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The Adjective as Ideology Indicator in Postwar School Grammars of the Greek Ethnic Minority Schools in Albania

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Abstract

This presentation aims to a primary approach to the role the postwar textbooks of grammar of the Greek language had and were intended for the National Greek Minority in Albania. We are not referring to grammar acknowledgement, but to the part of the education process that has to do with the conformation of children and the character formation of character and consciences. It is obvious that every educational system is part of an administrative state apparatus controlled by socio-political forces. So the new political system that was installed in the country after the 1945, settled as a key priority the conformation of the new man with communist ideals. These objectives were primarily reflected in textbooks. In our presentation we analyze the role of language structures in the implementation of this objective. Within the language structures and language options of speakers, various social or ideological messages are included. We focus our analysis on the "adjective", as we consider it to have largely registered the ideology of a society or a political system.

Keywords: adjective, ideological indicator, socialist-communist ideology, Greek national minority

1. Introduction

Education systems are characterized over time, regardless of the state organization and the individual political and social conditions, by specific targets that are implemented in the educational process. During the educational process knowledge and skills are conveyed, rules and values also, attitudes and behaviors that directly influence students' perceptions of society and furthermore each socio-political system, a part of which is even this particular educational system. Anyway all education systems are part of an administrative state apparatus controlled by specific socio-political forces. While a special case of an ideologically militant education system is the educational system established in Albania after the Second World War, a system in the first decades according to the Soviet school model, enriched consequently with educational principles of communist pedagogy applied in a fully isolated country. Schools of this period were under the services of constructing a new political system where the basic principle was the communist targeting during the educational process, the communist conformation of the new man (Beqja, 1985).

1.1 Methodology

The most appropriate research method would be to use a method that would modulate the quantitative method with the method of qualitative content analysis and the critical lecture analysis. The quantitative method will give us all those elements and statistical-quantitative indicators that

corroborate our hypothesis for the determining role of textbooks in the education and ideological formation of pupils. In this respect, those scholars who analyze textbooks do face a special situation. Although the quantitative method could sufficiently cover the study goals in determining the ideological burden of school books, since the school books of the socialist period were well defined in terms of the ideological and educational frameworks, it would not be useless to exploit the advantages in terms of other methods such as qualitative content analysis or critical speech analysis.

The method of quality analysis of content, especially when it comes to the role of the adjective in the ideological education of the pupils, gives the possibility of qualitative and interpretative evaluations.

1.2 Ideology and the ideological indicators

The term "ideology" has its origin in Destutt de Tracy, the French military and in 1806 member of the French Academy, as the science of ideas. The term then was used by several philosophers, but precursors of an ideology that after the October Revolution became the official ideology of the state, which were Marx and Engels in their famous work "The German Ideology".

In our article the term ideology includes all those semantics characteristics that Marx and all his followers imparted to it, while defining the content of Lenin's approach. The Leninist approach of ideology is based on the distinction between the urban and socialist ideology. "Until then we cannot discuss of an independent ideology, processed by its own working masses during the process of their movement, the issue arises only as: the urban ideology, the socialist ideology. There is no middle way (because mankind has processed any "third" ideology and generally in a society eroded by class antagonisms, there can never be an ideology outside or above classes). Therefore every miniaturization of socialist ideology, any deviousness from this, also means strengthening of the urban ideology" (Lenin, Ç të bëjmë 1977). The Leninist approach to ideology was followed by Stalin and Enver Hoxha too. The latter, however, sought to apply in his own socialist model, the hardest principles of communist ideology.

As mentioned in the beginning, it is the educational process and the ensemble of teaching manners the enforcement tools of a particular ideological doctrine. Particularly in our case, it was books, mainly "The reading" rather than the "Grammar" (the language books), through which this regime wanted to mold the souls and characters of young students.

The socialist pedagogy school was regarded as "the basic institution, the most fundamental, which dealt with the communist education of the new generations ... it was considered to be the most specialized institution" (Beqja, 1985). After 1945 until the collapse of the totalitarian communist regime, whatever was related directly or indirectly to the school and educational process as well as programs and textbooks were based in these principles.

As Anna Frangoudaki highlights, referring also to Roland Barthes, "the language is not innocent, numerous information social and ideological messages of any kind contained in words, in the most simple sentences, in the handling of words and syntax and grammatical choices that each speaker makes" (Frangoudaki, 1987)

Moschonas also refers to "linguistic indexes" (of an ideology), what is stated under the Labovian sociolinguistics by the term "linguistic variable" (Moschonas 2005). Linguistic variable is a linguistic unit or category that has alternating types or can be realized in more than one way. These variables interact with all language levels, phonology, morphology, syntax, etc. In Labovian sociolinguistics language variables are dependent, while "the research goal of sociolinguistics is the correlation of these dependent variables with independent social variables (social class, gender, age, education, ethnicity, etc.)" (Moschonas 2005). The term "linguistic index" (of an ideology) of Moschonas, which we otherwise use in the title of this presentation, fits somehow in approaches of linguistic operations or texts, which clearly beyond the acknowledging, information content, contains obvious ideological messages. These indicators are in practice the language choices made by a speaker or an ensemble of speakers (linguistic community, especially in bilingual or multilingual communities) in relation to the communication situation, social class or status, their communicative and various other objectives (effect, opinion shaping, etc.). As Wolf and Polzenhagen observe

«style and textual expression of ideology must appear allocated, that is to say in systematic linguistic relations, to function as indicative of a particular style or an attitude of mind and to have interpretative value (Wolf & Polzenhagen 2003). Consequently only ideology systematic language in local but also in textual level can function as indicators. Frangoudaki (Frangoudaki 1987) indeed observes that "the ideological language ... is speech (discourse) exuberant, evaluative, euphemistic, intermingling, bisected and axiomatical" (Frangoudaki 1987). Besides, we encounter all those variables in schools of the National Greek Minority in Albania, thus either linguistic or social, lead to the conclusion that language (in our case the minority Greek language) was the instrument used by a regime to develop its own human model and manipulate people and characters.

During the postwar years, the Greek National Minority was isolated completely from the national trunk with consequential effects on language, culture and national identity. What interests us the most is the language and its developments, as a different unit in relation with the Greek language that was spoken in Greece. The consequences of this linguistic isolation were reflected mainly in the decades after 1960, primarily in textbooks and with the decline of language at all levels.

2. The Case Study Material

The corpus we studied concerns postwar school grammar issued by the Ministry of Education for primary schools and 7-year schools of the National Greek Minority. We examined three grammars of Greek Language, a total of around 500 pages where we identified and analyzed the adjectives and verb form, not just for their categorical meaning (as part of speech), but as an ideology index, as identification markers with internal and external group, as independent variables indicators of marked (labeled) ideologically as social class (working class, partisans- balliste, progressive-reactionary etc).

More specifically we examined: the Grammar of Greek Language for the second grade of primary schools, edition Gjirokastra 1959, the Grammar of Greek language in the fourth grade of primary schools, edition Tirana 1952 and the Grammar of Greek language in the third grade, edition Tirana 1967.

3. The Adjective

The adjective is the key instrument of the speaker to give a property to the object to which he refers (Klairis, Chr.- Mpampiniotis 2005). We encounter the same definition in the edition of Morphology of the Academy of Sciences of Albania as "part of speech that specifies a property (quality, attribute, relationship) of the thing and complies in gender, number and semantic valence with the name of this object" (Akademia e Shkencave e Republikës së Shqipërisë, 1995).

Adjectives function as a determination and as a predicate, directly determine the name or are connected to it through the linking verb (Klairis, Chr.- Mpampiniotis 2005). In the first case they function as specifications, while in the second as predicate.

Several criteria have been set for categorization: semantic, syntactic, morphological, functional or factual criteria. Mpampiniotis, although not explicitly stated, following semantic criteria distinguishes adjectives into descriptive and taxonomic. In descriptive among others are also counted those that give external characteristics (i.e. size, form, shape, etc.) as well as evaluative adjectives which reflect a crisis of the speaker, while in the purely taxonomic belong adjectives referring to science and to its various sectors, as well as in arts, techniques and generally in categories of activities of daily living (Klairis, Chr.- Mpampiniotis 2005).

In "Morphology of the Albanian language", the categorization of adjective is realized according to two criteria: according the lexical meaning and morphological characteristics (Akademia e Shkencave e Republikës së Shqipërisë, 1995).

Having as a criterion the semantic connotation, they are divided into two major groups: the adjectives that indicate a property and are called qualitative (the one Bambinioti calls "descriptive") and adjectives denoting relationships (Morphology of the Albanian language: "mbiemra

cilësorë” and “mbiemra marrëdhëniorë”) the one Bambiniotis calls “taxonomic”.

In this paper the focus is on descriptive adjectives to those that attribute external characteristics and the evaluative that attribute a crisis of the speaker. We will also integrate to the analysis the verbal form that are used nominally, i.e. as adjectives.

4. The Adjective as an Indicator of Ideology

It is commonly accepted that ideologies, in our case, the communist ideology is a system of values. Indeed, Frangoudaki argues that “the ideological speech is not necessarily exuberant, but always evaluative” (Frangoudaki: ¹⁹⁸⁷). The adjective as a literal descriptive and evaluative can only be involved in shaping the ideological speech and the appearance (frequency) of such adjectives in under corpus study is common to exuberant. Even taxonomic adjectives often operate ideologically as they define essentially with ideological content or noun-symbols of the respective ideology. The appearance of adjectives, especially in exercises and short texts, which are found in grammars, are accompanied by the noun they are identifying. Also in general terms, defined noun are nouns that somehow have been “ideologized”, apart from their essential meaning, they are reflected by key concepts and ideological values of the socialist-communist ideology. For the expression of evaluation adjectives operate on three main levels, syntax, semantic and morphological. The syntax level deals with the use of adjectives in verbal structures, its use as a predicate or with the position of the article between the adjective and the defined noun. The semantic has to do with the use of adjectives with negative or positive direction, the metaphorical use etc.

4.1 Adjectives of positive evaluation

The adjectives that constitute the basic volume of adjectives, encountered in school grammars, have a positive semantic orientation compared with the defined nouns. Nouns, as expected, are nouns that express the ideology of the time.

Adjectives with positive semantic orientation mainly belong to the class of descriptive adjectives and less on taxonomic. The positive or negative semantic orientation is one that confers ideological load to the lexical meaning of the adjective.

4.1.1 Descriptive adjectives of positive evaluation

ιερό καθήκον	Sacred duty
άγρυπνος φρουρός	sleepless guard
θαυμαστό έργο	adorable work
ηρωικός λαός	heroic people
τίμιος δρόμος	honest way
σοφή καθοδήγηση	wise orientation
ηρωική αντίσταση	heroic resistance
γλυκό ψωμί	sweet bread
ηρωικό κόμμα	heroic party
κόκκινη πλατεία	red square
ευτυχισμένη ζωή	happy life
σταθερή ειρήνη	stable peace
μεγάλο στρατόπεδο	big camp
ακούραστος εργάτης	tireless workman
νέα ζωή	new life
καλός πατριώτης	good patriot
κοινή περιουσία κλπ.	common property

4.1.2 Descriptive adjectives of negative evaluation

άγρια εκμετάλλευση	wild exploitation
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παλιός πολιτισμός	old civilization
σκοτεινά σχέδια	dark plans
περασμένο καθεστώς	previous regime
πρωτόγονα μέσα	primitive means
σκοτεινή νύχτα	dark night
αιμοβόροι μπέηδες	bloodthirsty beys
μαύρη ζωή κλπ.	black life

4.1.3 *Taxonomic adjectives of positive evaluation*

θεριστική μηχανή	harvesting machine
διαλεχτός σπόρος	Selected seed
αλβανικός λαός	Albanian people
μειονοτικός λαός	Minority people
προοδευτικός γεωργός	progressive farmer
ποτιστικό χωράφι	Sprinkler field
βιομηχανικά φυτά	industrial plant
παρτιζάνικο ντουφέκι	partisan rifle
παρτιζάνικες γραμμές	partisan lines
αγροτική μεταρρύθμιση κλπ.	Agrarian reform

4.1.4 *Taxonomic adjectives of negative evaluation*

χιτλερική Γερμανία	Hitlerian Germany
πολεμικά σύμφωνα	war deals
φασιστικός κίνδυνος	fascist danger
χιτλερικός ζυγός	hitlerian yoke
εξωτερικός εχθρός	external enemy

4.1.5 *Also the verbal forms that are used as adjectives have positive or negative direction*

ευτυχισμένη ζωή	happy life
περασμένο καθεστώς	previous regime
δουλεμένο χώμα	worked soil
αγαπημένη πατρίδα	lovely homeland
πληγωμένος σύντροφος	hurt companion
πεταμένα όπλα	thrown weapons
διακριμένος συνεταιριστής	prominent cooperator
ξαναγεννημένο χωριό κ.λ.π.	Reconstituted village

4.2 *The adjective as ideological marker of the inner and the outside group*

In the school grammar we refer, adjectives function as ideological indicators of the inside and outside group. In grammar exercises and texts is recorded and relayed the values and ideological principles of the previous political system. The inner groups, people who live, work, socialize and agree ideologically, within specific geographical, social and cultural levels, are the one that are evaluated positively. The outside group is the other, the opposing team, internal and external enemies are those who deliver negative evaluation. The two groups are expressed with the corresponding nouns. The inner group is the partisan, the guard, the people, the patriot, the worker, the farmer, the soldier, the student, the pioneers, the cooperators etc. The outside group is the enemy, the imperialist, the bey the kulak etc.

4.2.1 Adjective indicators of the inner group:

τίμιος	honest
σοφός	wise
ηρωικός	heroic
καλός	good
μεγάλος	big
ακούραστος	restless
δίκαιος	fair
άξιος	worthy
ένδοξος	glorious
καινούργιος	new

4.2.2 Adjective indicators of the outside group

φασιστικός	fascistic
χιτλερικός	hitlerian
φεουδαρχικός	feudal
σκοτεινός	dark
καταχθόνιος	infernal
εξωτερικός	external
αιμοβόρος	bloody
εχθρικός	hostile
δειλός	coward

4.3 Color Adjectives

Color adjectives are descriptive adjectives, in the ideological speech though, several of them operate symbolically expressing a semantic load that has nothing to do with their natural properties. In our case we are not interested if the color adjective is used literally or figuratively.

In the three grammars, as expected, we encountered 12 times the adjective 'red' which is ideologically marked and only once the adjective "black":

κόκκινος στρατιώτης	
κόκκινη πλατεία	
κόκκινο αστέρι	
κόκκινο μαντήλι	
κόκκινη σημαία	red flag
κόκκινος στρατός	red army
κόκκινο μάρμαρο	red mantel
μαύρη ζωή	black life

4.3.1 Frequency of appearance of adjectives - adjectives symbols

In the analysis of grammar books we observed that the frequency of appearance of adjectives depends mainly on the degree of "ideologization" of their lexical meaning. The more ideologized the meaning of adjectives that often appear in speech. Indeed quite of them, because they often appear defining nouns symbols of socialist communist ideology, cannot be considered to be used in other noun synapses or context. These are "tied" to the chariot of words symbols of this ideology. I.e. The adjective "heroic" could only refer to synapses:

ηρωική αντίσταση	heroic resistance
ηρωικό κόμμα	heroic party
ηρωικός λαός	heroic people

ηρωική πράξη	heroic act
ηρωική νεολαία	heroic youth
ηρωικός λαός κλπ.	Heroic people etc.
ενώ:	while:
Μεγάλος Στάλιν	big Stalin
μεγάλο έργο	big work
μεγάλη νίκη	big victory
μεγάλη Σοβιετική Ένωση	great soviet Union
μεγάλη χώρα	big country
μεγάλο στρατόπεδο	big camp
μεγάλος πόλεμος	big war
μεγάλη ανάπτυξη κ.λ.π.	great development

Still often appear (with the corresponding synapses) these adjectives: honest, patriotic, peaceful, new, hard-working etc.

5. Conclusions

The aim of this paper was to analyze the adjective not only as a grammatical category, but as an ideology indicator in a specific corpus of texts of grammar schoolbooks of Greek language for the Greek ethnic minority. Knowing that every educational system, beyond the purely educational-teaching objectives, seeks to the education and conformation of students with the principles and values of the current system, or the ruling class, we tried to identify and analyze the role of the adjective as a carrier of a particular ideology. The study of the adjective, particularly with respect to the evaluative role, revealed his relationship with the prevailing communist ideology. Also how adjectives that act as evaluators express positive or negative evaluation being for the nouns they define or become ideological indicators through inner or outside group.

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