# The Compound and Complex Sentence: A Comparative Study of Albanian and English Syntax

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**Abstract**

In the emerging geopolitics of the modern world, English has assumed the undisputed status of the preferred international language of communication. Thus, though cultures across the world are keen on self-preservation, allowing English to make inroads into the everyday lives of the people is a bygone conclusion. Albanian and English belong to the same language family (Indo-European) and hence share many commonalities. At the same time, they also exhibit many features of departure from the shared characteristics, and research into these is greatly significant from the language learners' vantage. This paper has to analyse the compound and the complex sentence between English and Albanian language. Both these languages have the compound sentences. However, between the two languages, the sentences show certain similarities as well as dissimilarities. We have the contrast structure.

**Keywords:** compound sentence, complex sentence, contrast, function

## 1. Introduction

English is undoubtedly the international language of communication. This makes its importance strategic in cultures where it is not an official or second language in the education system. Nevertheless, comparative studies between these native languages and English offer a perspective to the academic communities comprising a vast number of interested entities such as teachers, language learners, policy makers, and researchers to ensure course correction and to chart future plans. The importance of English as a means of socio-economic progress is well recognized in Albania, much like its other European compatriots. It is a compulsory school subject though it is not accorded a status equal to Albanian. The school system in Albania begins intake of children at the age of six years, and private schools immediately introduce the learners to English. The public sector schools, however, introduce this a little later, by the time the learners are in the age bracket of 9-10 years. This needs solemn research in the light of the critical age hypothesis, theories of the acquisition of second language and Language Acquisition Device or LAD theory.

In the meanwhile, research in second language acquisition and the interaction between the native and target languages gains importance for the formulation of viable, scientific basis to act as language teaching-learning principles. This is an aim of this study and also its prospective contribution to the Albanian-English language teaching-learning symbiosis.

## 2. Previous Studies

Zivijinov (2021) pointed out that Albanian and English exhibit a great many differences in sentence structure even though they belong to the same Indo-European family of languages and follow the S-V-O word order, though it is more flexible in Albanian. Xholi (2020) argued that the English present perfect is quite similar to the Albanian compound perfective. Furthermore, input, analogy, and direct grammar teaching are not sufficient in the learning of the PP by Albanian bilinguals, as demonstrated empirically, and the PP acquisition by Albanian L1 speakers is nearly unconstrained. The syntax/semantic interface's adverbs give structural indications that explain this. On the question of the imperative, Isaraj (2010) compared Albanian and English constructions. Given the vast range of illocutionary activities implied by imperative phrases, this study is important. Despite the fact that English has a more rigorous word

order than Albanian, the researchers found commonalities between the two languages' sentence patterns, illocutionary force, and concerns with subjects and negative imperatives? Massey (2000) noted that there are two ways for expressing the passive in Albanian: The first is the analytic passive, and the second is the synthetic.

## 3. Discussion

Effective communication is a product of the formation of clear and complete sentences. In the Albanian language the purpose of a word in a sentence is signposted by the inflectional ending. This means that word order is not fixed in Albanian as it is in English.

Compound and complex sentences are the two most common varieties of multiple sentences. Coordinating clauses are the immediate parts of a compound sentence. The adverbial or direct object may be recognized by a subordinate in a complicated phrase (Randolph Q., 1985). This kind is useful in both Albanian and English. In a simple sentence, there is just one subordinate clause, however in a complex statement; there are one or more subordinate clauses that function.

The compound of categorize is possible to have into some groups:

    **a.** **Independent** (Albanian and English conjunction: **e, po, as, dhe, por, kurse, mirëpo, edhe, ndërsa, as…as**…, **edhe…edhe,** or some of them in English are *so, yet, but, and).*

    **b.** **Dependent** (The conjunction: **sikur, ngaqë, po, sepse, si, seë; if, because**.

    **c.** The compound sentence involving a semicolon and doesn't have coordinates, like (**if, but, and, because, so**).

**Compound sentences** are made up of some separate connected sentences by coordinating conjunctions, for example:

It used to be that her mother was rich, **and** she will get aanother yacht.

Typically, the subject, object, or conjunction is the noun in a simple, complicated, or compound phrase. This sentence contains two distinct clauses connected. The most often used coordinating conjunctions are as follows: (Alb.) **e, dhe, as, edhe, as as…,** – (eng.) **or, so, but, and**… etc).

The sentences are formed by combining two or more basic or simple sentences. While the complex sentence consists of a single main phrase, the compound sentence consists of two or more separate clauses that make declarations, inquiries, or directives.

A compound sentence is often composed of many basic sentences (clause). Each phrase in a compound sentence is self-contained and is often connected by co-coordinators such as and, but, or, and their synonyms. Consider the following examples:

Everyone was gathered in the hallway, and the door had been securely closed (Veseli, 2002).

**Sentences** are made up of a primary sentence and one or more dependent clauses. In both languages, this structure of the statement remains complicated. The noun serves the same purpose as the verb in a simple phrase.

The sentences in include a large number of subordinating conjunctions, which can be used to determine the structure's shape.

One or more independent clauses are joined by one or more dependent clauses in a complex sentence. For example, a complex phrase must always have a subordinator like since, because, despite or after and a relative pronoun like who, which or that.

Beni and Arta headed to the cinema **after** their studies.

When characterizing the head:

*The short **boy** sitting on the floor is my **brother**.*

*The short **boys** sitting on the floor are my **brothers**.*

*[The short **boy** sitting (**who or which**) has a red shirt is my **brother**.*

I saw the short boy on the floor (**who or which**) was crowded with a lot of **people.**

## 4. Conclusion

As previously stated, the English language has several phrases in which the noun serves as the head, e.g. Lisa studied in Las Vegas because she likes the city. The word order is rigid in English but flexible in Albanian given the fact that it uses inflections to denote the purpose of words in a sentence.

In a sentence that is simple or complex, a noun might serve as the subject, the indirect or direct object, or the predicate nominal. Subjects can range from basic to complicate in terms of the nouns they include in their sentences.

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