 94 pages give the adjective formation, whereas the adjective includes 229 pages. The other part is given to the verb, in total 246 pages.

3. Compariosn between two authors

The size of the examined grammar books is different. Resuli left a bigger space to the adjective class than Camaj. So Resuli's grammar includes 45 pages³. Whereas Camaj left to this issue a smaller space, only 14 pages⁴. In Resuli's grammar we don't have syntax but only phonology and morphology. In this grammar the adjective takes a considerable space between other categories. Camaj dedicated a smaller space to the adjective also because his work was conceived a little different than Resuli's work. There was one more chapter that was syntax and the treatment was different, summed up, giving some categories together. In both grammars are given examples that illustrate the given rules. The resources of examples are many like: popular creativity, proverbs etc. The authors do not give explanations where were the examples taken, but there are cases that Camaj explains that he gets elements from gheg, tosk, arberisht and the old documents of the Albanian language like: baptismal formula and The assembly of Arben. Whereas in the other work we do not see a specification like this. And yet from this author are given abundant examples. Only some specifications are given for the examples taken from P.Babi, Cordigano, De Rada, Frashëri. As regards to the proverbs we do not have a lot of examples. In Camaj's text we find the expression "*Rueju (ruaju) asaj dhelpne (dhelpre)*."⁵ Whereas in Resuli's we find this expression: *Të ligut iu mërgo, të mirit iu afro*.⁶ From the popular creativity we have expressions like these: *u takuan një herë një i urtë dhe një i varfër, A ma bën një të mirë?, të mirën tënde s' do ta harroj kurrë*.⁷ For the repetition of the

³ Namik Resuli, *Grammatica della lingua albanese*, Bologna 1985 f. 183-228.

⁴ Martin Camaj, *Albanian grammar*, Wiesbaden 1984f. 47-61.

⁵ Po aty, f. 47.

⁶ Namik Resuli, *Grammatica Albanese*, Bologna 1985 f. 208.

⁷ Po aty, f. 208.

adjectives Resuli takes examples for illustration from **P. Babi**. There are given qualitative adjectives that come after substantives and are flexible: *Ujnat kaluese maleve ma t'neltave tridhe`t pëllam, Tuj pa`Zoti ksi mënyret, tha n`mëni t`forten t`ve`n: kam me t`a shqimë nierin prej tyre të tokës.*⁸**F. Cordignano**: “*Kryet e dashit kje i njelmë . –Kta ujë a`t`ftoftë . Në shkodër do thuej : Ky ujë asht i ftoftë. T`xetit simjet n`verë kje t`padurueshem.*”⁹**G. De Rada**: *Frinë nj`ajër, një ajërith/frinë i golle, i dredhurith,/leth më gapën derien/e m`e tundën dialthin, /tek viret nddë ninulët; /më e tundënith e m`e sgjon...*¹⁰**N. Frashëri**–“ *e besoi ujkun/ i varfëri ka*¹¹ “*O vashë! Këndo mëninë/ E Aqilejt Kordhëtarit-, “Në mest të tyre ahëre / U ngrit Nestor fjalë-ëmbli, / Fjalë-vënësi zë-bukur.*¹²

4. Camaj’s Grammar in comparison to the Normative Grammar

Distinctions are visible for the way the material is presented. Camaj’s Grammar is structured differently from the Normative Grammar. There are given rules one after another associated with a few illustrative examples. This Grammar starts with the affirmation that the adjectives come from substantives without extra means. These adjectives that come with conversion from the corresponding nouns are difficult to distinguish from these. The adjectives are separated in two classes: with article and without article: *mali i thatë.*¹³ **Albanian Grammar** is special for giving flexion of the sintagms in singular and plural. The **Normative Grammar** does not treat this. The adjectives are divided in: with article and without article, but not according to their formation. In **Albanian Grammar** is made an attempt to give a semantic classification of the adjective in accordance with some criteria: meaning of the word from which comes the adjective, the formant function, grammatical category of the word from which the adjective comes from. In the Normative Grammar is also given a semantic classification of the adjective like a specific issue and is treated in details. In this grammar we have the semantic treatment of the adjectives, formation and their characteristics. The issue of the flexion of the substantive was not let out of

⁸ Namik Resuli, *Grammatica albanese*, Bologna 1985 f. 199.

⁹ Po aty, f. 190.

¹⁰ Po aty, f. 226.

¹¹ Namik Resuli, *Grammatica Albanese*, Bologna 1985 f. 198.

¹² Po aty, f. 199.

¹³ Camaj, Martin, “*Albanian Grammar*”, Wiesbaden, 1984 f.47.

Camaj's attention. The substantive flexion in the Normative Grammar is treated differently. Some elements that we don't find in **Albanian grammar** are given with much more details. The adjective is declined together with the substantive that determines or alone, when is substantivated. The grade of the adjective like a category is present in Camaj's grammar. In the Normative Grammar are given the grade's definitions, which are not present in Albanian grammar. In this grammar the grade is only mentioned and there are given some examples and briefly their formation.

5. Comparisons between Resuli and the Normative Grammar

In both grammars is given the definition and general description of the adjectives. From the very beginning we have similarities and differences. Resuli does not give a detailed definition about the adjective but compares it with the substantive. The **Normative Grammar** emphasizes the difference with examples and details for the adjective whereas Resuli treats only the qualitative adjective. In the **Normative Grammar** the adjective is divided in two groups: adjective with article and without article. Whereas in N. Resuli's grammar the adjectives are divided in 4 groups and from which only the fourth one is not declined.¹⁴ It has been noted that this part in Resuli's work is given differently from the Normative grammar and much more long and detailed. In the Normative grammar is emphasized that the adjective has not defined gender for the fact that it changes gender depending on the substantive that determines. There are given examples with the rules of formation of the feminine gender of the adjectives with or without article.¹⁵ Whereas in **Grammatica Albanese** the treatment is different, much more detailed and with specifications for all kinds of adjectives by formation, especially for different kinds of compound words.¹⁶ In the Normative Grammar the adjective in Albanian language is used in two numbers: singular and plural. Then follows with the formation of the masculine plural and the feminine one of the adjectives with or without articles. Whereas in **Grammatica Albanese** the treatment is different without dividing in with or without article. Another concordance is declination of the adjective. In the **Normative Grammar** we have the paradigms of declination of the adjectives with the

¹⁴ Namik Resuli: "*Grammatica Albanese*", Bologna 1985 f. 185.

¹⁵ Akademia e Shkencave e Shqipërisë: "*Gramatika e gjuhës shqipe 1*", Tiranë 2002, f. 162.

¹⁶ Namik Resuli: "*Grammatica Albanese*", Bologna 1985 f. 193.

substantives. This is given with the two genders and numbers. In **Grammatica Albanese** is emphasized the adjective function in albanian language then its position in the sintagms, always after the substantive that determines. The issue of substantivation is treated in both grammars. According to the **Normative Grammar** the adjective passes in the substantive class with conversion.¹⁷ In **Grammatica Albanese** is noted that some substantivated adjectives are used only in plural: *të lashtat, të kotrrat, të vjelat* etc. In the Normative Grammar the adjective has these forms: affirmative, comparative and superlative. In Resuli's work has been mentioned that the adjective has three grades: affirmative, comparative and superlative. What makes special **Grammatica Albanese** is that the grade category is compared to the italian language and its grammar.¹⁸ According to their formation the adjectives in **Grammatica Albanese** are divided in: simple, derived and compound. In the **Normative Grammar** is treated formation with prefixes and so on till the compounds whereas in Resuli's grammar all is divided in chapters in accordance with the kind of word formation. A separate issue in Resuli's grammar is composition like a productive way of word formation in Albanian. **There are given with details all the possible combinations of words that can form compounds in Albanian.** There is a special treatment of the diminutive, pimper and deteriorating suffixes.

6. Similarities and distinctions with Ali Dhrimo's work

For the adjective formation Ali Dhrimo in his work **Për shqipen dhe Shqiptarët 1** gives us a detailed panorama. He dedicated 79 pages of his text to the formation of the adjectives, which is considerable according to the number of pages in all. In the grammar books of Camaj and Resuli is has not been found the same treatment and the same space left to the adjective category. In Dhrimo's work are given initially data for the studies done for the adjectives. It starts with Hahn till Xhuvani and Çabej. Such a thing is not present in the grammar books of Camaj and Resuli. The author treats each of this kinds of word formation separately beginning from the adjectives that we can not find from what are derived.

Conclusions

¹⁷ Akademia e Shkencave e Shqipërisë: "*Gramatika e gjuhës shqipe 1*", Tiranë 2002, f. 182.

¹⁸ Namik Resuli, "*Grammatica Albanese*", Bologna 1985 f. 210-13.

As regards to the explanation of the adjective system in Albanian language seen in two grammar books we can conclude in these judgments: these grammars (respectively in 1984 and 1985), though they were written in a foreign language: English and Italian – 301 and 622 pages, not only are descriptive, but they served for many years for the study of Albanian from foreign people and have been used for textbooks in cultural and educational spaces inhabited by Albanians. Both grammars have found pedagogical assessment not only in school premises where used (Germany and Italy), but contemporary have attracted the attention of the Albanian scientific and literary authorities in and out of Albania, like:

Zef Valentini: “A descriptive grammar, complete and scientific of the Albanian language till now does not exist; professor Resuli, docent of the Albanian literature in the University of Napoli, fruit of a slow maturation, of a very rich collection of data in diachronic and synchronic order, gives us all current aspects as are. By listing in a classification system, by using partially the proposed attempts so far for higher education, such a guide after the existing grammar is absolutely necessary. This grammar must be adopted by all the university courses of the Albanian language and literature. This will be wellcomed by all the universitary institutes of linguistics.”

Francesco Altimari: “After World War II and after comunism was found in Albania, many Albanian intellectuals anticomunism found shelter and work in Italy, where occupied till the end of the 70s most of the Albanian cathedres. Among them is Resuli....

Namik Resuli taught for 25 years in the Albanian cathedre of the Oriental Institute of the University of Napoli, then went in Rome and taught Albanian in the University of Bari. His grammar was based in the today literary Albanian.”¹⁹

Tomor Osmani “Camaj’s grammar is a refference to see the phonological and grammatical structure of the Albanian language in general and especially of the gheg variant. He has not presented only a descreptive synchronic grammar of the Albanian normative language. He has given a general panorama of the three variants(gheg, tosk and arberesh).”²⁰

Francesco Altimari: “Camaj’s grammar was a comparative grammar of all the literary historical variants of the Albanian language. Here besides the ex literary variant relied on gheg dhe the

¹⁹ Francesco Altimari: “ *Gjuha letrare shqipe sot: disa konsiderata në dritën e zhvillimeve të reja politike dhe kulturore në botën shqiptare* f. 64.

²⁰ Universiteti i Shkodrës, Tomor, Osmani, *Çështje të shqipes së sotme letrare në “Gramatikën “ e Camajt* , Shkodër 1993, f. 113

today literary language are present the main phenomena of arbërishtes of Italy and those of the language of the old tradition writers of the north.”²¹ We think that, with all the high scientific level that present these Albanian grammars, is understood that the authors have not had the possibility to follow the development of the linguistic albanological science that in Albania had reached very high levels. Which is explained with the political closure that passed the Albanian state in that time.

Similiarities: The grammar books have in common: both are written in foreign languages respectively English and Italian. The authors raise the adjective category. The issues raised by Camaj and Resuli are: gender, number, adjective with and without article, inflexion of the adjective, substantivation, degree category and formation. The works are equipped with bibliography, abbreviations and introduction. In the morphology domain the two grammars raise nouns, adjectives, pronouns, numbers, adverbs and prepositions. Resuli raises conjugation, particles and exclamations. Whereas Camaj the noun formation. Morphology chapter occupies most of Camaj’s grammar.

Distinctions: In both grammars is treated the adjective category but they differ in the way of treatment. Both divide the issues raised into sub-issues but Camaj does this in points whereas Resuli with paragraphs. Since the beginning of the treatment the difference is visible. Camaj does not give initially the adjective definition but he goes directly in the formation field. Whereas Resuli gives initially the definition and then continues with the articles etc. In Resuli’s work we have the classification of adjectives into four groups: adjectives that in nominative singular end in –ë, adjectives that take prepositive articles and in male gender end in consonant, qualitative adjectives that do not have the article, invariable adjectives, those which do not have gender, number and case while Camaj divides into two classes: with and without articles. Camaj gives also a semantic classification of the adjectives that is not present to Resuli. The issues of the adjective formation he raises with the gender, number and inflexion, not as a specific issue. For every issue Resuli has a particular chapter. Camaj’s grammar besides theoretical treatment and the given examples for illustration is equipped with a vocabulary and exercises that are not in Resuli’s grammar. Another distinction for Camaj’s grammar is the chrestomacy.

²¹ Francesco Altimari: “*Gjuha letrare shqipe sot: disa konsiderata në dritën e zhvillimeve të reja politike dhe kulturore në botën shqiptare*”f. 66.

It has been found that Resuli's grammar is more completed in the adjective category and based on scientific research. If we take the whole text Camaj's grammar is more completed because it has phonology, morphology and syntax. There are present the exercises, the key solutions, vocabulary English-Albanian, Albanian-English and chrestomacy. All this seem that best serves the purpose for what has been written the grammar that was didactic. Resuli's grammar can also be used as a study text, but because of its theoretical character is more appropriate for specialists and language students. Booth works have been valued in the area were have been used but also attracted the attention of literary and scientific authority in Albania and abroad like Zef Valentini, Tomor Osmani, Francesco Altimari etc.

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