

ON THE CONCEPT OF VALENCE IN ALBANIAN LANGUAGE

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Abstract: In this paper we attempt to address the valence of the verb in Albanian. Valence relies on the verb centric method. This means that the verb is the main ingredient that rules all other ingredients, even the subject itself. The binding elements that mark the valence of a verb according to L. Tesnière are called actants. This orbital system puts the verb at the center and gives it "the omnipotent" power by which the arguments are held back. Optional elements called adjuncts may also appear in a phrase along with arguments. The choice of arguments are made by the verb, meanwhile the adjuncts are not. According to the number of arguments the verb receives, its valences are also determined. They are grouped into zero-valent, mono-valent, bivalent and trivalent. This division does not coincide with the traditional division of verbs as transitive and intransitive. Our corpus relies heavily on written language materials, most examples will be from the daily press.

Keywords: valence, verb centric, argument, adjunct, Tesnière

1. INTRODUCTION

The need for verbs to express themselves structurally and semantically by the words or ingredients they require near themselves is called valence (Koleci-Turano, 2011:33). Initially valence theory was applied only to verbs. However, later this theory began to apply to other lexical classes (in nouns, adjectives and prepositions) that are taken as headword of the nominal, adjective or prepositional syntax. In Albanian studies, we do not find this theory addressed by our linguists.

This term has been introduced into linguistics by chemistry, first used by the French linguist Lucien Tesnière (1959) and consequently this term is directly related to the grammar of dependence. He distinguishes in sentences three limbs: the verb, the actants (argument: our note), and the surroundings.

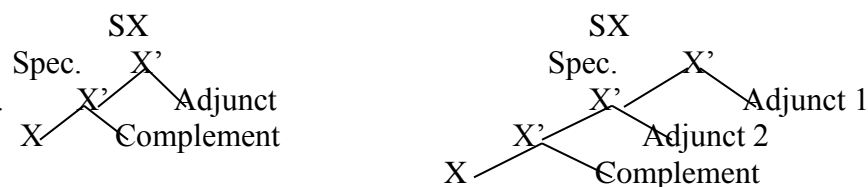
The valence of an atom, by definition in chemistry, lies in its ability to bind to other atoms or groups of atoms to form compound atoms. In this case the chemical formula of water (H₂O) indicates that to form a water molecule the presence of two hydrogen atoms and one oxygen atom is necessary.

Likewise, in order to have a grammatically correct sentence constructed correctly, with a verb as "I write", it must be accompanied by two components. In the structural analysis of the sentence, Tesnière starts from the verb.

According to this model, each verb when included in the discourse opens the positions, as well as the chemical elements, to connect with its complement. The concept of valence is confined to the subject, the right opposite and the opposite. Outside the valence bonds remain the antecedent fillers, the predicates. The active Tesnière (Graffi, 2003: 62) calls elements accompanying the valence of verbs viz. those that must necessarily be used with it. In various works, such as in Renzi, the actuators are called nuclear elements. In this paper, we will use the term argument as equivalence of the term active.

In a verbal syntax that has a verb (V) as its head, an SX syntagmatic, SX is adjunct if SX modifies F or SF. The SX is not internal to the SF.

The following is a schematic representation of X' theory:



In one sentence along with the arguments may appear other optional, non-essential elements called adjuncts, denoted in Tesnière's grammar as circuits.

The subject is one of the external verbs without any special syntactic status, and the object is, on the contrary, an internal verb, and as such it is licensed by some verbs and not all (Huddleston-Pullum, 2002: 53). Objects emerge as noun syntagmatic (SE). Another problem that comes up when dealing with adjuncts is that not always they are not always optional elements, that is, there are adjuncts that are necessary whose omission would make the sentence

illogical. This can be illustrated by the syntax of the tool with a knife or hammer. In these types of syntagmatic the adjuncts are complementary to the verb.

To illustrate Tesnière's theory of valence, let us take an example: *Zana takoi shoqen e saj para dy ditësh* (*Zana met her friend before two days*). In this sentence *Zana* and *friend* are arguments that a verb takes.

Namely, one is subject, and the other is right object. It follows that the verb "I met two days ago" has the ability to take arguments, meaning the valence of the verb I learn is divergent. Whereas "two days ago" it is an adjunct, optional limb in this sentence. But what are the differences between arguments and adjuncts?

There are criteria for distinguishing between arguments and adjuncts: arguments indicate units directly involved in the process described by the verb, whereas adjuncts only provide the context in which the process takes place (Graffi, 2003:62).

Therefore, arguments are units that fulfill the relationship to a number of places expressed by a verb; adjuncts specify one aspect of this relationship. Therefore, in one sentence, the words Era and Ben are the arguments, and "last year" is the adjunct:

- a) Era ka takuar Benin vitin e kaluar (Era met Ben last year).

The above sentence is grammatical even if the syntax was removed last year. However, if the subject Era (or any other element as a function of the right verb of the verb I meet) is removed, a non-grammatical phrase will be constructed:

- a. Era ka takuar Benin (Era met Ben)
b. *Era ka takuar vitin e kaluar (Era met last year).

It follows that arguments are binding, unlike adjuncts.

Among the other criteria for distinguishing between arguments and adjuncts is based on the fact that the choice of arguments is closely related to the verb, whereas the latter is not.

Another distinguishing criterion between these two elements is the order of words that is embedded in the arguments, where changing the order of the sentences changes the meaning of the sentence as a whole. While much cheaper for the second where the sentence content remains almost unchanged when we move the adjuncts from the end of the sentence to the beginning.

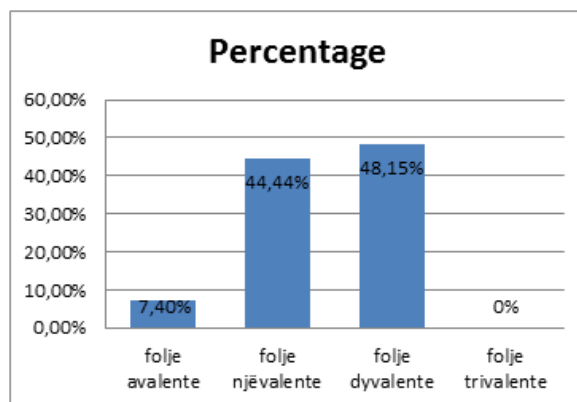
The difference between an adjunct from the subject and the object is that these are verbal head arguments, and the adjunct is optional, peripheral. In addition to the other types of circumstance dealt with in the Grammar of the Academy (2002: 273-282) we also distinguish the circumstance of action, of means and of association.

So one of the main features of the argument is that, unlike the adjunct, it is selected by the verb, whereas the non-adjunct does not necessarily require a verb to be realized. The omission of an argument, complementary to the verb, results in a loss of grammaticality in a sentence, which does not occur when the adjuncts are removed or absent from the sentence.

According to Memushaj (2008: 152), the treatment of adjuncts is still an open question of X' theory; some authors think that completeness, like the modifier, can be a direct component of the maximum projection that stands before or after it, while according to some others completeness may be a component of the zero or intermediate projection, and thus in the X' scheme. an intermediate level of projection should be added.

2. RESULTS

Examples extracted from our corpus (literary and non-literary texts: Koha Ditore and Zëri) include 27 verbs. As a valent verbs are 2 verbs or 7.4%, monovalent verbs are 12 verbs or 44.44%, divalent verbs are 13 verbs. or 48.15% and trivalent verb don't was found in our corpus. From our measurements it appears that the density of use of divalent verbs is greater than other classes of verbs. The following is the graphical data:



Graph 1: Density of verb usage by valence

3. DISCUSSIONS

3.1 Corpus analysis

The treatment of the valence of the verbs in our corpus (selected examples) will be done on the basis that each verb is subject to the principle of choice. The following are examples from our corpus;

- (1) Gjykimi i Haradinajt e **shtyn** seancën e Kuvendit (f. 3, Koha Ditore)
- (1') Haradinaj trial adjourns Assembly session (p. 3, Koha Ditore).
- (2) Turqia **planifikon** operacione të reja në Siri (f. 7, Koha Ditore)
- (2') Turkey plans new operations in Syria (p. 7, Koha Ditore).
- (3) Faktet e mëposhtme **do ta vërtetojnë** këtë konstatim (f. 11, Koha Ditore)
- (3) The following facts will corroborate this finding (p. 11, Daily Time).

In the three sentences above the verbs push, plan and prove they are divergent verbs. The verbs given have two arguments: the internal argument in any given sentence is infinite, and the external argument in function of the subject is a noun syntagmatic: *the Haradinaj trial, Turkey, and the following facts.*

- (4) **Besoj** se të gjithë deputetët duhet të jenë në nivel të detyrës (f. 3, Koha Ditore)
- (4') I believe that all MPs should be in office (p. 3, Daily Time).
- (5) Ndërsa ambasadori italian në Kosovë, Piero Cristoforo Sardi, ka deklaruar se ky pilot program do të vazhdojë të zgjerohet edhe në komunat e tjera të Kosovës (f. 13, Koha Ditore).
- (5') Italian Service The Italian Ambassador to Kosovo, Piero Cristoforo Sardi, has stated that this pilot program will continue to be chosen in other Kosovo municipalities (p. 13, Koha Ditore).

Sentences (4) and (5) are adverbial sentences where the verbs *I believe* and *declare* (stated) are fulfilled in these examples with their arguments namely a whole sentence dependent on the adverbial function. Like valence, verbs *I believe* and *declare* are divalent verbs.

- (6) Bota **dënon** sulmin kimik që la dhjetëra të vrarë në Siri (f. 6, Koha Ditore).
- (6') The world condemns the chemical attack that left dozens dead in Syria (p. 6, Koha Ditore).
- (7) Shkolla **kërkon** kthimin e parcelës që i takonte Kooperativës Bujqësore (f. 14, Koha Ditore)
- (7') The school requests the return of the parcel belonging to the Agricultural Cooperative (p. 14, Koha Ditore)

Sentences (6) and (7) are subordinated sentences. In terms of valence are divalent verbs; the verb condemns (v. III, n.) and seeks (v. III, n.) to be fulfilled by two arguments: the nominative syntagmatic as a function of the righteous (chemical attack) and the subject world, and the verb also demands this is complemented by two arguments: *parcel return* (SE) and *school* (subject).

- (8) Wikileaks **mund t'i sabotojë** operacionet e CIA-s (f. 23, Zëri).
- (8') Wikileaks may sabotage CIA operations (p. 23, Zeri).
- (9) Shkencëtarët **fotografojnë** një nga viruset më të mëdha në planet (f. 28, Zëri).
- (9') Scientists photograph one of the largest viruses on the planet (p. 28, Zeri).

The verb *sabotage* by valence is divalent. It is accompanied by two arguments: its first argument is the SE (CIA operations) as an internal argument, and the second is the subject *Wikileaks* (external argument). Likewise, the verb in sentence (9) *photographs* the conjunctions from a straight line expressed by the syntagmatic (*one of the largest viruses*) spiritual argument: scientists, noun in the noun case. It turns out that it is a divine verb. In addition to the arguments, this verb is also associated with a prepositional syntagmatic as a function of a country circumstance. But,

this prepositional or adjunct syntax (*on the planet*) if we remove it from the sentence, the sentence would still be grammatical.

(10) **Nuk dinë** apo **nuk duan të dinë** për masakrat në Kosovë (f. 10, *Koha Ditore*).

(10') They don't know or do not want to know about the massacres in Kosovo (p. 10, *Koha Ditore*).

In sentence (10) the verb *know* is fulfilled by two arguments, external and internal: the internal argument that fulfills the verb *know* is the prepositional syntax in the predicate case for the massacres, while as the external argument it has the verb clause which is not expressed, is easily implied by the singular verbal suffixes.

(11) Zyrarët rusë **kishin thënë** fillimisht se nuk dëshironin ta zbulonin identitetin e të dyshimitit (f. 6, *Koha Ditore*).

(11') Russian officials had initially stated that they did not wish to disclose the suspect's identity (p. 6, *Koha Ditore*).

Sentence (11) is the adverbial sentence where the verb (said) is supplemented by its arguments, namely, a whole sentence dependent on the function of the adverb. Like valence, the verb *I say* is a divalent verb.

(12) Kur **ka ndodhur** lufta, ata **ishin shpërngulur** në Mal të Zi e diku tjetër dhe ata atje i **kanë** përfitimet e veta (f. 13, *Koha Ditore*).

(12') When the war **happened**, **they had** moved to Montenegro and elsewhere and they **had** their benefits there (p. 13, *Koha Ditore*).

(13) Gadishulli i Gjibraltarit **ndodhet** në ngushticën detare midis Mesdheut dhe Oqeanit Atlantik (f. 22, *Zëri*)

(13') The Gibraltar Peninsula lies in the maritime strait between the Mediterranean and the Atlantic Ocean (p. 22, *Zëri*).

The verbs in examples (12), (13) with the exception of the verb *have* are equivalent verbs. In these sentences, the verb has only one external argument in function of the subject.

4. CONCLUSIONS

Valence is ability of verb to receive arguments. We can say that in the class of arguments (actors according to L. Tesnière) according to the newest conception are included mainly the limbs of traditional grammar: the head, the right syllable, the oblique syllable, some circumstance, the predicate determinant (or as it is otherwise called in contemporary predicative linguistics). Actants are defined as non-essential parts of a sentence whose existence is not conditioned by the valence of a verb that may modify or specify the meaning of the verb. We think that the treatment of valence theory in the Albanian language requires a detailed and at the same time comprehensive study, but let our treatment be an initiative for an even deeper study of the concept of valence.

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