THE SENTENCE ACCORDING TON THE PURPOSE OF THE UTTERANCE AND THE IMPACT ON THE DISCOURSE

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Abstract

Syntax is one of the linguistic disciplines directly related to spoken or written discourse. It is the main tool that, by means of rules, concepts and terms, helps to form complete and clear sentences. Her role seems to be twofold. On the one hand, it helps us in the formation of grammatical competences and on the other hand in the improvement of our communication skills. Syntax has as its object the connected discourse, which means that the words in the discourse process, coming together to express and transmit the thought, enter into various meaningful and formal grammatical relations. Our paper focuses on the role of the concept of the sentence in general and its types according to the purpose of the statement, in particular, in improving the speaking skills of primary education students. The sentence is the basic syntactic unit and the main means of expression or communication of thought. The research goes further in the Albanian language texts of primary education to see how these concepts are conveyed from one class to another, their scientific level in accordance with the age development of the students.

The concept of the sentence, the sentence according to the purpose of the statement and in general the knowledge about the syntax that the students get in the Albanian language texts of Primary Education give the students linguistic culture and a satisfactory theoretical and practical level. Their acquisition makes it possible to penetrate deeper into the internal structure of the discourse, thereby realizing the connection of words based on linguistic norms, for effective communication and clear expression of thoughts.

Keywords: syntax, discourse, sentence, effective communication, texts, discourse skills

1. Introduction

"The syntactic structure, first of all, is related to thought more than any other level", (Çeliku M, 2002, p. 54) it is said in the Grammar of the Albanian Language. If we go further, we say that through the study of syntactic concepts at school, students learn how to use words and how to connect them in spoken and written discourse to reach the final goal, the expression of thoughts. The introduction to these concepts and explanations of syntax terms should be based on the best achievements of linguistics and the teaching texts should serve in the formation of students' communicative expressive skills. Lyons goes further with the conceptual explanation of the term syntax: Syntax deals with the rules for putting words together in sentences. It is the theory of "association" where words are units which are connected to form sentences. In accordance with the function of the words in the sentence which is explained by the rules of syntax (through the concepts of "headwords", "predicates", "complements", etc.) words take different "forms". (Lyons, 2010, p. 187)

While another researcher focuses the object of the study of syntax on the discourse plane; Syntax has descriptive and explanatory purposes; it sets itself the task of analyzing a certain field of reality, the one built by the facts of the discourse and distinguishing the laws that guide it (Graffi, 2003)

Traditionally, syntax has been considered a branch of linguistics that deals with the study of sentence structure. Aristotle was the first to define within the structure of the sentence the subject and the predicate as its main axis, which were followed by other secondary members. (Trask, 1999, p. 196)

The signs of human speech are primarily sound. So we learn to speak before we learn to read or reading doubles speaking and not the other way around. Discourse marks everything common to the way all people use speaking or writing. From this aspect, we can define humans as the only being that possesses discourse. Discourse emerges from thinking and speaking as a genetic human ability or writing as an exercised ability, through the acquisition of techniques and rules, which means, the ability to speak is not only related to the ability to think, but it is never exercised outside language framework.

As we mentioned above, we have seen in the texts of the Albanian language the syntactic concepts given the way of their formulation, the order and the conceptual explanation from class to class in function of the syntax-communication connection. The terminological definitions of a number of syntactical concepts, focusing on the sentence in general and the sentence according to the purpose of the utterance are also valid precisely to realize this mission.

It must be said that students are always in diverse communicative situations where they show, ask, express emotions, joy, surprise, wishes, etc. This whole discourse framework is realized through the use of different types of sentences according to the purpose of the statement, according to the statement or meaning. Their impact on communication is direct, as they give this process not only linguistic variety, but also all discourse colors according to situations and context.

Students get their first knowledge of syntax as early as the second grade of primary education. They are introduced to the first concepts of syntax in this class, very simplified and concrete in accordance with their age development.

Thus "Gjuha Shqipe 2" (Albanian Language 2) from Albas, contains these topics about syntax:

1. From words to sentences
2. The sentence with which we tell
3. The sentences are different
4. We ask and answer
5. The smallest sentence
6. We add and omit words

A sentence consists of two or more words. The words are related to each other according to the meaning." (Petro, Shehri, & Pepivani, 2016, p. 36) Starting from the level of the students, this definition is correct and understandable by the students, while it is not said that the sentence can also consist of one word. Sentences by means of which we tell are another topic about syntax in second grade. The text gives a simple concept about these sentences, specifically: The sentences we show start with a capital letter and end with a full stop. (Petro, Shehri, & Pepivani, 2016, p. 40). The sentences are different; it is another topic in the text of the Albanian Language 2. It is about demonstrative, interrogative and wishful sentences, however, only a few such sentences are given in the text and only the punctuation marks are highlighted. At this level, students are only introduced through example models with the types of demonstrative interrogative or encouraging sentences without mentioning these terms.

The topics covered in the text of "Gjuha shqipe 3" (Albanian Language 3) that pertains to syntax are:

1. The text and the sentence
2. Demonstrative and interrogative sentences
3. Wishes and encouraging sentence
4. Sentences with which we express emotion
5. Affirmative and negative sentences
6. The simple sentence
7. Main and complementary parts of sentences

In this text we find this definition for the sentence: "The sentence consists of one or more words." (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 23) The conceptual explanation is not only incomplete but also not very accurate. Referring to the conceptual explanations in various codification works, the definition for the sentence is: The sentence is the basic syntactic unit of discourse communication, which is expressed by one or more grammatically connected words, pronounced with an ending intonation and which expresses a judgment, a question, a desire, an urge or a feeling, as well as the speaker's attitude towards the reality of the utterance. (Çeliku M, 2002, p. 112). Or: sentence, -a f.sh. (Albanian dictionary) -(të) lang. a complete unit of discourse, consisting of a word or a string of grammatically formed and connected words, that expresses an opinion or a feeling, affirms or denies something, expresses a judgment; demonstrative sentence (interrogative, exclamatory), leading sentence, dependent sentence, etc. Students need to understand that not just a bunch of words make up a sentence. At least it could be said that they are related to each other according to the meaning. Thus, for example, a more complete definition accompanied by illustrative examples could be given. Regarding this, a picture could be given in the text and below it a sentence related to it and another picture where the student can create the sentence. In this way, students understand the sentence as a concept and become skilled in their formation.

The sentence by means of which we show is called a demonstrative sentence. It ends with a full stop. The sentence with which we ask is called an interrogative sentence. It ends with a question mark. (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 39).Below these definitions a figure is given and questions are built around them and answers are returned about it.

Wishes and encouraging sentences are the next topic covered in the text. It also begins with the rubric "Remember", where students are reminded of sentences that express wishes, desires, and commands and are asked by an example. Then, three drawn situations are given and next to them there are written encouraging and wishful sentences. The definition is also given:

Sentences with which we express requests, orders, commands, prayers are called encouraging sentences. These sentences are expressed with a special intonation, pleading or commanding, and an exclamation mark is placed at the end of them (!). (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 47)

The sentences with which we express desire, wish, and curse are called wishes. These are expressed with a special intonation and at the end of them there is an exclamation mark (!) (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 47)

Sentences with which we express emotion. In the text, this topic starts again with the rubric "Remember", in which the students are asked to form a sentence through which to express anger or joy. Then some pictures and a sentence for each picture are given, at the end of which an exclamation point is placed and it is emphasized, for example: What a beautiful day today! Below that it says: Indicative sentence expressing satisfaction. Teachers understand that this topic is related to demonstrative-exclamatory sentences, but the text does not mention this term at all.

In the text "Gjuha shqipe 3" (Albanian language 3), negative and affirmative sentences are also treated. Specifically, in the text, this topic begins with the rubric "Remember", in which the student is asked to form an affirmative and a negative sentence, reminding them that AFFIRM---YES and DENY---NO. So it seems that the connection with the previous knowledge becomes possible and there is continuity with the knowledge of the second grade. Then a figure and affirmative and negative sentences about the situation in it are given. Below are the definitions:

"The sentence with which we affirm is called an affirmative sentence, while the sentence with which we deny is called a negative sentence. (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 69) "The affirmative sentence is distinguished from the negative one by the negative words NUK AND S' (NOT)." (Petro, Shehri, & Pepivani, Gjuha shqipe 3, 2017, p. 69)

Thus, the fact that the new knowledge is related to the knowledge gained about affirmative and negative sentences in the second grade and then clear definitions are given in accordance with the topic makes this a well-treated topic and therefore understandable by the students.

Content analysis of syntax concepts in the text "Gjuha shqipe 4" (Albanian language 4) from Albas:

In general, there is continuity between the topics of the fourth grade and the second and third grades. Of course, knowing that the students are a class higher, the topics have also been expanded so that the students can build new ones based on their previous knowledge. Specifically, the following syntax topics are covered in this text:

1. The text and the sentence
2. Types of sentences
3. Affirmative and negative sentences
4. The main parts of the sentence
5. The main word
6. The predicate
7. Matching the subject with the predicate
8. Group of the subject and predicate
9. We reduce and expand the sentence groups

The first topic of syntax in "Gjuha shqipe 4" Albanian Language 4 text is: Text and sentence. What is noticeable is that the treatment of the topic begins directly with the rubric "Remember", in which the definition is given: "The sentence consists of one or more words arranged according to meaning." (Petro, Shehri, & Pepivani, Gjuha shqipe 4, 2018, p. 16) In the third grade, students received only the first part of the definition, that is, the sentence consists of one or more words.

Sentence types are the second syntax topic covered in this text. This topic has started again with the rubric "Remember", in which the concepts of demonstrative, interrogative, encouraging sentences and wishes are given in the same way as in the third grade. They are introduced in this way: The sentence with which we show is called a demonstrative sentence. It ends with a full stop.

The sentence with which we ask is called an interrogative sentence. It ends with a question mark. Sentences with which we express requests, orders, commands, prayers are called encouraging sentences. These sentences are expressed with a special intonation, pleading or commanding, and an exclamation mark (!) is placed at the end of them. The sentences with which we express desire, wish and curse are called wishes. These are expressed with a special intonation and an exclamation mark (!) is placed at the end of them. (Petro, Shehri, & Pepivani, Gjuha shqipe 4, 2018, p. 39)

What is noticeable in this text is the fact that these concepts are treated the same as in the Albanian language textbook 3 without adding any conceptual element of the term, neither a simple one.

Demonstrative sentences are sentences that usually state facts of reality and are pronounced with an indicative intonation. A full stop (.) is placed at the end of it. (Çeliku M, 2002, p. 124)

Wishes express a fact desired by the speaker; something that the speaker wants to happen or not to others. It includes congratulations, curses, greetings, oaths, etc. An exclamation point (!) is placed at the end of them. (Çeliku M, 2002, p. 130)

Imperative sentences express the speaker's clear request for the realization or non-realization of something or the fulfillment of a request. It includes requests, prayers, acceptance, orders, and advice. An exclamation point (!) is placed at the end of it. (Çeliku M, 2002, p. 131)

Interrogative sentences are those sentences by means of which the speaker seeks to learn, usually from the interlocutor, something that he/she does not know. A question mark (?) is placed at the end of it (Çeliku M, 2002, p. 136) Regarding negative and affirmative sentences, this topic in the text begins with brief definitions of affirmative and negative sentences. There is also mentioned the main difference between these two types of sentences which are the particles (s'; nuk; pa; mos) (not; without; don't). So, if in the third class only s' and nuk (not) were mentioned as negative particles, in the fourth class two more were added.

Specifically, the following definitions are given in the text:

An affirmative sentence affirms that an action takes place, while a negative sentence denies the performance of an action. The words: s', nuk, pa, mos (not, without, don't) stand before the verb of the negative sentence. They give the sentence negative meaning. The word is not written with an apostrophe. (Petro, Shehri, & Pepivani, Gjuha shqipe 4, 2018, p. 45)

Content analysis of syntax concepts in "Gjuha shqipe 5" (Albanian language 5) (Albas)

What is noticed in this text is that the number of syntax topics increases. The syntax topics in this text are:

1. Text, sentence and paragraph
2. Sentence, intonation and stress
3. Sentence types according to pronunciation
4. The demonstrative sentence and its order
5. Wishes and encouraging sentence
6. Interrogative sentence and word order
7. Affirmative and negative sentences
8. The simple sentence and its parts
9. Group of the subject and predicate
10. With what is the Subject expressed
11. With what is the Predicate expressed
12. The determinant
13. Righteous opponent
14. Oblique object with and without preposition
15. The adjunct

The concept of the sentence in the fifth grade is given as follows: "The sentence consists of a string of words but also of a single word and the words are related to each other according to the rules of the language to express the thought as clearly as possible" (Petro, Shehri, & Pepivani., Gjuha shqipe 5, 2019, p. 23).

As can be seen compared to other classes, this definition is more complete and in-depth. So the explanatory elements of this concept are clear, understandable. It continues furthermore with the concept of the demonstrative sentence. In the text, this topic begins with the rubric "Remember", in which it is written: "The sentence with which we tell is called a demonstrative sentence. Then this concept is given: "When we show or describe something with a special feeling (surprise, joy, sadness, etc.) it is called a demonstrative-exclamatory sentence and an exclamation point is placed at the end of it." (Petro, Shehri, & Pepivani., Gjuha shqipe 5, 2019, p. 30). What is noticeable in this case is the fact that between the knowledge of the fourth and fifth grade there is continuity and the knowledge is deepening.

Regarding the exclamatory sentence, the text provides a new concept for the exclamatory sentence. It is introduced like this: "When the inciting sentences are pronounced with a special feeling, they are called exclamatory." (Petro, Shehri, & Pepivani., Gjuha shqipe 5, 2019, p. 41) These elements remain, but considering the age of the students, the definition should be more complete. The same thing happens with the interrogative sentence. This concept for the complete and partial interrogative sentence is given there:

"When the answer is given with the verb of the sentence or with yes or no, we are dealing with a complete interrogative sentence, while when the answer is given with parts of the sentence, apart from the verb, we have partial interrogative sentences." (Petro, Shehri, & Pepivani., Gjuha shqipe 5, 2019, p. 46) So overall, the given concept stands and what is important is the fact that the knowledge is given gradually. So, if in the fourth grade the students simply learned the concept of interrogative sentences, now they also learn its subtypes.

Regarding the subject of affirmative and negative sentences, simple sentences or the subject and predicate, they are treated as in the fourth grade, without any simple conceptual elements added. What can be seen from the analysis of the Albanian language texts of primary education regarding the concept of the sentence and its explanation is the fact that, in general, this concept is given gradually with small problems of conceptual explanation. Meanwhile, in these texts, the problem of incorrect ordering of linguistic terms is also encountered. As a principle, morphological concepts should be given in texts before syntax concepts, since Morphology deals with the study of different forms that words get during use and the meanings of these forms, with the classification of words in lexical-grammatical categories as well as with the types of word formation. (Jashari, 2012, p. 108)

But has this principle been preserved in the texts of the II-V Albanian language? From the examination of the texts during the substantive analysis of the syntax concepts, we noticed that not all the texts adhere to this principle. Thus, as regards the texts Albanian language II and Albanian language IV, they maintain this principle and in them the topics of morphology such as noun, adjective, verb and numeral are listed or developed first and then the topics of syntax begin. This is not only an orderly arrangement but above all precise treatments of the topics that enable students to acquire the primary morphological elements and then based on them learn the syntactic functions of the parts of the lecture.

The opposite happens in the text Albanian language III and V. This rule is not observed there, it is noted that syntactic topics such as the simple sentence, the main parts of the sentence, the complementary parts of the sentence, are treated before the morphology topics such as the noun, adjective, verb, and adverb. This brings a reversal of grammatical elements and above all creates difficulties for students. This is because they cannot acquire syntax topics without first learning morphological concepts.

So there are cases when syntax topics are listed before morphological ones in the text. While the subject program maintains a chronological order for the way concepts are presented in order, in this particular case the texts did not adhere to it completely.

Conclusion

In conclusion, we can say that, in language texts, terms and words must not only be clear, but also provide additional information from one class to another, from one level to another, because this is the only way to keep under control the student's curiosity and interest. So, the need for a gradual increase in the structural content of the formulation of the concept of the sentence, as for any other type of language concept, must be kept in mind, because this is the only way we can stratify in the student, concept after concept, term after term, a linguistic culture shaped according to best achievements in this field. What was seen from the study of Albanian language textbooks I-V is the fact that, terms from the field of syntax find extensive and rich elaboration. They are seen being used as early as second grade to continue with definitions of a theoretical character. Most of the texts deal with morphological concepts, i.e. parts of speech and then the functions they have in sentences, which is a logical order of linguistic knowledge. However, there are also cases where syntactic concepts are given before morphological ones; for example students are first introduced to the sentence, its components, noun groups (subjects) and verb groups (predicates), with compound sentences, and then they see word classes and other examples. It must be said that the concepts of syntax in general and those of the sentence and its types, influence the correct and clear formation of spoken and written discourse, for an effective communication of students in all school disciplines and their social activity.

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