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**LANGUAGE POLICY AND MINORITY LANGUAGE RIGHTS:
A CONSTRUCTIVE ANALYSIS OF THE APPLICATION OF MINORITY
LANGUAGES IN THE KOSOVO ACADEMIC COMMUNITY***

Linguistic rights protect the individual and collective right of minority groups to choose a language, which includes the right to use their mother tongue in legal, administrative and judicial acts, the right to education in their own language, and the right to broadcast in their own language. Any restrictions on language rights run counter to international obligations that protect the individual and collective identity and culture of minority groups, and participation in public life. Although Article 27 of the International Covenant on Civil and Political Rights ensures that linguistic minorities can use their own languages in their community, problems often exist at the national level. In this context, this article addresses the issues of (in) equality of the use of minority languages in the academic community of Kosovo and the role of its institutions in promoting inequality. We present the current situation in Kosovo's academic space and, based on selected statistics, identify opportunities for more successful progress in the educational process of minority groups. In addition to the data obtained by surveying members of linguistic minorities in the Kosovo academic community, in the continuation

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of the analysis we try to find an answer to the question of where the omissions were made, calling for respect for linguistic diversity as a fundamental value of the European Union.

Higher education in the mother tongue is the greatest achievement of minorities in Kosovo. Therefore, Kosovo universities where classes are taught in minority languages should play an avant-garde role in promoting the rights of the Bosniak as well as the Turkish community, as they educate future educators and the bearers of the economic and cultural life of these communities. In other words, since there are not national councils under the Constitution of Kosovo, higher education institutions should take on the role of coordinating institutions in resolving language restrictions and problems of minority groups, thus preventing the possibility of ethnocentrism and linguistic discrimination (linguistism) and thus loss of national identity.

Keywords: *academic community, cultural identity, ethnocentrism, Kosovo, language rights, minorities, official communication*

1. Introduction

Language is at the center of nature and human culture and is one of the most important expressions of identity. An example of its importance is that in addition to the basic means of communication, it is also the headquarters of the gathering of ethnic groups that applies a unique linguistic construct. Language issues are particularly sensitive and important for minority groups who want to preserve their cultural identity, sometimes in the context of marginalization, exclusion or discrimination. Therefore, any general guarantee of language rights, especially in the field of education, is inseparable from the concern for culture transmitted by the language in question. Academician Muratagić believes that taking away a person's language, especially their mother tongue, means excluding them from their identity, since they express themselves best in their mother tongue (Sandžacke, 2021). Languages do not exist by themselves, but by the groups that use them in everyday communication. According to Jahić, the mother tongue is not an idea or insistence on homeland, on preserving the roots or identity in the sense of something that happens in a different way in the modern world, but the mother tongue instead is a complete picture of a culture, a space, and in that sense – one nation (Hodžić, 2021). Jahić also points out that meddling with a language means meddling with the identity of an individual as a cultural being and the social community as a historical category, because the issue of denying a language is a matter of the existence of a nation (Živković, 2015). Reasons why some lan-

guages disappear in certain areas can be political, economic, or cultural- very often beyond control of the speakers of languages in question. Despite the fact that European and international legal documents have so far failed to eradicate minority problems and group antagonism, their provisions and mechanisms have nevertheless increased the level of tolerance and understanding (Kumrić, 2017: 348).

Regardless, the preservation of linguistic diversity, and consequently of certain languages, especially those that are considered endangered- as the heritage of humanity should be part of the shared responsibility of the community nations or society. Ideology and politics have conditioned the imposition of a certain language standard to Bosniaks, Montenegrins, Croatians and Serbs even at the time of the so-called Vienna Literary Treaty. Ideology and politics have also imposed a common (official) standard language in the time of the so-called Novi Sad agreement when both, Bosniaks and Montenegrins were deprived of separate standard variants within that language, and they were forced to adhere to Serbian and Croatian. We intentionally say that both agreements were 'so-called' because the application of contractual solutions, as a rule, does not require coercion, which in Bosnia and Herzegovina and Montenegro, even in a sophisticated way, was necessary in order to implement 'contractual' solutions (Čirgić, 2014: 351–352).

One of the most effective measures to preserve a language that is less used is its support by the educational institution. However, this form of action is not without posing a series of problems that are the subject of our research. Since each individual best expresses his opinion and best understands others in his mother tongue, hence the need for its mandatory use in general, and even in academic circles. Representation and respect for the right to use minority languages are often dealt with by many institutions, but from that starting point from 1999–2000 nothing significant has changed in Kosovo. All initiatives from Parliament, the Consultative Council for Communities (at the Office of the President), the Language Commission at the Office of the Prime Minister, and domestic and international NGOs ended up in the secretariat or possibly promoted in the media, and this was the ultimate goal because in practice no question is absolved into a concrete tangible result. In today's European, and therefore Kosovo's education, its quality is a current and important topic. The quality of educational institutions implies the provision of services, which largely meet the needs of students, academic staff, and other participants in the educational system from the immediate and wider environment. For these reasons, Kosovo's educational institutions are obliged to implement all rights under the European Minority Rights Code guaranteed by the Constitution of Kosovo in accordance with the Bologna Declaration,

which is the most significant higher education reform in Europe and reflects the intention of European countries to become centers of higher education and research (Džogović, 2014: 92). Given the fact that language is an essential element in preserving, strengthening and developing cultures, multiethnic states such as Kosovo need to ensure that the education, they offer their citizens achieves real, oral and written multilingualism, including minority languages. Therefore, the purpose of this paper is to examine some of the central issues related to the languages and education of Kosovo's minority groups and to present guidelines and principles in this regard.

The practice so far shows that Kosovo lacks a lot of work on creating conditions for full respect for the language rights of national groups in academic circles, but also concrete measures to eradicate language discrimination. It is clear that support for the official language is a legitimate public policy goal. In this context, a good knowledge of the official language can also benefit the representatives of national minorities themselves, promoting their involvement and participation in public life. However, this cannot be achieved to the detriment of the rights of speakers of other languages, especially representatives of national minorities. Consequently, unbalanced language laws and policies can be detrimental to certain groups in society and social cohesion in the long run.

Linguistic imperialism deals with the examination of interlingual relations in the context of their privilege or humiliation, that is, the domination of language or its subordination in society. This phenomenon also refers to linguistics, glotophobia and linguistic genocide as concepts of discrimination or unfair treatment of others in relation to the official use of language, language rights and the wider social status of the mother tongue (Hodžić, 2021).

Considering that many Bosniaks live in Kosovo and that they are the third largest ethnic community in Kosovo, as well as that they are autochthonous in this area, and that they have their own rich folk tradition and culture, their authentic language, literature, folklore and historical foundations, together with other people in Kosovo they must be equal in all forms of social, educational, cultural and social life. Members of the national communities of Kosovo have fought for universal rights guaranteed by the provisions of international documents (declarations and conventions), so these international legal standards also include the Bosniak National Community of Kosovo. Kosovo Bosniaks have exercised their right to use their native Bosnian language in all forms of public communication, the right to education in primary and secondary schools in Bosnian language, as well as in four faculty institutions (Faculty of Business and Faculty of Management in Tourism, Hospitality and Environment located in Peja; Faculty of Education and the Faculty of Compu-

ter Science in Prizren). Also, members of minority groups are enabled to study at all faculties of the University of Kosovo (under a certain quota, as well as to take exams in their mother tongue). However, in accordance with full equality with members of the majority community in Kosovo, students and professors of the Bosniak and Turkish national communities believe that other standards of national equality should be applied, which means equal access to information and documents in academic circles, as well as providing official responses of the competent educational institutions in their mother tongue, in accordance with the provisions of the Law on Information and Services in Minority Languages. In this discourse, legislation on the use of language should meet the real needs of society, for example, simplify the interaction of representatives of national minorities with state bodies, and enable them to preserve their language and culture, while remaining full members of society.

However, in reality a different picture is observed. Very often, laws and language policies are structured according to the principle of one ethnic and linguistic identity, behind which can stand an ethnocentric or simple populist ideology. For these reasons, countries aspiring to EU membership, including Kosovo, should create an environment in which all members of society can use their mother tongue equally. Such encouragement of multilingualism in key areas such as education could come significantly closer to achieving this goal. Therefore, this study seeks to initiate extensive activities for the translation and access to all relevant documents in the languages of minority groups at the University of Peja and the University of Prizren. Based on the recommendations derived from this research, the university administration should take further initiative in implementing the right of minorities to use their language in all segments of higher education, referring to relevant international documents (declarations and conventions); for example, the principles of the Bologna Convention¹ and the UNESCO Declaration adopted at the General Conference in Paris in 1999, where the decision was made to declare February 21 *International Mother Language Day*², which confirms the right of every nation to affirm its culture, language, literature and all components of their tradition, primarily to get education in their language at all levels.

In this context, the following objectives were set up in this study:

¹ See: Conference of European Ministers of Higher Education (2009). „The Bologna Process 2020 – European Higher Education Area in the next decade“, available at: <http://www.heagov.ba/dokumenti/bolonja/?id=38> [2021, August 17].

² In 1999, the UNESCO General Assembly declared Mother Language Day, in memory of the students who were killed on February 21, 1952, in Dhaka, East Pakistan (today's Bangladesh), because they protested because their mother tongue was not declared official.

- Addressing the unfavorable situation in the education of language minorities in Kosovo.
- Motivating the Kosovo academic community and all its subjects to, in principle, create conditions for better education of language minorities.
- Fulfilling the rights and requirements of parents that their children have equal access to information and documents as members of the majority national community, which primarily requires access in the mother tongue.
- Contribution to the training of Bosniak and Turkish academic staff, who will pass on their knowledge to younger generations.
- Necessary need to learn the correct and unique Bosnian (and Turkish) language in the corpus of the Bosniak (and Turkish) national community in Kosovo.
- Exercising rights in the field of higher education based on the Bologna Declaration, as well as other international documents on the education of linguistic minorities.
- Affirmation of the dignity and integrity of the entire Bosniak/Turkish academic staff, as well as confirmation of the affirmation of the Bosnian/Turkish language and the entire Bosniak / Turkish tradition and culture.
- Realization of one of the most important standards of Bosniak/Turkish identity – their linguistic and literary culture, as well as realization of equal rights with other national groups in Kosovo.

2. Nature of the problem – subject of research

The topic of this paper is complex and diverse. The subject of the research covers various aspects of the problem of the use of minority languages in higher education institutions in Kosovo. The paper investigates current communication problems of language minorities in the academic community, as well as their perception and impact on the quality of higher education. We believe that this issue is important because quality higher education of minority groups has multiple implications for the Kosovo academic community, but also for regional international relations, bringing new scientific, cultural, educational, and social relations in the context of the modern European community, which includes linguistic minorities.

The focus of the analysis is on determining the language rights of minority groups in Kosovo. The aim of the research is to correlate between the dominance of the national language in the Kosovo academic community and the special approach in exercising the right of Bosniaks and Turks to access

information and relevant documents in their language. The specific objective is to establish a correlation between the research problem and the language policy of the academic community, on the one hand, and the global Kosovo policy in relation to minority rights on the other hand.

As part of a research project supported by the Kosovo Ministry of Science, Education, Technology and Innovation, this research also aims to understand the needs and facilitate the construction of a more favorable environment in education, culture, and science, with particular emphasis on strengthening the language rights of minority groups in Kosovo. The effects of this research will significantly contribute to the regional inclusion and connection of minorities in the educational process, nurturing their own culture and mother tongue, which will further strengthen the political stability and democratic principles of the Republic of Kosovo. Certainly, there are no quick fixes, but it is worth noting that in any democratic society, the process is as important as the result.

This study shows several circumstances between the set hypotheses, main and auxiliary, caused by the gap between opinion and experience. First, it is based on representative experience, all with the aim of changing the attitude of the academic community in Kosovo towards linguistic minorities and their rights and the application of the principle of tolerant community. In this way, data analysis leads to new cognitive processes, with ideas and recommendations set out in international documents on minority rights. Of course, without practical knowledge, diversity cannot be achieved. Therefore, science is the answer to all these fundamental social questions. In this context, the primary goal and objectives of this research are to study the presented problems and, along with the proposed solutions, present them to the wider academic community, making them applicable in the social and cultural life of multinational Kosovo.

Extensive knowledge of international laws relating to minority rights, i.e., national and European normative frameworks, especially the language rights of minority communities in Kosovo, is adapted to the subject of scientific research, and the need for more thorough deepening and improvement of knowledge relevant to solving this problem. The educational staff is expected to provide the individual with knowledge that will make him competitive in the market, but also contribute to the preservation of minority culture and their identity. This task will be easier to accomplish if, above all, minorities are provided not only with education in their language, but also with access to all information and documents in their mother tongue. Kosovo's educational staff must therefore be open to the ethnocultural reality and needs of the economy and society, and mediate in knowledge and content important for the preservation of the identity of minorities.

3. Research questions or hypotheses

Considering the aim of the research, the following hypotheses were set:
Main hypothesis: The language rights of minority groups in Kosovo are well regulated by law, but there are serious problems in their implementation.

First Auxiliary Hypothesis: Implementing the language rights of minority communities at the universities where they study requires a comprehensive approach by Kosovo higher education institutions to ensure and improve the quality of their right to education in their mother tongue.

Second auxiliary hypothesis: The cause of language problems of members of minority groups in the academic community lies in the insufficient political engagement and indifference of their representatives.

Third auxiliary hypothesis: The non-implementation of the current laws, which affects the quality of higher education of minority communities, lies in their misunderstanding of the applicable laws.

Fourth auxiliary hypothesis: Language problems of minority groups in the academic community of Kosovo are a consequence of the lack of professional translators, but also the commitment and encouragement of relevant minority officials to a true language policy, in line with European language standards.

4. Legal framework of minority language rights

According to international legal standards, special universal-declarative interpretations of prescribed rights, in their special relationship to minority national communities, are linked to implementation and articulation through national legislation. Therefore, international documents of global and regional organizations, their documents and monitoring are a key determinant of the establishment, respect, but also the affirmation of minorities.

In the context of the implementation of the right to language and script, we will highlight: (on behalf of the UN) the UN Declaration on the Rights of Persons Belonging to National, Ethnic, Religious and Linguistic Minorities (1992) and the Covenant on Civil and Political Rights (1966); (on behalf of the Council of Europe): the European Charter for Regional or Minority Languages (1992) and the Framework Convention for the Protection of National Minorities (1995); and (on behalf of the OSCE): the Hague Recommendations on the Right of National Minorities to Education (1996) and the Lund Recommendations on the Effective Participation of National Minorities in Public Life with Explanations (1999).

Starting from the most important international documents, legally interpreting the constitutionality of obligations towards the signatory, we will list several key provisions that guarantee the rights and obligations towards members of national minorities and minority ethnic communities.

The Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, adopted and proclaimed at the 47th Session of the United Nations General Assembly on 18 December 1992 (Resolution 47/135, 1992), states that states will protect the survival and national or ethnic, cultural, religious and linguistic identity of minorities and promote the conditions necessary for the development of that identity (according to Article 1), and that persons belonging to national or ethnic, religious and linguistic minorities have the right to freely, without any interference and without any discrimination, enjoy their culture privately and publicly, to profess and practice their faith and to use their language (Art. 2).

According to the International Covenant on Civil and Political Rights, adopted and opened for signature, ratification and accession by General Assembly Resolution 2200 A (XXI) of 16 December 1966, which entered into force on 3 March 1976 in accordance with Art. 49, states that in states where there are ethnic, religious or linguistic minorities, persons belonging to those minorities may not be deprived of the right to have, together with other members of their group, their own special cultural life, and to practice their own religion or to use their own language (Art. 27).

According to the European Charter for Regional or Minority Languages (1992), *inter alia*, Art. 7 and 8 state the obligations of states to recognize additional actions for the preservation, affirmation, and promotion of administrative and legal implementation of language rights of national minorities, and to remove any obstacles to the exercise of these rights, including exclusion, restriction or unfavorable treatment. Also, Art. 8. of this Charter treats, in particular, the education and application of the said measures.

According to the Framework Convention for the Protection of National Minorities (1995), *inter alia*, according to Art. 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14, respect for the rights of cultural and linguistic identity of persons belonging to national minorities is guaranteed, as well as taking certain measures against discrimination and endangering the right to use the mother tongue. At the same time, special importance is given to the education of national minorities in their mother tongue with the support of the competent ministries and other state administration bodies. According to the Hague Recommendations on the Right of National Minorities to Education and Explanation (1996), the emphasis is on the right to use language in the system of primary and secondary education for national minorities, in the system of vocational schools,

higher education and curriculum. The members of the Hague Recommendations rely on:

- Article 13 International Covenant on Economic, Social and Cultural Rights
- Article 27 International Covenant on Civil and Political Rights
- Article 30 Convention on the Rights of the Child
- Article 5 UNESCO Convention against Discrimination in Education
- Paragraph 34 of the Copenhagen Meeting Document of the CSCE Human Dimension Conference
- Article 4 UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities
- Article 14 Framework Convention for the Protection of National Minorities.

And, finally, according to the Lund Recommendations (1999) on the effective participation of national minorities in public life with explanations, in Art. 18. states that the areas that could best be influenced by the establishment of such solutions (referring to the overall participatory basis for the participation of national minorities at all levels of governance, political, cultural and educational organization in the country, with special emphasis on the use of their mother tongue and script) include education, culture, use of the minority language, religion and other issues crucial to the identity or way of life of national minorities. Individuals and groups have the right to choose to use their names in the minority language and the right to receive official recognition of their name.

– Considering the responsibility of government bodies to set educational standards, institutions representing minorities may determine the curriculum in the areas of minority languages, culture or both. Also, minorities can identify and use their own symbols and enjoy other forms of cultural expression.

5. Research methodology

The following scientific research methods were applied in this research: constructivism, dialectical-analytical and synthetic method (content analysis), statistical method, as well as critical thinking. Research technique: survey. Certainly, through the analytical approach of all available documents and data, and the use of auxiliary scientific research methods, we try to determine the relevant facts of the treated problem, and then determine in which direction the problem could be solved, and with what repercussions on minority groups regarding the application of their language rights in the Kosovo academic community.

Primary data include the results of surveys of students and professors regarding the treated issues (at the University of Peja and the University of Prizren, where there are higher education programs for the Bosniak and Turkish national communities) and international documents. Relevant social, legal, and linguistic scientific literature was used as a secondary source.

6. Respondents, procedure and method

Statistical methods will be used to process individual data obtained by applying a survey technique that uses a questionnaire as an instrument for collecting empirical material, and this way, there will be attitudes and opinions in relation to the questions asked (issues). A 5-degree Likert-type scale will be used for measurement.

The sample consists of respondents from two universities in Kosovo that teach in minority languages. 121 respondents participated in the research. Of these 121 respondents, 97 were interviewed in Bosnian and 24 in Turkish. 63 males (52.1%) and 58 (47.9%) females were surveyed. The survey was conducted in May and June of the current year.

Respondents from the University „Haxhi Zeka“ in Peja and the University „Ukshin Hoti“ in Prizren participated in this research with their faculties, i.e., organizational units (Faculty of Business and Faculty of Management in Tourism, Hospitality and Environment in Peja; Faculty of Education and Faculty of Computer Science in Prizren). At these faculties, classes are also held in minority languages, i.e. in Bosnian and Turkish. All respondents completed the survey questionnaire online. They were asked to rate their level of satisfaction with specific issues on a scale of one to five for each of the 19 items, with the following categories: *unimportant (1), a little important (2), neutral (3), important (4), very important (5); or never (1), rarely (2), occasionally (3), often (4), very often (5).*

Data collection was performed through questionnaires prepared by the authors. The applied questionnaire of a total of 29 items was divided into three parts. The first with access to information on the profile of the respondent (9 items); second at the level of satisfaction in relation to 19 aspects related to language rights; and the third part (one item) on proposals for opportunities to improve language rights in Kosovo's academic circles.

Completing the questionnaire took 15 minutes. Participants approached the research voluntarily and anonymously. The processing of the obtained data was done in the SPSS program.

This research is part of an academic project duly evaluated and approved by the Ministry of Science, Education, Technology and Innovation of the Republic of Kosovo.

Research questions are presented through research results. Guided by this approach, we present the integrated results and discussion below.

7. Results and discussion

Descriptive statistics		
var_1		
N	Valid	121
	Missing	0
Mean		8.6529
Std. Error of Mean		.11952
Median		9.0000
Mode		10.00
Std. Deviation		1.31473
Variance		1.729
Skewness		-.876
Std. Error of Skewness		.220
Kurtosis		.949
Std. Error of Kurtosis		.437
Percentiles	25	8.0000
	50	9.0000
	75	10.0000

Table 1. *Descriptive indicators*

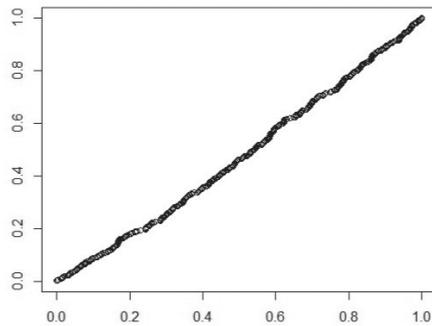
In Table 1. *Descriptive indicators* are obtained values of arithmetic mean, standard deviation, median, mode and some other parameters, the most important of which are Skewness and Kurtozis, because based on them the deviation of the empirical from the normal distribution can be checked. The value of Skewness $-.876$ and a statistical error of $.220$, and of course the value in Kurtozis $.949$ and a statistical error of $.437$ indicate that the distribution does not deviate from the normal curve.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
var_1	.199	121	.015	.641	121	.016
a. Lilliefors Significance Correction						

Table 2. *Tests of Normality*

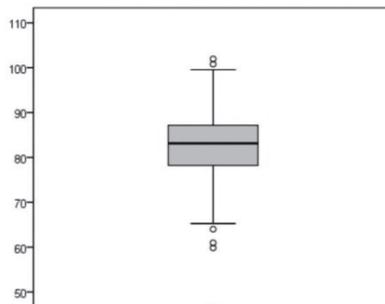
Table 2. *Tests of Normality* gives the results of the distribution normality tests invented by Kolmogorov and Smirnov. The Statistic column provides information on the extent to which the distribution deviates from normal. In our case 0.199, and the column Sig. speaks of the significance of the established deviation of 0.00. Because Sig. in SPSS is less than 0.01 it can be concluded that the distribution does not statistically deviate from the normal curve at the significance level of 0.01.

Histogram 1. *Normal Q-Q Plot*



The appearance of the normal probability curve, *Normal Q-Q Plot*, indicates that the observed values are close to the straight line, i.e., the expected values that a normal distribution would give.

Histogram 2. *Boxplot*



Another indicator of normal distribution is certainly Boxplot, which is visible.

Since the application of parametric statistical methods requires quantitative normally distributed variables, it is usually determined in any real research whether empirical distributions deviate statistically significantly from the normal distribution. Namely, empirical distributions always deviate to some extent from the theoretical normal distribution because research uses samples of respondents that never fully reflect the state of the population. Therefore, depending on the representativeness of the sample of respondents, it may happen that otherwise normally distributed variables in the population, more or less deviate from the theoretical normal distribution. Such deviations are the product of random variation of entities in the samples and are not considered statistically significant. On the other hand, if the deviations of an empirical distribution are so large that they exceed the level of random deviations, then they are considered statistically significant. Such deviations are not the result of random variations of entities in the sample but are variables whose actual distribution differs from the normal distribution.

The most used procedure for determining the normality of an empirical distribution is the Kolmogorov-Smirnov test (K-S test). The test was named after Andrei Kolmogorov and Nikolai Smirnov. The Kolmogorov Smirnov test (K-S test or KS test) is a statistical test that tests whether an empirical distribution deviated statistically significantly from the normal distribution. Vantifies the distance between the empirical sample distribution function and the cumulative distribution function of the reference distribution, or between the empirical distribution function of the two samples.

The analysis that will be used in our research for the most part is regression analysis. Regression analysis is a statistical procedure for estimating the relationship between variables. Relationships between phenomena can be:

- *Functional (deterministic)*
- *Statistical (stochastic)*

Functional or deterministic relations are stable, they express laws that are expressed analytically (by formula or equation). Each value of one phenomenon corresponds to exactly one specific value of another phenomenon:

$$y = f(x)$$

Statistical or stochastic relationships are weaker than functional ones. One value of one phenomenon corresponds to several different values of another phenomenon. Such deviations are more common in practice, and it is possible to write them in the form of a formula:

$$y = f(x) + e$$

Regression analysis is often used for prediction and forecasting. It is used to understand relationships independent of dependent variables and to explore the forms of those relationships. In certain circumstances, regression

analysis can be used to infer causal relationships between independent and dependent variables. However, this can lead to erroneous or false relationships since the correlation does not imply causality. Many regression analysis techniques have been developed, such as *simple, multiple, linear, and nonlinear*. The best-known methods are linear regression and the least squares method where the regression function is defined over a finite number of unknown parameters estimated based on data. Regression analysis involves many techniques for modeling and analyzing variables, where the focus is on the relationship between the dependent variable and one or more independent variables. More specifically, regression analysis helps to understand how the value of a dependent variable changes when any independent variable varies while other independent variables are fixed. Most often, regression analysis estimates the conditional expectation of a dependent variable with respect to independent variables, i. the average value of the dependent variable when the independent variables are fixed. The target estimate is the function of the independent variables, i.e., the regression function.

First Auxiliary Hypothesis: Implementing the language rights of minority communities at the universities where they study requires a comprehensive approach by Kosovo higher education institutions to ensure and improve the quality of their right to education in their mother tongue.

Correlation			
		var_2	var_3
var_2	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
var_3	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed)			

Table 3. *Pearson Correlation – The implementation of language rights requires a comprehensive approach by Kosovo’s higher education institutions*

Statistical data processing in the SPSS package resulted in Table 3, which presents the correlation between the two mentioned variables. The table above represents the direction and strength of the connection. The amount of Pearson correlation is $r = .724$, which primarily represents a positive correlation, because the plus sign is in front of the value of the correlation coefficient. The amount of correlation $.724$ is according to the interpretation of Cohen (who gave guidelines for the size of the correlation) of high value, because he classifies the value in the range from 0.50 to 1.0 as large, which means that in

our case there is a large correlation between the two presented variables. In this way, we conclude that there is a connection between the language rights of minority communities at universities in Kosovo with the comprehensive approach of higher education institutions in Kosovo.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 ^a	.520	.493	27.98032

Table 4. *Correlation coefficient and determination coefficient*

In Table 4, the result R (correlation coefficient) and R² (determination coefficient) is very important. This table shows that R = .724. The value of R² (R Square) is R² = .530. Therefore, the implementation of the language rights of minority communities can be explained with 52% by the comprehensive approach of higher education institutions in Kosovo.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	25671.094	23451.094	32.201	.000 ^b
	Residual	23765.046	781.898		
	Total	43456.139			

Table 5. *ANOVA*

Table 5. ANOVA shows what the F coefficient is and its significance Sig. Its value is F = 32.201, and it is statistically significant at the level of inference $p < 0.01$, because its value is Sig. = 0.000. The table also shows that the overall regression is significant, that is, the comprehensive approach of higher education institutions in Kosovo has an impact on the implementation of the language rights of minority communities in universities.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	222.585	10.999		17.354	.000
	var_2	23.984	4.365	.724	4.999	.000

Table 6. *Beta coefficient*

Table 6. *Coefficient* gives the variable Beta (Beta coefficient), which by its size indicates what the predictor variable is. The value of the Beta coefficient is 0.724 and the t value for these coefficients shows statistical significance (at the level of $p < 0.001$). Therefore, we can reaffirm the previous conclusion.

Second auxiliary hypothesis: The cause of language problems of members of minority groups in the academic community lies in the insufficient political engagement and indifference of their representatives.

Correlation			
		var_4	jez_prob
var_4	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
jez_prob	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed)			

Table 7. *Correlation-Pearson Correlation – Insufficient engagement and indifference as a cause of language problems*

Statistical processing of data in the SPSS package resulted in Table 7, which represents the correlation between the two variables. The table represents the direction and strength of the connection. The amount of Pearson’s correlation is $r = .814$, which primarily represents a positive correlation, because the plus sign is in front of the value of the correlation coefficient. The amount of the .814 correlation is of great value according to Cohen’s interpretation, which means that in this case there is a large correlation between these two variables. Therefore, we conclude that there is a connection between the language problems of minority groups and the insufficient political engagement and indifference of their representatives.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814 ^a	.620	.503	29.9899

Table 8. *Correlation coefficient and determination coefficient*

In Table 8, the result R (correlation coefficient) and R2 (determination coefficient) is very important. This table shows that $R = .814$. The value of R2 (R Square) is $R^2 = .620$. Therefore, the cause of the language problems of minority groups can be explained with 62% by insufficient political engagement and indifference of their representatives.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	31456.094	23952.094	12.988	.000 ^b
	Residual	11289.046	802.898		
	Total	43456.139			

Table 9. ANOVA

Table 9. ANOVA shows what the F coefficient is and its significance Sig. Its value is $F = 22.988$, and it is statistically significant at the level of inference $p < 0.01$, because its value is $\text{Sig.} = 0.000$. It also shows that the overall regression is significant, i.e. that the cause of the language problems of minority groups is the insufficient political engagement and indifference of their representatives.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	konst_1	231.481	11.004		16.994	.000
	var_4	21.001	3.365	.629	4.889	.000

Table 10. Beta coefficient

Table 10. *Coefficients* gives the variable Beta (Beta coefficient), which by its size indicates the predictor variable. The value of the Beta coefficient is 0.629 and the t value for these coefficients shows statistical significance (at the level of $p < 0.001$). Therefore, the previous conclusion can again be confirmed.

Third auxiliary hypothesis: The non-implementation of the current laws, which affects the quality of higher education of minority communities, lies in their lack of understanding of the applicable laws.

Correlation			
		var_5	var_6
var_5	Pearson Correlation	1	.921**
	Sig. (2-tailed)		.000
var_6	Pearson Correlation	.921**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed)			

Table 11. Correlation-Pearson Correlation – *The non-implementation of the current laws lies in their misunderstanding*

Statistical processing of data in the SPSS package resulted in Table 11, which represents the correlation between the two variables. The table represents the direction and strength of the connection. The amount of Pearson's correlation because = .921, which primarily represents a positive correlation, because the plus sign is in front of the value of the correlation coefficient. The correlation amount of .921 is, according to Cohen's interpretation, of high value, which means that in this case there is a large correlation between these two variables. We conclude that there is a great connection between non-implementation of current laws and misunderstanding of the same.

Fourth auxiliary hypothesis: Language problems of minority groups in the academic community of Kosovo are a consequence of the lack of professional translators, but also the commitment and encouragement of relevant minority officials to a true language policy, in line with European language standards.

Correlation			
		var_7	jez_prob
var_7	Pearson Correlation	1	.849**
	Sig. (2-tailed)		.000
jez_prob	Pearson Correlation	.849**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed)			

Table12. Correlation-Pearson Correlation – *Language problems of minority groups in the academic community of Kosovo – a consequence of the lack of professional translators, but also the commitment and encouragement of relevant minority officials to a true language policy*

Statistical processing of data in the SPSS package resulted in Table 12, which represents the correlation between the two variables. The table represents the direction and strength of the connection. The amount of Pearson correlation is $r = .849$, which primarily represents a positive correlation, because the plus sign is in front of the value of the correlation coefficient. The correlation amount of $.849$ is, according to Cohen's interpretation, a large value, which means that in this case there is a large correlation between these two variables. We conclude that there is a connection between language problems and the lack of professional translators.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849 ^a	.590	.501	28.0009

Table 13. *Correlation coefficient and determination coefficient*

In Table 13, the result R (correlation coefficient) and R² (determination coefficient) is very important. This table shows that $R = .849$. The value of R² (R Square) is $R^2 = .590$. Therefore, the cause of the language problems of minority groups can be explained with 59% by the lack of professional translators and the lack of commitment and encouragement of relevant minority officials to a true language policy.

Model		Sum of Squares	Mean Square	F	Sig.
1	Regression	29800.094	22252.094	13.001	.000 ^b
	Residual	11249.046	801.898		
	Total	43456.139			

Table 14. *ANOVA*

Table 14. ANOVA shows what the F coefficient is and its significance Sig. Its value is $F = 13.001$, and it is statistically significant at the level of inference $p < 0.01$, because its value is $\text{Sig.} = 0.000$. It also shows that the overall regression is significant, i.e., that the cause of language problems is also the lack of professional translators.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	198.002	9.994		15.994	.000
	var_7 pos	21.001	2.362	.569	2.889	.000

Table 15. *Beta coefficient*

Table 15. *Coefficients* gives the variable Beta (Beta coefficient), which by its size denotes the predictor variable. The value of the Beta coefficient is 0.569 and the t value for these coefficients shows statistical significance (at the level of $p < 0.001$). Therefore, the previous conclusion can again be confirmed.

A review of the interpretation of the obtained results shows that the first auxiliary hypothesis was confirmed, i.e., that the implementation of the language rights of minority groups in the universities where they are educated requires a comprehensive approach by Kosovo higher education institutions to ensure and improve the quality of their rights to education in their mother tongue. The same was confirmed by regression analysis, which was previously confirmed as possible.

Also, the second auxiliary hypothesis indicates that the cause of the language problems of members of minority groups in Kosovo's academic community lies in the insufficient political engagement and indifference of their representatives.

The correlation also confirmed the third auxiliary hypothesis, pointing out that the non-implementation of valid laws, which reflects on the quality of higher education of language minorities, lies in their misunderstanding of valid laws.

The fourth auxiliary hypothesis, confirmed by regression analysis, indicates that the cause of language problems of minority groups in the Kosovo academic community is due to the lack of professional translators, but also the commitment and encouragement of relevant minority officials to true language policy, in line with European language standards in Kosovo.

Given the above, it is evident that the language rights of minority groups in Kosovo are well regulated, but there are serious problems in their implementation, as evidenced by the confirmation of the aforementioned sub-hypotheses. Also, this statement confirms the main hypothesis of this paper.

8. Concluding remarks

The fact is that most countries do not generally accept cultural diversity in their territory because their political subjectivity is based on the idea of a homogeneous nation with a common identity, values and equal rights for all citizens. In this context, the authors point out that despite a democratically regulated legal framework, the exercise of rights contained in ethnic identity may be jeopardized or some of its characteristics, such as language, therefore, countries should protect national minorities in their territory and enable them to preserve their ethnic identity, including their language. However, the Bosnian language is a reality nowadays, the result of the culture, tradition and historical affirmation of Bosniaks – those living in the state of Bosnia and Herzegovina, Sandžak and Kosovo, including all others living beyond these regions³. The reality and historical affirmation of the Bosnian language have been confirmed by the well-known Charter of Ban Kulin back in 12th century and later tradition and historical documents, as well as the Charter on the Bosnian language proclaimed on March 21st, 2002 in Sarajevo⁴.

The Bosnian language has the right to exist, to have its own peculiarities, its historical specificities, and the identity reflecting the identity of the people who speak it. Because each nation names itself based on its language and its language based on itself and its culture (Džogović, 2006: 33–34). From this context natural and legal reasons arise for equality in the application of the Bosnian language with other languages in the region.

Analyzing the European Charter on regional or minority languages, and examining the language rights of national groups in general in relation to the perception of the state of Kosovo, and studying the case of the Kosovo academic community, we arrive at a positive legal status, but not in practice. The current way of working shows that members of language minorities in Kosovo faculties do not have equal access to information and documents compared to the students of the majority national community. Except for Kosovo Bosniaks, this deficiency is particularly acute for students from the region, as well as professors from B&H and Northern Macedonia.

The results of the survey conducted lead to a conclusion that the application of language rights in the Kosovo academic community shows a low level of satisfaction among students and professors of Bosniak and Turkish nationalities. Such a relationship is a result of various factors, primarily due to the problems in the application and misunderstanding of the existing laws,

³ See: Nikčević, V. (1993). *Montenegrin language. Vol. I: to 1360*. Cetinje: Matica Crnogorska.

⁴ See: Preporod (2002). „Bosnian language charter“, available at: <http://www.preporod.ba/povelja/> [2021, August 18].

inadequate access of higher education institutions towards minority education, lack of professional translators, insufficient political commitment and weak commitment and encouragement from relevant minority officials to genuine language policy in Kosovo in line with European language standards. Overall, Kosovo's academic community lacks a higher level of knowledge of language rights, at least general facts about the use of minority languages, particularly at „Haxhi Zeka“ University in Peja and „Ukshin Hoti“ University in Prizren, where classes are delivered in Bosnian and Turkish languages.

Translation of the necessary documents, and access to all university websites and other electronic systems not only in the official national language but also in Bosnian (in Prizren in Turkish as well) would be of special value, because it would prevent the possibility of ethnocentrism, and would also contribute to the preservation of cultural and language identity of national communities in Kosovo. At the same time, the quality of higher education in general would improve. Interculturalism, multilingualism and respect and preservation of cultural, religious and linguistic diversity are the values of the European Union. Some of these values are proclaimed in the founding documents thus forming an integral part of the Union's policy. As education and language rights are important to maintain the identity of minorities, without solving them, Kosovo will not have a European perspective.

It is worth noting that it would be useful to conduct additional research on the language rights of minority groups in Kosovo's academic community to compare values and views regarding these rights, and other sociolinguistic implications. The authors believe that this study should encourage further research in this field and help policy makers, government bodies and other stakeholders to consider a range of measures necessary for the implementation of international standards on languages and minority rights. In addition, this research should contribute to the adoption of more effective laws and policies to meet the educational needs and interests of different language groups in Kosovo.

9. Recommendations

Respect for language diversity is a fundamental value of the European Union. Article 3 of the EUT reaffirms that the European Union shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced (European Parliament, 2018), and that members of the minorities living in Europe for centuries contribute to this rich, unique and diverse heritage and are an integral part of European identity. (European Parliament, 2018). For years, the competent institutions in the Republic of Kosovo have been providing strategic, logistical and financial su-

pport to special programs for national minorities regarding language, writing and information in their language.

However, our research shows that in implementation them, they should have a direct intermediary and generator in the implementation of the mentioned programs. The shortcomings in the current implementation of the program, which the state of Kosovo allows through its European, democratic, and progressive laws, can be avoided if instead of the representatives of minority communities, who generally have no affinity for this issue, or instead of other organizations and individuals, a special permanent body acting as an intermediary between members of minority groups and university management is established. Establishing such a Commission for national minorities within the universities, which, above all, would function professionally and independently, and would reaffirm the use of Bosnian and Turkish languages in the Kosovo academic community, thus confirming respect for the dignity and integrity of all Bosnian/Turkish education, and in particular for higher education. Furthermore, to solve the presented problems, we believe that higher education institutions/universities represent the most relevant active factors for the preservation of cultural tradition, national, cultural, and linguistic specifics, and the development of national identity.

Referring to minority rights, the issue of respect and use of minority community languages in higher education institutions cannot be viewed separate from the general situation in the society. Therefore, taking into account the research outcomes within the project supported by the Ministry of Science, Education, Technology and Innovation of Kosovo, we recommend the following to the management of the public Universities „Haxhi Zeka“ in Peja and „Ukshin Hoti“ in Prizren:

- Provide students with the opportunity to use the services in Bosnian and Turkish languages;
- Ensure that students and teaching staff feel comfortable during the provision of services;
- Create incentives to enable employability of a larger number of qualified language professionals whose mother tongue is Bosnian and/or Turkish;
- Increase the possibility of providing language training to employees and increase the representation of members of non-majority communities, with the aim of halting the trend of institutional monolingualism;
- Introduce in the training programs modules for learning another official language for civil servants, as well as languages in official use in the municipalities;

- Affirm the work of the institutions and individuals whose work contributes to the development of multilingualism in Kosovo, through public recognition, media attention and promotion;
- Undertake steps to ensure that students who study in Bosnian and Turkish receive documents in their mother tongue without spelling errors, through the improvement of translation units within the university;
- Ensure that official university websites, as well as their contents, are updated and available in all languages in accordance with the existing legislation;
- Establish a commission for national minorities in universities, which would, above all, act professionally and independently, and would promote the application of the Bosnian/Turkish language in the Kosovo academic community.

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**JEZIČNA POLITIKA I MANJINSKA JEZIČNA PRAVA:
KONSTRUKTIVNA ANALIZA PRIMJENE MANJINSKIH
JEZIKA U KOSOVSKOJ AKADEMSKOJ ZAJEDNICI**

Lingvistička prava štite individualno i kolektivno pravo manjinskih skupina na odabir jezika, što uključuje pravo na korištenje maternjeg jezika u pravnim, administrativnim i sudskim aktima, pravo na obrazovanje na vlastitom jeziku, kao i pravo emitiranja medija na svom jeziku. Svako ograničenje jezičnih prava protivno je međunarodnim obavezama koja štite individualni i kolektivni identitet i kulturu manjinskih skupina, te sudjelovanje u javnom životu. Iako članak 27 Međunarodnog pakta o građanskim i političkim pravima osigurava da jezične manjine mogu koristiti vlastite jezike u svojoj zajednici, problemi često postoje na nacionalnoj razini. U tom kontekstu, ovaj članak se bavi pitanjima (ne)ravnopravnosti upotrebe manjinskih jezika u akademskoj zajednici Kosova i ulogom njenih institucija u promicanju nejednakosti. Predstavljamo trenutno stanje u kosovskom akademskom prostoru i, na temelju odabranih statističkih podataka, identificiramo mogućnosti za uspješniji napredak u obrazovnom procesu manjinskih skupina. Uz podatke dobivene anketiranjem pripadnika jezičnih manjina u kosovskoj akademskoj zajednici, u nastavku analize pokušavamo pronaći odgovor na pitanje gdje su napravljene propusti, pozivajući se na poštivanje jezične raznolikosti kao temeljne vrijednosti Europske unije.

Visoko obrazovanje na maternjem jeziku najveće je postignuće manjina na Kosovu. Stoga bi kosovski univerziteti na kojima se nastava izvodi na jezicima manjina trebali imati avangardnu ulogu u promicanju prava bošnjačke, kao i turske zajednice, jer se na njima obrazuju budući prosvjetni djelatnici i nositelji ekonomskog i kulturnog života ovih zajednica. Drugim riječima, budući da prema Ustavu Kosova ne postoje nacionalna vijeća, visokoškolske

ustanove trebale bi preuzeti ulogu koordinirajućih institucija u rješavanju jezičnih ograničenja i problema manjinskih skupina, sprečavajući na taj način mogućnosti etnocentrizma i jezične diskriminacije (lingvicizam), a time i gubitak njihovog nacionalnog identiteta.

Ključne riječi: *akademska zajednica, etnocentrizam, Kosovo, jezična prava, kulturni identitet, manjine, službena komunikacija*