

A Comparative Approach on Reference as an Important Element of Cohesion in English and Albanian Language

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Abstract: The article deals with the phenomenon of “Reference” as an element of cohesion in English and Albanian language. It aims at giving the concepts and classifications of various linguists as well as our modest thought on referential elements. Cohesive elements have been considered a rich resource of study by different linguists. A comparative study of them in both languages has resulted in finding the similarities and most importantly in finding differences between them. This work supports the idea that cohesion is important to help readers process text and to produce good writing. The semantic relation set up within a sentence has the consequence that when it crosses a sentence boundary it has the effect of making the two sentences cohere with one another. This is the most usual pattern in the case of reference. The main focus will be put on the property, form and grammar of reference, the frequency of referential items across different registers.

Keywords: Cohesion, reference, interpretation, properties, forms, types, register, frequency.

I . A theoretical background of reference as an important element of cohesion

The concept of cohesion is a semantic one, its simplest definition is that it “refers to relations of meaning that exist within the text and that define it as a text”⁴⁴ Cohesion connects a string of sentences to form a text rather than a series of unrelated statements. It is realized through such relations as reference, substitution, ellipsis, conjunction and lexical relations. Different linguists explain the elements of cohesion with the economy of the language. A Martinet speaks about the economy of speech. He says that “the linguistic development “can be conceived dictated by the permanent contradiction between communicative needs of the human and his tendency to minimize his physical and mental process”⁴⁵

The English grammarians Quirk and Greenbaun in their interpretation of the elements of cohesion consider them not only “economy” but also as a means of clarity. According to them these elements make the message more clear because the new information is on focus.⁴⁶ Leech, Deuchar, Hoogenraad in their book “*English Grammar for Today*”, adhere to the idea that the theory to be used to contribute to the economy of speech should be “reduce when possible” This also includes “refer back with shorter words”.⁴⁷ Another theory which explains the phenomenon of cohesion is the minimalist program of Chomsky. This program reflects the minimization of linguistic levels and the economy principle of presentation. This means that optional grammar rules should be minimally limited. Martin Parrot, in his book “*Grammar for English Language Teachers*” by cohesive elements means words which presuppose something to be interpreted.

In Albanian language there is little contribution on the study of cohesive elements of the text The Albanian

⁴⁴ A.K, Halliday & Ruqaiya Hasan “Cohesion in English” Longman 1976 p 4

⁴⁵ Andre Martinet “Elemente të gjuhësisë së përgjithshme”, Dituria, Tiranë 2002 p149

⁴⁶ Sidney Greenbaun, Randolph Quirk “*A Student’s Grammar of English Language*” 1993, Longman p257

⁴⁷ Leech, Deuchar, Hoogenraad “*English Grammar for Today*” p 116

linguist Stefan Prifti explains cohesion with the connection of the language with the thought and Mehmet Celiku relates the interpretation of the elements of cohesion to the theory of referents being easily comprehended. Dibra and N. Varfi in their book "Text Linguistics" write "that cohesion and coherence comprise the most crucial criteria of textuality which realize the mutual relations of the elements of the text to give it meaning".⁴⁸ According to T. Plangarica in his book "In the text for the text" text is "all the linguistic utterances which are subject to analysis"⁴⁹ The constituents of the text are texture, ties, cohesion, and coherence. Texture is that feature of text which makes it a unified whole. According to 'The Concise Oxford Dictionary of Linguistics by P.H. Mathews' cohesion and coherence are sources which create texture.

A text is sometimes envisaged to be some kind of super sentence, a grammatical unit that is larger than a sentence but is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on:

(1) *Wash and core 6 cooking apples .Put them into a fire proof dish.* "Cohesion in English": 4

(Laji dhe hiq farat e 6 molle gatuese .Vendosi ato ne nje ene zjarrduruese)

(2) *Cindy was by far the best speaker and so everyone expected that she would win the prize.*

"A student`s grammar of the English Language": 249

(Sindi ishte tashme prezantuesja me e mire dhe cdo njeri shpresonte qe ajo te fitonte cmimin)

In the above examples in both languages the pronouns are anaphorically used. *Them/ato* is anaphoric⁵⁰ to *6 cooking apples/6 molle gatimi*. *She/ajo* is anaphoric to *Cindy/Sindi*. This anaphoric function of *them/ato*, in the first example and *she/ajo* in the second one gives cohesion to the two sentences so that we interpret each of them as a whole. The two sentences together constitute a text. What is the meaning of the cohesive relation between *them* and *six cooking apples?*, *she* and *Cindy*? The relation between them constitutes a tie. One simple example of a cohesive tie is a pronoun and its antecedent. This type of relation is reference. Reference is a device which allows the reader or hearer to trace participants, entities, events, etc. in a text:

(3) *We went to the opera last night .That was our first outing for month.*

(Ne shkuam ne opera mbreme. Ajo ishte dalja jone e pare pas muajsh)

(4) *People still very much enjoy living in Hong Kong." He says .This is a city of many choices.*

"Forbes 2002 ": 78

(Njerezit akoma pelqejne te jetojne ne Hong Kong" Ai thote ." Ky eshte nje qytet i shume mundesive)

Reference is a semantic relationship between an element in the text and some other element that is crucial to the interpretation of it. This other element is also to be found in the text but its location in the text is in no way determined by the grammatical structure. The two elements the presupposing and the presupposed may be structurally related to each other or they may be not ; it makes no difference to the meaning of the cohesive relation. In the sentence "*John took John's hat off and hung John's hat on a peg.*" There is one John and only one hat, so pronominal forms must be used "*John took his hat off and put it on a peg*". So we have a structural relation. Only certain instances of cohesion could be treated structurally and only when the two items happen to be within the same sentence. This happens only in cohesion expressed through reference.

⁴⁸ Klodeta Dibra, Nonda Varfi "Gjuhesi teksti" sh.b.l.u 2005 p. 36

⁴⁹ Plangarica Tomor " Ne tekst per tekstin" Sejko 2002 p 14

⁵⁰ Anaphor: a word (such a pronoun) used to avoid repetition, the referent of an anaphor is determined by its antecedent.

II. Reference: the property, form and grammar of referential items.

The term reference is traditionally used in semantics for the relationship that exists between a word and what it points to in the real world. The reference of "chair" would therefore be a particular chair that is being identified on a particular occasion. According to the generativists Halliday and Hasan in their book "Cohesion in English" reference is used in a similar but more restricted way. Instead of denoting a direct relationship between words and extra-linguistic objects, reference is limited here to the relationship of identity which exists between two linguistic expressions. For example, in:

(5) *Mrs. Thatcher has resigned. She announced her decision this morning.* "Cohesion in English": 42

The pronoun *she* points to *Mrs. Thatcher* within the textual world itself. Reference, in the textual rather than the semantic sense, occurs when the reader has to retrieve the identity of what is being talked about by referring to another expression in the immediate context. The resulting cohesion lies in the continuity of reference, whereby the same thing enters into the discourse a second time. The interpretation takes one of two forms: either the reference item is interpreted through being identified with the presupposed like in (5) or it is interpreted through being compared with the referent⁵¹ like in (6):

(6) *We are demanding higher living standards (than we have now)* "Cohesion in English": 309

(Ne kerkojme standarte jetese me te larta (sesa kemi tani))

The characteristic of referents is to replace not only words but whole sentences, even whole fragments of speech.⁵² Thus they help express economically the thoughts and avoid repetition. They contribute to the richness of the discourse refining it from the point of view of style.⁵³ Reference is textual or situational. What is essential to every instance of reference is that there is a presupposition that must be satisfied. In textual reference the full form is recoverable from a neighboring part of the text:

(7) *The savages rebuilt the castle in Cornwall. Now it's made of stone.* "Tristan and Isolde" (film)

(Fiset e rindertuan keshjtjellen ne Kornuoll. Tani ajo eshte prej guri)

In situational reference the full form is recoverable from the extra-linguistic situation in:

(8) *Is she badly hurt?* "A Student's Grammar of English Language": 248

(Eshte demtuar (ajo) rende)

One can imagine someone saying *she* on arriving at the scene of an accident in which a girl has been struck down by a car. The identity of *she* is then obvious from the situation. In Albanian the form of the verb *eshte* identifies the person but not *she* or *he*. A high degree of situational reference is one characteristic of the language of children's peer group. When children interact with each other they do so through constant reference to things and since the things are present in the immediate environment they are typically referred to situationally:

(9) *Child: Why does that come out?* "Cohesion in English": 45

Parent: That what?

Child: That lever there you push to let the water out.

(Pse del ajo? Ajo cila ?- Ajo leve atje qe ju shtypni per te dale uji)

⁵¹ Klodeta Dibra, Nonda Varfi "Gjuhesi teksti" sh.b.l.u 2005 p 57

⁵² Klodeta Dibra, Nonda Varfi "Gjuhesi teksti" sh.b.l.u 2005 p 61

⁵³ Grup autoresh "Gramatika e Gjuhes Shqipe I" p 219

Grammatically all reference items except the demonstrative adverbs and some comparative adverbs function within the nominal group. The logical structure of the nominal group is one of modification. It consists of a head with the modifying element that can be a premodifier preceding the head and post modifier following the head:

(10) *Those high stone walls along the roadside.* “Cohesion in English”: 40

(Ato mure te larte guri pergjate anes se rruges)

(11) *This new approach in their business.* “International Harold Tribune” p. 15.

(Kjo metode e re ne biznesin e tyre)

Walls, approach are heads, *those* and *high*, *this* and *new* are premodifiers, *along the roadside*, *in their business* are post modifiers. What distinguishes reference from other types of cohesion is that reference is more nominal in character. With the exception of *here*, *there*, *now*, *then* and some comparative adverbs all reference items are found within the nominal group:

(12) *My father was an English native .Samuel Parker. His father came from England.*

“The tenderness of wolves” p. 93.

(Babai im ishte anglez me origjine. Samuel Parker, i jati ishte nga Anglia)

The classification of reference items is not based however on their function in the nominal group but on the type of reference involved. At the same time the type of referent is not unrelated to the form which it takes in the grammar and to the classes of word which function as reference items.⁵⁴ Thus the items used for reference are personals, demonstratives and comparatives. According to Halliday and Hasan personal reference is reference by means of function in the speech situation through the category of person. Demonstrative reference is reference by means of location on the scale of proximity and comparative reference is indirect reference by means of identity or similarity:

(13) *Ten per cent of insomniacs sleep soundly when they come to a sleep clinic (personal reference)*

“A Student’s Grammar of English Language”: 249

(10 perqind te tepagjumeve flejne rende kur (ata) vijne ne nje klinike gjumi.)

(14) *I read his first novel, and that was boring too. (demonstrative reference)*

(E lexova romanin e tij te pare . Ishte e merzitshme gjithashtu)

(15) *Who would be the king? The strongest among us. (comparative reference)*

Tristan and Isolde” (film)

(Kush do te ishte mbret? Me i forti ne mes nesh)

II .1. Personal reference in English and Albanian language

According to Halliday and Hasan personal reference is reference by means of function in the speech situation through the category of person⁵⁵ From Albanian authors Klodeta Dibra and Nonda Varfi in their book “Text linguistics” say that the syntactic repetition is realized through replacing a preceding element with a pronoun:

(15) *Pranvera e hershme eshte lozanjare .Ajo luan me eren, me shiun, me vesen, me pemet.*

“D. Agolli, Deshtaku”: 24

(The early spring is playful .It plays with the wind, the rain, the dew, the trees)

According to Martin Parrot pronouns are considered forms of condensation; they reduce the length and complexity of clauses. They substitute for full noun phrases that are retrievable from context. They abbreviate what a person needs to say or write. The category of personals includes the three classes of personal pronouns, possessive

⁵⁴ M.A.K,Halliday & Ruqaiya Hasan “Cohesion in English” Longman 1976 p43

⁵⁵ M.A.K,Halliday & Ruqaiya Hasan “Cohesion in English” Longman 1976 p37

determiners (usually called possessive adjectives) and possessive pronouns. All these pronouns have one thing in common: their referential meaning is determined purely by the grammar of the language and the linguistic or situational context in which they occur⁵⁶ The significance of the person system is that it is the means of referring to relevant persons and objects. Within the speech roles (roles of speaker and addressee) the English person system recognizes only speakers and addressee. There is a distinction to be made between the speech roles (first and second person) and the other roles (third person) Only the third person is inherently cohesive, a third person form typically refers anaphorically to a preceding item in the text:

(16) *There was a brief note from Susan. She just said "I am not coming home this weekend"*

“Cohesion in English”: 49

(*Ishte nje shenim i shkurter nga Suzana. Ajo thoshte "Nuk po vij ne shtepi kete jave."*)

I refers to *Susan* like *she*. It still refers to the speaker but we have to look in the text to find out.

In Albanian personal pronouns of first and second person functioning as subject are not included in the sentence because of the specific nature of the Albanian language. Unlike the English language in which subject verb concord is more notional than grammatical and the subject is mostly present in the sentence, in Albanian language the verbal endings and the use of the contracted forms and compound contracted forms of pronouns produce sentences in which the presence of the subject is not necessary either formally or semantically when it is expressed by a personal pronoun. The inflected form of the verb makes the person clear⁵⁷:

(17) *Ishte nje shenim i shkurter nga Suzana. Ajo thoshte " (une) Nuk po vij ne shtepi kete jave."*

The pronoun has all the functions of the group that it replaces. It serves as a short substitute thus contributing to the theory of economy in the act of speech.⁵⁸ The pronoun which refers back to a noun can not co occur in the same sentence if they have the same function in that sentence. Only the short forms of the third person can. But when the function of the pronoun is different from that of the noun it refers to, they can co occur in the same sentence:

(18) *Ajo ishte vjeher? Vrau mendjen vete nusja e re.*

“Gramatika e Gjuhes Shqipe”: 218

(Was she mother in law? wondered the young bride)

In the first sentence the personal pronoun *ajo* is used for emphasis.

One special kind of personal reference is the word *it*. It differs from all others in that it may refer not only to a particular person or object but also to any identifiable portion of text .

(19) *No one has spoken to her husband yet. I will go and talk to him. There may be nothing in it at all.*

“The tenderness of wolves”: 155

(*Askush nuk ka folur ende me bashkeshortin e saj. Do te shkoj te flas une me te. Nuk besoj se ka ndonje gje ketu.*)

In: *there may be nothing in it at all*; it refers to *go(ing) and talk(ing) to him*. The reference is to a whole process or complex phenomenon which is in question.

All that has been said about the personal pronouns applies equally to the other two classes of pronoun namely the possessive determiners and possessive pronouns .Likewise the other personal forms ,both possessive determiners *my ,your* ,and possessive pronouns *mine ,yours* may refer without restriction to referent:

(20) *The soldiers picked up their rifles.*

“Practical English usage”: 482

(*Ushtaret moren armet e tyre*)

There is however one respect in which possessive pronouns differ from other personal reference items as regards their anaphoric function. Whereas the other personals require only one referent for their interpretation possessive

⁵⁶ Sidney Greenbaun, Randolph Quirk “ A Student’s Grammar of English Language”p 112

⁵⁷ Grup autoresh “ Gramatika e Gjuhes Shqipe 1” p 223

⁵⁸ Klodeta Dibra, Nonda Varfi “Gjuhesi teksti”sh.b.l.u 2005 p. 61

pronouns demand two, a possessor and a possessed the same thing applies for possessive pronouns in Albanian .The difference can be seen in:

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|----------------------------|--|
| (21) <i>John's is nice</i> | <i>(Shtepia e Xhonit eshte e mire)</i> |
| <i>His house is nice</i> | <i>(Shtepia e tij eshte e mire)</i> |
| <i>His is nice</i> | <i>(E tija eshte e mire.)</i> |

Possessive pronouns, in other words are doubly anaphoric because they are both referential and elliptical:

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|---|----------------------------------|
| (22) <i>Can you find another programme?</i> | <i>"Cohesion in English": 56</i> |
| <i>Can you help Mary?</i> | <i>Hers has got lost.</i> |
| <i>Can you hand Mary a programme?</i> | |

The possessive pronoun *hers* presupposes *Mary* by reference and *programme* by ellipsis.

In the cataphoric structural functions of the personal forms only the personal pronouns participate, never the possessive forms. In the following sentence *He* refers forward to *who hesitates*:

- | | |
|---------------------------------------|----------------------------------|
| (23) <i>He who hesitates is lost</i> | <i>"Cohesion in English": 56</i> |
| <i>(Ai qe heziton eshte i humbur)</i> | |

In Albanian language possessive pronouns, not possessive adjectives can be substantives only contextually, that is, the noun they refer to is implied in the context:

- | | |
|--|---|
| (24) <i>Ata sy iu duken si te sajte.</i> | <i>"Gramatika e Gjuhës Shqipe": 241</i> |
| <i>(Those eyes looked like hers)</i> | |

In English *hers* is not a determiner but an independent item.

II. 2. Demonstrative reference and its usage

Demonstrative reference is essentially a form of verbal pointing .The speaker identifies the referent by locating it on scale of proximity.⁵⁹ The nominal demonstratives are *this, these that, those*.These demonstratives occur extensively with anaphoric function in all varieties of English:

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|--|--|
| (25) <i>The expedition separated into two parties near today's Lolo, Idaho, to explore the country more thoroughly on the return trip .During that time ,Lewis` company was attacked by Blackfoot warries...(written language)</i> | |
| <i>"Smithsonian" (magazine): 32</i> | |

(Ekspedita u nda ne dy grope ne afersi te Lolos te sotme Idahos per te eksploruar vendin gjate kthimit . Gjate asaj kohe kompania e Lewsit u sulmua nga sulmuesit e Black foot)

- | | |
|---|--|
| (26) <i>What about the money ?Did he give you that too? (spoken language)</i> | <i>"The tenderness of wolves": 152</i> |
| <i>(Po parate? Ti dha ato gjithashtu?)</i> | |

- | | |
|--|--------------------------------------|
| (27) <i>But it is true. Save time. Save materials. Sound too good to be true? These benefits do come true with systems from HTC. (Adverts)</i> | <i>"Government Product News": 15</i> |
|--|--------------------------------------|

(Por ashte e vertete .Kursen kohe. Kursen materiale. Duket shume e mire per te qene.....)

Demonstratives also tend to be associated with cataphoric reference as in:

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|--|---|
| (28) <i>This is an announcement: Will Mr Peterson please go to the enquiry desk?</i> | <i>"A Student's Grammar of English Language": 120</i> |
| <i>(Ky eshte nje lajmerim: Z.Peterson shkoni per interviste ju lutemi)</i> | |

⁵⁹ M.A.K,Halliday & Ruqaiya Hasan "Cohesion in English" Longman 1976 p 57

In dialogue there is some tendency for the speaker to use *this* to refer to something he himself has said and *that* to refer to something said by his interlocutor.⁶⁰ In Albanian language there is not such tendency. Ellipsis is preferred instead of reference:

(29) *A There seems to be a great deal of sheer carelessness. This I can't understand*
B Yes, that I can't understand.

(A *Me sa duket ka nje pakujdesi te plote. Kete une se kuptoj. B Po as une*)

(30) *A Nuk e kam pare asnjehere.* “Gjuhesi Teksti”: 51
B Kjo eshte nje genjeshter.

The demonstratives regularly refer exophorically to something within the context of situation. This is the primary form of verbal pointing as it may be accompanied by demonstrative action in the form of a gesture indicating the object referred to:

(31) *Child: Why does that come out?*

Parent: That what?

“Cohesion in English”: 45

Child: That lever there you push to let the water out

(Pse del ajo? Ajo cila? Ajo leve atje qe ju shtypni per te dale uji)

In any case there are marked differences among different styles and varieties of English as regards their patterns of anaphoric usage of ‘this’ and ‘that’. For example in narrative of a traditional kind, such as children’s stories and ballads we often find that, where in conversational narrative, a speaker would tend to use *this*, conveying a sense of immediacy and also of solidarity with the hearer, of shared interest and attention.

If the demonstrative is used with a noun, then the meaning is always identical with that of the presupposed item as in: *And after a time those little pigs died.* Suppose, however, that we use the demonstrative alone, without a following noun; the reference may still be identical; but it may be broader as in: *There are two cats trying to get in. Those have to be kept out.* (those may also refer to cats in general)

The definite article ‘*the*’ has usually been set apart in grammars of English as a unique member of a class. On the other hand it has important similarities with a whole group of other items, so that we need not hesitate to classify it with the determiners class which includes the demonstratives and the possessives. Hence ‘*the*’ in many ways resembles the demonstratives from one form of which is derived. It is originally a reduced form of *that* functioning only as a modifier. The definite article has no content. It merely indicates the item in question as specific and identifiable. It is identifiable in one of two ways: a particular individual or subclass is being referred to, and that individual or subclass is identifiable in the specific situation (for ex *the sun, the stars*):

(32) *Don't go! The train's coming. (The train is interpreted as the train we're both expecting)*

(Mos shko! Treni po vjen)

“Cohesion in English”: 65

Unlike the selective demonstratives *this, these, here, the* can never refer forward cohesively. It can only refer to a modifying element within the same nominal group as itself. ‘*The*’ signals definiteness, without itself contributing to the definition. Here is an example:

(33) *Last year we went to Devon for a holiday. The holiday we had there was the best we've ever had.*

“Cohesion in English”: 67

(Vitin qe shkoi shkuam ne Devon. Pushimet qe beme atje ishin me te mira ndonjehere)

Whenever the information is contained in the text, the presence of ‘*the*’ creates a link between the sentence in which itself occurs and that contained in the text, between sentence in which itself occurs and that containing the

⁶⁰ M.A.K, Halliday & Ruqaiya Hasan “Cohesion in English” Longman 1976 p60

referential information ;in other words, it is cohesive as in the above example.

In Albanian Language definiteness is anaphoric like the English *the*. This occurs when the noun is mentioned for the second time in the same context and is known by both interlocutors:

(34) *Ç`ke qe shtyn more djale? Bertiti nje grua dhe veshetroi me inat nje djalosh i cili u skuq dhe aty per aty i kerkoi ndjese. Gruas i erdhi keq kur pa futyren e turperuar te djaloshit.* “Gramatika e Gjuhes Shqipe”: 121

The noun might not have been mentioned before and yet it is identifiable in the specific situation. The speakers have the person or thing before them:

(35) *U poqen edhe misrat ..tha Rustemi.* “Gramatika e Gjuhes Shqipe”: 122

In both languages the definite words do not contribute to the definition. They create a cohesive link between the sentences like other referential items. Apart from nominal demonstratives there are four demonstrative adverbs: *here, there, now* and *then*, although *now* is very rarely cohesive:

(36) *If they are coming at round 4 o'clock, you'll still be here then. (then = 4 o'clock)* “Cohesion in English”: 73

(Nese vijne rreth ores 4 yu do te jeni ende ketu atehere) (Atehere ne 4)

(37) *I put your letter in the top drawer; I hope it is still there. (There = in the top drawer)*

(E vendosa letren ne sirtarin e siperm, shpresoj te jete ende atje) (atje= ne sirtarin e siperm)

Then (atehere) and *There (atje)* refer back to something in the preceding text. They condense the same meaning into a smaller number of words. As reference items, *here* and *there* are closely parallel with *this* and *that* respectively. *Here* is used for the place where the speaker is, *there* is used for other places. So we can't say:

(38) *A What are you doing in my room?* “Practical English usage”: 290

B I am staying there till you pay me the money you owe me.

(Ç`po ben ne dhomen time? Po qendroj atje derisa te me ktheni leket qe mi keni borxh)

Both *here* and *there* regularly refer to extended text. The temporal demonstratives *then* and *now* are much more restricted in their cohesive function. The cohesive use of demonstrative *then* is that embodying anaphoric reference to time; the meaning is at the time just referred to. The use of *now* is confined to those instances in which the meaning is: this state of affairs having coming about.

(39) *In my young days we took these things more seriously. We had different ideas then.* “Cohesion in English”: 75

(Kur isha e re ne i merrnim keto gjera me me seriozitet. Kishim ide te ndryshme atehere)

(40) *The plane touched down at last. Now we could breathe freely again.* “The tenderness of wolves”: 258

(Avioni e preku token me ne fund. Tani ne mund te merrnim fryme lirisht perseri)

Demonstrative adverbs don't function as elements within the nominal group. They have a secondary function as a qualifier, as in “that *men there*.” They refer exophorically too as in “*Leave that there and come here*” (*Lere ate atje dhe eja ketu*)

II. 3. Comparative reference and its usage

Comparative reference is indirect reference by means of identity or similarity. This reference is general and particular. By general comparison is meant comparison that is simply in terms of likeness, unlikeness, without respect to any particular property; two things may be the same, similar or different:

(41) *It's the same cat as the one we saw yesterday. It's a different cat from the one we saw yesterday.*

“Cohesion in English”: 250

(Eshte e njejta mace qe pame dje. Eshte tjetër mace nga ajo qe pame dje)

General comparison is expressed by a certain class of adjectives and adverbs: *the identical two cards*. Particular

comparison means comparison that is in the respect of quantity or quality. In other words we can say it expresses the comparability between things: *Take some more tea, There are twice as many people there as the last time.* It is also expressed by means of adjectives or adverbs not of special class but ordinary adjectives and adverbs in some comparative form: *better cards.*

The same principles operate with comparison as with other forms of reference: it may be anaphoric, and therefore cohesive, or it may be cataphoric or even exophoric:

(42) *We are demanding higher living standards (than we have now) (comparative reference) "Cohesion in English": 309*
Ne kerkojme standarte jetese me te larta (sesa kemi tani)

(43) *Would you like the water cooler? (Exophoric) (E doni ujin me te ftohte?)*

Likeness is a referential property. Hence comparison is a form of reference alongside personal and demonstrative reference. The referent of the comparison may be in the situation or it may be in the text. If it is in the text the reference may be backwards or forwards:

(44) *It's the same cat as the one we saw yesterday (backwards)*
(Eshte e njejta mace me ate qe pame dje.) "Practical English usage": 483

The most generalized comparative is, actually the superlative: highest means simply, *higher than any other.*

If the comparison is in terms of quantity it is expressed in the numerative element in the structure of the nominal group; either (a) by a comparative quantifier eg: more in *more mistakes*, or (b) by an adverb of comparison sub modifying a quantifier as in *as many mistakes*. If the comparison is in terms of quality, it is expressed in either of two ways in the epithet element in the nominal group, either (a) by a comparative adjective: *easier, more difficult* in *easier tasks, more difficult tasks* (b) by an adverb of comparison sub modifying an adjective: *so* in *so difficult a task*. In Albanian language the second element of comparison may not be expressed because it is inferred. The referent of the comparison is in the text.⁶¹:

(45) *Duhan i mire ky i Shkodres –ia beri i ati sikur fliste me vete. Pastaj shtoi me ze me te larte.*
"Gramatika e Gjuhes Shqipe": 173

The comparison may need other words such as *so, such* for emphasis when the referent is clear from other means of communication like gestures:

(46) *S'ka dite qe te mos shkojne zhuke nga tre e kater, na, kaq te medhenj, dhe preu krahun ne doren tjetër ne ate vend ku iu duk se mund te arrinte bisht i qefullit.*
"Gramatika e Gjuhes Shqipe": 175

If the comparison is incomplete it loses the tie with the presupposing element. The comparative form means *too/very + adjective*:

(47) *Natyrishet qe mendoj te shkruaj dicka per keto –E ke te veshtire? Po-tha shkrintari –s'eshte kaq e lehte –Ma shpjegoni me mire –tha vajza kjo eshte nje gje kaq interesante.*
"Gramatika e Gjuhes Shqipe": 175

In both standard and non standard language when the referent of comparison is already known it need not be mentioned:

(48) *Na mbetet edhe nje turne. Po-Neper male . Ai eshte me i veshtiri.*
(There is one tour left. Yes In the mountains. That is the hardest) "Gramatika e Gjuhes Shqipe": 178

In Albanian the form *me i veshtiri* is comparative form of absolute superiority. The second element of comparison includes the rest of the group under comparison. In both cases superlatives *me i veshtiri - the hardest* are non-referential because they are self-defining; and for this reason they regularly act as defining modifiers.

⁶¹ Grup autoresh " Gramatika e Gjuhes Shqipe I" p 175

Conclusion

Based on the above analysis of the phenomenon of cohesion and reference as one of its important elements we have reached the following conclusions: The topic of cohesion has always appeared to be the most useful constituent of discourse analysis or text linguistics. Cohesive elements and in our case referential items have become a rich source of investigation for the new grammarians. Every day speech very rarely requires high levels of accuracy. Very often we come across the use of cohesive elements which condense and simplify the surface text even though this is in a way to the detriment of the text. Although cohesive elements are characteristic of all languages there are differences from one language to another because of the differences in the systems of the languages, in our case the differences in the noun groups, in comparison as well as in the nature of the languages under study. In both language reference is personal, demonstrative and comparative. In both languages the pronoun has all the functions of the group that it replaces. It serves as a short substitute thus contributing to the theory of economy in the act of speech. In Albanian personal pronouns of first and second person functioning as subject are not included in the sentence because of the specific nature of the Albanian language. Unlike the English language in which subject verb concord is more notional than grammatical and the subject is mostly present in the sentence, in Albanian language the verbal endings and the use of the contracted forms and compound contracted forms of pronouns produce sentences in which the presence of the subject is not necessary either formally or semantically when it is expressed by a personal pronoun. The inflected form of the verb makes the person clear. Demonstratives realize the demonstrative reference in both languages and demonstrative adverbs don't function as elements within the nominal group. They have a secondary function as qualifier, as in "*that men there.*" In both languages the definiteness creates a cohesive link between the sentences like other referential items. Likeness is a referential property. Hence comparison is a form of reference in English and Albanian. The referent of the comparison may be in the situation or it may be in the text. If it is in the text the reference may be backwards or forwards. The use of referential items represents a relation of win and loses. The texts which lacks referential items requires more effort and energy on the part of the reader while on the other hand the abundant use of these items may affect the clarity of the text. Studies of cohesion show that cohesion makes a substantial contribution to readability, and this is the reason cohesion studies are of interest because of their importance to reading and comprehending and because of the role of cohesion in good writing. The findings based on the factual material demonstrate that different types of text are characterized by the use of different cohesive elements. The frequency of cohesive elements depends on the type of linguistic register: the more open the register is the more cohesive elements are employed in it and vice-versa. Reference is more frequently used in every day speech than writing (64 % in spoken language 36% in written language). Within the written form referential items are more frequently used in fiction (63%) than in technical language (37%). Compared with the other cohesive elements personal reference predominates in fiction with 47%, in newspaper style with (39%) while in technical style the percentage is twice as low (16%). Literary texts as well as newspaper articles that focus more on the person involve more personal pronouns than the other referential elements; while scientific texts because of their contrastive natyre make use of comparaive reference. This percentage is lower in newspaper texts and even lower in fiction. Possessive pronouns are more limited in their gramatical distribution, they require an anticedent in the function of the head of the noun phrase or are limited in certain constructions. The small percentage of possessive pronouns in newspaper texts and scientific texts explain the fact that they should avoid ambiguity and give the meaning clearly. Demonstrative pronouns are used in closed register referring to larger parts of the text thus linking them together. Demonstrative reference is more typical in newspaper style (39%) and scientific texts (43%) For example in newspaper texts demonstratives link

larger parts of the text: *This means, this constitutes, This resembles* etc. While in fiction the use of demonstratives is less often (18 %) The above findings based on comparative analyses assert that different languages like English and Albanian share common characteristics and differ in the realization of referential items as important elements for a cohesive text .On the other hand it is only natural that they may pose great difficulties and challenges for translators, especially for beginners. The formal and serious teaching of cohesion might to a great extent enhance the students' consciousness in translating between the two languages.

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