

LINGUISTIC STRUCTURES CONVEYING SOCIALIST-COMMUNIST IDEOLOGY (1945–1990) IN SCHOOLBOOKS FOR THE GREEK ETHNIC MINORITY IN ALBANIA

Author **Donika Koçi**

University Eqrem Çabej Gjirokaster, Albania , donikaboboli@yahoo.com [ORCID: 0009-0004-2716-4491](https://orcid.org/0009-0004-2716-4491)

Co-author **Eljana Kokalari**

University Eqrem Çabej Gjirokaster, Albania , emosko@uogj.edu.al [ORCID: 0009-0002-2936-1435](https://orcid.org/0009-0002-2936-1435)

Abstract:

This study explores how ideological control in education shaped individuals and examines its long-term impact on identity formation and critical thinking. In Albania, political power from 1945 to 1990 used textbooks and school life as tools to transmit the dominant ideology, ensuring its continued control. The study identifies linguistic features that, beyond their grammatical function, convey implicit or explicit ideological content. Students, teachers, and parents were required to conform to an imposed system of ideas, perceptions, and deceptions. The school functioned as an ideological mechanism, shaping students into compliant citizens who lacked independent thought and creative expression. For 50 years, the primary goal of education was loyalty to the Labour Party and its leader, often at the expense of students' genuine interests. As a result, generations of students learned to conform, accept exaggeration and flattery, and suppress critical thinking. Furthermore, the Greek ethnic minority faced additional challenges, as their education failed to provide opportunities for self-identification, cultural expression, and a connection to Greek values.

Keywords: *Greek ethnic minority; Socialist ideology; School textbooks; Second language learning.*