

Approaches of linguistic anthropology in Albanology

Mimoza Priku

Faculty of Social Sciences, Department of Linguistics, University of Shkodra “Luigj Gurakuqi, Albania; E-mail: mpriku@yahoo.com

Abstract

During the last hundred years language began to relate very strongly with social context. These interpretations treated language not as an isolated phenomenon, but as an instrument that can help us to understand the role of language in social life. Multi functionality concept of language begins with the Prague School linguist R. Jakobson (1960) who identified language functions linked to six “constitutive factors”. In this way has grown Linguistic Anthropology as a discipline. The term Linguistic Anthropology mainly is related to the American tradition of these studies, established by Franz Boas. While in United Kingdom known as linguistic ethnography of language. The basic concept, ethnography of speaking or ethnography of communication, used initially by D. Hymens (1968, 1972), found a use in works of Gumperz (1972, 1982), Duranti (1997, 2003) etc. Despite the terminological differences these disciplines are recognized as part of applied linguistics. Part of their object is: language contact as culturally phenomenon, bilingualism, multilingualism, cross-cultural perspectives on literacy, how people express linguistically their faith etc. The object of this paper is to encourage these kinds of studies in Albania in a systematic way. Separate studies are made from E. Çabej, J. Rrota, followed by studies of Gj. Shkutrtaç, R. Ismajli, R. Ushaku etc. Today Albanian language founds in the context of the bilingualism or multilingualism, especially in different countries where Albanians live as Montenegro, Italy etc. Therefore to reach this goal should be made linguistic expeditions, questionnaires. Collection of data with quantitative methods and then qualitative, analysis them, will lead us to the correct conclusions. The authors of this paper have made some questionnaires with Albanian students in Monte Negro and will proclaim some results of his work. At the end of the paper the author will be given some recommendations.

Keywords: *linguistic anthropology, Albanology, ethnolinguistic, ethnography of speaking*

Introduction:

The language has an important role in social life and a very important function that is related with social function. In this context, language has become the subject of various interpretations. Thus language is not treating as an isolated phenomenon, but as a social and cultural factor that influences our life. This impact we can discover by studying the language in depth. These relations between the language and society have become an object of linguistic anthropology and ethnolinguistic. **Ethnolinguistic** is known as “Collective term for anthropological and linguistic investigations into the connections between language and ethnically based, sociocultural aspects of the given linguistic community” (Bussmann: 383). In this paper we try to investigate these relationships between language and culture of Albanians that live in Montenegro. The target group is a part of an Albanian community in Montenegro known as bilingual. According to Paul B. Garrett “it is safe to assume that most of the world’s population is at least bilingual” (2004:53). In Montenegro the official language is Montenegrin, but according to Article 13 of constitution Serbian, Bosnian, Albanian, and Croatian can also used as official languages. Montenegro, as we can sight, is a multilingual country and according to the scholars “All the Slavic languages, irrespective of size, have a long and continuous educational and cultural tradition of multilingualism. (R. SUSSEX & P. CUBBERLEY, 2006:575). In linguistic literature scholar Vivian Cook includes the concept of *multilingual competence* and she even suggests that people with *multicompetence* are not simply equivalent to two monolinguals but are a unique combination (V. Cook, 1992:557). In this point of view we will try to show the ways that they learned Albanian and Montenegrin languages, to come in some conclusions about the using of each code.

Aim of study/research:

The aim of this research is to investigate the linguistic status of L1 (Albanian), L2 (Montenegrin), L3 (English and other foreign languages). Albanian and Montenegrin have close relations especially due to:

- Historic and culture relations (from many years these two codes coexist with each other in the same territory).
- Linguistic relations (the two languages have influenced and influence each other).
- Sociolinguistic relations (the selection of one code or the other often depends from extra linguistic factors).

Research topics:

Nowadays the new social and linguistic factors have made necessary the knowledge of foreign languages, especially English.

This study is guided by the concept that learning another language is a value for individual and society, but the goal is to identify the contexts in which they are used and to detect the pragmatic intent that leads to this choice. So the research questions are: Which code is the most prefers by students in different situations? What does affect in each choice and which is the tendency today?

Scientific methods:

The research is focused on two key purposes:

- a. Identifying the use of linguistic codes in such situations: home, school, society, etc.
- b. Identifying the position of Albanian (L1), Montenegrin (L2) and English (L3) in each linguistic utterance.

The data presented and the conclusions are a result of analysis of a questionnaire made in University of Podgorica in May 2014 with Albanian students who study in Education Faculty. Participants were a couple group of students ($n=37$) over 18 years old. They belonged to different social strata and not all of them were at the same geographical extension. Most of students live in Tuzi and its environs and a few of them were from city of Ulqin.

Language situation in Monte Negro

Monte Negro was part of Yugoslavia and the official language for all republics was Serbo-Croatian, since 1918 when Yugoslavia was created. In 1922 the referendum proclaimed the desire of people to continue to be with Serbia, as a part of the Federal Republic. As the official language was declared Serbian language. R. D. Greenberg argued: "This new incarnation of the unified language has been a source of tension between Serbs and Montenegrins, and aroused controversies among the FRY's linguists." (R. Greenberg, 2004:60)

However after the '90 was the first movement for linguistic divisions, towards the new language. Professor V. P. Nikčević was the scholar that had discussed for the first time for the linguistic separation and a new language for Monte Negro. He presented some different differences between Serbian and the variant language of Monte Negro, such as: phonological, morphological and lexical elements, between Serbian and the variant spoken in Monte Negro. While the referendum organized May 2006 proclaimed the independence of Montenegro. In 2007 Article 13 of the new constitution proclaimed the official language Montenegrin which can be written as the Cyrillic alphabet as well as the Latin. Recent years is well established the Institution of Montenegrin Language.

The right to education in mother tongue was provided by international convention after 90s. According to Greenberg: "Prior to the break-up of Yugoslavia, the "unified" Serbo-Croatian language had functioned as the language of broader communication (*lingua communis*) for the Yugoslav Albanians and other minority groups" (R. Greenberg, 2004: 164). The census of 2011 recorded 45% Montenegrins; 29% Serbs; 12% Bosnians; Albanians 5%; 1% Croats; 5% did not give the nationality.

Albanian in Montenegro was not a very favored language. It was a language used more in family discourse, but sometimes, because of the historic conditions, in many circumstances abandoned and replaced with Serbian language. Today the conditions have changed and it has become the language that can study at school and that can use it in media and science. Albanian is a spoken and written language. In Monte Negro has today some magazines and newspapers that are published in Albanian language, for example "Lemba", "Koha javore", "Dija" etc. It is also the language of a rich literary.

But in the conditions of globalization, the domination of English language has brought some risks for all other languages, especially languages that are spoken by a small number of people. More endangered are minority languages outside the territories of native language, which are under a double pressure: the language of the country that they live in, as

the language of integration into society, as a working language, the language of public communication, and in the other hand, English as a second language, the language of information, internet and economy.

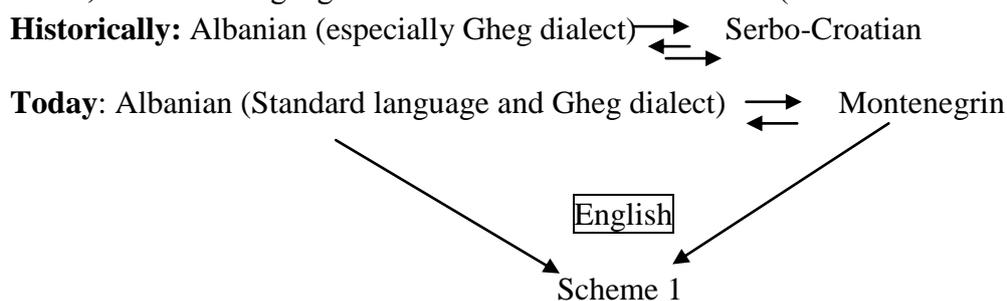
The first step taken in this study is a questionnaire made in Monte Negro and the target was e group of 37 Albanian students that are studying in the University of Podgorica, in the Education Faculty.

Linguistic status

Albanians in Montenegro are found mostly in the bilingual linguistic situation. According to the studies that are made on bilingualism, “A bilingual must not only store information pertaining to two languages, but also be able to access and process linguistic information according to changing linguistic contexts.” (J. Bartolotti & V. Marian, 2013:7).

If we refer to the "Law for minorities" in Montenegro, adopted in 2006, we see that this law gives the minority the right to educate in their mother tongue. According to this law: "Minorities and their members have the right to educate in their own language and the right to adequate representation of their language in general and vocational education, depending on the number of pupils and financial possibilities of the Republic” (Article 13). In areas where Albanians live, Albanian language is learned in elementary schools and at K9 level. Even since 2004 at the University of Podgorica there is also a branch in Albanian language that prepares teachers for primary schools. For classes that study in Albanian language, English and Montenegrin languages starts in second grade.

As observes Saville-Troike “One of the most obvious indications of the relationship of language and social organization is in the remuneration or reclassification of languages which may accompany political change. For example, the demise of Yugoslavia as a political entity led to the official distinction of Bosnian and Montenegrin, which had been categorized within former Serbo-Croatian. That region is also facing issues of orthography and standardization in Macedonian and Albanian, and debates concerning the use of Albanian, Roma, and other languages in the media and in education.” (Muriel Saville-Troike, 2003: 33).



Data analysis:

The questionnaire is divided into four parts:

First part includes:

- a. Some individual general data (as: age, gender, education, mother tongue etc.).
- b. Some general data for their parents (as: their education, language education, type of work etc.).

From 37 students, 30 from them were female and only 7 male. All of them considered Albanian as L1.

Family background

As it is known the family is the cradle of the first language of children. Traditionally the language is inherited from parents, so some data for the family composition were requested. Most of the families had two Albanian parents, except one student. Her mother was from Serbia. As a family language Albanian language is used, while for business issue was Montenegrin in the first place.

Data testify that the majority of fathers were employed unlike mothers most of which were housewives. From 37 only 7 were employed.

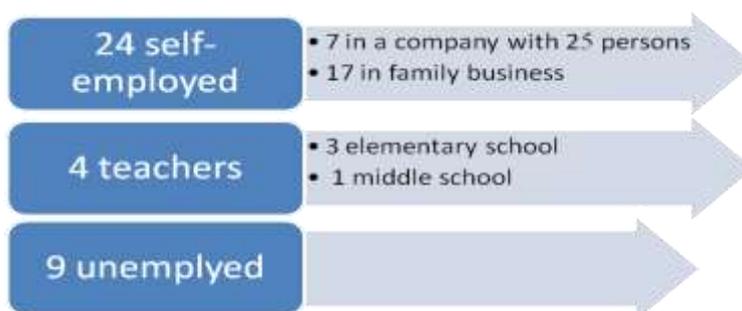


Figure 1 Employment of fathers



Figure 2 Employment of mothers

Education of parents

Language of education in primary school for both parents is bilingual usually, Albanian and Serbian language. This situation appears in this form because absented a low that supported the rights of education in the mother tongue. The following table indicates this:

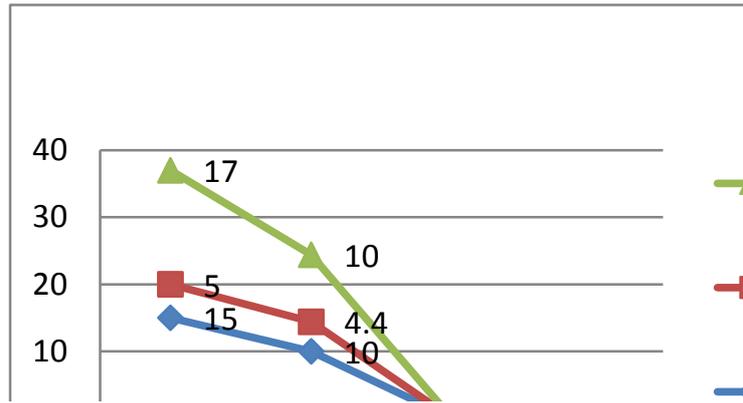


Figure 3 Language of education in primary school

The situation is different in secondary level of studies. Most of the two parents were educated in Serbian language. Regarding university studies, only 11 parents had finished a university, three of them were educated in Albanian language.

In the center of the second part was the level of knowledge for three languages: Albanian (as L1 language), Montenegrin language (as L2) and English (as L3). The students had fulfilled all three columns.

Table 1. The level of knowledge for three languages

	Albanian (L1)	Montenegrin (L2)	English/other (L3)

1= none 2= e little 3= good 4= very good

While the **third part** asked required some specific information about language education in the three levels of studies:

- a. Elementary school
- b. Middle school
- c. High education.

The collected data are presented below.

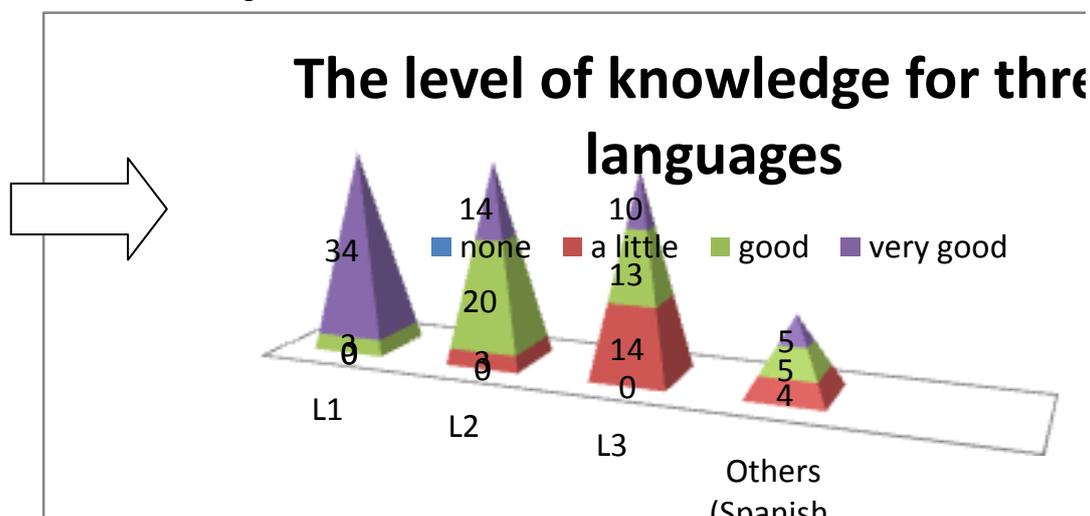
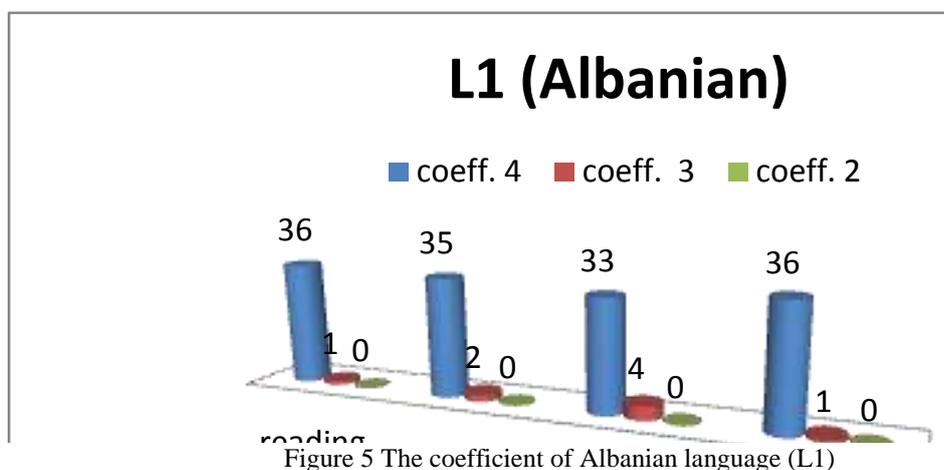


Figure 4 General landscape

As we see in Chart from the 37 students 34 of them affirm that they have a very good knowledge of Albanian language (L1), 20 of them know well Montenegrin (L2) and a more proportional division is to L3 language. The majority has been specified as L3 English language. Very few students have chosen other languages, as Spanish, Italian and German.

A very important thing is the definition of coefficient and level for these skills:

Reading
Writing
Speaking
Listening



As we seen dominates especially coefficient 4 in reading and listening skills. The coefficient 2 does not appear in any of the uses of language, while quite a bit appears coefficient 3. As it understood from the charter, students have a little difficulty in the pronunciation of Albanian language. This situation is explained especially with the usage of standard code, which is far away from the daily idiom.

While the use of Montenegrin language as L2 language students have more fluctuations. The greatest difficulty appears in speech where coefficients 4 and 3 are almost at the same level. At reading next to each other are coefficients 2 and 3. The charter shows that students are better in writing.

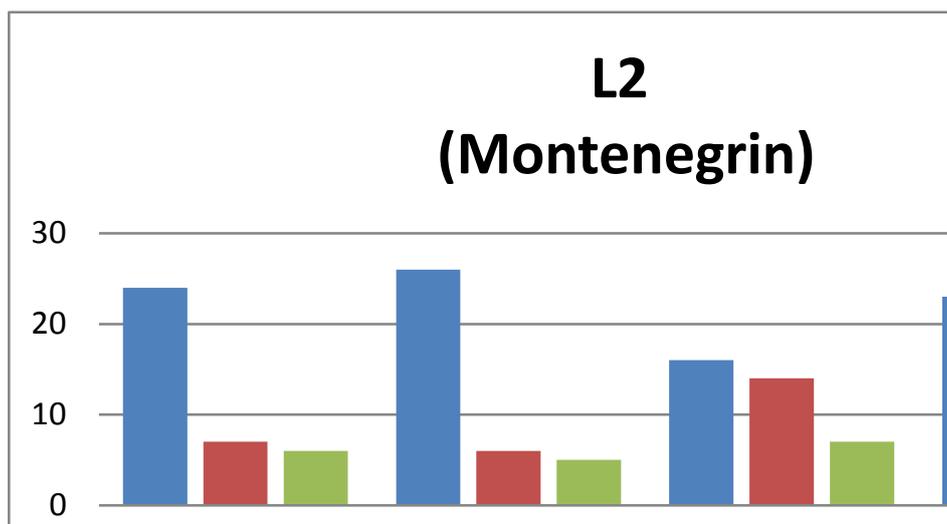


Figure 6 The coefficient of Montenegrin language (L2)

Most of the students are secure when they use English language. In this case, as shown by the charter, coefficient 1 appears, although at very low levels. While coefficient 4 reaches a high point especially in listening. This relates to the fact that students are in contact with the songs, movies, games which are transmitted a lot in this language. But good levels of recognition for this language, students have also in reading, writing and speaking. This satisfactory level is also favored by the fact that for this language students have contacts only with the standard variant.

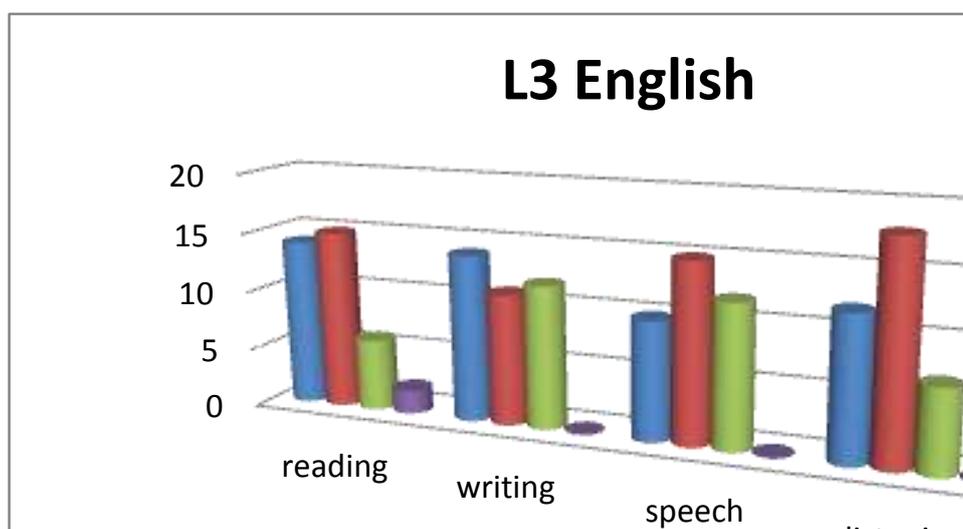


Figure 7 The coefficient of English language (L3)

The fourth part is related to the frequency of Albanian, English and Montenegrin language in these spheres:

- | | |
|--------------------|------------------------|
| a. In family | a. watching TV |
| b. With friends | b. reading the press |
| c. With professors | c. listening the music |
| d. With relatives | d. using computer |

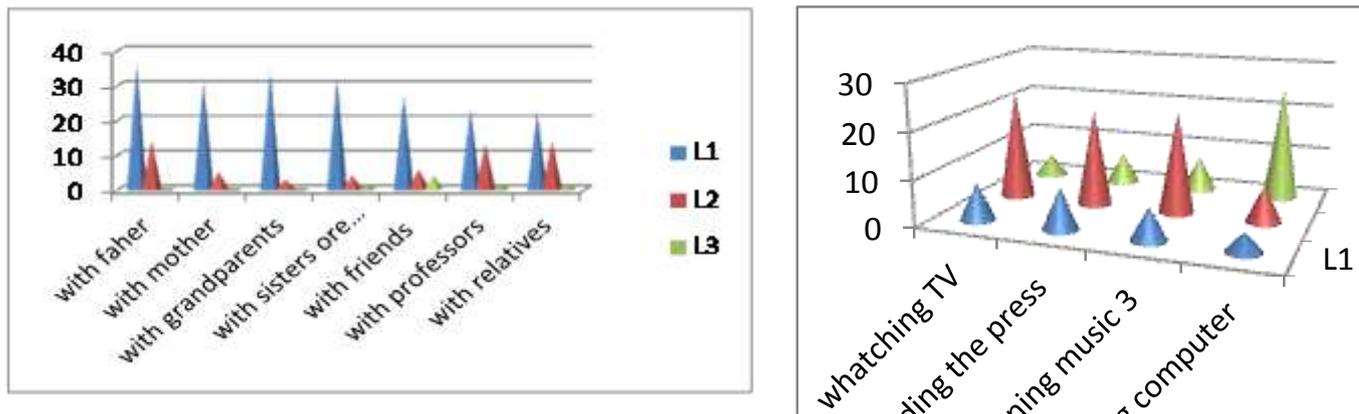


Figure 8 Which language uses in these cases?

As it shows, in general, family language is Albanian, so it takes the first place in communications with parents, grandparents, sisters and brothers. This use of L1 language has a decrease in other communication, when students entered in communication with the professors and relatives etc. In such usage interferes Montenegrin language. When students use the computer or technology in first place overall takes use of English.

The fifth section is related to the perspective of these languages.

Three important questions of this part were:

Would you prefer to get married to a person who speaks Albanian / English / Montenegrin?

Which language would you choose to educate your children?

In which language do you make wishes or curses?

In most of the answers for these questions it is noticeable that Albanian language dominates strongly, in 90% of responses. In the ethnography of speaking, especially wishes and curses are the core of a speaking community and therefore the proportion of responses is significant.

Findings:

Albanian students possess the *multicompetence* skills and they know and use at least three languages. Certainly, the historical conditions had affected the level of knowledge for each language. Today Albanian language is protected by law and this is an important fact.

The analysis made to the data collected show that in common conversations it is usual the uses of Albanian language as L1, while the English language leads when it comes to the technology.

Conclusions and recommendations:

- Family, but especially schools played an important role in education and in shaping the linguistic development of children and in the orientation of linguistic choice.
- The social life is another indicator in code selection.
- The questionnaire is made in small group and to arrive in more accurate correct conclusions more interviewers are needed, to expand the study in the other brunches of the University of Podgorica, where there are Albanian students.

- Linguistic expeditions are necessary.
- Collection data with quantitative and qualitative methods.
- The use of technology in learning Albanian, because many problems (especially with phonetic nature) arise from the teachers of Albanian.
- We have identified a trend toward Anglicization in some activities, especially when using technology, such as computers, phones, iPod etc.
- The choice of linguistic code is often associated with external factor, not linguistics.

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