



The Connection between Language and Sciences: New Perspectives for Albanian Linguistic Field

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Abstract

Language use is a process that demands precise accuracy. It requires the maximum effort in the quality of material selection, quantity of language use, clarity of expression, emotional coloring, tone, style, etc. Language cannot serve its speakers simply as a means of careful, beautiful or elegant communication, but it serves them in various fields of human activities. Specifically, the language serves its speakers in environmental, natural, medical, engineering, political, legal, technology, architecture, economic, business sciences, etc. In this entire process, scholars, researchers and academics of specific scientific fields should be assisted by linguists with extracurricular literature that strive to obtain linguistic information continuously with the aim of informing specific sciences in terms of linguistics and improving their linguistics skills. Consequently, such an effort would create the opportunity for the non-linguist's scientists to refer to this literature throughout their professional journey. Language should be regarded as a powerful instrument for social, scientific, economic, political, and cultural interaction. It serves not only as a means of socialization and identity, both social and national, but also as a vehicle for generation, development, progress, and cultural and intellectual emancipation.

Keywords: language and sciences, language development, language skills, language capacity

1. Introduction

Language is the most important instrument for conveying human achievements. Therefore, language has a mission that must go beyond itself, as a means of everyday communication.

Scientists, scholars and researchers from different fields of life have always tried to manifest the latest achievements through language in the best possible way.

However, the use of language requires the right skill and mastery. Language use is a specialized activity, says Hudson, which is not enough to just know, but to know how to do it.

Linguistic activity is not an automatic reflection (...) it is a specialized job. It is a job because it requires an effort to be performed, and the level of success depends on the effort performed. It is specialized because it requires the type of knowledge: "knowing how to do it", that is applied in a satisfactory way based on the practice one has (also based on other factors such as intelligence) (Hudson 1996/2002; p.127)

Language use is a form of artistry that demands precise accuracy. The art of linguistic communication requires

maximum effort in the quality of material selection, quantity of linguistic use, clarity of expression, appropriate emotional tones, etc.

Conversely, the absence of such effort may lead to various deficits, including misunderstandings, disagreements, loss of information, a reduction in the effectiveness of language use, etc.

18th-century philosophers and early empiricists and rationalists, along with late 18th to early 19th-century romantic anti-rationalist authors, explored the origins and development of human language. Robins explains this by the fact, it is precisely through language that people convey to each other the knowledge gained together and the issues and principles of reasoning. (Robins R. H. 2007: p 203.)

Furthermore, Wilhelm von Humboldt, a thinker from the late 18th century and early 19th century, articulated his linguistic theory on the infinite creative capacity of the language, both grammatically and lexically. This capacity allows speakers to use limited resources to meet all possible needs. Humboldt's interest in the creative aspect of language led him to define language as "*energeia*"—an internal speaking-listening ability—rather than as an "*ergon*", which he viewed as a static and lifeless description by grammarians. (Robins R. H. 2007: p. 219)

Prior to this researcher, and even since ancient times, philosophers and thinkers have been consistently interested in the creative nature of language through its finite units, as Chomsky states:

Language production is about what and why we say it:

Essentially, this is Descartes' problem of "the creative aspect of the language use". According to Descartes and his followers, normal language use is constantly renewed, unlimited, seemingly uncontrolled by external stimuli or internal states, coherent, and appropriate to situations. In ordinary discourse, the speaker does not merely repeat what they have heard; rather, they produce new linguistic forms. Often, these are innovations based on personal experience or even the history of the language, and there are no limits to such renewal. Thus, ordinary language use is free and indefinite but always adapted to situations; (Descartes according to Chomsky N. 2007: p. 5, 133-170)

2. Method

This research employs a qualitative method. The primary issue examined is a globally recognized phenomenon, which appears more challenging in non-developed countries. Therefore, the conclusions are based on research conducted within the context of Albania.

Nowadays, the remarkable scientific advancements across various domains present significant challenges for languages in general and the Albanian language in particular, necessitating effective solutions.

The issue at hand pertains to the linguistic limitations of the Albanian language in keeping pace with scientific advancements. This challenge has been documented in various curricular programs across different scientific disciplines within Albanian universities. Specifically, these curricula have revealed a significant deficiency in linguistic studies related to specific scientific fields.

The consequences of this problem are evident in the present-day Albania. Developments in various scientific fields, including theoretical-scientific and practical-professional knowledge across different areas of daily life activities, have challenged the methods by which this information should be conveyed.

It is therefore evident that there is a need for language development in this direction. The paper offers some conclusions that propose a solution to the identified problem.

3. Results

This paper will focus on two important issues:

- Communication skills and capacity beyond linguistic knowledge
- The significance of achieving linguistic competency within the context of specific scientific disciplines.

If we examine the development of sciences in Albania, particularly the latest scientific innovations, we observe linguistic deficiencies in spoken and written Albanian. This issue stems from the linguistic deficit, both in individual speaker formation and in the literature related to these sciences. This deficiency is particularly evident when conveying new (innovative) information within the scientific framework. The latest advancements (innovations or inventions) in any academic science cannot obscure the challenges, gaps, or obstacles that frequently arise.

This issue primarily pertains to the mastery of linguistic skills and capabilities within disciplines in the field of linguistics, as well as their effective application across various life activities.

Inadequate language training is evident among both general employees and highly educated individuals across

various fields, including graduates, academics, and scientific researchers, except for specialists in linguistics.

Although language education plays a significant role, it seems more insufficient today than ever.

To better understand this phenomenon, we begin with the linguistic formation of individuals in various educational fields and levels, including scientific researchers. Linguistic training within this intellectual stratum has historically been confined to the educational process, starting from the pre-school cycle up to the pre-university cycle. Subsequently, this process continues with certain basic university courses which are significantly limited across disciplines, even those related to linguistics.

Therefore, disregarding the curriculum of all pre-university study cycles (with their inherent advantages and disadvantages), the Albanian language courses available within specialized scientific fields in the higher education system remains insufficient.

In the university curricula across various disciplines, we typically encounter courses such as Albanian language, linguistic culture, and academic writing (often limited to just one, or even none in many areas of study). Even when specific courses such as medical language, information technology language, business communication language, and media language are offered, they often lack effective implementation within their respective fields.

Firstly, there is a lack of interest from students in these fields. This may be due to a limited awareness from early childhood regarding the role of language in daily behavior (Troplini-Abdurahmani E. 2018). Secondly, there is a shortage of adequate literature on this subject, with Albanian linguistics showing some negligence in this area. Thirdly, because of the first two factors, linguistic specialists have simplified the programs of these courses. Lastly, other specific factors related to the respective fields also play a role.

Researchers have been occupied with celebrating their achievements in various fields. However, they often overlook the importance of effectively communicating these achievements. There is a need for thorough analysis of the tools and methods used to ensure that scientific achievements are accurately articulated, understood and transmitted. This careful consideration is essential for the study, documentation, research and dissemination of what is regarded as innovation and invention.

Written and oral communication play a crucial role not only in the dissemination of scientific news but also in the advancement of scientific development. (Troplini-Abdurahmani E. 2025).

The power of language is unpredictable when used to its fullest. Linguistic capacity cannot only convey and advance scientific ideas, but it can also promote development. It is widely recognized today that proper use of language is a crucial catalyst for generating new ideas, thereby driving innovations across all fields of science.

At this point, it is important to consider the context in which languages are spoken. Consequently, different environments and scientific development settings must be taken into account.

Going back to Albanian context, it is important to recognize the significance of a high level of written and spoken discourse in the Albanian language across all sciences. Understanding that human language extends beyond basic communication needs is vital. From this perspective, there has been an acceptance of linguistic vulgarity. However, the purpose of the language use is numerous, vast, immeasurable, invaluable, infinite, and limitless.

In reference to our paper, particularly regarding its purpose and the process of awareness on the relevant argument, the work with language should be conducted continuously in two directions:

4. In Terms of Linguistic Science

This focuses on the continuous enhancement and development of linguistic abilities and capacities in both speaking and writing, extending beyond basic linguistic capacity. More comprehensive work is required within the framework of linguistic science and its related fields to support other scientific disciplines.

The work to enhance and develop language skills within each scientific discipline requires a more thorough effort, primarily within the linguistic disciplines themselves. Specific sciences and language users from various fields should be able to find appropriate literature, materials, and guidelines relevant to their scientific field. Currently, new initiatives in scientific research related to specific areas are necessary. Furthermore, there is an ongoing demand for increased investment in scientific research focusing on language within specialized branches.

As previously stated, Albanian language courses across various fields are frequently insufficient (Troplini-Abdurahmani E., 2014). Additionally, these courses from a linguistic perspective are unstructured and underdeveloped, both in terms of modern linguistics and the advancement of each scientific discipline.

Courses like business language, healthcare communication, psychology of language, sociology of language, visual communication, natural language processing, political discourse writing, etc., have significant linguistic deficiencies and

are incomplete for their respective fields. Therefore, language specialists should thoroughly analyze these courses to identify and address these deficiencies. Ultimately, they should evaluate whether the revised courses are sufficient by asking "Are they now adequate?" and "What other steps should be taken next?" Based on previous discussion and everyday experience, the adequacy or sufficiency of the first question has its answer inside. The next question addresses the second topic of this study.

5. The Aspect of Linguistic Development in the Framework of Specific Sciences

Working with language in linguistic science involves gaining accurate knowledge and practical training for its use. It also involves continuously improving and developing the relationship between linguistic, communication, and discourse competencies across various fields within specific sciences. In essence, the role of linguistic specialists is not only to enhance linguistic knowledge through linguistic disciplines or within the scope of specific sciences, but also to evaluate the conclusions and outcomes across all sciences. The goal is to implement linguistic skills and capacities within the framework of scientific development.

5.1 How should this relationship be structured and developed?

There is a reason why researchers, philosophers and linguists always associate language with other sciences, even when it refers to linguistic studies.

According to Chomsky's interpretation, language itself is key to the partial understanding of the human mind or brain (recall that it was also an image of the ancient Stoics). On more than one occasion, Chomsky has presented his linguistics vision as a branch of cognitive psychology.

Three prominent researchers who shaped American linguistics in its course were: Franz Boas, Edward Sapir, and Leonard Bloomfield. Boas and Sapir's fundamental attitude towards language was its intrinsic connection between life and the thinking of its speaker. This attitude can be seen largely because of Humboldt's ideas.

Sapir and Bloomfield both opposed and complemented each other in their approaches. Bloomfield was strictly scientific in the light of his mechanistic interpretation of science and focused on formal methodology and analysis. Sapir, on the contrary, worked extensively around his subject, exploring its connections with literature, music, anthropology and psychology. (Robins R. H. 2007: p. 314-315).

Firth had paid great attention to phonology and developed the theory of prosody analysis. It was conceptualized within the framework of his general theory, which can be named the contextual theory of language. Like other American linguists, Firth also used the work and doctrine of the anthropologists, particularly that of B. Malinowski. He developed his theory based on the situational context. According to this, the meanings of phrase and its words or sentences were placed in relation to their various functions in specific situational contexts where they are used. Firth extended this approach to language, focusing on the application of the "equation": "semantic meaning is function in context" (Robins R. H. 2007: p. 331).

The new Grammarians tried to base their work on historical-comparative linguistics within the natural sciences, no less than Schleicher. Young Grammarians applied their model to natural sciences related to non-living organisms such as geology and physics, while Schleicher turned to biology (living organisms). The two main proponents of the doctrine were H. Osthoff and K. Brugmann. The new grammarians claimed that language does not exist apart from its speaker. A group of linguists led by Vossler from Munich emphasized the importance of the speaker in the origin and spread of linguistic changes of any kind. (Robins R. H. 2007: p. 277).

Undoubtedly, every change pertains to a specific speaker and encompasses their entire life including family life, professional life, individual life, life in groups, life according to roles, status life, class life, etc. Thus, linguistic changes imply more than the language simply serving as a tool of basic communication or casual interaction.

Language cannot serve its speakers simply as a means of careful, beautiful or elegant communication, nor as a simple means of formal or informal discourse in the institutional and administrative framework, but it serves speakers of different fields in all human activities.

More specifically, the language serves its speakers in environmental, natural, medical sciences; in various types of engineering sciences such as physics, mathematics, chemistry, software, computer engineering, construction, agriculture, geology, forestry and agronomy; in political and legal sciences, in information technology, architecture, economic sciences, business, etc.

Consequently, language should be regarded as a powerful instrument for social, scientific, economic, political, and

cultural interaction. It serves not only as a means of socialization and identity, both social and national, but also as a vehicle for generation, development, progress, and cultural and intellectual emancipation. Therefore, language represents a catalyst for change and, simultaneously, reflects various aspects such as development, emancipation, cultural advancements, and scientific innovations.

With reference to what we have mentioned above, another very important detail should be highlighted.

When discussing linguistic change, one aspect often considered is the change by individual speakers, strongly influenced by the rapid evolution of modern times. However, less attention has been given to the role of language itself in driving changes within the framework of sciences. Language can act as a catalyst, balance, instigator, helper, and significant generator of development in scientific fields.

6. Discussion

Finally, we also need to delve into the standard language and its role in this perspective.

If a standard language is studied as a monolithic block, separate from the language used by people and not for its benefits, then one would agree that the whole linguistics should be conceived on its own without any connection with other sciences or their function. Nevertheless, we believe that neither the importance of a standard language nor the significance of an entire science of linguistics would make sense. Moreover, this would not exist if the linguistic sciences were not linked to the speakers' interests in a language, who themselves belong to different fields.

Linguists have never denied the fact that language is dynamic. However, linguists, particularly those belonging to specific sciences, must provide instructions from time to time to enhance academic writing in various sciences and increase the interest in different academic readings. This would improve communication skills within each science and master a high linguistic capacity in their scientific fields.

In this entire process, scholars, researchers and academics of specific scientific fields should be assisted by linguists with extracurricular literature that strive to obtain linguistic information continuously with the aim of informing specific sciences in terms of linguistics and improving their linguistics skills. Consequently, such an effort would create the opportunity for the non-linguist's scientists to refer to this literature throughout their professional journey.

The power of language in generating and reflecting ideas in different scientific fields, including its role in the development and progress of every science, is now indisputable. (Troplini- Abdurahmani E. 2022). No progress can be achieved in any science if we do not communicate and receive ideas in adequate form. Our ideas have no value if they are not heard and understood correctly by our interlocutors. This means that our communication should be at the right level to serve all life sciences to the maximum extent possible.

As we described above, language is a catalyst, the balancer, the promoter, the helper, and the best generator of the development of these sciences.

Thus, all efforts are needed to align the Albanian language to the optimum standard required for scientific developments in every field. It must rise to its deserved height. Language is people's life. It is an inseparable part of daily achievements. Language is unstoppable power, energy, and creativity.

7. Conclusions

1. The mission of the language should be seen beyond itself, as a means of daily communication.
2. Linguistic use is a form of artistry that demands precise accuracy.
3. The development of linguistic ability and capacity in speaking and writing should be seen beyond language competency.
4. Importance should be given to increasing linguistic ability and capacity within the framework of specific disciplines in the field of linguistics.
5. The focus on continues enhancement and development of linguistic competency level within the framework of specific sciences of different fields marks the next emerging need in Albanian linguistic.
6. Linguistic specialists must be aware of the important role of language in the development of various sciences.
7. Linguistic skills and mastery have a key role in transmitting the latest scientific achievements in every field.
8. Language is also a powerful tool for generating ideas.
9. Language is power, energy and unstoppable creation.

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