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THE IMPACT OF FOREIGN NGO-S ON FOSTERING ENGLISH AS THE OPPORTUNITY LANGUAGE: CHALLENGES AND TRENDS AMONG YOUNG ADULTS

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ABSTRACT

In the last decade, many studies have focused their attention on the status of English in different countries, world English(es), and the usage of English. Nevertheless, none of the studies were conducted via a Kosovar context in the Balkans, although the usage of English in Kosovo is extremely important. Therefore, this paper aims to review other studies and to shed light on the abovementioned issue by discussing and reflecting on national, historical, social, political, educational, cultural, and economic issues that contribute to the use of English language in everyday Kosovar lives. In taking into consideration historical points of views, the English-speaking countries' impact in Kosovo's independence, the high level of penetration of English loanwords, and Kosovars' aspiration to accept and integrate these loanwords, one can come to understand the high regard for the English language among Albanian/Kosovar society which has affected the everyday communication and lexis in different fields, as evident among different age groups, especially young adults. However, educational factors play the most important role in English learning. The institutional support in enhancing pedagogical practices, continuous teacher training programs, provision of desired books, and native teacher mobility are considered to be the main factors that contribute to authentic English language acquisition.

Keywords: Kosovo, English Language, Loanwords, Education.

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INTRODUCTION

Being aware that language shapes consciousness, enables thoughts and attitudes, and makes people, events and phenomena more visible, then, it is obvious that English words are appearing in everyday communication in non-English languages (USAID 2015). However, there is a need to look at different linguists' points of view regarding world English(es), because various viewpoints debate whether English is considered a localized, international or globalized language. Likewise, English with its varieties (Bolton 2013), plays a considerably significant part in triggering discussions on how English words are tucked within a language. As such, it is of benefit to also begin similar discussions regarding the position of English in Kosovo as well.

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Proshina (2007) explains the meaning of the concept of world English(es) and international English, pointing out that they are close. However, international English focuses on the single core of all Englishes, whereas world Englishes highlight English language varieties and pluralities considering them as equal. That is, the variety of English usage, discussed under the umbrella term “world Englishes”, has often been investigated within the context of English variations in postcolonial context. Additionally, when discussing English around the world, Kraus (2005) comments that the establishment of English language as the European lingua franca has less to do with European developments and more with the developments at the global level. Precisely, “European English as a regional variant of global English”, (Kraus 2005: 25) which will become the generalized form of Europeak, while Coleman (2006) considers English as a global lingua franca.

At the global level, Kachru (1985) has divided the usage of English in three concentric circles. The Inner Circle includes English varieties of the USA, United Kingdom, Australia, Canada, and New Zealand. The Outer Circle includes countries such as Bangladesh, Malaysia, Nigeria, Sri Lanka, Kenya, Singapore, Tanzania, Zambia, Philippines. These are countries where English is considered a second language (ESL varieties). The third circle, the Expanding Circle, includes countries where English is considered a foreign language, that is EFL varieties: China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, Russia, Zimbabwe. Other countries such as Poland and Spain noted by Reichelt (2005, 2006), or Turkey (Selvi 2011), Argentina (Porto 2014), Albania (Kapo 2011), Kosovo (Belegu-Caka & Caka 2011; Munishi 2013; Sejdiu & Alla 2015) are also countries that belong to the Expanding Circle. Likewise, based on the Kachruvian model, there is a need to discuss the nature of English(es) in the Expanding Circle, specifically where English is considered a foreign language (Proshina & Nelson 2020).

Based on three factors: (1) the voices from different countries, from all three zones that have been heard, (2) following Kachru’s model (1985) - The Expanding Circle, and (3) following Selvi’s (2011) model regarding world Englishes in Turkey, this paper aims to present specific sociolinguistic characteristics of Kosovo. More specifically, it is a country that belongs to a group of not ex-colonies (Coleman 2006; Selvi 2011), and it has never been colonized by an English-speaking country, nor borders them. In fact, to be more precise, the variety of English usage, discussed under the umbrella term ‘world Englishes’ has often been investigated within the context of English variations in a postcolonial context. Kosovo in that sense is different as Kosovo is not

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

a postcolonial country that has been dominated by an English-speaking country. Yet, the processes of adopting English as the main foreign language (in legal documents, as the first foreign language option by many students in the schools, and the spread of loan words) parallels the process of globalization and the adoption of English as lingua franca across many countries. As such, this paper points out twofold reasons for English language developments in Kosovo: (1) sociopolitical changes: a historical overview – the social and political reasons of English language learning in Kosovo, as the first section, and (2) the most recent English linguistic influences among Kosovar Albanian speaking nation (i.e., current-day English language and its sociolinguistic factors among Kosovar Albanians) – in line with Selvi (2011) who points out that different historical, social, educational and linguistic perspectives need to be incorporated in the language usage in order to better explain the occurrence of English language context.

Located in the southwestern Balkan, the Republic of Kosovo is the newest European country. The term ‘Kosovo’ is “the form used in the English language” (The Kosovo Report 2000: 24), though it is Kosova among Albanians. Its population is 1,739,825 (see General Statistics, Kosovo in Figures, 2019), in which 93% are ethnic Albanians and the rest are considered Bosnians 1.6%, Serbs 1.5%, Turk 1.1%, Ashkali 0.9%, Egyptian 0.7%, Gorani 0.6%, Romani 0.5%, and other/unspecified 0.2%. As a nation, the official languages are Albanian and Serbian, whereas Turkish is considered an additional official language in the city of Prizren (Canaj 2020). However, as 93% of Kosovar population are Albanians, this paper is focused on Albanian speaking Kosovars, that is, how Albanian speaking population in Kosovo learn and use English.

For this reason, it is necessary to focus on the Albanian alphabet that provides important conditions in the nation’s foreign language learning ability (based on intonation, accent, and sounds). As such, the Kosovar Albanian language uses the standardized Albanian Alphabet “as the unified literary language of Albania and of Albanian speakers” (Rrapaj & Kolasi 2013: 225). With its thirty-six letters of the Latin alphabet which correspond to 36 sounds, it is easy for Kosovar Albanians (and other Albanians) to pronounce sounds that English language has, such as: ‘th- ‘θ “ the same in Albanian: “th.’ For example: thika (θika) - knife; Or the word: “this’ – ‘ðis,’ dhoma (ðoma)-room ; that is ‘dh’ in Albanian, or ‘ə ‘- ‘ë’ in Albanian: n ë (n ə) – in. For example, the letter ‘t’- tavolinë (tavolinə)- table, or the letter ‘h’- hëna (həna) -moon – whereas a conjoined

‘t’ and ‘h’ in Albanian is one letter (th) with ‘θ’ sound, as is similar with the letters ‘rr’ (strong r), ‘xh’ – (strong dʒ), ‘gj’ – (soft dʒ), and ‘nj’ (^ɲ), or vowel/letter ‘y’-y).

Additionally, when discussing commercials and advertisements, English language words are seen in almost all malls and shops: Grand Store, Ring Mall, Little Big, Cool; Travel agencies: Four Seasons, My Travel, Travel Plus, Max Travel, Go Travel; or cafeterias, such as: Big Scoop, Vintage, Lounge, Balcony, Sunshine, Star Sun, Prince Coffee Shop, Friends Avenue, Rings, and other coffee shops that offer ‘self -service’ or ‘free delivery’ written in English at the entrance. Additionally, the positive attitude towards English-speaking nations are also evidenced in many Kosovar street names: St. Edith Durham, St. William Walker, St. Wesley Clark, St. Tom Lantos, St. Tony Blair, St. Madeline Albright, St. Richard Holbrook, St. George Bush, St. Robert Doll, Blvd. Bill Clinton, St. Hillary Clinton, the national road Joseph R. Beau Biden III. Furthermore, there are also many statues of the abovementioned personalities, or modern residential streets named after the US states: St. Florida, St. Arkansas, St. California, St. Washington.

Following Proshina (2007) regarding the controversies of world English(es), there is no media in the English language in Kosovo: In the audiovisual media sector in Kosovo, there are global channels broadcasted in English such as CNN, BBC, and other networks, but there is no Kosovar channel in English, and no Kosovo media that reports regularly in English. There are also no English radio services, newspapers, or magazines published in English. However, there are bookshops that sell books in the English language. These books are published in the US, the UK, or in Kosovo, with foreign authors or Kosovar-Albanian ones.

Historical Development of Kosovo

As a smaller country in the Balkan Peninsula, much of Kosovo’s surviving documented historical data as a region was understandably affected by the widespread reach and influence of The Ottoman Empire throughout the Balkans in the 15th century. Additionally, during this rising Empire “there were no bidirectional language exchanges between Western states and the Ottoman Empire” (Selvi 2011: 184). Which means that if we turn to the historical context of English in Kosovo until the 20th century, there is little to no evidence of English among Kosovar-Albanian speaking people.

The written work in English about Kosovar-Albanians appeared in 1863-1944, written by the British artist, anthropologist, and writer, Edith Durham. As an Albanophile, she presented the

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

Albanian lifestyle and the native Albanian language, (Kosovar Albanians included). However, there is no evidence that Kosovar-Albanians could speak English at that time.

Only with the establishment of the University of Prishtina in the early 1970s as the first university in Kosovo, and the opening of their English Language Department, was there an enhancement of English language among Kosovar-Albanian society: resulting in the matriculation of English language teachers and their involvement in English language teaching. This generation of teachers started to dominate the other two foreign languages taught until then (Russian and French). The Russian language, which had been taught as a foreign language, completely vanished, whereas learning French as a foreign language continued only in rural areas. Only in the nineties the English language became the leading foreign language in Kosovo. After the consolidation of English teachers in every part of Kosovo, in every elementary and secondary school, the status of English in Kosovar schools' curriculum in primary and secondary school became obligatory. However, in university levels during this period, it was offered as an optional course, and this English language teaching was all oriented towards British-English. Particularly, the education reform in Kosovo in 1992 made English the primary foreign language (instead of Serbo-Croatian), with French or German as the second foreign languages (Canaj 2020; Nuhiu 2013; Nuhiu 2008).

Between 1993–1997, Non-Governmental Organizations (NGOs) in Kosovo played a significant role regarding the English language. As the political and social situation became tense, NGOs such as 'Human Rights Watch, Mercy Corps, and Amnesty International, as well as human rights groups in Kosovo (the Humanitarian Law Foundation and the Yugoslav Red Cross)' (The Kosovo Report 2000: 60), communicated in English and needed Kosovar translators, therefore drastically raising the importance of English in Kosovo.

The History of Kosovo as an Independent State

As this paper is a review of studies on English language growth and development in Kosovo, to provide additional context for the region, Kosovo was one of the two Provinces of the Federal Republic of Yugoslavia (FRY) (Kim & Woehrel 2008). Precisely, Kosovo is a state that emerged after the disintegration of former-Yugoslavia in early 1990s, with Slovenia and Croatia proclaiming independence in 1991, and Bosnia and Herzegovina in 1992.

Conflicts, tensions, violence, and political changes that occurred before (and during) 1999 in FRY, affected Kosovo through geopolitical, national, cultural, and educational changes (Latawski & Martin 2003). Eventually, Kosovo proclaimed independence in 2008, and their decade-long struggle for independence was supported by individual countries and the United Nations Security Council. Kosovo's independence has been recognized by 97 countries (although still not by Serbia at this time). Within this context, not only has the geopolitical situation of Kosovo changed, but so has the role and status of different languages, especially English.

Other English-speaking countries: the USA, the UK, Canada, together with 'Germany, France, and Italy, played a dominant role as diplomatic agents of the international community with respect to the deepening Kosovo crisis' (The Kosovo Report 2000: 137). Each of these crises urged the deployment of different international organizations in Kosovo, such as the Organization for Security and Co-operation in Europe (OSCE), the North Atlantic Treaty Organization (NATO), United Nation's Mission in Kosovo (UNMIK), USAID, The Kosovo Force (KFOR- international peacekeeping force in Kosovo led by NATO) (Nuhui 2008; Nuhui 2013; The Kosovo Report 2000; Kim and Woehrel 2008). Additionally, these international deployments definitely diminished Russian and Serbo-Croatian languages as the preferred foreign (or second) language options.

After the Balkan conflict (Saqipi et al. 2014), "Kosovo was established as an international protectorate under the United Nations (UN) governance" (Saqipi et al. 2014:636), and English became the leading language in Kosovo (Nuhui 2008; Munishi 2010) which helped to increase the use of English in the region. It had the role of the working language, known as the 'mission language' (Munishi 2013). The governance of the United Nations Mission in Kosovo (UNMIK) and of this "mission language" continued until the declaration of independence of the Republic of Kosovo in 2008 (Saqipi et al. 2014; The Kosovo Report 2000; Kim and Woehrel 2008). During this period, the English language was designated as an official language alongside the Albanian and Serbian languages (Munishi 2010).

All of these international organizations needed Kosovar translators and assistants who started using English and replacing Albanian words with English ones in everyday communication – leading to the increasing use of loanwords, namely English words (Nuhui 2008; Caka 2013; Sejdiu & Alla 2015; Dushku 1998; Tamo 2010). It was a time of direct and uncontrolled anglicisms (Nuhui 2013; Sejdiu & Alla 2015). This is supported by Dushku (1998), who points out that the

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

degree of penetration of Anglicisms into a country/nation's language depends on linguistic affinity of the nation, and "on the historical and cultural conditions of contact between English and each country's language and culture" (Dushku 1998: 369). This bidirectional condition occurred in Kosovo through NGOs with English-speaking employees and the Kosovar-Albanians' language affinity to grasp English loanwords. Since then, English in Kosovo has become the dominant foreign language, as in many other European countries (Kraus 2005). Moreover, the omnipresence of English loanwords in Kosovo is introduced in the following literature review, although Nuhiu (2013) and Sejdiu-Rugova (2013) oppose the excessive penetration of loanwords at such high levels and they voice the need to take appropriate protective measures to preserve the Albanian language, and to reserve anglicisms only when necessary to fill semantic gaps.

Nowadays, English learning as a second or foreign language has shown exponential growth (Coleman 2006; Bolton & Kuteeva 2012). It has also become a huge industry in every part of Kosovo, in both urban and rural areas. Kosovar children grow up with the idea that learning and being able to speak English are a prerequisite to be successful in their future, as is the case in Albania (Kapo, 2011). Therefore, there are language centers, high schools, universities, and even kindergartens where English language is the medium of instruction. Coleman (2006) argues that the emergence of the private sector in East and Central Europe, which offers English-language learning opportunities, leaves the state sector behind as "slow reacting state institutions." Similarly in Kosovo, there are some highly-competitive private schools, preschool and kindergarten centers, secondary schools and tertiary level institutions which offer full-day programs in English, such as the International School of Prishtina, International Learning Group (ILG) School, American School of Kosovo (ASK), Finnish School of Kosovo, European College of Kosovo, British Academy of Kosovo, The British School of Kosovo, Britannica, Prishtina High School, American University of Kosovo, etc. Although highly competitive, the number of these private primary, secondary and tertiary educational institutions is small compared to the state ones; adding the fact that the education in state institutions in Kosovo is free. However, they are relevant to the discussion as English is the language of the instruction in these private institutions. Moreover, English is the institutionalized language, and the programs are led by international staff who provide learning experiences in English. The paradigm of English language taught in Kosovo, whether as an International Language (EIL) or English as a Lingua Franca (ELF), is based on

British-English and British culture, and/or American English and cultural values (Proshina and Nelson 2020). There are also schools such as Don Bosco School, or Mehmet Akif College, where students use not only English as a medium of instruction, but Italian, Turkish, and Albanian as well.

Indeed, the British Council, American Corner at the National Library in Prishtina (the capital city of Kosovo), KET NET (Kosovo English Teachers' Network) and the US Embassy are main supporters for introducing English language in the country. The British Council and American Corner provide textbooks, English language teaching and learning materials, as well as other sources. Whereas, KET NET with its branches in every city of Kosovo promotes professional development in the field of ELT by offering various teacher training seminars, and communicating and collaborating with all English language teachers of all levels nationally. Additionally, the US Fulbright program engages native American teacher assistants every year through English-language fellowship placements in different Kosovar HEIs, and also offers professional trainings and teaching exchanges in the United States.

To capture the influence of English language among Kosovar Albanians, this paper reviews some of the recent studies related to the country's historical, political, social, and educational factors. Thus, this review poses the following questions:

1. To what extent do the societal factors impact English language penetration in Kosovar Albanian society?
2. What are the significant English words found in recent studies in Albanian language?

From a review perspective, it hopes to examine the account for English language penetration, as well as the meaning of English words and their variation(s) due to the influence of various factors, as previously mentioned above.

Methodology

This paper aimed to review and discuss other authors' claims regarding the extent of the societal factors that impact English language penetration in Kosovar Albanian society, and the most significant English words found in recent studies in Albanian language. As such, it was focused in the published works of Albanians regarding these issues, such as Nuhiu (2008), Nuhiu (2010), Kapo (2011), Sejdiu & Alla (2015), Mllaku (2013), Munishi (2013), Caka (2013), Saqipi

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

et al. (2014), Canaj (2020). In addition to the Report about Kosovo, prepared by the Center for Social Initiatives (2018), the review also consisted of the works and claims of Kachru (1985), Matsuda (2002), Bache and Taylor (2003), Reichelt (2006), Coleman (2006), Selvi (2011), Bolton & Kuteeva (2012), Proshina & Nelson (2020), whose papers were mostly considered in this review of studies.

Results and Discussion

The historical and political developments in Kosovo have had impacts on education (Saqipi et.al 2014). ‘The gear’ of English (Bolton 2013) dramatically changed after the Balkan conflict(s) due to the intensification and the presence of foreign organizations (NGOs, military forces, religious missionaries, academics) which helped to lower linguistic barriers, ensuing a tremendous influx of English usage. Following the intensification of English among Kosovar-Albanian after the conflict (1998/1999), it was noted that there was a need for education reform in the academic level, as well – that is, to incorporate an English-language component and give students access to a wider range of literature, emphasizing the need to reform higher education (HE). This important role was played by British actors (the British Department for Education and Employment (DfEE) as they "funded assistance from British universities to the University of Prishtina" (Bache and Taylor 2003:285). The DfEE assisted in the reconstruction of the University level. The University of Prishtina was the biggest and the only university in Kosovo at the time, and it represented intellectual autonomy for Kosovar-Albanians and enhanced the national Albanian/Kosovar identity (Bache & Taylor 2003).

Nowadays, as in other countries worldwide, such as Albania (Kapo 2011) or Turkey (Selvi 2011), the English language among Kosovar-Albanians bears great value and has become the language of almost all institutions. It is considered “an efficient means of communication for maintaining a network of foreign contacts” (Kraus 2005: 24). That is, English knowledge enables opportunities for professional development by communicating in different fields, such as in the field of economy, finance, tourism, environment, culture, journalism, education, technology (Kapo 2011; Nuhiu 2008; Sejdiu & Alla 2015, Millaku 2013; Caka 2013).

English knowledge among Kosovar-Albanians is seen to be a highly positive socio-cultural and professional feature (Nuhiu 2008; Caka 2013; Sejdiu & Alla 2015). In specific fields English

is playing a leading role in professional communities worldwide (see also Kachru 1985; Matsuda 2002; Nuhiu 2008; Reichelt 2006; Proshina and Nelson 2020) – this does not assume one preferred variety of English but refers to its function as a lingua franca (Canaj 2020) in trying to connect numerous cultural and linguistic varieties (Matsuda 2018). Moreover, “due to historical, political, and economic, as well as cultural and informational reasons” (Proshina & Nelson 2020: 256), also evident in Kosovo as a result of the intervention of different international organizations, “the pluricentricity of English has contributed to make English not a monolithic and homogeneous language anymore” (Proshina & Nelson 2020: 256). Again, arguments regarding the historical, political, and economic factors for English differentiation indicate the great number of varieties that exist – world Englishes. As such, Kosovar-Albanians have become diglossic – that is, they are using one language for local communication and expression of identity, and are also using English for more formal communication in a wider context (Coleman 2006). Similarly in Kosovo, English is increasingly used for intra-national, as well as international communication with the rest of the world as in other monolingual countries (Selvi 2011).

Nowadays “English is the language of the global finance markets” (Kraus 2005: 22). As such, English terminology of economic legislation, budget and finance in Kosovo is quite strong (Munishi 2006), and many institutions also record their institutional documents in English as well as in Albanian and Serbian (as is the case with all public institutions, at least in drafting regulations). More precisely, laws and regulations in Kosovo are always in three languages.

For example, the Law on Public Financial Management in Kosovo was drafted entirely by international experts of economic, financial and legal matters in English, and then it has been translated into Albanian (Munishi 2013). Additionally, most definitions in Kosovo law are fabricated directly under the influence of English (Munishi 2013). This affirms the tendency towards direct translation which still prevails – but it is the translator’s responsibility to balance language trends of direct and indirect translations due to the huge impact of borrowed words (Proshina 2007).

In Kosovar business, law, or education, the role of English is significant. Kosovar-Albanians, especially the younger generation, are creating new English/Albanian communities (Canaj 2020). This lingua franca (Bolton & Kuteeva 2012; Nuhiu 2008) is the most wanted, the most used, and the most studied foreign language in Kosovo. It is learned and used to indicate the

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

person's (Kosovar Albanian) personal response to "globalization, modernism and multilingualism" (Canaj 2020; Bolton & Kuteeva 2012; Nuhiu 2013). It is a way of introducing 'the self' and exploring intellectual abilities, as it naturally provides access to greater knowledge. It also encourages awareness and increases capacity for intellectual jobs in Kosovo.

The Report prepared by the Center for Social Initiatives (2018), which is supported by the UK Embassy in Kosovo regarding the issue of language, reveals that the younger generation prefers English as a language of communication between the two ethnicities (Albanian and Serbian), as this is also considered the 'only' option as neither of the two languages are a mandatory subject in the other community, despite both being official languages. On the other hand, English remains the sole mandatory language learned by both communities.

Moreover, English has become so fashionable with young adults and the educated elite, that these leaders of social change use English words and expressions in their everyday lives (Selvi 2011; Coleman 2006; Canaj 2020). Additionally, Coleman (2006) warns that all this "Englishization represents an extension of the global threat to minority languages" (Coleman 2006: 10), as is the 'threat' of English in the Swedish context in Bolton and Kuteeva (2012). In the global aspect, Albanian is a 'minority language' compared to the English language. Nevertheless, this paper does not discuss the threats of the global language, but it observes global bilingual and bicultural identity in the 21st century among Kosovar youth and elite, as pointed out by Coleman (2006) regarding 'diglossity.' Coleman (2006) points out that in spite of diverse frameworks and discussions about globalization and language, it seems that the spread of English will ultimately lead to a diglossic world, in which one language will be rooted and used in local culture, with English becoming the global second language. This position does not mean that Coleman advocates against globalization of English; he seems to be predicting the trends that eventually might lead to a diglossic world.

When it comes to recruitment calls, similarly in the Albanian case (Kapo 2011), and the EU state cases (Kraus 2005), one of the first criteria for job interviews in Kosovar institutions is English language knowledge. In fact, English "has a special role in every single curriculum vitae prepared" (Selvi 2011: 189) in Kosovo, as in many other countries. Undoubtedly, function of the

English language in Kosovo can be found in almost every public or private institution: in legal court, higher education institutions, in administration, and surely in multinational corporations.

Bolton and Kuteeva (2012) argue that education cannot be justified by pedagogical issues, but it is a complex matrix of the sociolinguistic history and current realities. Whereas Selvi (2011: 186) claims that “the influence of English is most evident in the context of national education”. Similarly in Kosovo, English learning is arranged by the Ministry of Education, Science and Technology (MEST) and the Common European Framework of Reference for Languages – that is, English language learning, and hours of teaching/learning at each educative level. English language as a mandatory subject is introduced in the first grade, precisely at the age of 6. It was made compulsory nationwide starting in primary schools (Canaj 2020). Since 2016, schools are introducing English even at an earlier age starting from the age of 5 with one or two hours per week (MEST 2018). Typically, preschoolers receive 2 hours or 90 minutes of lessons per week and this itinerary continues throughout the education cycle: in the first, second and tertiary education. This English language instruction continues as a mandatory course until the students finish high school. Whereas the University level students shift to the domain of science, and at this level English is introduced as English for Specific Purposes (ESP). It is a predominant foreign language in university curricula with the majority of textbooks published in the UK. Additionally, the English language is obligatory entrance exam for PhD students (Caka 2013). He, Caka (2013) justifies this exam arguing that English language knowledge would help the future academics to not only ‘consume’ the language (use it for their own purposes), but to use English for the purpose of knowledge transmission and generating new knowledge (Caka 2013).

Since Higher Education Institutions (HEIs) belong to a ‘globalized market’ – struggling to balance university policies, individuals, governments, and markets (Coleman 2006) – Kosovar HEIs (with the Bologna Agreement) are interested in expanding their collaboration with other international universities. As such, Kosovo’s education follows European Union recommendations on education (Canaj 2020). This aligns with Coleman (2006), who points out that “English is progressively becoming the language of higher education in Europe” (Coleman 2006: 1), even though there have been debates concerning the status of English in higher education (Bolton and Kuteeva 2012). The implementation of the Bologna process in standardizing degrees across EU countries (Bolton and Kuteeva 2012) has made use of English for their exchange students.

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

Although Kosovo is not an EU country yet, HEIs in Kosovo are asked to offer a selection of courses in English, for the purpose of student and teacher mobilities in European universities (Caka 2013). This is also supported with overseas mobility programs such as The U.S. Fulbright program, Japanese Embassy grant, in which the application of English is ‘a must’.

English as a Lingua Franca (Proshina & Nelson 2020; Bolton and Kuteeva 2012) is also in Kosovo (Canaj 2020; Nuhiu 2010). All educational institutions, elementary, secondary or even tertiary education strive to bring English language policy in a higher place on all national institutions. Coleman (2006) has succinctly explained the bidirectional (and twofold) relation of English language in HEI “While the global status of English impels its adoption in HE, the adoption of English in HE further advances its global influence” (Coleman 2006: 4).

Regarding Englishes in Kosovo, there are documents published by Sejdiu & Alla (2015), Belegu-Caka and Caka (2011), Caka (2006), Nuhiu (2008), which justify the emergence of Englishes in Kosovo. Additionally, the studies show a mixture of English varieties being used in Kosovo: the books used are mostly focused on British English, for example Kosovar children are taught and geared to ‘trousers’, ‘have got’, ‘sweets’ in schools, but in spoken English they will shift to American English – similar to Kraus’s (2005) opinion, who points out that “American English has permeated the everyday lives of people all over the world” (Kraus 2005: 23).

As Proshina (2007: 133) points out, “every variety of world English differs from another variety” and that there are language innovations and deviations on all levels – there are some deviations of English standards even in the Kosovar context regarding Englishes in Kosovo:

Morphological ones:

- Substitution of the Past Simple with Present Perfect (listened/have listened to: ‘degjova/kam degjuar’)
- Addition or lack of articles
- Prepositions e.g. By car with Tom (in Albanian : me veture, me Tomin – ‘me ’ is used for both : ‘by’ and ‘with’ prepositions)
- Plurals vs singular e.g. hair (in Albanian: floket (plural))

- Gender relations (e.g. neutral gender does not exist in Albanian. The bag (Çanta-feminine gender ends with (a), or (e.) i.e., The bag is red. It is red (in Albanian: Ajo është e kuqe. She is red.

Lexical borrowings:

English in Kosovo has its specialties, for example lexical anglicisms used in technical terminology such as antivirus, bit, bold, blog, operator, palmtop, printer, server, terminal, virtual, styling, cool, are words that fit well into the system of the Albanian language (Caka 2013; Sejdiu-Rugova 2013).

Additionally, there are words written in English, e-mail, I-pad, PC, DVD, CD, always read as English ones, not as in Albanian e.g. ('I'-pad). Similarly, in economic terminology: rent, risk, transparenca (Munishi 2013), or English words which are used in everyday Albanian words such as: kontribut (contribute), agjenda (agenda), asistencë (assistance), negociata (negotiate), aktual (actual), prioritet (priority) (Tamo 2010).

As seen in some words, there is 'replacement of certain letters of English with those of Albanian, such as: c with k, or ch with ç. Example: italic – italik, telefax – telefaks, chip – çip, chipset – çipset' (Caka 2013: 298-301), or word/ verb changes by adding 'oj' in the first-person singular are mostly evident: download-daunlodoj, scan- skanoj, forward-forwardoj, block-blllokoj (Sejdiu-Rugova 2013).

Pragmatic deviations:

Although the language used is still masculine oriented language, which is based on culture (Proshina 2007), in the Kosovar context it depends on the type of jobs the person usually does which is inherited by previous traditional jobs and workers; For example, tailor (rrrobaqepese), or teacher (mësuesja) - are usually referred to as female; lawyer (avokat) or taxi-driver (taksist)- are always referred to male; whereas the word doctor- nowadays mostly depends on the gender we are speaking: doktoreshe (female)/doktor (male).

It is evident that world terminology has changed, producing new psycholinguistic problems. When not finding the corresponding terminology within the traditional language, new terminology is produced on the basis of English, supporting the sociocognitive approach by Tamo (2010). This is also supported by Proshina and Nelson (2020) who point out that English variety

The Impact Of Foreign Ngo-S On Fostering English As The Opportunity Language: Challenges And Trends Among Young Adults

is based on linguaculture, that is, the ability to express the cultural identity and certain features transferred from their mother tongues. This ‘quasi-universal English language adoption’ (Coleman 2006) in everyday Kosovar lives, as exemplified, show examples of different views on the use of English among Kosovar-Albanians that relate to the global need for ‘field uniformity’ in economics, informatics, law, education and more. Like this, the adoption of the language for the purpose of easier and standardized communication is to extend and/or to exploit global achievements, which is related to the variety that expresses their culture, values, mindset, and world view (Proshina & Nelson 2020).

To summarize, different researchers have explored different aspects of the English language and its groupings, and the English in Kosovo can be argued to have developed under political, financial, social, and cultural circumstances. The consistent representations of English(es) must be understood within the broader political and social context of Kosovar society. Even though the data that has been described here reveal sufficient details of English(es) in Kosovo, we continue to refer to the socio-cognitive approach to using English in global planning. This approach refers to applying appropriate teaching methods that enhance pedagogical practices supported by state institutions, international organizations, and embassies that engage native speaking teachers to promote English learning in schools and higher education institutions.

CONCLUSION

The paradigm of world English(es) has given rise to numerous studies from different countries. Based on the review question posed regarding the extent of the societal factors that impact English language penetration among Kosovar-Albanian society, it is concluded that the interest regarding English in Kosovo has challenged the interrelation of Kosovar people and their culture, their keenness to learn English, and what and how much English should be learned and used. Given the dual history of the pre-war and post-war English status in Kosovo, there is English language learning engagement, financial support, and professional assistance through the US, the UK, and other organizations and national institutions (MEST).

In addition, as a response to the second study question regarding English words found in recent studies of the Albanian language, there are significant English words found in the everyday Kosovar-Albanian language. Examples of English loanwords in everyday communication are considered as a trend that is rapidly growing among the Kosovar youth. And this trend is based on

the positive attitudes towards the English-speaking nation(s), and the Albanian's language ability in easily accessing the English language with its alphabet and sounds.

In conclusion, this paper does not just reflect English language development in Kosovo, but also reflects the Kosovar-Albanian society through historical, social, political, educational, and cultural settings – revealing Kosovar-Albanian's high respect for English language usage. The advancement of English among each Kosovar can strengthen and enrich 'the self' in many dimensions (as English has a supplementary function (Proshina 2007) in everyday activities). The advantage of using the English language in the Republic of Kosovo derives primarily from the fact that English is a language of opportunity, a global language that promotes global culture, education, politics, and economy to the new local generation of Kosovar-Albanians who are eager to grasp the trend of globalization. Thus, it is English language teachers' job to understand the importance of language teaching practices, and to enhance novice teaching approaches and methods that motivate young adults to easily and promptly learn English.

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