



UNIVERSITETI I EVROPËS JUGLINDORE
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА
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**ENGLISH LOANWORDS INFLUENCED BY TECHNOLOGY AND SOCIAL MEDIA- A STUDY
CONDUCTED IN A HIGH SCHOOL IN MITROVICA**

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Mentor:

Prof. Dr. Agim Poshka

Student:

Mustafë Asllani

To my family

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Abstract

The influence of English language into the Albanian language, an increasing phenomenon which started two decades ago seems that is drawing attention to many people mainly linguists. With the development of technology and social media has developed the language as well. However, there are higher chances for neglecting the native language and using foreign words or loanwords. This research aims at raising awareness of native language preservation among high school students in the Republic of Kosovo. This research will measure the students' recognizing rate of English loanwords in context, what is the recognizing rate of English loanwords alone and what are students' attitudes toward English loanwords. Furthermore, I will be dealing with the processes of language, why and what happens when they come in contact with one another. Last but not least, I'll be providing a list of most common loanwords by students and then write the equivalent word in Albanian. This research will be beneficial both for students and Albanian language speakers in general.

Keywords: Albanian, English, loanwords, students, influence, social media, technology

Abstrakti

Ndikimi i gjuhës angleze në gjuhën shqipe, një dukuri në rritje e cila filloi dy dekada më parë, duket se po tërheq vëmendjen për shumë njerëz veçanërisht për gjuhëtarët. Me zhvillimin e teknologjisë dhe medias shoqërore ka zhvilluar edhe gjuha. Megjithatë, tani shanset janë më të mëdha për neglizhimin e gjuhës amtare dhe përdorimin e fjalëve të huaja ose huazimeve. Ky hulumtim synon rritjen e ndërgjegjësimit për ruajtjen e gjuhës amtare në mesin e nxënësve të shkollave të mesme në Republikën e Kosovës. Ky hulumtim do të matë shkallën e njohjes së studentëve ndaj huazimeve të gjuhës angleze të cilat ndodhin në kontekst, cila është shkalla e njohjes së huazimeve jashtë kontekstit dhe cilat janë qëndrimet e studentëve ndaj huazimeve angleze. Për më tepër, unë do të merrem me proceset e gjuhës, pse dhe çfarë ndodh kur ato vijnë në kontakt me njëra-tjetren. E fundit, por jo më pak e rëndësishme, do të jap një listë të fjalëve më të zakonshme të studentëve dhe pastaj të shkruaj fjalën ekuivalente në gjuhën shqipe. Ky hulumtim do të jetë i dobishëm si për studentët ashtu edhe për folësit shqiptarë në përgjithësi.

Fjalë kyçe: **shqip, anglisht, huazimet, studentë, ndikimi, media shoqërore, teknologji**

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1. Introduction

1.1 Historical background of Albanian language

The Albanian language is spoken in Albania, Kosovo, Macedonia, Serbia, Montenegro, generally in the western parts of the Balkans. Albanian language is spoken in Diaspora as well, in Europe and beyond. Globalization is already known to include all areas of activity, hence the language. As the state stands in the economy, politics and other areas of activity, with globalism, it benefits the most powerful one in the relevant field. According to (Nuhiu: 2008) Albanian language has now come to such a state when it needs deep repair. It has emerged out of literary norms, norm set by the Albanian Orthography Congress in 1972.

Albanian language as one of the oldest languages in Europe is a part of Indo-European languages and as exists as an independent part of the family of Indo-European languages (Fortson: 2004).

The fact that the Albanian language is recognized as a member of the Indo-European family is mentioned by (Thomai: 1999)

“Albanian is one of the oldest languages in the Balkans. As has already been verified ultimately, it constitutes a special branch of the Indo-European language family, but it does not implement to any of the languages of this family, regardless of the grammatical system or lexicon that is with them (Thomai: 1999, p.221)”

The significant development and enrichment of English language throughout the years have affected the Albanian language as well. For a long time now language professors, scholars, and writers from Albania, Kosovo, and other Albanian speaking parts of the region have expressed their concerns on how much Albanian has been influenced by other languages especially English.

Loanwords are said to have conveyed the language since its inception. Loaning, therefore, is a long experience of all languages. In Albanian, there was uninterrupted borrowing, with different intensity at different times. So all this is a very normal phenomenon. However, there are some thick-cut rates for language borrowers. So borrowing until recently was

done according to some rules already determined by the linguists who deal with them. In the past, a foreign word revolved around for years in spoken language as well as in Albanian writings until it finally found a place in the native language, passing through processes of adaptation, assimilation, and integration in the language. However, they now come to a halt with the dynamic outward penetration of information technology and technology in general because of a global openness of our country's politics, economy and culture, and due to the presence of international institutions that settled here after the war in Kosovo. Before the beginning of the transition in our country, the elements of foreign languages entered into Albanian mainly in the manner of cultural or indirect borrowing. So their number and density were much smaller. With the arrival in Kosovo, many international organizations from many countries around the world, they were temporarily employed by many young people who lacked genuine knowledge of English, but also of Albanian.

From that time, temporarily workers including interpreters, assistants, etc., started to use Anglicism instead of Albanian word. Since then, the way of borrowing changed as well-known American linguist (Bloomfield: 1935) describes that from indirect borrowing passed into direct borrowing.

1.2 Structure of thesis

This thesis consists of seven chapters as presented in the following paragraph. The first paragraph opens up with the historical background of Albanian language, and it shows how Albanian language has changed between centuries especially in last decades. It continues with the purpose of the study, why is it needed a study of this nature, etc.

The second chapter provides the literature review which is divided into five paragraphs. It starts with some terminological issues, why some scholars named loanwords with different terms, it continues with processes of languages when they come into contact between each other. The third part deals with some of the reasons for borrowings, the next section gives an elaboration of classification of loanwords according to different sociologists, the next paragraph explains some tendencies that some people have toward a donor language, they try to isolate it from Anglicism as much as they can, or in sociolinguistics in knows as language purism. Finally, the last section of literature review will elaborate English loanwords into Albanian language. The third chapter shows the methodology which was

utilized to support this research. Initially, it presents the research aims, the research questions, and the research hypotheses. Then, it discusses and reveals the research methods, samples, and instruments used to conduct and support the research.

The fourth chapter presents the results of the research concluded from results of 108 students' questionnaires and a test. The fifth chapter presents the data analysis and the findings of this research gained from 108 students' questionnaires at a high school. Furthermore, it shows a comparison made between the main findings and the literature review assumptions and questionnaire.

The sixth chapter discusses the main findings from data analysis. Moreover, it provides conclusions for the overall research in accordance with the research hypotheses.

The seventh chapter reveals the limitations of this research and provides recommendations for other researches related to Anglicisms that are playing an essential role in our language.

1.3 Research field

I found it useful to research the relationship between language and society, the way that language is used, society's effect on language, etc. The science that deals with the previously mentioned issues is called sociolinguistics. There are numerous definitions about sociolinguistics. However, each of them adds more values to this field of study. According to (Bell: 1976) sociolinguistic is a branch of anthropological linguistics that examines how language and culture are related, and how language is used in different social contexts. Whereas (Hudson: 1996) claims that sociolinguistics is a study of the relationship between language and social factors such as class, age, gender, and ethnicity.

1.4. Purpose of the study

The present study aims to examine, explore and test not only on how well students can recognize, distinguish English loanwords but also be able to substitute them with Albanian words and expressions. This study was carried out in the context of the Gymnasium "Frang Bardhi" in Mitrovica, Republic of Kosovo. The findings from this study will serve not only language teachers but also students themselves in raising awareness in their schools and classes where they teach and learn.

Now that technology and social media have become an indispensable part of our lives, it is undoubtedly having its own influence in Albanian language as well. We all know that teenagers are on a constant exposure to technology and social media these days. Thus it is more than beneficial to carry out a research on to what level high school students can identify English loanwords. Thus, they were supposed to read a paragraph in Albanian and circle all the borrowings that they could recognize.

3.4. Research Questions

This study analyses the recognition rate of English loanwords in context, English loanwords alone and students' attitudes toward English loanwords in Albanian. This research aims at answering several questions below:

1. What is the recognition rate of English loanwords in context among high school students?
2. What is the recognition rate of English loanwords alone among high school students?
3. What are students' attitudes towards English loanwords in Albanian?

2.0 Literature review

2.1 Terminological issues

Defining borrowings may be difficult because researchers use different terminologies to refer to many language contact phenomena, and it is usually difficult to find a suitable terminology. However, Thomason and Kaufman (1988) in their introducing work on contact-included change was very influential in last decades therefore it may be useful starting point. Thomason and Kaufman claimed that:

“Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features (Thomason and Kaufman: 1998, p.37).”

In the other hand, the terminology that was used by Thomason and Kaufman is somehow different from the other researchers. (Haugen: 1950) Defines borrowing as the attempted reproduction in one language of patterns previously found in another. There was a problem with the notion of "pattern" that was mentioned and remains a vogue rather. It is an

indefinite term, so it is very hard to what extent elements beyond the word level are included. Whereas, (Weinreich: 1953) uses the term “interference” as a term that covers influence at different levels such as phonological, syntactic, semantic and lexical.

2.1 Language contact

It is a known fact now that English language has become the most widely used language around the world. English is now considered to be the language of the universe, in other words, it is a language of science, technology, sports, politics, medicine, social media, etc. According to David Graddol, an English linguist, and researcher, says that over eighty percent of the information around the world is stored in English. English is the official language or has a special status in over seventy-five countries around the world. It seems that multilingualism has been following our human history since the very beginning. When speakers of different languages interact to one another, it is sure that their languages will influence each other. One of the most common influences between languages is the exchange of words or vocabulary. Language contact is a field of linguistics that has had an increasing interest in Europe and America.

When two languages come into contact they interfere each other, and language speakers can use elements from each language. Interference types are defined as follows:

-Interference can be considered as transferring elements of a language into another language at different levels including phonological, grammatical, lexical and spelling (Berthold, Mangbhai & Batorowicz: 1997). Berthold et al. (1997) defined as phonological interference those elements that include foreign accent like emphasis, rhyme, intonation sounds of a language that affect another language. Grammatical interference is defined as the impact of the first language on the second language in the order of words in sentences, the use of pronouns and determiners, tenses and verb moods. Lecture-level interference lends words from one language to another by adapting them to more natural sounds in another language, whereas spelling orthographic interference involves changing the spelling of words to a language in the receiving language. According to Weinreich (1974: 2) whether large or small, all differences and similarities between the languages in contact should be

given for each field: phonics, grammatical and lexical - as a prerequisite for an interference analysis. In terms of sound and spatial interference, the researcher (Weinreich: 1974, p.14) writes:

"The problem of sound interference is about how the sound of a language is received and reproduced by the speaker, which can be called the second language (L2) in the opposite of the other, which we will call the first language (L1) . Interference occurs when a bilingual identifies a second-language phoneme with a first language phoneme and, during its reproduction, adjusts it to the first language phonemic rules"

Though speakers tend to pronounce the sound according to foreign accent, emphasizes (interferon) the emphasis of their language and in many cases may cause misunderstandings. (Weinreich: 1974, p.21) shows how this process of interference works:

"When an ordinary monolingual person hears his tongue being pronounced with a foreign "thesis", his perception and interpretation of the emphasis is subject to the interference of the language system of speech. A bilingual who tries to speak with the language -S, for example, pronounces "S" sounds referring to the language system -P, which is the first language for him. "

Various reasons lead to the interference of mother tongue sound systems, but the main ones are the reasons that refer to interference in general: individual and social. (Weinreich: 1974, p.27) writes: -Supporting efforts to preserve original sounds is probably monitored by social and individual factors very similar to those that regulate all interference in general.

When languages come in contact with each other, native language sounds can be preserved, but in most cases, they change. (Hoch and Joseph:1996, p.9) Write that linguists use the term "sound change" to refer to such changes in pronunciation, and like many other technical terms, it is defined more narrowly than in ordinary usage to refer to certain types of changes in word pronunciation. According to these authors, what determines the pronunciation is not just about linguistic and extra-linguistic factors (extrinsic). "It is not just the change of sounds, the only difference that affects the pronunciation. Words often

change their pronunciation under the influence of other words and by analogy with them.
"(Hock & Joseph: 1996, p.9)

(Mestherie: 1995) determines the language contact as the historical relationship that may exist among languages. Languages cannot fall into "contact" because they are learned systems of behavior, but users, their speakers may come into contact with other languages. He is aware of the fact that speakers can modify their systems individually or in groups if they know another system or other systems.

“When speakers of different languages or variants of languages fall into social contact, in a given case a language (even with a single sentence) could affect another one in steadily. As soon as a lexical element (word, grammar, morph, etc.) has filled B language gap or has completely replaced an element, the new element in B language is no longer borrowed from speakers (Mestherie: 1995, p.218)

When two languages come into contact with one another, they exchange words or lexical items, and these lexical items may be adopted as borrowings or loanwords. Mojela gives his point of view towards borrowings:

“When people of varied cultures come into contact, they have many things to share and these results in the process of foreign acquisition and a huge increase in vocabulary. An increase in vocabulary is at the same time accompanied by an increase in meaning" (Mojela: 1991, p.12).

In the other hand (Gumperz: 1968) claims the following with regard to borrowing:

“Whenever two or more speech communities maintain a prolonged contact within a broad field of communication, there are cross-currents of diffusion (Gumperz: 1968, p.223)”

Whereas a loanword according to (Mojela: 1991) is described as:

“A word which has been taken up in the linguistic system of the borrowing language in such a way that it has become part and parcel of the borrowing language (Mojela: 1991, p.14)”.

Although borrowings are far fewer than the source words of most languages, they are widely understood and widely used because they serve different purposes, for example, to name their new inventions.

German linguist Hugo Schuchardt claimed that no language is entirely pure. So there is no language to any civilized people who have no elements of other languages. (Bloomfield: 1999) distinguished between intimate or direct borrowers and cultural or indirect borrowers. Direct borrowing, according to him, is when two languages are spoken in the unique community in topographic and political viewpoints. Indirect borrowing takes place between two nations that topographically and politically are not a unit. This last contact, according to the author, is rarer than the first one. (Filipovic: 1971) considers that those who bring with them elements of language are in the first queue the bilinguals of the receiving language, while they are generally intellectuals, travelers, tourists, workers working abroad, etc. Loaning, undoubtedly, differs from many different social, political and economic circumstances. The language spoken in a country with a high degree of education and culture lends less to any other language. While in a society not developed enough, with culture and education not high, it is likely to borrow more from another language that belongs to a people or a developed society.

2.3 Reasons for borrowing

Language borrowings are more than ever present in our lives. It is almost inseparable part of a language, but how many of us asked ourselves about the reasons why we do such things. There are many and various reasons for borrowing words from one language to another. For example, (Katamba: 2005, p.138) suggests that it is "much easier to adopt a word rather than to make an original one from nothing." In the other hand, (Danesi and Rocci: 2009, p.161) came to the similar conclusion, suggesting that borrowing is more "practical strategy" that contributes to language enrichment vocabulary rather than creating a new word as it needs less cognitive effort. Another reason may be that it helps us to make distinctions that were impossible otherwise. For example, the word "staff" of recent years is being used to name employees employed in an organization or enterprise. Although we have had the word "personnel" before, we think that this borrowed word should be accepted in Albanian

because it can be a semantic differentiation of employees in two groups, as they are by the nature of their jobs: in the group of technical employees and administrative and professional employees. Those who once called “cadres” can now say “staff,” while only technicians (cleaners, drivers, guardians, maintenance servers, etc.) can call “personnel” (Nuhiu: 2008, p. 123).

Furthermore, (Nuhiu: 2008) asserts that users of recipient language use loanwords because they want to pretend knowledgeable in front of the public, showing that they know foreign words that others do not know. They do not, in fact, carry any special meaning from the respective Albanian or those borrowed earlier.

The main the reason according to (Danesi and Rocci: 2009, p. 161; Rosenhouse and Kowner: 2008, p. 284) is the "need of filling conceptual gaps" in recipient language. For example, the word "computer" in Albanian "llogaritës" which in English is for "calculator," but computers nowadays do not just calculate, but they are used by people to design, to have conversations, etc. In such cases, a loanword should be embraced by each language whose language norms cannot create a new word.

I will try to provide some linguistic factors that can explain the phenomenon of borrowing:

- A matter of prestige, English loanword is used more frequently because it sounds new, modish, sophisticated, and different (Daulton: 2008, p. 39; Taylor and Taylor: 195, p.314; Haspelmath and Tadmor: 2009, p.48; Bator: 2010, p. 41).
- Fashion and popularity, “urban speech habits” (Yelenevskaya: 2008, p.115).
- The necessity of designating new concepts, objects, processes, especially in the field of technology and science which are called “lexical innovation” (Weinreich: 1953, p.56).
- Unfavorable associations of native words (Bator: 2014, p. 41; Krysin: 2008, p.51).

To sum up, reasons and motives for using loanwords are numerous and various in character. Some users of language think that using loanwords will sound more stylish and trendy. Therefore, users of language should avoid as much as they can from using loanwords, because there is no need to use them when they can find the equivalents of that loanword in recipient language.

2.4 Classification of loanwords

There are many categories and subcategories of loanwords. Different scholars have expressed their views on loanwords from different angles, such as where, why and how they occur in language contact.

According to (Bloomfield: 1953) cited in (Hoffman: 2011), they can be classified according to location such as: intimate, cultural and dialectal.

- "Intimate borrowings happen between two languages situated geographically next to each other. In such cases, the close interpersonal contact between the carriers of neighboring languages foresees the transfer of foreign lexical items from one language to another (p. 103-104)".
- "Cultural borrowing presupposes the transmission of loanwords into the donor language before they become assimilated in it. This kind of borrowing is very characteristic of what we have today. The dominant position of English in the world for the last decades causes direct penetration of words into lexical systems of other languages (p. 103-104)".
- The last and the third kind of borrowing are dialectal. It describes the possibility of transferring a word from one variety (standard language) to the other variety (regional or class dialect) of the same language (Barber: 1964, p.101).

Another typology of loanwords, which is probably the most recognized in linguistics (Petzell: 2005, Onysko: 2007, Haspelmath and Tadmor: 2009, Bator: 2010) that is suggested by Haugen. He divides borrowed elements into loanwords, loanblends, and loanshifts according to the degree of their morphemic substitution (Haugen: 1950, p.214-215). Below I will provide further some of the recent loanwords in Albanian using Haguen's typology.

- Loanwords denote the import of a particular word without morphemic substitution, or sometimes with possible minor phonetic substitution, e.g., kompjuter or kompjutër< computer.
- Loanblends or hybrids denote the import of a word with partial substitution or the so-called "loan- based creations" (Haspelmath and Tadmor: 2009, p. 39) or "hybrid compounds" (Graedler: 1998, p.48), or "word hybrid" (Marinova: 2008, p. 24-34),

characterized by adopting the morphological rules of donor language, e.g. *qiellgërvishtës* <*sky-scraper*.

Another very important classification was distinguished by Croatian linguist Rudolf Filipovic has outlined seven ways of classifying borrowings - Anglicisms - in the languages, which are:

- Classification by alphabetical order;
- Classification by field of human activity;
- Classification by type of words;
- Classification according to planes and grammatical categories - name, adjective, verb, adverb, adjective, phrase);
- The classification by degree and method of 'alienation';
- Classification according to maturity and inability;
- Classification according to users layers and their views. Even borrowings - Anglicisms - in Albanian can be classified as above.

2.5 Language purism

Nowadays, some governments and linguists think that languages are threatened by the number of loanwords that are being used, so they are making some regulation in order to prevent the language assimilation. In terms of sociolinguistics the attempt to protect or preserve a language is called "purism". First of all, I am going to mention some of the scholars' claims on the term "purism". Adamson in his book, *Early Modern English lexicon*, defines purism as "a deliberate attempt at reducing the number of foreign words or avoiding their use altogether" (Adamson: 1999, p.479). In the other hand, (Bartsch: 1987, p.66) describes:

"Language purists and entire puristic movements try to keep [the standard language,] this symbol of national- and group identity free from outside influences. They try to open native sources for lexical elaboration (preferably from earlier stages of the language and not from 'vulgar' regional or social varieties) instead of non-native resources"

Another definition, which I think is the most proper and detailed, is by (Thomas: 1991). He describes as follows:

"Purism is the manifestation of a desire on the part of a speech community (or some section of it) to preserve language from, or rid it of, putative foreign elements or other elements held to be undesirable (including those originating in dialects, sociolects, and styles of the same language). It may be directed at all linguistic levels but primarily the lexicon. Above all, purism is an aspect of the codification, cultivation, and planning of standard languages. (Thomas: 1991, p.12)

Language definitely needs improvements lexically, semantically, etc., but one must bear in mind that language users must not be very liberal towards loanwords. According to (Nuhui: 2008), those who deal with issues of borrowings must be neutral, not extremely purists (when no borrowings are allowed) nor extreme liberals (when borrowings must be allowed even though they are unnecessary).

After a detailed analysis of the linguistic elements by linguistic experts, proposals should be made that such linguistic elements be operated in one of the following ways:

- a) The foreign word or expression should be adopted;
- b) The foreign word or expression should be replaced by a word or expression of the receiving language;
- c) The foreign word or expression should be translated into the receiving language;
- d) The foreign word or expression should be refused.

2.6 Views of Albanian linguists on borrowings

When it comes to borrowings from English to Albanian language, it is difficult to find Albanian linguists to have clear-cut viewpoints either pro or against it. This happens because of the complexity that carries this phenomenon as it puts two extremes opposite: enriching the language if these flows bring new concepts or its impoverishment if the introduction of the Albanian dictionary overlaps and therefore leaves aside from existing Albanian word that can be best used for the same function. Some linguists are more tolerant of borrowings, while others are more conservative. (Shehu: 2002, p.92) says: "We are not against the values of English borrowings or English originals that have entered or are entering into Albanian today's language as terms etc. and who have caught or can occupy any empty cell in the language system. We are against Anglicisms ... which are used in a subjective way, without need, which is a very significant and very damaging defect of mass

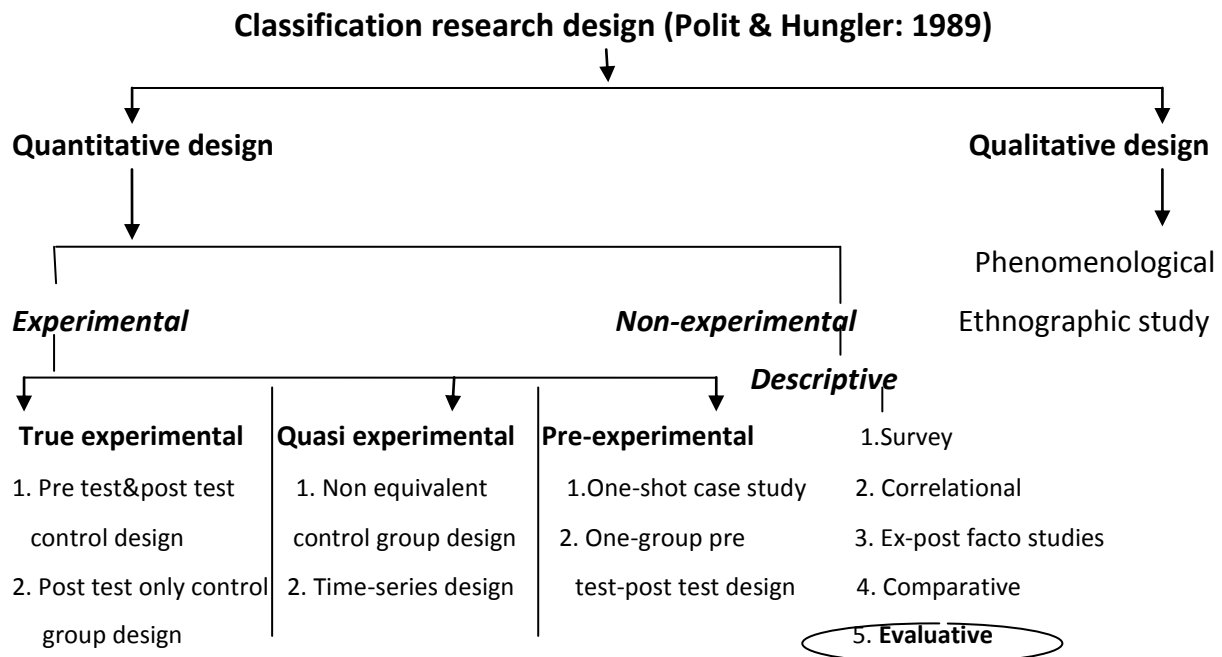
media, especially broadcast journalism, but also more translations of economic, financial publications , informatics etc Efforts to replace Anglicisms in print, television and radio should be like those of the 19 century for the replacement of Turkish language in Albanian.” Whereas (Loshi: 2003, p.92) suggests "... not to stick to the embedded idea: it is unnecessary borrowing not to accept it! ... The speaker will have an active horizon (or active, alive, as it would look for the purity book), which helps to better understand foreign culture, Albanian culture, their connections and even the development of further in the circumstances of the world without violent borders.”

3.0 Methodology

3.1 Research design

Usually the research design is dictated by the nature of research questions. In the present study the research questions will be best answered by quantitative research method. My research will be based in quantitative design. Quantitative research is used a lot in linguistics. Any kind of data that can be interpreted in numbers and statistics can be conducted through quantitative approach. According to (Polit & Hungler: 1989) there are two main designs such as qualitative and quantitative. This study employs a quantitative non-experimental descriptive evaluative method and thus 108 respondents from grades 10, 11, 12 will be asked to participate to this research. Respondents have to fill in a questionnaire of attitude towards loanwords and a test that shows the recognition rate of loanwords. The test is divided into three parts. In the first part they have to read a short paragraph and through their reading they have to identify and circle loanwords or Anglicism. In the second part, respondents have seven loanwords in row and will be asked to write their Albanian equivalents for all of them. In the third part, respondents have to circle among the four options about the word which is pure Albanian.

In order to be more familiar with this type of research design I tried to visualize with the diagram given below:



3.2. Participants

The current study is an empirical study which will be carried out at a Gymnasium "Frang Bardhi" in Mitrovica, Republic of Kosovo. 108 high school students will be involved in the study. The respondents are high school students of 10th, 11th, 12th graders male and female aged 16, 17, 18, from the same ethnic background, Albanians. There is also demographic information taken from this study.

3.3. Procedures

3.3.1 Attitude questionnaire

This section explains how data was obtained on the attitudes of English loanwords in Albanian by a questionnaire. Baker states that "one of the most popular methods of attitude measurements is to produce an attitude scale composed of statements" (Baker: 1995, p.17). Participants are presented with these statements and asked to respond to them. The responses may *agree* or *disagree* or "be measured more exactly with a five-point scale" (p. 18). This five-point scale (Likert scale) ranges from *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*.

Sometimes attitudes may be potentially unreliable, and it is essential to get information on the determinants that make up one's attitude. These determinants are *age, gender, school, language background* and *cultural background*. These components were included to be more reliable and valid the actual research on loanwords attitudes.

3.3.2 English loanwords recognition test

The test consists of four parts which will be used as an instrument for this study.

Firstly, they will have to read a paragraph which was taken from a news article and then modified by the researcher. Some other loanwords were added to the paragraph. The paragraph contains words like **Investigim, direkt, intenziv, senzitiv, unioni, apel, negociojne**. The instruction asks them to circle any loanwords they can find or identify in the reading passage or paragraph.

The second part of the test asks them to substitute a borrowing with a pure Albanian word (ex. International _____). This part consists of nine loanwords in total. Words like: **Ekuivalente _____; Departament _____; Kualitet _____; Kurioz _____; Surprizë _____; Avantazh _____; Eksperiencë _____; Implementim _____.**

The third or the last part consists of a multiple choice test. Students have to decide on the word they thought was Albanian and not borrowing.

However, it is worth mentioning that all the instruction for this test will be given in Albanian language with the purpose for the information to be clear and understandable to the students.

3.4. Research Questions

This study analyses the recognition rate of English loanwords in context, English loanwords alone and students' attitudes toward English loanwords in Albanian. This research aims at answering several questions below:

1. What is the recognition rate of English loanwords in context among high school students?
2. What is the recognition rate of English loanwords alone among high school students?
3. What are students' attitudes towards English loanwords in Albanian?

3.5. Hypotheses

Based on the research questions the researcher has come up with the following hypotheses:

1. Students will have a higher recognition rate of loanwords in context.
2. Students will have a lower recognition rate of loanwords alone.
3. Students will have a positive attitude towards English loanwords.

3.6 Ethical background

During my empirical research I also paid too much attention to ethical issues. Ethics in research is fundamental and mandatory for any research conducted where human subject are involved. This is especially important for children and teenagers because voluntary participation in research has an impact on the results. School principal, head teachers and participants were fully aware of the research project and its aims.

4.0 Research results

Grade	Boys	Girls	Total
10	17	18	35
11	20	17	37
12	16	20	36

Table 0.0 Descriptive statistics

4.1 Results from questionnaires

Most of the questions shown in the tables below are formulated in Likert-type scale questions using strongly agree, agree, neutral, disagree, and strongly disagree. Question number 1 and 2 aims at knowing their preferences towards English loanwords.

Q.1. English loanwords are enriching Albanian vocabulary.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	20	8	5	2	0	35
		% within Class	57.1%	22.8%	14.2%	5.7%	0.0%	100.0%
	11	Count	21	9	3	3	1	37
		% within Class	56.7%	24.3%	8.1%	8.1%	2.7%	100.0%
	12	Count	22	7	5	2	0	36
		% within Class	61.1%	19.4%	13.8%	5.5%	0.0%	100.0%
Total		Count	63	24	13	7	1	108
		% within Class	58.3%	22.18%	12.06%	6.45%	2.25%	100.0%

Table 0.1 Results on counts and percentage of question 1

Q.2. There are too many English loanwords used in Albanian today.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	23	6	4	2	0	35
		% within Class	65.7%	17.1%	11.4%	5.7%	0.0%	100.0%
	11	Count	22	9	4	1	1	37
		% within Class	59.4%	24.3%	10.8%	2.7%	2.7%	100.0%
	12	Count	20	10	4	1	1	36
		% within Class	55.5%	27.7%	11.1%	2.7%	2.7%	100.0%
Total		Count	65	25	12	4	2	108
		% within Class	60.2%	23%	11.1%	3.7%	2.7%	100.0%

Table 0.2 Results on counts and percentage of question 2

Question number 3 tends to find if students have a positive attitude towards English loanwords.

Q.3. I like to use English loanwords when I speak Albanian.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	17	10	3	2	3	35
		% within Class	48.5%	28.5%	8.5%	5.7%	8.5%	100.0%
	11	Count	15	11	8	1	2	37
		% within Class	40.5%	29.7%	21.6%	2.7%	5.4%	100.0%
	12	Count	16	5	10	2	3	36
		% within Class	44.4%	13.8%	27.7%	5.5%	8.33%	100.0%
Total		Count	48	26	21	5	8	108
		% within Class	44.4%	24%	19.2%	4.63%	7.4%	100.0%

Table 0.3 Results on counts and percentage of question 3

The question below shows if students think that English gives them new ways of understanding the world.

Q.4. English loanwords give us new ways of viewing and understanding the world, and our ideas.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	26	8	0	1	0	35
		% within Class	74.2%	22.8%	0.0%	2.8%	0.0%	100.0%
	11	Count	24	10	1	2	0	37
		% within Class	64.8%	27%	2.7%	5.5%	0.0%	100.0%
	12	Count	20	8	4	3	1	36
		% within Class	55.5%	22.2%	11.1%	8.33%	2.7%	100.0%
Total		Count	70	26	5	6	1	108
		% within Class	64.8%	24%	4.6%	5.5%	0.9%	100.0%

Table 0.4 Results on counts and percentage of question 4

Questions 5 and 6 show if students the number of loanwords is a threat to Albanian and if there should be some regulation on the number that is used in media nowadays.

Q.5. I think the increasing number of loanwords is a threat to the Albanian language.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	10	6	10	9	0	35
		% within Class	28.5%	17.1%	28.5%	25.7%	0.0%	100.0%
	11	Count	11	8	11	6	1	37
		% within Class	29.7%	21.6%	29.7%	16.2%	2.7%	100.0%
	12	Count	9	11	13	2	1	36
		% within Class	25%	30.5%	36.1%	5.5%	2.7%	100.0%
Total		Count	30	25	34	17	2	108
		% within Class	27.7%	23%	31.4%	15.8%	0.9%	100.0%

Table 0.5 Results on counts and percentage of question 5

Q.6. I think there should be some government regulation on the number and the type of loanwords that are used in the media.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	15	10	5	3	2	35
		% within Class	42.8%	28.5%	14.2%	8.5%	5.7%	100.0%
	11	Count	14	11	9	3	0	37
		% within Class	37.8%	29.7%	24.3%	8.1%	0.0%	100.0%
	12	Count	16	7	11	1	1	36
		% within Class	44.4%	19.4%	30.5%	2.7%	2.7%	100.0%
Total		Count	45	28	25	7	3	108
		% within Class	41.6%	25.8%	23%	6.4%	2.8%	100.0%

Table 0.6 Results on counts and percentage of question 6

Questions 7, 8 and 9 show if there should be anything toward this phenomenon that is present more than ever in our language or should continue with this trend of using too many foreign words and in this way will contribute to the assimilation of Albanian language.

Q.7. Lessons about the meaning and pronunciation of English loanwords should be included in the English courses taught at junior high school and high school.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	26	8	0	1	0	35
		% within Class	74.2%	22.8%	0.0%	2.8%	0.0%	100.0%
	11	Count	22	9	4	1	1	37
		% within Class	59.4%	24.3%	10.8%	2.7%	2.7%	100.0%
	12	Count	19	11	4	1	1	36
		% within Class	52.5%	31.1%	11.1%	2.7%	2.7%	100.0%
Total		Count	67	28	8	3	2	108
		% within Class	62%	26%	7.3%	2.7%	1.8%	100.0%

Table 0.7 Results on counts and percentage of question 7

Q.8. I come across English loanwords that I do not understand.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	17	10	5	3	0	35
		% within Class	48.5%	28.5%	14.2%	8.5%	0.0%	100.0%
	11	Count	19	9	7	2	0	37
		% within Class	51.3%	24.3%	18.9%	5.4%	0.0%	100.0%
	12	Count	13	10	10	2	1	36
		% within Class	36.1%	27.7%	27.7%	5.5%	2.7%	100.0%
Total		Count	49	29	22	7	1	108
		% within Class	45.3%	26.8%	20.2%	6.4%	0.9%	100.0%

Table 0.8 Results on counts and percentage of question 8

Q.9. English loanwords are contributing to the assimilation of Albanian language.								
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Grade	10	Count	9	8	5	11	2	35
		% within Class	25.7%	22.8%	14.2%	31.4%	5.7%	100.0%
	11	Count	5	8	7	12	6	37
		% within Class	13.5%	21.6%	18.9%	32.2%	16.2%	100.0%
	12	Count	7	9	8	10	2	36
		% within Class	19.4%	25%	22.2%	27.7%	5.5%	100.0%
Total		Count	21	25	20	33	10	108
		% within Class	19.5%	23.1%	18.4%	30.4%	9.13%	100.0%

Table 0.9 Results on counts and percentage of question 9

4.2 Loanword recognition questionnaire

Q.1. Circle an Albanian word which you think it is not a loanword.								
				Fakt	Fenomen	Solid	Vendim	Total
Grade	10		Count	20	4	2	9	35
			% within Class	57.1%	11.4%	5.7%	25.7%	100.0%
	11		Count	15	6	4	12	37
			% within Class	40.5%	16.2%	10.8%	32.4%	100.0%
	12		Count	10	7	6	13	36
			% within Class	27.7%	19.4%	16.6%	36.1%	100.0%
Total			Count	45	17	12	34	108
			% within Class	41.7%	15.6%	11%	31.4%	100.0%

Table 4.2.1 Results on counts and percentage of question 1

Q.2. Circle an Albanian word which you think it is not a loanword.								
				Website	Aktivitet	Perdorim	Staf	Total
Grade	10		Count	0	17	12	6	35
			% within Class	0.0%	48.5%	34.2%	16.6%	100.0%
	11		Count	0	13	20	4	37
			% within Class	0.0%	35.1%	54%	10.8%	100.0%
	12		Count	0	10	21	5	36
			% within Class	0.0%	27.7%	58.3%	13.8%	100.0%
Total			Count	0	40	53	15	108
			% within Class	0.0%	37.1%	48.8%	13.7%	100.0%

Table 4.2.2 Results on counts and percentage of question 2

Q.3. Circle an Albanian word which you think it is not a loanword.								
				Mbështetje	Dedikim	Menaxhim	Observim	Total
Grade	10		Count	12	9	10	4	35
			% within Class	34.2%	25.7%	28.5%	11.4%	100.0%
	11		Count	12	13	7	5	37
			% within Class	32.4%	35.1%	18.9%	13.5%	100.0%
	12		Count	16	10	6	4	36
			% within Class	44.4%	27.7%	16.6%	11.1%	100.0%
Total			Count	40	32	23	13	108
			% within Class	37%	29.5%	21.3%	12%	100.0%

Table 4.2.3 Results on counts and percentage of question 3

Which Albanian Words can replace the following word?					
Ekuivalente	Freq.	Percent	Departament	Freq.	Percent
Barabartë	40	37	Degë	39	36.1
Ekuivalent	29	26.8	Departament	45	41.6
Barasvlefshëm	25	23.1	Drejtori	12	11.1
Njëjtë	10	9.2	Fusha	8	7.4
Ngjashëm	4	3.7	Repart	4	3.7
Total	108	100	Total	108	100

Table 4.2.4 Results on counts and percentage of question 4

Which Albanian words can replace the following word?					
Kualitet	Freq.	Percent	Kurioz	Freq.	Percent
Kualitet	38	35.1	Kureshtar	30	27.7
E mirë	20	18.5	I interesuar	25	23.1
Cilësi	25	23.1	Kurioz	28	25.9
Vlerë	14	12.9	I habitur	16	14.8
E fortë	11	10.1	I quditshëm	9	8.33
Total	108	100	Total	108	100

Table 4.2.5 Results on counts and percentage of question 5

Which Albanian words can replace the following word?					
Surprizë	Freq.	Percent	Eksperiencë	Freq.	Percent
Qudi	20	18.5	Eksperiencë	35	32.4
Surprizë	28	25.9	Aventurë	16	14.8
Befasi	32	29.6	Ngjarje	14	12.9
I shtangur	14	12.9	Përvojë	38	35.1
E papritur	14	12.9	Stazh	5	4.6
Total	108	100	Total	108	100

Table 4.2.6 Results on counts and percentage of question

Which Albanian words can replace the following word?					
Avantazh	Freq.	Percent	Implementim	Freq.	Percent
Fitues	2	1.8	Realizim	5	4.62
Avantazh	45	41.6	Përmbushje	4	3.7
Përpara	9	8.3	Zbatim	50	46.2
Përparësi	40	37	Miratim	10	9.2
Epërsi	12	11.1	Implementim	39	36.1
Total	108	100	Total	108	100

Table 4.2.7 Results on counts and percentage of question 7

5.0 Data Analysis

The quantitative data obtained from this research will be analyzed in this section of the thesis. This section intends to give an objective and efficient interpretation of the data gathered.

5.1 Analysis of questionnaire and test

There were two quantitative methods used to obtain data. First, a test was distributed to students to find out if they understand or not the loanwords. In the first part of the test was a short paragraph that was taken from a Kosovar newspaper and modified by the researcher. Students were required to underline the words that they thought were Anglicisms,

whereas the second part of the test contained a list of English loanwords where students had to find the suitable word in Albanian. The third part of the test contained words with multiple choice, and students were required to circle the Albanian word among other English loanwords.

In the other hand, a questionnaire was distributed to find out the attitude of students towards English loanwords.

5.2. Attitude questionnaire

English has affected almost every language in the world; some think that English is contributing to assimilation, whereas the others think the opposite. Therefore, a question

was asked if English loanwords are enriching Albanian vocabulary, the figure 5.1.1 shows that the majority of students think that English has a positive effect in enriching Albanian vocabulary. It shows that students of grade 12 agree with the question, probably of their better understanding of English.

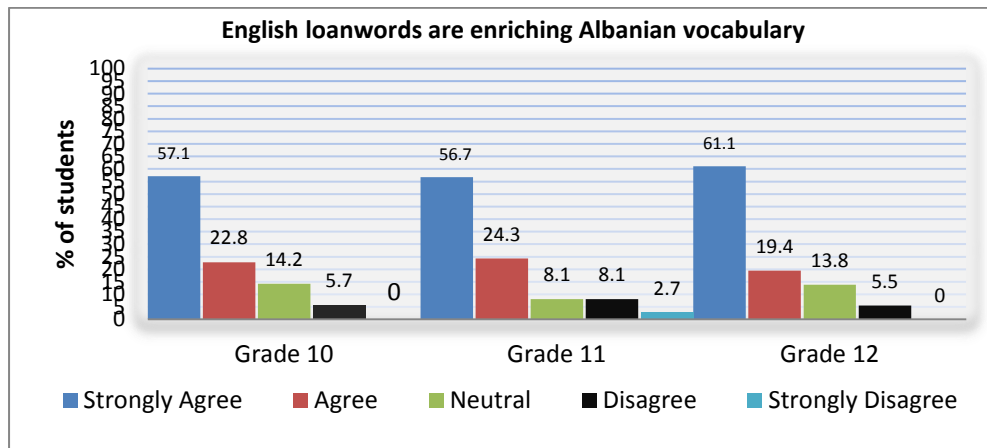


Figure 5.1. 1. Is English enriching Albanian vocabulary?

In the question number, 2 students were asked if they think that there are many English loanwords used in our language nowadays. Therefore, the majority agree that the number of English loanwords used in Albanian is very high. Even though, the students' awareness of high numbers of English loanwords used in Albanian, it did not affect their preferences for English. Thus, in figure 5.1.3 they were asked if they like using loanwords as they speak, the majority of students strongly agreed that they like to use more loanwords because they can convey their thoughts sometimes better.

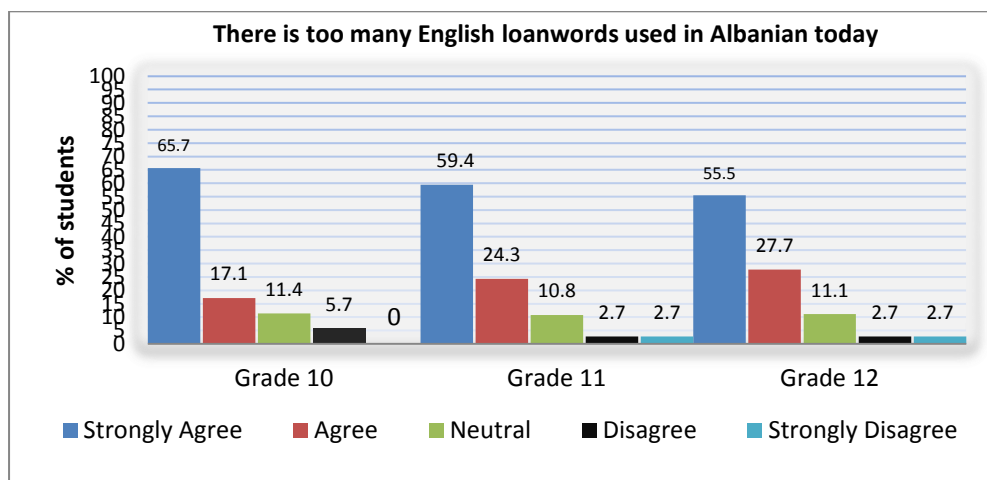


Figure 5.1. 2. Students' opinions about the frequency of English loanwords into Albanian

One of the reasons why they like using loanwords is that they are young and using different expression especially English loanwords is trendy in their age and sounds more knowledgeable.

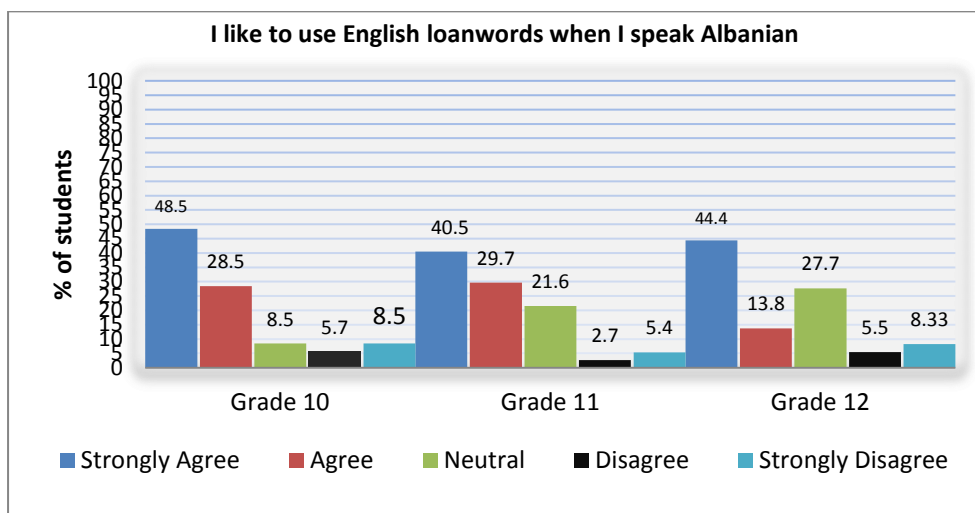


Figure 5.1. 3. If students like to use English loanwords when they speak

Surprising results appeared in the question 4 and 5 because the vast majority thought that English does not pose any significant risk in Albanian language but it gives us a better understanding the world and our ideas.

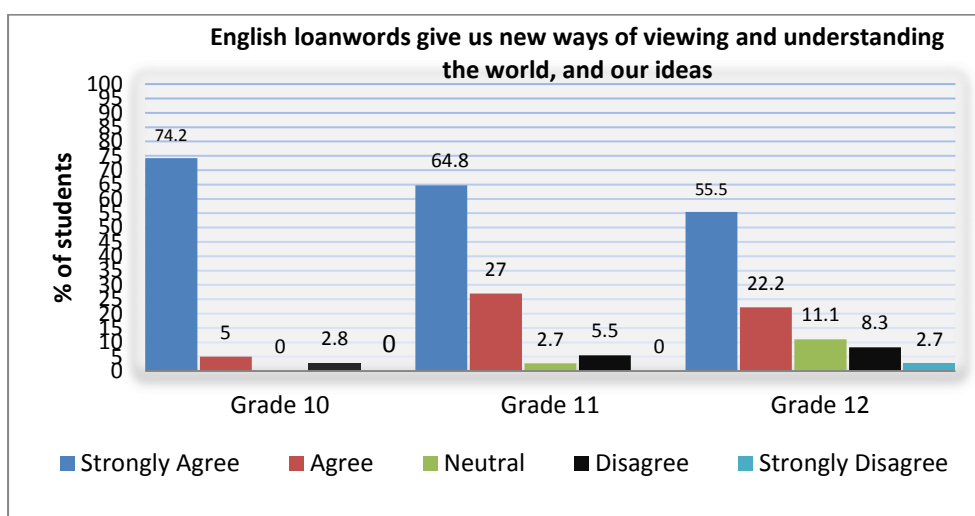


Figure 5.1. 4. English loanwords give students new ways of understanding the world

In the question number 5, they were asked if English loanwords are threatening Albanian language, the majority of students were neutral in this regard. These results imply that English is seen as a modern way of expressing their opinions and ideas. Interesting was the fact that only 2.7% from grade 11 and 12 strongly agreed with the statement below, fig 5.2.5.

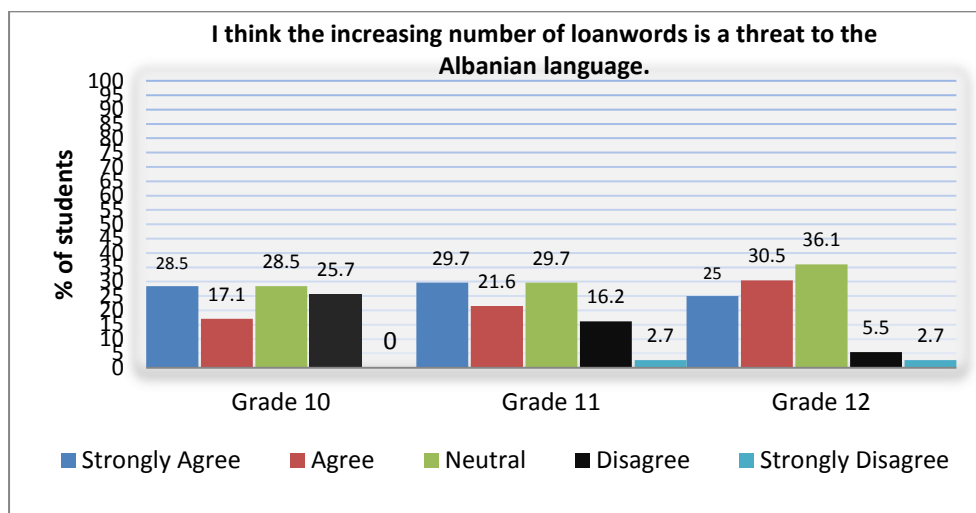


Figure 5.1. 5. If the increasing number of loanwords is a threat to Albanian language

According to the figure 5.1.6, the majority of students strongly agree that there should be some government regulation on the number and the type of loanwords that are used in media. Nowadays, social media and mass media are influencing the language a lot. Therefore, it needs to be some regulation to what extent can loanwords be used in the recipient language or donor language.

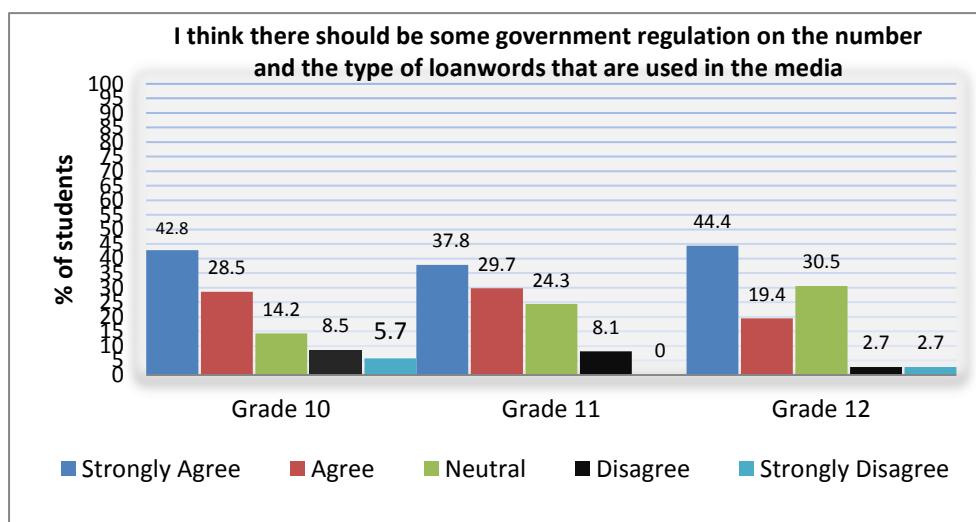


Figure 5.1. 6. Students' opinions about some government regulation on the number of loanwords in media

Whether it should be learned the meaning and pronunciation of English loanwords in primary and high school or not, best answer can be found below, figure 5.1.7. This figure shows that the majority of students are pro introducing the meaning of these loanwords in English courses. Grade 10 agrees with 74.2 % because they are less familiar with loanwords, whereas with the increasing of grades is increased the awareness and knowledge of these loanwords, so the grades 11 and 12 are more

familiar with loanwords. Therefore, they feel less necessary to introduce English courses in their schools.

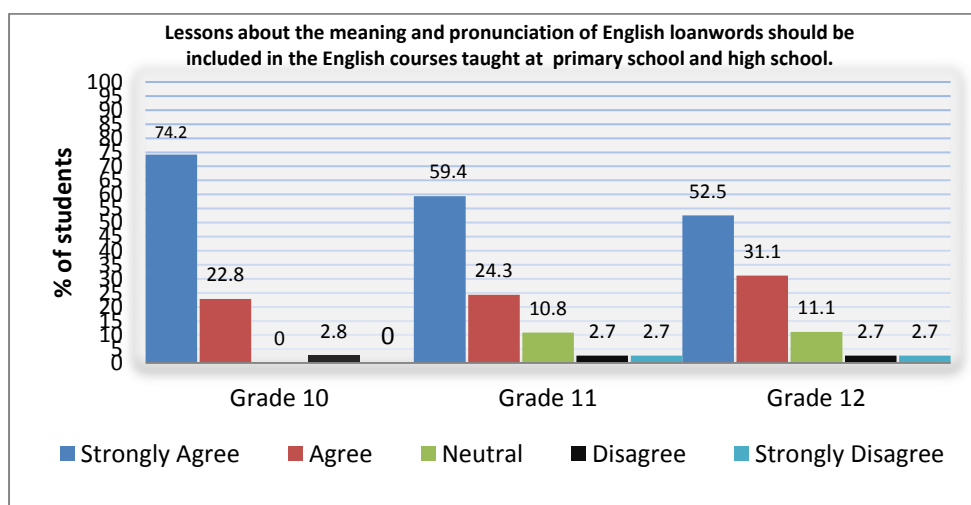


Figure 5.1. 7. Should the meaning of English be taught in primary and secondary schools?

In the question number 8 students were asked if they come across English loanwords that they do not understand, figure 5.1.8 shows that the majority from grade 10 and 11 come across English loanwords that they do not know, whereas from grade 12 this phenomenon is less present.

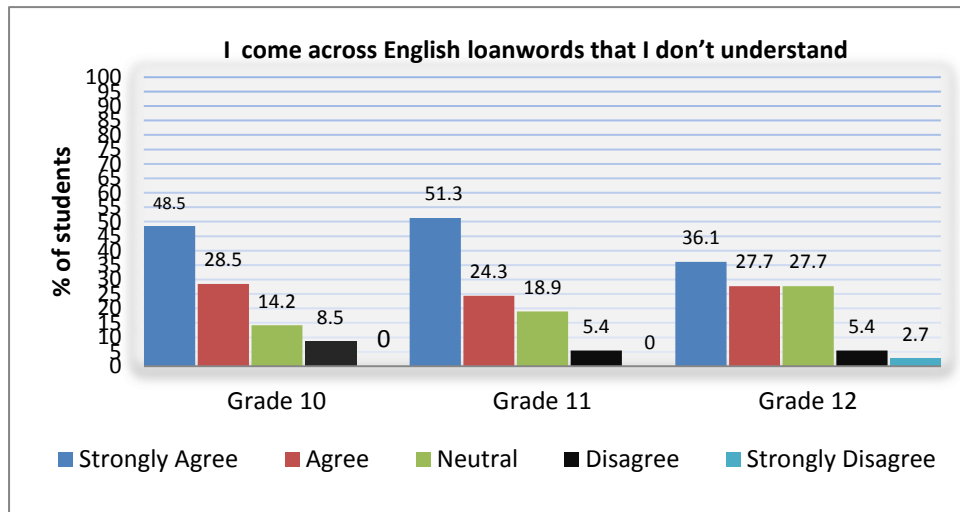


Figure 5.1. 8. If students come across Anglicisms that they do not know

Finally, students were asked a question if they think that English loanwords are contributing to the assimilation of Albanian language, figure 5.1.9 shows that the majority disagree with the statement given in the figure. It means that English for them is something that can be used to enrich our language to create a more extensive vocabulary.

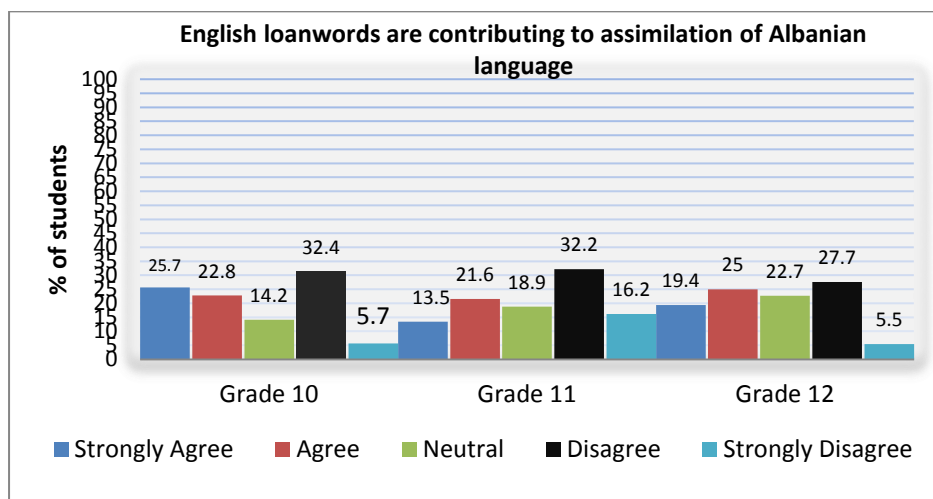


Figure 5.1. 9. Is English contributing to the assimilation of Albanian Language?

5.2. Loanword recognition test

This test was done to find out to what extent are students to be able to circle the words that they think are not loanwords, to write the equivalent of some loanwords in Albanian and to understand if students find more comfortable to recognize loanwords in context.

Table 5.2.1 shows many different ways how the words “Ekuivalent” and “Departament” were translated. 37% of students translated as “Barabartë” which is acceptable, whereas with 26.8% was not translated at all in Albanian, only 23.1% of students were able to translate as “Barasvlefshëm” which was the most suitable word in Albanian.

The word “departament” was not translated at all, so they have translated as it has been borrowed from English and they were not able to translate it. Whereas with 36.1% translated “Degë” which is the right word into Albanian.

Which Albanian Words can replace the following word?					
Ekuivalente	Freq.	Percent	Departament	Freq.	Percent
Barabartë	40	37	Degë	39	36.1
Ekuivalent	29	26.8	Departament	45	41.6
Barasvlefshëm	25	23.1	Drejtori	12	11.1
Njëjtë	10	9.2	Fusha	8	7.4
Ngjashëm	4	3.7	Repart	4	3.7
Total	108	100	Total	108	100

Table 5.2.1 Results on counts and percentage of question 3

Table 5.2.2 shows again that students have difficulties to translate words such as "kualitet" for "quality" and "kurioz" for "curious." The word "kualitet" was translated as it has been borrowed with 35.1%, whereas only 23.1% translated as "cilësi" which is the equal word in Albanian. The word "kurioz" was translated by the majority of students as "kureshtar" with 27.7 which is again not a high percentage of recognition loanwords because it was translated as "kurioz" with 25.9% and "i interesuar" with 23.1 %.

Which Albanian words can replace the following word?

Kualitet	Freq.	Percent	Kurioz	Freq.	Percent
Kualitet	38	35.1	Kureshtar	30	27.7
E mirë	20	18.5	I interesuar	25	23.1
Cilësi	25	23.1	Kurioz	28	25.9
Vlerë	14	12.9	I habitur	16	14.8
E fortë	11	10.1	I quditshëm	9	8.33
Total	108	100	Total	108	100

Table 5.2.2 Results on counts and percentage of question 4

The table 5.2.3 show the similar results with the previous words, the word "surprizë" for "surprise" was translated as in English with 25.9% whereas, a bit higher percentage of 29.6% was translated as "befasi" which is the equal word in Albanian. The word "qudi" with 18.5%, "i shtangur" with 12.9% which somehow are acceptable in different contexts in Albanian, but the first meaning was as I said earlier "befasi." The word "eksperiencë" was translated as "përvojë" only 35.1%

which is 3% higher than the word “eksperiencë” with 32.4%. These results show that they still find difficult to translate words that are out of context to translate or to find the word with Albanian origin.

Which Albanian words can replace the following word?					
Surprizë	Freq.	Percent	Eksperiencë	Freq.	Percent
Qudi	20	18.5	Eksperiencë	35	32.4
Surprizë	28	25.9	Aventurë	16	14.8
Befasi	32	29.6	Ngjarje	14	12.9
I shtangur	14	12.9	Përvojë	38	35.1
E papritur	14	12.9	Stazh	5	4.6
Total	108	100	Total	108	100

Table 5.2.3 Results on counts and percentage of question 5

Table 5.2.4 shows that there is no significant difference from rate of recognition of loanwords, because the word "avantazh" was translated the same with 41.6% whereas with 37% was translated as "përparësi" which again proves that English loanwords have affected our language to that extent which students of high school are not able to translate with the equal in our language. In the other hand, the word "implementim" was translated by the majority of students as "zbatim" with 46.2, whereas the second most translated word was the same "implementim" with 36.1%.

Which Albanian words can replace the following word?					
Avantazh	Freq.	Percent	Implementim	Freq.	Percent
Fitues	2	1.8	Realizim	5	4.62
Avantazh	45	41.6	Përmbushje	4	3.7
Përpara	9	8.3	Zbatim	50	46.2
Përparësi	40	37	Miratim	10	9.2
Epërsi	12	11.1	Implementim	39	36.1
Total	108	100	Total	108	100

Table 5.2.4 Results on counts and percentage of question 6

Figure 5.2.5 shows with the increasing of grades have increased the knowledge of Albanian language. Grade 10 circled the word “vendim” with 25.7%, grade 11 with 27.7% and grade 12 with 36.1%. However, the results are as expected from the researcher because the rate of recognition is as it was assumed. It shows that students have problems identifying the words out of context.

In the paragraph given below students were required to underline the words they thought are loanwords. I underlined the words that students identified. This paragraph showed that students find much easier recognizing loanwords in context than out of context.

Sulmi që ndodhi disa ditë më parë në Turqi ku mbeti i vrarë politikani Rus, bëri që Republika Ruse të kërkoj të bëhet një investigim direkt dhe intenziv i ngjarjes. Ky është një rast shumë senzitiv i cili mund t'i përkeqësoj maredheniet mes Turqisë dhe Rusisë. Nderkohë, Unioni Evropian ka bërë apel që palët të ulen dhe të negociojnë për arritjen e një zgjidhjeje të qëndrueshme.

In the table 5.2.4 is shown the results of students and percentages of recognition of loanwords. The vast majority of students have shown a high rate of recognition of loanwords. The reason why students guessed right words is that in context, they read the full text so they understand the meaning of the text and automatically words that seem unfamiliar with them they can translate into the donor language easier.

In the paragraph given below, underline the words that you think are English loanwords.									
			Investigim	Direkt	Intenziv	Senzitiv	Unioni	Apel	Negociojnë
Grade	10	Count	32	3	30	33	35	30	34
		% within Class	91.4%	8.5%	85.7%	94.2%	100%	85%	97.1%
	11	Count	33	5	35	34	36	35	32
		% within Class	89.1%	13.5%	94.5%	91.8%	97.2%	94.5%	86.4%
	12	Count	35	7	34	35	33	32	30
		% within Class	97.2%	19.4%	94.4%	97.2%	91.6%	88.8%	83.3%
Total		Count	100	15	99	102	99	97	96
		% within Class	92.5%	25.8%	91.5%	94.4%	96.2%	89.4%	88.9%

Table 5.2.5 Results on counts and percentage of question 7

In the figure given below, students thought that the word “fact” is an Albanian word, but unfortunately the word “vendim” was the Albanian word in this question.

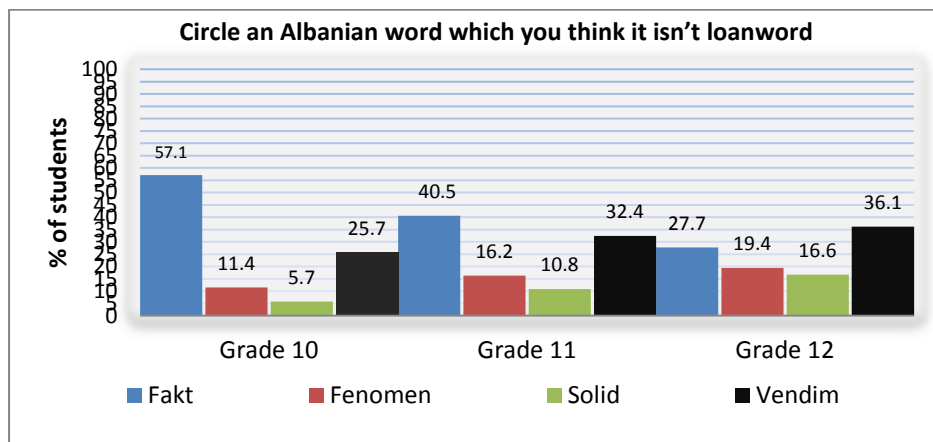


Figure 5.2.1. Circle an Albanian word which is not a loanword

In the figure 5.2.2, the majority of students found the Albanian word among three Anglicisms. Grade 12 circled the word "përdorim" with 58.3%, grade 11 with 54% and grade 10 34.2%.

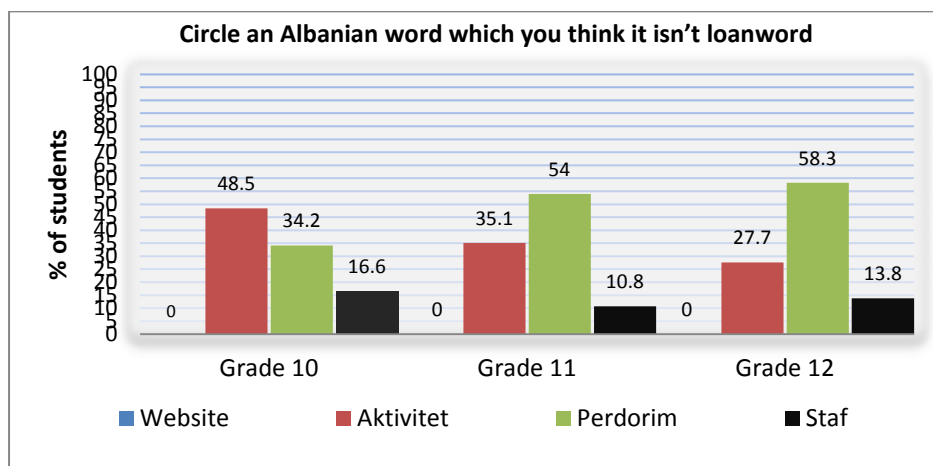


Figure 5.2.2. Circle an Albanian word which is not a loanword

The last figure 5.2.3 shows uncertainty when it comes to identifying the Albanian word. The fourth options given below tend to be Albanian words according to them. Grade 10 was in between "mbeshtetje," "dedikim" and "menaxhim" where with only 6% more the word "mbeshtetje" was translated. Grade 11 circled the word "dedikim" one percent more than the right word "mbeshtetje." Grade 12 was surer to identify the word with Albanian origin.

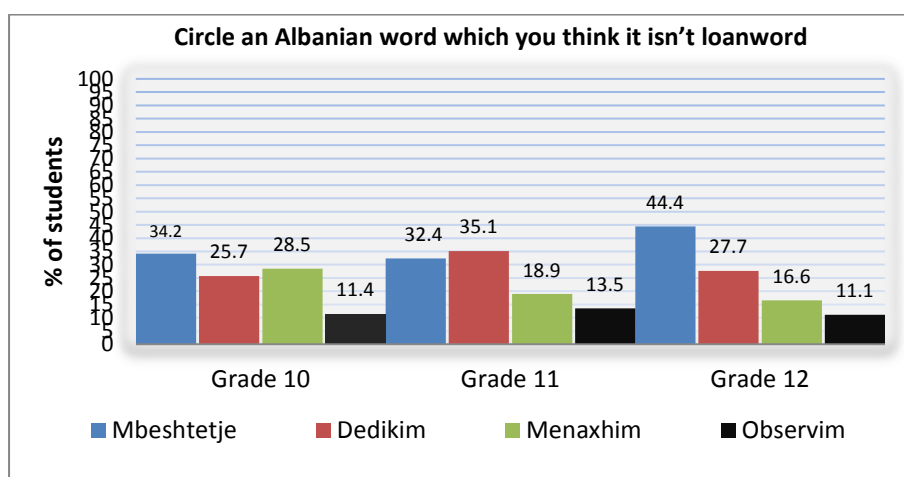


Figure 5.2. 3. Circle an Albanian word which is not a loanword

5.3 Findings

The data gathered from this combination of qualitative and quantitative research along with the reviewed literature provided answers to the research questions raised at the beginning of the research. By answering these research questions, this research will provide evidence for proving or refuting research hypothesis.

Research question 1. What is the recognition rate of English loanwords in context among high school students?

From the results of this research, we worked out that the recognition rate of loanwords in context is very high. Thus, students found easier identifying the loanwords, because reading a paragraph and understanding the context made them automatically find the best suitable word for certain loanwords. The average recognition rate of loanwords was 82.6% which is not surprising. However, only 17.3% were not successful at identifying them. Surprising was the fact that students were not aware of the loanword “direkt” for “direct” where only 25.8% thought that this word is a loanword whereas the others considered this as an Albanian word.

2. What is the recognition rate of English loanwords alone among high school students?

If students know the meaning of loanwords alone or not, it describes best the results of this research question. The questionnaire that was distributed to students on how well they can find the equal word in Albanian show a low recognition rate. This happens because nowadays teenagers are constantly exposed to media and technology. The numbers of loanwords in media are increasing rapidly which affects our mother tongue. Thus, the average rate of recognition of loanwords alone was lower, approximately 45%. There was not a majority of students who were pretty sure about finding the equivalent words in Albanian, but the results were distributed in other word choices which were somehow similar but did not have the right meaning for that word.

3. What are students' attitudes towards English loanwords in Albanian?

Based on the results of this question I can say that students of high school “Frang Bardhi” in Mitrovica have positive attitudes towards English loanwords. They think that English

language does not pose any risk for assimilation of Albanian language. Moreover, they think that English language is just contributing to Albanian vocabulary, it is enriching it. Last but not least, English language gives them new ways of viewing and understanding the world, and their ideas. When they were asked if there is any threat of Albanian language from English the majority of them were neutral and disagreed with this statement. This shows the sympathy they have for English language and their usage.

6.0 Conclusion

This research aimed to examine, explore and test not only on how well students can recognize, distinguish English loanwords but also be able to substitute them with Albanian words and expressions and to find out what is their attitude to English loanwords.

The first hypothesis **“Students will have a higher recognition rate of loanwords in context”** stated that students will have higher recognition rate of loanwords in context rather than alone. The results from the test support the first hypothesis because it shows for real that students find easier indentifying loanwords in the context. The second hypothesis **“Students will have a lower recognition rate of loanwords alone”** stated that students will have difficulties to recognize the loanwords if they are alone because the process of thinking is different than words which are in context. The results from the questionnaire support the second hypothesis because the percentages of recognition rate of loanwords were lower. The third and last hypothesis **“Students will have a positive attitude towards English loanwords”** stated that students will have a positive attitude towards English loanwords. The results of attitude questionnaire support the third hypothesis. Students were asked questions that could best extract the real and reliable results from the study.

7 Limitations and Recommendations

In cooperation with students and teachers, this research has been successfully conducted. Also, it has reached the goals that were set before it began. However, there were a few limitations, which will be discussed in the following paragraph. Moreover, this chapter will also provide some recommendations for further research.

7.1 Limitations

The questionnaire and the test that was distributed to students was conducted in only one school, which limits the number of participants and makes the sample too small to conclude definitive results. The present study did not use many instruments such as interviews or observations.

7.2 Recommendation

A recommendation for the next research is to conduct it with students from different schools, places, and cultural backgrounds. This study was done using a test and questionnaire but for further research in this field one must consider using more instruments such as: observations, interviews etc in order to more reliable and comprehensive.

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9 Appendices

9.1 Loanwords Questionnaire

Klasa____ ; Gjinnazi____; Gjinia: M. F.; Mosha _____

1. Ju lutemi, rrethoni vetëm fjalët në paragraf që mendoni se janë me origjinë nga anglishtja, pra të huazuara .

Sulmi që ndodhi disa ditë më parë në Turqi ku mbeti i vrarë politikani Rus, bëri që Republika Ruse të kërkojë të bëhet një investigim direkt dhe intenziv i ngjarjes. Ky është një rast shumë sensitiv i cili mund t'i përkeqësojë marrëdhëniet mes Turqisë dhe Rusisë. Nderkohë, Unioni Evropian ka bërë apel që palët të ulen dhe të negociojnë për arritjen e një zgjidhjeje të qendrueshme.

2. Me cilat fjalë shqipe mund të zëvendësohen fjalët e mëposhtme:

Ekuivalente _____

Departament _____

Kualitet _____

Kurioz _____

Surprizë _____

Eksperiencë _____

Avantazh _____

Implementim _____

3. Rrethoni fjalën shqipe e cila nuk është e huazuar nga anglishtja.

A. Fakt

B. Fenomen

C. Solid

D. Vendim

4. Rrethoni fjalën shqipe e cila nuk është e huazuar nga anglishtja.

A. Website

B. Aktivitet

C. Perdorim

D. Staf

5. Rrethoni fjalën shqipe e cila nuk është e huazuar nga anglishtja.

A. Mbeshetje

B. Dedikim

C. Menaxhim

D. Observim

9.2 Loanword attitude questionnaire

Klasa _____; Gjimnazi _____; Gjinia: M. F; Mosha _____

1. A mendoni se njohja e gjuhës angleze është e dobishme për zhvelimin profesional dhe personal?

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

2. Huazimet nga anglishtja apo anglicizmat po ndikojnë në asimilimin e gjuhës shqipe?

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

3. Ekzistojnë shumë huazime të cilat përdoren sot në gjuhën shqipe.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

4. Më pëlqen të përdori huazime kur flas shqip.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

5. Anglicizmat na japin menyra të reja të të kuptuarit të botës dhe ideve të reja.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

6. Unë mendoj se rritja e numrit të huazimeve përbën rrezik për gjuhën shqipe.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

7. Mendoj se duhet të përfshijmë kurse në shkollat e mesme apo fillore, për të ndihmuar në të kuptuarit dhe shqiptimin e Anglizmave.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

8. Unë mendoj se duhet të ketë disa rregullore qeverisëse rreth numrit dhe llojeve të huazimeve të cilat përdoren sot në media sociale.

- ☐ pajtohem plotësisht
- ☐ pajtohem
- ☐ asnjëherë
- ☐ nuk pajtohem
- ☐ nuk pajtohem plotësisht

