MORPHOSEMANTIC AND SYNTACTIC ANALYSIS OF VERBS IN SINDHI

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ABSTRACT

This study focuses on Sindhi Verbs in terms of morphosemantic and syntactic properties, Argument Structure, theta roles, thematic relations and the most prominent theta roles used in Sindhi. The morphosemantic properties relate to the study of morphology (morphemes) in relation to semantics (meaning). The morphosyntactic properties refer to the study of morphology and morphemes in relation to syntax. The objectives of the study are to analyse the morphosemantic and syntactic features of Sindhi verbs, to establish the Argument Structure of Sindhi verbs along with analysis of Theta-roles (θ-roles), and to investigate the prominent theta roles in Sindhi. The study applies the theoretical frameworks of Culicover (1997) and Carnie (2007) within the transformational generative grammar paradigm. It also applies Allana's (2010) model/fact to see the standard Sindhi sentence structure in the data. Descriptive and exploratory analysis (Creswell, 2013; 2014; Neuman, 2005; Kumar, 2011) is used in the study. Data for the study come from two interviews from two native Sindhi speakers amounting to 1,679 sentences. Tree diagrams of the Sindhi sentences are drawn especially focusing on the VP. The study finds that like English it is possible to generate a V-bar from VP in Sindhi. The findings show that a slight morphological, lexical and phonological change in the form of a verb leads to a complete new form and meaning; it changes one form to other, it even changes the class of the word. Such changes also change a person, a number and a gender of a subject as well as object in a sentence. The study also finds some unusual sentential constructions like verbs with null/zero subjects and objects in the spoken Sindhi. However, such unusual constructions are grammatically accepted and theta roles are still featured in them. These constructions do not have an argument at subject or object positions in the Phonetic Form (PF), but the theta role is still featured in such construction, because the Logical Form (LF) features an argument with the verb. Most importantly, the study finds that Sindhi is a *pro*-drop

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language where *pro*(s) (arguments) are normally dropped at subject or object position in the PF of the sentence. However, the deleted *pro*(s) or arguments are recovered through the verb inflections (INFL) and the sentence agreement (AGR) in LF of the sentence (Chomsky, 1981; Haegeman, 1994). The study finds that Sindhi has all theta roles and thematic relations which are proposed by Carnie (2007). Besides, a new argument (NP) is seen in the data which directly or indirectly contributes to other syntactic elements in sentences. However, such argument has not been discussed by Carnie (2007) in his 'Theta Roles and Thematic Relations'. Therefore, the current study assigns it a theta role of 'giver' in the analysis. The study also finds that Sindhi has six prominent and frequent theta roles; *agent, theme, recipient beneficiary, locative* and *goal.* Based on the theta roles hierarchy of Levin & Hovav (2004), the hierarchy of theta roles in Sindhi is:

Agent>Theme>Recipient>Locative>Beneficiary>Goal>Experiencer>Source>Instrument>Giver

Therefore, future research can be into theta roles in spoken and written data from a variety of sources.

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ABSTRAK

Kajian ini memberi tumpuan kepada Sindhi Kata Kerja dari segi sifat morphosemantic dan sintaksis, Struktur Argument, peranan theta, hubungan tematik dan peranan theta yang paling menonjol yang digunakan dalam Sindhi. Sifat morphosemantic berkaitan dengan kajian morfologi (morfem) berhubung dengan semantik (makna). Sifat morphosyntactic merujuk kepada kajian morfologi dan morfem berhubung dengan sintaksis. Objektif kajian ini adalah untuk menganalisis ciri-ciri morphosemantic dan sintaksis kata kerja Sindhi, untuk menubuhkan Struktur Hujah yang kata kerja Sindhi bersama-sama dengan analisis Theta-peranan (θ-peranan), dan untuk menyiasat peranan theta menonjol dalam Sindhi. Kajian ini mengaplikasikan rangka kerja teori Culicover (1997) dan Carnie (2007) dalam tatabahasa generatif paradigma transformasi. Ia juga terpakai Allana (2010) model / fakta untuk melihat struktur ayat Sindhi standard dalam data. analisis deskriptif dan penerokaan (Creswell, 2013; 2014; Neuman, 2005; Kumar, 2011) digunakan dalam kajian ini. Data untuk kajian ini datang dari dua wawancara daripada dua pembesar suara Sindhi asli berjumlah 1,679 ayat. gambar rajah pohon ayat Sindhi telah disediakan terutamanya memberi tumpuan kepada VP. Kajian ini mendapati bahawa seperti bahasa Inggeris ia adalah mungkin untuk menjana V-bar dari VP dalam Sindhi. Hasil kajian menunjukkan bahawa morfologi, leksikal dan fonologi sedikit perubahan dalam bentuk kata kerja yang membawa kepada satu bentuk baru yang lengkap dan makna; ia berubah satu bentuk ke bentuk yang lain, ia juga mengubah kelas perkataan. Perubahan tersebut juga mengubah seseorang, nombor dan jantina subjek dan juga sebagai objek dalam ayat. Kajian ini juga mendapati beberapa pembinaan sentential luar biasa seperti kata kerja dengan null / mata pelajaran sifar dan objek dalam Sindhi dituturkan. Walau bagaimanapun, pembinaan luar biasa tersebut diterima tatabahasa dan theta peranan masih dipaparkan di dalamnya. Pembinaan ini tidak mempunyai hujah di kedudukan subjek atau objek dalam Borang Fonetik (PF),

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tetapi peranan theta masih dipaparkan dalam pembinaan itu, kerana Borang Logik (LF) mempunyai hujah dengan kata kerja. Paling penting, kajian itu mendapati bahawa Sindhi adalah bahasa pro-drop di mana pro (s) (dalil) biasanya jatuh pada subjek atau objek kedudukan dalam PF hukuman itu. Walau bagaimanapun, pro yang dipadam (s) atau hujah-hujah yang pulih melalui aspek imbuhan kata kerja (INFL) dan perjanjian hukuman itu (AGR) dalam LF ayat (Chomsky, 1981; Haegeman, 1994). Kajian ini mendapati bahawa Sindhi mempunyai semua theta peranan dan hubungan tema yang dicadangkan oleh Carnie (2007). Selain itu, hujah yang baru (NP) dilihat dalam data yang menyumbang secara langsung atau tidak langsung dengan unsur-unsur sintaksis lain dalam ayat. Walau bagaimanapun, hujah itu tidak dibincangkan oleh Carnie (2007) dalam 'Peranan Theta dan Thematic Relations' beliau. Oleh itu, kajian semasa memberikan ia satu peranan theta dari 'pemberi' dalam analisis. Kajian ini juga mendapati bahawa Sindhi mempunyai enam peranan theta terkenal dan kerap; ejen, tema penerima benefisiari, Locative dan matlamat. Berdasarkan hierarki peranan theta daripada Levin & Hovav (2004), hierarki theta peranan dalam Sindhi ialah:

Agent>Tema>Penerima>Locative>Benefisiari>Goal>Experiencer>Sumber>Alat>Pemberi

Oleh itu, kajian akan datang boleh ke theta peranan dalam data lisan dan bertulis dari pelbagai sumber.

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DEDICATION

I dedicate this work to my father Mr. Anwar Ali who has always been with me in every decision I have taken. He is like a shining star to me who is always shinning in front of me to get a right way.

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LIST OF SYMBOLS AND ABBREVIATIONS

VP	:	Verb Phrase
NP	:	Noun Phrase
PP	:	Prepositional Phrase
ADVP	:	Adverbial Phrase
ADJP	:	Adjective Phrase
INFL	:	Inflection
PF	:	Phonetic Form
LF	:	Logical Form
N	:	Noun
V	:	Verb
Comp P	:	Complement Phrase
SUBJ	:	Subject
OBJ	:	Object
PRO	:	Pronoun
Pro	:	NP (a noun or a pronoun)
S-Strucrure	:	Surface Structure
D-Structure	:	Deep Structure
DP	:	Determiner Phrase
CP	:	Complement Phrase
C	:	Complement
PP	:	Projection Principle
EPP	:	Extended Projection Principle
EC	:	Empty Category
ECP	:	Empty Category Principle

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AGR	:	Agreement
AGRP	:	Agreement Phrase
V’	:	V-bar
S	:	Subject
O	:	Object
Agt	:	Agent
Th	:	Theme
Exp	:	Experiencer
Ben	:	Beneficiary
Reci	:	Recipient
L	:	Locative
G	:	Goal
S	:	Source
Ins	:	Instrument
Pat	:	Patient
Adju	:	Adjunct
Loc	:	Locative
I’	:	I-bar
P’	:	P-bar
AGRP’	:	Agreement Phrase- bar
LA	:	Linguistic Argument
LP	:	Linguistic Predicate
C-	:	C-selection
D-	:	D-structure

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This study analyses the morphosemantic and syntactic properties of the verbs of the Sindhi language. Morphosemantic properties relate to the study of morphology (morphemes) in relation to semantics (meaning). The study analyses the role of morphemes in the meaning of the verb phrase. The morphosyntactic properties refer to the study of morphology and morphemes in relation to syntax. The study also focuses on the Sindhi verbs in relation to their Argument Structure, Theta-roles (θ-roles) and the most prominent theta roles. The Data for the study come from two interviews from two native Sindhi speakers amounting to 1,679 sentences. The data have been analysed according to the theoretical and analytical frameworks proposed by Culicover (1997), Carnie (2007) and Allana (2010) within the transformational generative grammar paradigm. Chapter 1 will provide a general introduction of the Sindhi language, the statement of the problem of the study, the aim of the study, the research objectives, the research questions, the significance and the delimitations of the study.

1.2 The Sindhi Language

According to Ajwani (1970), the province of Sindh lies in between latitude 23° 35' and 28° 30' and 67° to 70° East longitude and is the most westerly part of the Indian sub-continent. It is alluvial plain formed by the river Sindhu or Indus plus the delta of the river. A range of the hills in the West demarcated Sindh from Baluchistan and a stretch of desert in the east distinguishes it from Rajasthan. The Rann of Cutch in the south is the boundary between Sindh and Cutch. Punjab lies in the north. Sindh is generally known as the lower valley of the Indus and this river bisects the province for 360 miles. Sindh's area is about 57,000 square miles. There are three well defined parts of Sindh, the Siro or Head, the Vichola or Middle, the Laar or Descent and the two

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outlaying regions, one in the West, Kohistan or the hill-tract, and the other in the east, the Rajasthan, or Desert of Thar.

According to old grammarians like Stack (1849), Trump (1872), Sindhi is derived from Prakrit dialects. Sindhi is the Outer sub-branch of Indo-Aryan languages. However, Baloch (1962) argues that the ancient Sindhi was influenced by the Iranian and Dardic languages and in the next instance by Sanskrit through its Parli Prakrit derivatives. He rejects the generally held belief that Sindhi is derived from Sanskrit. On the hand, Siraj-ul-haq (1964) argues that Arabic and Sanskrit have contributed nothing worthwhile to Sindhi language and culture. He claims that Sanskrit is directly or indirectly born of Sindhi.

However, according to Ajwani (1970), Sindhi is one of the oldest Sanskrit-Prakrit languages. But it has been enriched greatly by Arabic and Persian languages in the course of its contacts with people whose mother tongue was either Arabic or Persian, and it has vestiges of older influences like the Dravidian as well. The vocabulary of Sindhi is copious, and can meet all the requirements of a sophisticated age. Sindhi is especially rich in nomenclature of crops, grasses and fisheries.

The term ‘Sindhi’ describes both the community and the language (David, 2001). The Sindhi language is one of the Indo-European family of languages. Stack (1849) was the first English writer who wrote a grammar of the Sindhi language. Later, Trump (1872) wrote the first detailed grammar of the Sindhi language based on comparisons with Sanskrit and Prakrit. The Sindhi language has seven main dialects that is, Siro, Vicholi, Laar, Thareli, Lassi, Kutchki and Dhatki (Malkani, 1984). The Sindhi language came in three different written scripts that is, Persian-Arabic, Devanagari and Gurumukhi. The British adopted the first of these in Sindh. The Sindhi language is considered to be one of the richest languages of the world (Jokhio, 2012a; 2012e). The

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Sindhi language has two different written scripts with the same pronunciation and vocabulary; the Persian-Arabic script used in the Sindh Province of Pakistan and the Devanagari or Sanskrit script used in India (Jatly, 2013). However, for the purpose of the current study, the Persio-Arabic script of Sindhi language will be used.

Figure 1.1 shows the map of the sub-continent before partition in 1947. Figure 1.2 shows the map of the sub-continent after partition; India and Pakistan. Figure 1.3 shows the division of the sub-continent into different countries. Figure 1.4 shows the geographical map of Pakistan. Figure 1.5 shows the Sindh province in Pakistan which is a Sindhi native-speaking place, where Sindhi is the first and official language.

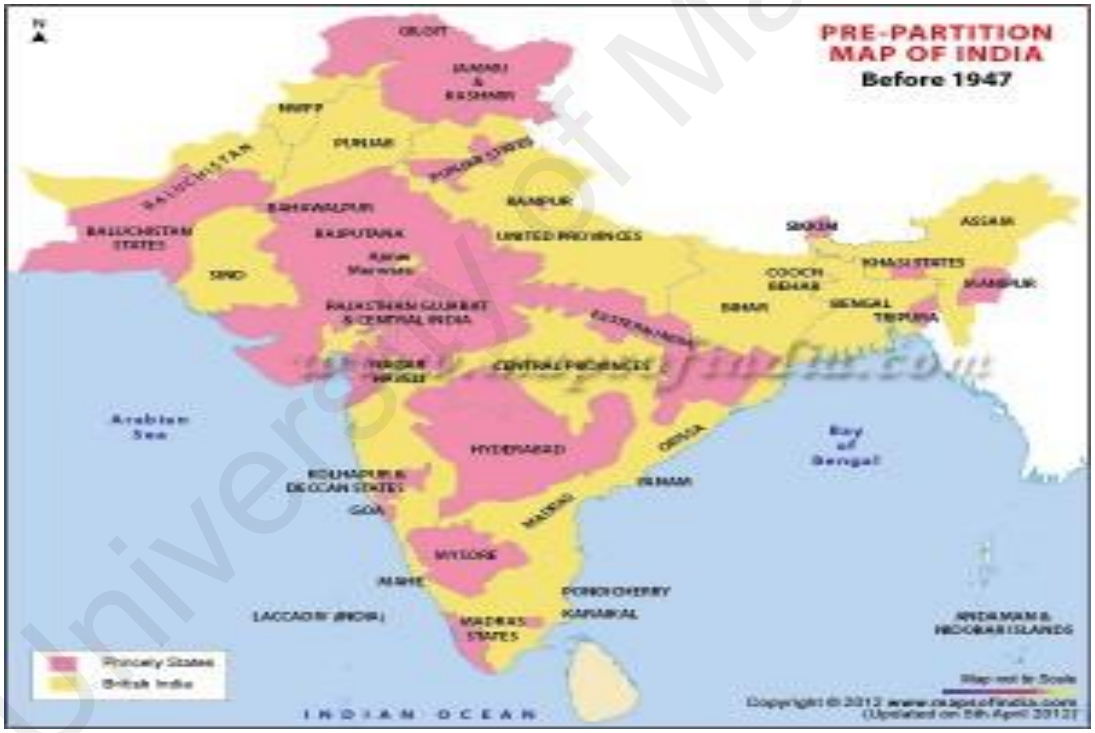

Figure 1.1: The map of the sub-continent before partition (1947)

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Figure 1.2: The map of the sub-continent after partition (1947)

Figure 1.3: Distribution of the sub-continent into various countries

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Figure 1.4: The geographical map of Pakistan

Figure 1.5: The Map of Sindh, Pakistan

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1.3 The Sindhi Dialects

The Sindhi language which is the focus of the current study is spoken, taught, learned and studied in the Sindh province of Pakistan. Those who live in the Sindh province and speak Sindhi are called Sindhis. It has various dialects according to different regions, districts and towns. The Sindhi language has twelve major dialects which are spoken in about twenty three districts in the Sindh province and about seven districts in the Baluchistan province, Pakistan. Although there are many dialects according to regions, the written Sindhi language understood by all is the form used in literature, the media, the administration, schools and universities and also at home. Hence the written Sindhi language is considered the standard variety of the language (Baloch, 1994).

Standard Sindhi is a mixture of all dialects; hence, all Sindhis are able to have access to the standard Sindhi language. It is compulsory for everyone in the Sindh province to learn it from primary school to secondary and also at tertiary level. However, some institutions in Karachi have the option of whether to learn or not to learn the Sindhi language. Some people opt to study in Urdu rather than Sindhi and there are some other institutions like The City School or Beacon House School which teach a number of subjects throughout in English.

The Sindhi language is not only rich in terms of morphology (form) and syntax (structure) but also in semantics (meaning). It's one word (morphosemantic form), for example, can have the same form and pronunciation but with different meanings. For example, the word '**وار**=*waar*=hair, turn, again, attacks', which is a noun in Sindhi, has various meanings like 'hair', 'turn', 'attack' and 'again'. When we write the word **وار**

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(*waar*) individually, readers will not understand which **وار**(*waar*) we are actually talking about unless we pronounce a word for them or provide a context to make them understand the word. Another feature of the Sindhi language is that different words some words have different spelling and pronunciation but carry the same meaning. For example, the words '**ڈٹي** =*dhani*=God' and '**وارث**=*waris*=God' mean God Almighty (Allah) in English. These features sometimes create problems in understanding the meaning of words. Examples 1 and 2 below show:

Example 1.

a. هي هميشہ مونتي وارَ ڪندو آهي.

He hamesha moonty ***waar*** kando aahy. (Sindhi in English script)

He always on me **attacks** does is. (Transliteration)

He always **attacks** on me. (Translation)

Here the word "***waar"*** in the above sentence means "*attacks"* which we understand from the context of the sentence.

b. هاڻي منهنجِي وارَ آهي.

Haany mohinjee ***waar*** aahy. (Sindhi in English script)

Now my **turn** is. (Transliteration)

Now it is my **turn**. (Translation)

Here the word "***waar"*** means "*turn"* which is also understood from the context. We can see how words in Sindhi can have different meanings in different contexts.

Example 2:

a. **مان راند کيڏان ٿو.**

Maan raand ***khedaan tho***. (Roman Script)

I a game **play**. (Transliteration)

I **play** a game. (Translation)

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Example 2 (a) shows that the subject (I) is playing a game. The inflection '**ٿو**=*tho*=agreement' is used as a suffix in the verb phrase '**کيڈان ٿو**=*khedaan tho*=play' to show the first person singular subject having masculine gender.

b. **مان راند کيڈان ٿي.**

*Maan raand **khedaan thi**.* (Roman Script)

I a game **play**. (Transliteration)

I **play** a game. (Translation)

Example 2 (b) shows that the subject (I) is playing a game. The inflection '**ٿي**=*thi*=agreement' is used as a suffix in the verb phrase '**کيڈان ٿي**=*khedaan thi*=play' to show the first person singular subject having feminine gender.

The use and importance of the inflectional morphemes (suffixes) can be seen in the above examples in the Sindhi language. It can be seen in the examples 2 (a) and (b) that a small change in the form of the verb phrase (technically, change in the ending vowels) leads to a change in the form and meaning of the verb phrase in the sentence whether masculine or feminine. The inflectional change in the verb can also be seen in the following examples. Where the morpheme '**کيڈان**=*khedaan*=play' is used for the present form, while the word '**کيڈي**=*khedi*=played' is used for the past form of the sentence. A slight inflectional change (morphological and phonological) in the final vowel of the verb leads to a new form and meaning.

c. **مان راند کيڈي.**

*Maan raand **khedi**.* (Roman script Script)

I a game **played**. (Translieration)

I **played** a game. (Translation)

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Example 2 (c) is used in the past simple tense to show some an action in the recent previous time. The verb phrase of the sentences is '**كيڈي**=*khedi*=played'. It is the verb phrase which identifies the tense of the sentence as well as person, number and gender of the subject of the sentence in Sindhi. However, past form is the only form in Sindhi which does not show person, number and gender of the subject. The verb form in the past simple tense is same for all persons (first, second and third), numbers (singular and plural) and genders (masculine and feminine). When the verb '**كيڈي**=*khedi*=played' is written or spoken alone, we do not know who the subject is, what is its number and gender, unless we see the subject of the sentence.

In Sindhi when a person of higher authority wishes to summon a person of lower authority to come to him or her there are variations in the verbs used to say "come here" as shown in examples 3, 4, 5 and 6:

3. Hedanh ach.
4. Hedanh acho.
5. Hedy ach.
6. Hedy aa.

Table 1.1: Sindhi examples

Example 3	**Example 4**
• **هيڈانهن اچ.** *Hedanh ach*. (Roman script Script) Here come. (Transliteration) Come here. (Translation)	• **هيڈانهن اچو.** *Hedanh acho*. (Roman script Script) Here come. (Transliteration) Come here. (Translation)

Example 3 is used in an imperative form; where a boss, a father or anyone in higher rank is asking someone to come to him. Such types of phrases are used mostly by the superiors to their inferiors to show their power through the use of language.

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Example 4 can also be used in an imperative form by the boss, a father or anyone in a higher rank to summon someone to come to him or her. Such types of phrases are very formal and are used very formally by the speakers of the language. This phrase can be used as a polite order to come to someone as well as a request for someone to come. It can be used by superior person to his inferior as a polite order to come to him/her. However, it can also be used as a polite request by someone of a lower status or a younger one. It is used to get his or her father, mother or boss to come to him or her. Examples 5 and 6 show different degrees of formality and informality:

Table 1.2: Sindhi examples

Example 5	**Example 6**
• **هيڏيڇ.** Hedy ach. (Roman script Script) Here come. (Transliteration) Come here. (Translation)	• **هيڏيآ.** Hedy aa. (Roman script Script) Here come. (Transliteration) Come here. (Translation)

Example 5 is as example 1a where an imperative form has been used by someone in higher authority like a boss or father to get someone to come to him or her. The difference between 1a and 1c is in the degree of formality.

The example 3 is like example 5. It is used in an imperative form; where a boss, a father or anyone in higher rank is calling someone to come to him. Such types of phrases are used mostly by the superiors to their inferiors; may be they use/show their power through the use of language. Besides, it is also used in an informal situation.

The example 6 aligns with examples 3 and 6. The only difference between them is that phrases like 6 are very informal. However, such phrases are used to show power and also to show exploitation of power by high ranking people. It can also be used by the friends who are very much close to each other.

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1.4 Statement of the Problem

There are a number of books on Sindhi Grammar, Sindhi Morphology, Phonology, Parts of Speech and Sindhi language, but very little work on Sindhi Semantics and Syntax (structure). A number of books can be found on the Sindhi language and its use and usage. The Sindhi language is known as the oldest and major language of Pakistan in the Sindh province; however, its syntactic structure has been ignored all this while. However; no comprehensive work has been done on Sindhi Syntax (Hussain, 2011; Jokhio, 2012b).

Past grammarians like Stack (1849), Trump (1872), Munshi (1892), Anandram, 2007 [1905] and Baig, (1916, 1925 & 2006) have written about morphology, phonology, grammar and parts of speech of the Sindhi language. However, none of them and their followers has addressed the morphosemantic and syntactic features of Sindhi verbs in general and Theta-Roles of Sindhi verbs and their argument structure in particular. It has been largely overlooked and the reason could be that Morphology, Phonology, Semantics and Syntax are modern linguistic terms in language study and at that time these terms were not well known to those writers. Many new grammarians and writers have worked generally on Syntax, Morphology and Semantics (Majeed, 1987; Pitafi, 2009; Hussain, 2010; Allana, 2009, 2010 & Jokhio, 2011a) but work on morphosemantic and syntactic features of the Sindhi verbs, Theta-Roles and Argument Structure is still lacking by present day writers of Sindhi grammar. Linguists of the Sindhi language write about variations in dialects, forms of language, parts of speech and grammar. The features mentioned above have been continuously overlooked from the past to the present day.

Pitafi (2009) suggests working on the Sindhi language grammar from a modern linguistic perspective. Hussain (2010 & 2011) also suggests that there is no proper work

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on Sindhi syntax; therefore she suggests working on Sindhi syntax from the perspective of the current use of the Sindhi language. Besides, it has been confirmed by the Chairperson of the Sindhi Language Authority, Hyderabad, Sindh, Prof Dr. Fahmida Hussain, that there is no work on the morphosemantic and syntactic properties of Sindhi verbs in terms of the theta-roles and their argument structure (email communication on May 09, 2013). Hence there is a need for a more comprehensive study on its linguistic features becomes crucial. The current study therefore studies Sindhi syntax (structure of Sindhi sentence), morphosemantic and syntactic properties of Sindhi verbs, Argument Structure of Sindhi verbs and Theta Roles. The current study utilizes data obtained from a natural native Sindhi conversation rather than from the written Sindhi language in order that more variations in the use of verbs may be seen.

1.5 Objectives of the Study

The purpose of the research is to analyse morphologically, syntactically and semantically Sindhi verbs and also to analyse how Sindhi verbs assign different theta-roles to their arguments. The range of Sindhi language verbs will be studied in terms of Theta-Roles and the most prominent theta roles in Sindhi: they will be studied in terms of theta roles assignment in the sentences, and how they are used to show meaning in the sentences. An attempt has been made to analyse the mophosemantic and syntactic features of the Sindhi verbs. The study has also attempted to analyse if morphological and phonological change of the verbs lead to change in the meaning of the whole sentence. The Sindhi language uses morphological and phonological inflections to change form and meaning of the verbs. Like in the Arabic language, inflections or inflectional bound morphemes play a vital role in the Sindhi verbs.

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The aim of this study is therefore to analyse the morphosemantic and syntactic properties of Sindhi verbs, their Argument Structures, Theta Roles and the most prominent theta roles used in the Sindhi language.

The first objective is to analyse the morphosemantic and syntactic properties of Sindhi verbs. Morphological and syntactical features of the Sindhi language are analysed and investigated. The objective is also to analyse if any changes in the verb will lead to the change in form of the sentence, change in the meaning and change in the phonological aspects of the verbs.

The second objective of the study is to establish the Argument structure and thematic structure of Sindhi verbs. It attempts to see the structure of arguments in the Sindhi sentence, and also to see the thematic structure of the arguments which shows the theta roles and the thematic relations.

The third objective of the study is to investigate the most prominent theta roles used in Sindhi language. It will attempt to see if the Sindhi language has prominent theta roles and also the reasons that make them prominent theta roles.

1.6 Research Questions

To answer the stated objectives, the following questions are formulated:

1. What are the morphosemantic and syntactic properties of Sindhi verbs?

2. What are the Argument/Thematic Structure of Sindhi verbs?

3. How are the Theta Roles prominently used in the Sindhi language?

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1.7 Significance of the Study

The significance of the current study is to bring to light the richness in terms of Morphology, Syntax and Semantics in Sindhi. The Sindhi language is also one of the richest languages of the world in terms of syntax, semantics and morphology (Hussain, 2010). This study analyses the syntactic and morphological aspects of Sindhi verbs in addition to the analysis of the Argument Structure, Theta- Roles and prominent theta roles.

This research will be important particularly for Sindhis to know the richness of their language. It will also be important to the world that the Sindhi language is also one of the oldest and richest languages of the world; which not only borrows but also lends many of its words to other languages. For example, Pitafi (2009), Hussain (2010; 2011) & Jokhio (2011a; 2011b) argue that there is no comprehensive work on Sindhi syntax and they suggest having a comprehensive work on the syntax and semantics of the Sindhi language. Thus, this study may contribute to the study of Morphology, Syntax and Semantics of the Sindhi language. This study will be beneficial in perspective of language, grammar, literature and pedagogy. The study may also be helpful in betterment of society and in literacy of Sindhis. It may contribute to students, teachers, lecturers, linguists and the department of Sindhi Language Authority (SLA) in terms of studying, teaching and learning the Sindhi language. Most importantly, this study will be a contribution to an academic study of the Sindhi Language syntax and morphology, especially morphosemantic and syntactic properties of the Sindhi verbs and the theta-roles assigned by the Sindhi verbs to the arguments in the sentence. This work will not only be beneficial for Sindhi speakers but also for speakers of other languages in the world. It will be a model work for other researchers who would like to work in Sindhi syntax or syntax of any other language in the world. Besides, it will be very beneficial

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study for those students in the faculty of languages and linguistics, University Malaya who would like to conduct research in the field of syntax.

1.8 Delimitations of the study

The study focuses only on the oral conversations which are the spoken sentences of native Sindhi speakers. The data have been analysed on the analytical frameworks of Culicover (1997), Allana (2010) and Carnie (2007). This research work is limited to analysing and explicating the verb phrase of the Sindhi language. The study is limited only to the verb phrase and different kinds of verbs in the Sindhi language. It will not go beyond the study of verbs in a natural oral conversation and how speakers use verb phrases to convey meaning in sentences as the study of verbs alone is able to fulfill the research objectives of the study. The study limits itself to the obtaining of raw data from only two young participants (aged between 25 to 28 years) who were native speakers of Sindhi and postgraduate students at University of Malaya.

Further research will look at theta roles in spoken and written data from a variety of sources like Newspapers. Where spoken data is concerned, it is hoped that one of the data source may be obtained from senior citizens who speak a perceived more pure variety of Sindhi.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Chapter 2 addresses the literature relevant to the study. It starts from a general survey of the Sindhi language to studies related to Argument Structure, Theta-roles and Hierarchy of theta roles. The chapter also addresses the Sindhi verbs and their types. It discusses the works of Sindhi language grammar writers starting from (1849) to the present day.

The chapter 2 of the study also presents the related studies about Argument Structure of English verbs, theta roles and thematic relations in the English language and prominence or hierarchy of theta roles given by different writers and linguists in English language.

2.2 Sindhi Language in general

Qazi (2008) argues that there has been a language problem in Pakistan since its birth to the present day. In the initial days of Pakistan, after partition, Urdu was imposed as a national language in order to have mutual understanding and development of the country. This action of the government created language problem in Pakistan; Bengalis and Sindhis opposed this implementation of Urdu as national as they had their well-developed languages. Thus, Qazi (2008) suggests increasing use of the Sindhi language in all respective fields. According to him, a nation is alive if its language is alive; mother tongue should be given preference on other language. A child is a father of a man in every nation. Therefore, he/she should be given education in his/her mother tongue. Mother tongue's alphabet and sounds (consonants and vowels) must be taught to the children. According to Joyo (2008; 2009) & Otho (2011), phonology and morphology should be taught to children according to their level and mental approach.

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Pitafi (2009) argues that syntax is a knowledge through which words, phrases, clauses and sentences are made up. She defines very briefly the terms; phonology, morphology, semantics and syntax. She does not write herself about Sindhi grammar, but talks about other writers and their works and findings in Sindhi language. She studies others' works and books and compiles them in her book stating briefly their works and findings. She starts generally from language in general to Sindhi in particular. She talks about language, its sounds and importance of language in a society. Though she is a modern writer but even then she does not talk about the verbs and their types in Sindhi language, and theta-roles and thematic relation of verbs. However, she suggests writing a proper Sindhi Grammar and Syntax, according to modern linguistics.

Regarding the future of Sindhi on an international level, Pitafi (2010) finds that the use of the Sindhi language is increasing in some areas and also decreasing in some other areas (like in India & Bangladesh). According to the modern research, ten languages in the world die every year. Keeping this situation in view, UNESCO decided on 17th November, 1999 to celebrate "*International Mother Tongue Day*" on 21st of February every year. Pitafi (2010) suggests using mother tongue in every aspect of life. She observes that due to new machinery and absence of old equipments in agriculture, the Sindhi language has lost many words related to agriculture. Therefore, she suggests increasing the use of the Sindhi language. Besides, Hussain (2011) also suggests using Sindhi and Urdu languages. She gives a detailed comparative study between Urdu and Sindhi language so that both language speakers may know their phonology, morphology and syntax of their language. She discusses about Sindhi and Urdu morphology, phonology and syntax; her book is based on lecture form with lessons and exercises.

Sindhi has many challenges to face and to sustain its status in the future. There should be a proper language planning and policy to face these challenges otherwise

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these may lead to harm to the language. As we know, agriculture is diminishing these days thus the words related to agriculture are also vanishing from the language. The Sindhi language policy must be revised; Sindhi must be taught to the children (Pitafi, 2010). Languages are not just meant for communication but also for transferring and sharing knowledge along with their culture, customs, traditions, literature and their daily lives. Every year ten languages are dying in the world. The use of a language should be increased for it survival. Therefore, Pitafi (2010) suggests taking steps for the future of the Sindhi language; it should be taught in schools, should be the language of market and media, etc. (Sadarnigani, 2011).

There are round about seven thousand languages in the world, out of which 3,500 languages are spoken in India. According to UNESCO report in 2003, 42% world population speak minority languages and their children do not get chance to study their mother tongues. There are around 1,500 languages which have less than 1000 speakers. In this regard, Sadarnigani (2011) did a research on Sindhi language and new generation in India. She chose 100 students (32 boys and 68 girls aged between 18 and 23) from five colleges in her district called Adhepur, India. She asked certain questions in her small questionnaire about the use of Sindhi in their homes, schools, colleges and their daily life routine works. She found that Sindhis in India are very much like Sindhi in Pakistan; they still relate themselves to be called Sindhi first and then Indian. Many of them can speak, read and write in both scripts Arabic-Sindhi and Devanagari-Sindhi. They speak in Sindhi with their family and friends. They like Sindhi culture, music and the food. Author finally suggests increasing use of the Sindhi language in the daily life routine works, internet, computer and new modern technologies.

Tarachandani (2011) argues that the Sindhi language has five written scripts (Arabic, Devanagari, Gurmukhi, Hatkai and Roman). Arabic script is used in the

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province Sindh in Pakistan, Devanagari script is used in India; while, Gurmukhi and Hatkai are old scripts and they are no more used in the present time. The last script is Roman script; people write Sindhi using their mobiles and computers. The Sindhi language in Pakistan has a good status as compared to the one in India. The Same language is used in two scripts (Arabic and Devanagari) by the people having different nation and religion, in Pakistan and India. The Sindhi language needs to be written in one script throughout the world. He argues that Sindhi should not be used in Arabic or Devanagari script as it separates Sindhis into Muslims and Hindus. Therefore, keeping the situation in mind he proposes Sindhi to be written in the 'Roman' script for the betterment and long life of the Sindhi language.

On the other hand, Indra Shabnam (2012) discusses the contribution the Sindhi female writers in India. She gives certain famous names like Popti Heeranandani, Tara Meer Chandani, Kila Perkash, Maya Rahi, Reeta Shahani, Indra 'shabnam' (Indu), Kamla, Indra Waswani, etc. She discusses about their work and interest but all of them are interested in literature than Sindhi as a language. None of them (as discussed by the author) is doing work on Sindhi Grammar, Morphology, Semantics or Phonology, which is a gap of the study regarding Sindhi in India. Therefore, she suggests working on the Sindhi language.

Gidumal (2012) wrote a letter to the then government, high officials and Sindhi in particular in 1885 regarding the opening of schools and colleges for Sindhis in India. He requested government to open schools and colleges for Sindhis and the medium of the instruction should be the Sindhi language so that the Sindhi people can easily understand and participate in the activities. He appealed to open an Arts College in Sindh like the ones in Bombay, Madras and Bangal of that time. He gives example of Latin and Greek which were the languages of medicine, arts and literature in Greece.

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Languages played a vital role in bringing the English and Russians at one platform in their respective countries. In this regard, he requested the government to open an arts college for Sindhis in Sindh in order to preserve their language and culture (Gadwani, 1926).

Hussain (2012) argues that the Sindhi language is one of the oldest and richest languages of the world. It has its own features which differentiate it from other languages. The grammar of Sindhi has been written according to Sanskrit, English, Persian and Arabic grammar that is why some of its features have been ignored. According to Trump (1872), Sindhi does not have definite articles. However, the words *"hiku/ and hikiro"* (a/one) are used for the indefinite articles and the words *"ihaa and iho (ijha/ijho)"* (referring to something/someone particular) can be used for the definite articles. Unlike English, Sindhi does not have particular words for the definite articles. Hussain (2012) suggests working on the Sindhi language and its grammar from new and modern linguistic perspectives.

Regarding grammar, Baig (1916; 2006) argues that grammar is a set of rules and regulation of a language. He follows the way of Trump (1872; 2011) and Munshi (1892) and writes about Sindhi grammar in general, leaving aside the syntax of Sindhi, focussing only on the use of language (i.e. how Sindhi language is used in spoken and written forms). He gives more detailed information about the use of parts of speech in Sindhi. He discusses about the verbs and argues that Sindhi verbs have root form in imperatives, i.e. Sindhi verbs are derived from their imperative forms. He further argues that Sindhi verbs have two types; transitive verbs (which require an object) and intransitive verbs (which do not require object), which are further divided into active voice and passive voice. However, Baig (2006), known as Shams-ul-Ulema (light of

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knowledge), suggests working on Sindhi language grammar from a modern linguistic perspective.

Allana (2004; 2009), on the other hand, argues that grammar of every language is divided into 'Morphology' and 'Syntax'; these are the two branches of grammar of a language which cannot be separated from each other. He defines that 'Morphology' is knowledge of words and the inflection of words. There are free as well as bound morphemes which help us to derive a word from other words. Syntax is knowledge of the structure of a language; in other words, the syntactic relationship between words is known as syntax. Morphology helps us in making new words and Syntax helps us to arrange words in order, and inflections help us to make words and also to identify the tense.

Sheeraz (2007) also studies Sindhi grammar, proverbs and idioms. He studies different grammar books by different writers from 19th century to the present day. He gives enough number of grammar books from past to the present. He comes to know that writing Sindhi grammar books has been properly started during the rule of English in India in 19th century. The famous English writers of that time who wrote grammar books of the Sindhi language were Wathen (1836), Stack (1849), Seymour (1884) and Trump (1872). There were also some famous Sindhi scholars who worked and wrote grammar of the Sindhi language; such as: Munshi Pirbhadas & Mubeen Muhammad (1860), Munshi Adharam (1861), Baig (1916) and Adwani (1925). The author finds that those were the writers of their times who worked for the betterment of the Sindhi language.

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2.3 Sindhi Verbs

Trump (1872; 2011) has written in detail about the morphology of Sindhi; termination of Sindhi nouns, formation of nouns, gender, case and number of nouns. He argues there are eight parts of speech; verbs, adverbs, nouns, pronouns, adjectives, preposition, interjections and conjunctions. He argues that syntax is a science of making sentences. However, he does not discuss much about Sindhi verbs and their types. He claims that Sindhi verbs have base form in their imperative forms. He divides the Sindhi verbs into transitive verbs and intransitive verbs. He does not discuss the importance and role of verbs in the sentence; he is general in his approach. Following the Trump's way, Munshi Adharam (1892) also discusses less about Sindhi verbs and their types. He does not discuss about the types of Sindhi verbs, their role in the sentence and their importance in the sentence and in the language.

In addition, Munshi Ghadwani & Meer Chandwani (1914) also discuss about Sindhi grammar and parts of speech. They write about nouns and pronouns in detail and adjectives and verbs in a brief account, ignoring the verbs and their types in the Sindhi language. They argue that Sindhi verbs have base in infinitive form and main verb in Sindhi language has only two types; transitive and intransitive verbs. However, Adwani, (1926 & 1985) argues that Sindhi has regular and irregular verbs. A verb that takes the object with regulation is called as a regular verb in the Sindhi language. Irregular verbs are those whose objects do not come/link directly in the sentences.

Later, one of the modern Sindhi linguists, Allana (1984) did a comparative study in between Sindhi and Urdu language. He wrote a book titled *'Teach yourself Sindhi'* for non-Sindhi speakers. He writes about the Sindhi verbs, their types, importance and place in sentence, function and the relation with other parts of the sentences. It can be assumed that the writers and linguists before him were not aware of the concepts of

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Chomsky's (1960, 1981 & 1994) Government & Binding and theta-roles assignment that is why (maybe) they did not write about the modern linguistic terms. Unlike them, Allana might have studied the theories of Chomsky and other modern linguists. However, he does not touch Sindhi verbs in terms of modern linguistic perspectives.

Following the same traditional way of writing a grammar of a language, Sheikh (1986) also writes about the grammar of the Sindhi language. His approach is also a general one; focussing on grammar and parts of speech; main focus on nouns, pronouns and adjectives. Though his book is named as '*Syntax of Sindhi Language'*, but it is not a complete syntax book. This book discusses about phonology, morphology and syntax of Sindhi Syntax. However, the main focus is on morphology of Sindhi language; how words are formed. He argues that the verb has base/root form in imperatives. He further classifies the Sindhi verb into five types; active voice, passive voice, compound verbs, verb Maatoofi and verb without verb.

The regular verbs are those verbs which are derived from infinitives by adding suffixes 'yo= **يو**or yal=**يلُ'.** For example 'killed' from 'to kill' "*maarin maan mariyo*=**مارڻ مان ماريو**" and 'studied' from 'to study' "*parhan maan parhyo ya parhyal*=**پڑھڻ مان پڑھيو يا پڑھيل**". The irregular verbs are those verbs which do not take the above suffixes. For instance 'wept' from 'to weep' "*roan maan runo*=**رئڻ مان رنو**" and 'eaten' from 'eat' "*khain maan khadho*=**کائڻمان کاڏو**" (Abro, 1986).

In addition, Sindhi, (1987 & 2010) writes a book named *'Sindhi Grammar and Composition'*, where he writes about parts of speech and grammar. Though an easy book for students, but this book is not as famous as the previously stated works (Pitafi,

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2009). However, R. P. Yegoro Rawa (1971) writes in her book (The Sindhi Language) that there is confusion about the base of Sindhi verb, she thus writes:

> "*The roots proper are old Indian words which have entered the basic Sindhi vocabulary. For instance, (*هل*=hal=to go) and (*ڪر*=kar=to do) (pp106)"*

She argues that syntax is knowledge of ordering, agreement and organization of sentences.

A verb is a 'work' of a sentence which shows something about someone/somebody (a noun or pronoun); meaning that a verb is a word or group of words which shows the meaning of 'to be', 'to do', 'to feel/bear' or 'to be in something'. Besides, there are five cases in the Sindhi language; which are: subjective (when a noun or pronoun is used as a subject), objective (when a noun/pronoun is used as an object), prepositional (when a preposition is used immediately after a noun or pronoun), possessive (which shows possession) and vocative (when we address someone) (Khoso, 2005; Chano, 2011).

The Sindhi verbs are derived from imperative form into two types; regular and irregular verbs (Baig, 2006). Sindhi regular and irregular verbs work similar to English regular and irregular verbs. Allana (2010) agrees with Baig (2006) and gives a detailed study of the Sindhi verbs; regular, irregular and base form of the verbs. He agrees with the past Sindhi grammar writers that the base form of the Sindhi verbs is in imperative form but not in infinitive form. According to them, the infinitive form of the verb itself has been derived from the imperative form of the verb.

Rashdi (2008), on the other hand, argues that a verb is a word which shows complete meaning of a sentence and also shows meaning of 'to be, to do, to bear, to feel, to touch and to be in'. A verb shows something about its arguments; subjects, objects and beneficiaries. In addition, it is verbs in the Sindhi language through which we come to know about person, number and gender of the subjects in sentences. The

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verbs also show the cases of nouns and pronouns in sentences. The Sindhi verbs change according to the person, number and gender of their subjects. The Sindhi verb has its base form into 'infinitives' which are derived by adding '**ڻ**=*noon*=agreement' to the imperative form of the any verb. Having clause in Sindhi is known as ' **ماضي معطوفي**=*maazi ma'atoofi*=", where subject completes one work and immediately starts the other one at the same time; such verbs are common in the Sindhi language. Sindhi has this special feature that it has some verbs which do not syntactically require any apparent subject. However, such deleted arguments can be recovered through verb inflections and agreement in the sentences.

Jokhio (2009) studies the right use of verbs and especially nouns as objects (isim mafaool). He argues that the word *"chighalu"* (disconnected: a noun) has been derived from the infinitive verb *"chinanu"* (to disconnect). It is widely used in the Sindhi language as compared to the word *"chinalu"* (disconnected: a noun) which is derived from the verb *"chinal".* However, the workshop held on December 19th, 1998 preferred to use *"chinalu"* than *"chighalu".* Jokhio argues that why the word "chinalu" should be preferred more on the word *"chighalu"* which is used more in our daily life matters. He argues that we should follow the right use of the language rather than following a solo suggestion of any one. Finally, he suggests working more on the Sindhi language verbs and nouns at national and international level.

Stack (2011), on the other hand, discusses that the Sindhi language has different kinds of verbs such as Active (**سڙڻ**=*saranu*=to burn), Passive (**سڙجڻ**=*sarjanu*=to be burnt), Neuter (**سرڻ**=*sarn*=to burn) and Impersonal verbs (**ساڙجي ٿو**=*sarje tho*=being burnt) and also Causal verbs (**ساڙائڻ**=*sarainu*=to cause to burn). The Sindhi language

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has two types of auxiliaries such as 'هئڻ=*huanu*=to be or to exist' and 'ٿيڻ=*thian*=to be or to become'. The Active and Neuter verbs answer the same thing; meaning that they are almost same in construction in Sindhi and English language. However, their passive is different in both languages; Sindhi has its own way and English has its own way of making passive voice forms. The Impersonal verbs are passive forms of the intransitive verbs in Sindhi. They are formed after the same manner as the passive of transitive verbs, which, indeed, are also used impersonally. They are defective in the Sindhi language, not having any of the past tenses, and with them an agent (subject) is never expressed; must be understood from the context of the sentence.

Stack (2011) divides the verbs into five different moods at different situations such as indicative mood, imperative mood, potential mood, subjunctive mood and an infinitive mood. These moods are further divided into sub-moods according to different tenses and situations. Sindhi and English correspond in moods with each other except the potential mood which is different in both languages. Potential mood in English implies possibility, liberty, power, will and obligation; but in Sindhi it implies possibility, liberty and will.

However, Jokhio (2012b; 2012c) divides the Sindhi verbs into two types; main verbs and auxiliary verbs. Main verbs are further divided into regular and irregular verbs and auxiliary verbs, which are further divided into free auxiliaries and linking auxiliaries. He argues regular verbs are those which are derived from the imperative form by adding the suffixes 'ڻ=nu, **يو**=yo, **يلُ**=yal' .For example: **ٽوڙ**=tor=break, **ٽوڙڻ**=torin=to break, **ٽوڙيو**=torio=broke, **ٽوڙيل**=torial= broken, **رک**=rakh=put/place, **رکڻ**=rakhan=to put, **رکيو**=rakhio=put/placed, **رکيل**=rakhial= placed. While, the irregular verbs do not take the above stated suffixes; they only take phonological change in their

pronunciation like چج=chij=break, چجڻ=chijan=to break, چڱو=chigo=broke, چڱل=chigal=broken. Irregular verbs take phonological changes 'او=o' and 'ال=al' instead of 'ڻ=nu, يو=yo, يلُ=yal=agreement' to make their forms.

A pronoun is a word which is used at the place of a noun. Jokhio (2013) studies pronouns in details and comes to know that the literal meaning of the pronoun 'ضمير=*zameer*=pronoun' is 'hidden' or 'inward'. It is used at the place of a noun. It is used to avoid repetition in a sentence. He divides pronouns into seven types. 1) Personal pronoun: a pronoun which is used for proper nouns (humans/names). It is further divided into three persons; first (I and We), second (You) and third person pronoun (He, She, It and They). 2) Demonstrative pronoun: a pronoun which is used to demonstrate something or somebody. It is further divided into two parts; demonstrative pronoun near (used for near objects) and demonstrative pronoun for far (used for objects at a distance). 3) Reflexive pronoun: a pronoun which is used to show that subject is doing his/her work himself/herself. 4) Interrogative pronoun: it is used to ask questions. 5) Indefinite pronoun: a pronoun which is not definite in nature; where it is unknown for which particular noun such and such pronoun is used. 6) Relative pronoun: a pronoun which is used to connect two sentences or clauses with each other. 7) Answer relative pronoun: a pronoun which is used in return of relative pronoun.

Discussing about the phonological inflection 'جَزَم=jazam=inflection' in Sindhi, Saleem (1981) argues that this sign is used on a word and that word is called a silent word. On the other hand, Saail (1991) argues that it is a sign to hide a sound or letter. Firth (1995) calls it a zero vowel sign. Allana (1993) also calls it a vowel less sign; it is used to hide a consonant sound in a consonant cluster. Baig (2006) argues that this

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inflection is used with those words which do not have vowel sound. Jokhio (2010) defines that the literal meaning of '**جَزَم**=jazam=phonological inflection' is 'to be silent'. It is a sign which is used to hide a sound and it is related to its first sound in a consonant cluster.

In addition, Jokhio (2010) discusses that most of the Sindhi grammar words are Arabic words in the Sindhi language; therefore, one has to be very careful in their spelling as well as pronunciation. A slight mistake in the pronunciation or spelling will lead to a different form and meaning of the word. The Sindhi language is based on Arabic alphabet and Arabic grammar, too. The phonological inflections '**پيشُ**=*pesh*=agreement to show singular and masculine', '**زَبَر**=*zabar*=agreement to show plural masculine' and '**زيرِ**=*zair*=agreement to singular feminine' are carefully used, otherwise the meaning of a word or a sentence will be changed.

Stack (2011) also argues that base of the Sindhi verbs is not in infinitive form but in imperative form. Except the last phonological inflections in imperatives, the rest forms of imperative verbs are base words in the Sindhi language. The phonological inflections are: '**پيش**=pesh=agreement', '**زَبَر**=zabar=agreement', '**زيرِ**=zair=agreement', '**شَدَ**=shad=agreement', '**مَدَ**=mad=agreement', '**جَزَمَ**=jazam=agreement' and '**و**=wao=agreement'. The Sindhi verbs can be divided into 'Active' and 'Neuter' verbs. His explanation of verbs is quite difficult for a beginner in the Sindhi language. He explains almost everything in his book but without clearly defining and dividing the verbs, their kinds, types and their usage. He focuses more on the formation of verbs than on usage. Formation of verbs has been discussed in detail; he shows vividly how Sindhi verbs are formed. He does not define what causative verbs are, but he argues that causative verbs are derived from active verbs as well as neuter verbs in Sindhi. The verbs which are

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derived from neuter verbs look like active verbs in their use, while the verbs which are derived from active verbs they look like double causative verbs (where subject wants a third party to do his/her action in the sentence). The present participle in the Sindhi language are formed by adding the inflections '**اندو**=*ando*=agreement' and '**ايندو**=*endo*=agreement' with the base form of the verbs. On the other hand, past participles are formed by adding the inflections '**اِو**=*eo*=agreement' and '**يو**=*yo*=agreement' to the base form of the verbs. Stack (2011) argues that inflectional termination of verbs changes according to the gender, number and person of the subject; it is different for masculine, feminine, singular, plural, present, past and future tense.

Regarding words, Jokhio (2011b & 2012b) discusses that everything that can be seen and felt in the world has been given words (names) to identify according to their areas, languages and cultures. Those words can be divided into two groups; 1) those words which are used for the things which can be seen, touched and felt with our senses; 2) those words which are used for the things which cannot be seen and touched but only felt. The words used for the things in both groups are called nouns. Thus, it can be said that nouns are the words to name a person, place, object or a thing, etc. The Sindhi nouns can be derived from infinitives and adjectives. For example the infinitive '**چرڻ**=*churun*=to move' is used as an infinitive noun in the sentence (**موٽربائيڪ تي چرڻ خترناڪ آهي**= *motor bike ty churun khaternak aahy*= moving on a bike is dangerous). The infinitives are basically verbs in Sindhi, but they can also be used as nouns depending on the context of the sentence.

Jokhio (2012c), on the other hand, also explains the use of two different words (lahjo and muhawiro) for an English word 'Dialect'. He tries to study the said words

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from other Sindhi scholars' point of view. He comes to know that these words are confusing; scholars have different point of view and common people have different one. However, scholars and common people do use the word 'lahijo' for English 'dialect'. He agrees with the words of Professor Ali Nawaz Jatoi "the more the dialects the more the linguistic differences in a society". Therefore, he suggests using the words 'lahijo' for 'dialect', 'uplahijo' for 'accent' and 'zati/shaksi lahijo' for 'idiolect'.

In the recent years, Lashari & Soomro (2013a) conducted a comparative study on the subject-verb agreement in English and the Sindhi language. They found that English and Sindhi are two different languages, which not only differ in their origin but also in their syntactic patterns especially in subject-verb agreement. English verbs agree with subjects according to their person and number. While, on the other hand, Sindhi verbs agree with subjects on the basis of their person, number and gender. The Sindhi language is one of the Indo-Aryan languages; therefore, it has gender for everything. The affixation in English can be found in the form of prefixes and suffixes, but Sindhi goes for suffixes rather than prefixes. They also found that there are three types of agreement in the Sindhi language: subjective, objective and neutral agreement (Brandt-Kobele & Höhle, 2014).

In addition, Lashari, Nirmal, & Gopang (2013b) did a critical and comparative study between the subject-verb agreement of the English and Sindhi language. They found that both languages are different from each other; they have different rules and regulations for subject-verb agreement. They can be similar in certain cases and different in other cases. English and Sindhi are similar in their subject-verb agreement on the basis of these rules: 1) when two nouns or pronouns joined with conjunction "*and*" come as a subject, the verb will be used according to plural form, 2) when additional information about subject is given in between commas, the verb will be in

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singular form, 3) use of '*each*' and '*every*' takes singular subject in both languages, 4) collective nouns which show single unit or thing take a singular verb in both languages, 5) plural subjects referring to a single thing also take a singular verb, 6) verb is used according to the direct subject in case a sentence has a direct and direct subject, 7) the seventh rule of similarity in between English and Sindhi subject-verb agreement is based on the number of the subject in the sentence. The authors also found certain difference: 1) English verbs remain same in all subjects except the third person singular subjects where it takes 's' or '*es*' with the verb, but Sindhi verb changes with all subjects, 2) Sindhi verbs change their form according to the gender of the subject, 3) Sindhi verbs also change their forms according to the person (pronoun) (Brenner, 2014).

2.4 Sindhi Transitive Verbs

The Sindhi verbs are either transitive or intransitive verbs which are termed basic verbs; all other verbs are related to these basic verbs (Adwani, 1926; 1985). He divides Sindhi verbs into two kinds; intransitive '**فعل لازمي**=fael lazmi=intransitive verb' and transitive verbs '**فعل متعدي**=fael Muta'adi=transitive verb'. Transitive verbs are related to both subject and object, which are interrelated to each other. The absence of either of them in a sentence will result in sentence giving half meaning. He divides transitive verbs into four forms; active form, passive form, causative verbs and double causative verbs. Likewise, Abro (1986) also defines transitive verbs are those which need a subject and an object to show action. Transitive verbs are those whose effect can be seen from subjects to objects in a sentence. He also divides transitive and intransitive verbs into active and passive voice verb forms. However, Memon (1987) divides transitive verbs into three types; Active voice verbs (**فعل متعدي معروف**), passive voice

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verbs (**فعل متعدي مجهول**) and causative verbs (**فعل متعدي بالواسطہ**) (where third person does action for the subject in a sentence).

Khoso (2005) divides verbs into two kinds; intransitive and transitive verbs. Transitive verbs are those which are related to their subjects and objects; which cannot stand without either of them. The effect of verb can be seen from subject to object in transitive verbs. He divides transitive verbs into six types: **فعل متعدي معروف**=*fael muta'adi ma'aroof*=transitive verb active voice, **فعل متعدي معروف بلواصطہ**=*fael muta'adi ma'aroof bilwasta*=not related transitive verb active voice, **فعل متعدي معروف بلواسطہ بِتو** =*fael muta'adi ma'aroof bilwasta bito*=double not related transitive verb active voice, **فعل متعدي مجهول**=*fael muta'adi majhool*=transitive verb passive voice, **فعل متعدي مجهول بلواسطہ**=*fael muta'adi majhool bilwasta*=not related transitive verb passive voice and **فعل متعدي مجهول بلواسطہ بِتو**=*fael muta'adi majhool bilwasta bito*=double not related transitive verb passive voice.

Baig (2006) also classifies transitive verbs into three types; transitive active verbs, transitive passive verbs and causative verbs. Subjects are active with transitive active verbs, and they passive with transitive passive verbs; where subjects are hidden and objects are used at the place of subjects in sentences. The Causative verbs in Sindhi are those which get their action done by somebody else. These are further divided into: causative verbs (where subject wants third person to do his/her work) and double causal verbs (where subject wants fourth person to do his/her work in a sentence). The base form of the Sindhi verbs is in their imperative forms, but not in their infinitive form. The imperative forms without their last inflections are the base form of the Sindhi verbs.

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Rashdi (2008) also divides the Sindhi verbs into two main kinds which are intransitive and transitive verbs. The transitive verbs are those which are not only related to their subjects but also objects; the effect of a transitive verb can be seen from the subject to the object in a sentence. A transitive verb will always have subject and object together in every sentence of any tense. The transitive verbs are further classified into two types; active voice transitive verbs and passive voice transitive verbs. Active voice transitive verbs are those whose subjects are active and overt in sentences, while passive voice transitive verbs hide their subjects and bring objects at the place of subjects. The transitive active verbs are further classified into two types; transitive active verb itself (where subject does its work itself like 'writing', 'eating', etc.) and causative verbs.

Likewise, Baig (2006) and Allana (2010) also divide transitive verbs into three types; transitive verb in active form (when subject is clearly shown in a sentence), transitive verb in passive form (when subject is hidden and object is used at the place of a subject) and causative verbs (when subject wants somebody else to do its work in a sentence). However, he classifies the causative verbs further into three sub types; causative verbs type 1 (when subject gets somebody else to do its work and that someone else is shown by the verb), causative verbs type 2 (when subject gets his/her work done by a third party which may be friend of subject's friend) and third type is causative verbs type 3; where subject wants fourth person to do his/her work.

The transitive verbs (**فعل متعدي**) are the ones which take subjects and objects to show action in a sentence. They are the verbs whose effect can be felt/ seen on the other entity in a sentence (Sindhi, 2010). Chano (2011) also divides the Sindhi verbs into two types; intransitive and transitive verbs. The transitive verbs are related to both subjects and objects in sentences. Jokhio (2011a) also agrees transitive verbs are related to both

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subjects and objects in sentences. However, Jokhio (2012c) argues that some verbs can be used transitively as well as intransitively depending on the situation in the sentence. Sometime objects and subjects are understood from the context even when they are not spoken during speaking.

2.5 Sindhi Intransitive Verbs

The Sindhi verbs are either transitive or intransitive verbs and they are called basic verbs in the Sindhi language. All other verbs are related to these two basic verbs, and these both can come in active voice form as well as passive voice form. One of the special features in the Sindhi language is that its intransitive verbs can also have active and passive forms. However, subject is supposed to be hidden in both active and passive forms. Due to this reason, the Sindhi intransitive sentences are difficult to be exactly translated in any other language (Adwani, 1926; 1985).

Abro (1986) also argues that intransitive verbs are those which do not need an object to show action; they only need a subject to carry on their action in sentences. He argues that transitive verbs are those whose effect can be seen from subjects to objects in sentence. He also divides transitive and intransitive verbs into active and passive voice verb forms. Memon (1987) divides Sindhi verbs into two types; intransitive verbs (**فعل لازمي**) (which take only subjects) and transitive verbs (**فعل متعدي**) (which takes subjects and objects). He further divides intransitive verbs into active voice verbs and passive voice verbs. Soomro (1997), on the other hand, defines intransitive verbs are those which take only subjects to do action in a sentence; they do not take objects. Khoso (2005) also argues intransitive verbs show only their subjects; they do not directly or indirectly show objects in sentences.

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Furthermore, Baig (2006) also argues that intransitive verbs are those which are only related to subjects; they do not have relation with objects; they do not need objects to give a complete meaning of a sentence. However, he divides intransitive verbs into three types; intransitive active verbs (where subject is active), intransitive passive verbs (where subject is hidden and passive) and helping verbs, which are used to make a compound verb and also shows tense aspect in a sentence. Rashdi (2008) also divides the Sindhi verbs into two types; intransitive and transitive verbs.

The Sindhi verbs have two kinds; intransitive verbs and transitive verbs. Intransitive verbs in Sindhi are those verbs which do not take objects with their subjects. Allana (2010) classifies the intransitive verbs in active form and passive voice form. The sentences with intransitive verbs in active form take only subjects; they do not need any objects to give a complete sense, they convey their full sense without objects. The verbs which have only subjects but not objects are termed as intransitive verbs in the Sindhi language. Chano (2011) also argues that intransitive verbs are those verbs which are related to the subjects only. Jokhio (2012e) also argues that intransitive verbs are related to their subjects only and there is no possibility for them to be related to objects.

2.6 Sindhi Helping/Auxiliary Verbs

The helping verbs are used with other verbs to make a new sentence with a different tense. The verbs change their form and meaning with addition of helping verbs (Agha & Qazi, 1951). On the other hand, Adwani (1985) argues that helping verbs are those which help us in making tenses in the sentences. However, Memon (1985) argues that the Sindhi language has such inflections (word endings, pronoun endings) which can change form and meaning of a word. He argues that it is the quality of the Sindhi language that it can change form and meaning with slight or minor changes in the end of a word or phrase. Unlike English and French, which took this pattern from Latin and

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Greek, Sindhi has its own special way of changing the form and meaning of a word or a phrase.

On the other hand, Sheikh (1986) argues that helping verbs help in making new sentences with new tenses. A main verb may also need a helping verb to give a complete sense or meaning; such as in progressive and perfective aspects in sentences. However, Khoso (2005) argues helping verbs are transitive verbs and are used to show tense of the action in a sentence. They have different forms for past, present and future in the Sindhi language. The Sindhi language has auxiliary or helping verbs which are used to make tense of the sentence. He argues that Sindhi has one more kind of verb which is called **اکرترک فعل**=*akar tark fael*=subject less verb; it does not have direct or indirect subject; it only shows that subject must be a third person. Adwani (2005, 1985 & 1926) also argues that helping verbs are used to make tense and to show number, person and gender of the subject as well as object in a sentence.

The auxiliary or helping verbs are those which help to make a verb form in order to show time or state of the subject in the sentence (Baig, 2006). Auxiliaries can be used as the only verbs to show state or place of subjects in sentences like in 'to be tenses' and they can also be used with other verbs to shows time of the action in the sentence. The helping verbs and subject less verbs are derived from intransitive verbs, while causative verbs and their types are derived from transitive verbs. Likewise, Allana (2010) also states that helping verbs in Sindhi are used to make tense of the verb in a sentence. A slight change in a verb will lead to a different form and meaning of a verb. Shaikh (1985) calls such verbs to be 'useless verbs'. However, Allana calls them helping/auxiliary verbs which help in making tense of the main verb in a sentence. Trump (2011) also argues that helping verbs are used to make tenses as well as compound verbs in the Sindhi language.

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However, Jokhio (2012b) argues that there are two types of helping verbs; free and bound helping verbs. Free helping verbs in the Sindhi language are those which are free or the only verbs in the sentence, like 'to be' or 'possessive' verbs. Bound helping verbs are those which are bound with main verbs to make tense and give complete meaning of the sentence; like in aspectual verbs (Memon, 1987).

2.7 Sindhi Compound Verbs

The compound verbs in the Sindhi language are made up two or three verbs together as one verb phrase in a sentence. The compound verbs are created with the addition of suffixes (**لڳڻ، ڏيڻ، رهڻ، پوڻ، ڇڏڻ، رکڻ ۽ وڃڻ**) in the main verbs of a sentence (Baig, 1925 & 2006). Adwani (1926 & 1985) argues that compound verbs are those verbs which are used together in a sentence. These verbs are used to give complete meaning of a sentence.

However, Allana (2010) explains Sindhi compound verbs in detail. He divides them into five types, which are: **اسميہ يا اسم وارا مرڪب فعل**=verbs of nouns, **صفت وارا مرڪب فعل**= Adjectival verbs, **عطفيہ مرڪب فعل**=relative compound verbs, **اسم حليہ وارا مرڪب فعل**= Nominative compound verbs and **مفعولي مرڪب فعل**=accusative verbs. One has to be careful while using compound verbs and helping verbs in the Sindhi language. Sometime both are used together in a sentence especially when a verb phrase has more than two words such as progressive and perfective sentences. Trump (2011) also notes that compound verbs (combination of main verbs and helping verbs) are used to focus the main verbs in the sentence.

On the other hand, Jokhio (2012a) studies compound words from past to the present studies and comes to know that compound words are a combination of two or more

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words. There are three types of compound words in Sindhi; open compounds (two words written separately), compound words with hyphen (words joined with hyphen) and combined compound words (two words joined together and used as a single word). The Sindhi words are written separately, while Persian and Arabic words are joined together which has influenced Sindhi writers to join words and write them together. There is no particular rule for writing words together or separately, however, sometime they are written separately due to the phonological aspects.

2.8 Sindhi Active Voice and Passive Voice

Jatly (2013) argues that Mr. Princep wrote a first Sindhi Grammar book in 1835, Wathen in 1836, Stack in 1849 and Trump in 1872 respectively. He defines the word 'pryog=voice' as a usage or a relation of a verb with the other elements in the sentence. A sentence can be in '**ڪرتاري**=*kartari pryog*=active voice', '**ڪرمڻي**=*karmni pryog*=passive voice' or '**ڀاوي**=*bhavi pryog*=impersonal voice'. When a verb changes according to the person, number and gender of the subject, the sentence is in the active voice and the verb is said to be in active voice form. On the other hand, when a verb changes according to the person, number and gender of the object of the sentence, the sentence is said to be in passive voice in the Sindhi language. Thirdly, when a verb is neither related to a subject nor an object; when it is neutral, the sentence is said to be in impersonal voice form.

Jatly (2013) argues that the old grammarians have mixed up syntax with morphology and semantics; it is because the Sindhi language sentence has an interrelated structure in terms of morphology and syntax; both cannot be separated from each other. These both structures are used to show person, number and gender of the subject as well as object in passive and impersonal voice sentences. Passive voice and

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impersonal voice forms are intransitive in nature; they do not take objects with them, while active voice verbs are transitive ones which take both subject and object.

According to him, subject is clearly shown in an active voice sentence, and it is deleted or hidden in the passive voice sentences. The causative verbs want somebody else other than their subject to do action in a sentence; meaning that subject gets his/her work done by somebody else in a sentence. On the other hand, subject gets work done by the third party; which means subject gets his/her work performed by friends of his/her friends.

2.9 Structure of Sindhi Sentence

According to Baig (2006), the structure of Sindhi sentence is (**متبدا**+**خبر**). The word '**متبدا**=*mutabada*=subject' is used for anything/anybody which/who start doing any action in a sentence. In simple words, '*mutabada'* is a subject of a sentence which performs any action. The second word '**خبر**=*khabar*=predicate' is used for predicate which is combination of an object and a verb in the sentence. The structure of a standard Sindhi sentence is therefore as follows:

(**فاعل**(subject) + **مفعول** (object) +**فعل** (verb))

A subject must be placed at the beginning of the sentence, a verb at the end of the sentence and an object normally come in between a subject and a verb in the Sindhi sentences having transitive verbs. On the other hand, sentences having intransitive verbs do not take objects but only subject and verb. However, this rule can be violated in the language of poetry and in daily life language (spoken form) (Baig, 2006).

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The verb always comes at the end of a Sindhi sentence (Allana, 2010). He follows the same path of Baig (2006) by giving the following Sindhi sentence Structure:

(فعل (verb) ⟵ مفعول (object) ⟵ فاعل (subject)) (Right hand order)

Or

(فعل (verb) ⟵ فعل جوستُ (verb enlargement)⟵ مفعول (object)⟵ مفعول جوستُ (object enlargement) ⟵ فاعل (subject) ⟵ فاعل جوستُ (subject enlargement))

According to the above structure, a subject must be placed at an initial position, an object in the middle and a verb at the end of a sentence. Their expansions should be placed before them; like subject should follow its expansion and object and verb should follow their expansions in a sentence.

Trump (2011) also gives same standard Sindhi sentence structure. According to him, a subject is the one who does any action in a sentence, an object is the one which undergoes an action of a sentence and verb indicates the action. Therefore, a subject must be placed at an initial position in a sentence, an object in the middle and a verb at the end of a sentence. Sometimes, subjects can also be hidden or dropped in sentences when they have personal pronoun as their subject; their verbs will indicate person, number and gender of the subject.

2.10 Argument/Thematic Structure

The concept of argument structure is found in modern linguistics; it shows the relation between predicate and its arguments. Argument structure is basically combination of syntactic and semantic structures; where syntactic structure shows participants or arguments and sematic structure shows events. It is the verbs that assign the thematic roles to the arguments in a sentence (Dowty, 1991; Reinhart, 2002; Adger, 2007; Agmon, 2013). The structure of the sentence identifies the syntactic structure

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which then leads us to form meaning of the sentence (Borer, 2005; Ackerman, 2013). Argument structure shows the arguments and the hierarchy of arguments (Levin, & Hovav, 2005; Hovav, Levin, Beavers, Sichel, & Tham, 2007; Acuña-Fariña, Meseguer, & Carreiras, 2014).

The argument structure determines the arguments of the verb in a sentence. On the other hand, thematic structure is the one which determines the thematic roles which are assigned to the arguments in a sentence. A verb takes arguments according to the type of action or state expressed by the verb; from its meaning (Haegeman, 1994; 2013; Hamamatsu, 2013; Hammer, Coene, Rooryck, & Govaerts, 2014). The argument structure of the verbs is determined through the predicates of the sentences; predicates take arguments on the basis of the action or state expressed by the verbs. Some predicates are two-place predicates and some are one-place predicates. The transitive verbs are two-place predicates taking two arguments to give complete meaning of the sentence. The intransitive verbs are one-place predicates taking only one argument to give meaning of the sentence. The arguments of the verbs/predicate are realized by the noun phrases (NPs) and also by prepositional phrase (PPs) in the sentences. Every predicate has its argument structure which realizes its arguments along with their theta roles in the sentence. Hence, according to Rude (1996), applied arguments are structurally lower than external arguments, and structurally higher than internal arguments in a sentence (Fabregas, 2014; Saab, 2015).

Theta roles are determined by the argument structure of verbs. Theta roles are semantic categories and these are operated by the thematic relations (Ouhalla, 1999). The Theta- Criterion Theory shows relationship between syntax and semantics. Argument structure and thematic structure is one and same, and it is represented by the verbs. It is verbs that assign theta roles to it arguments according to their position in a

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sentence. The thematic structures are basically lexical properties which fall under the scope of Projection Principle Theory. Sadler & Spencer (1998) argue that argument structure is an interface between morphology and syntax. According to them there are two types of operations. The morpholexical operations change the semantic content or predicate, thus, they call them 'meaning-changing' operations. The morphosyntactic operations change the syntactic manifestation of a given semantic representation, particularly the way it is mapped on the grammatical relations (Tsimpli & Papadopoulou, 2006; Sadler & Camilleri, 2013; Harley, 2013; Aisemberg, 2014).

On the other hand, Koeniga (2003) as well as Kropf (2014) argue that it is normally assumed across the language sciences that only some semantic participant information is lexically encoded. Despite the large number of extant proposals, no set of necessary and sufficient criteria has yet been proposed as the basis for the distinction between arguments and adjuncts. The lexical encoding of participant information reduces to two semantic criteria: (1) whether participant information is semantically obligatory; and (2) whether participant information is specific to a verb or to a restricted verb class to which a verb belongs.

In addition, Narasimhan, Budwig & Murty (2005) argue that there is massive argument ellipsis in speech directed to children by Hindi-speaking caregivers, obviating the possibility of establishing a simple mapping between verb argument structure in the input and the situational event in the majority of the cases, even if we take disambiguating case-marking information into account. If children acquiring Hindi assume that variation in the occurrence of overt arguments in the input reflects variation in the basic transitivity of the verb, they are likely to make extensive errors in their assignment of verbs to transitive and intransitive classes.

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Likewise, Tsimpli & Papadopoulou (2006) conducted an empirical study to investigate the role of grammatical aspect on transitivity in Greek. They suggested that preferences for overt objects with perfective verbs compared to imperfective are due to changes in the syntactic representation of clear objects and the effect on predicate interpretation in each case. The empirical study established the predictions of the analysis. Note that, although the analysis is restricted to Greek, it is possible that a correlation between other aspectual distinctions. This is based on the assumption that aspectual properties, which are not necessarily morphologically marked, are syntactically relevant and crucial for argument realization (Tuite, 2009; Turker, 2013).

Later, De Swart, Lamers, & Lestrade (2008) did a study on animacy, argument structure and argument encoding. They started their research on the research question: How does animacy effect argument structure and encoding of arguments? Animacy is characterized as a three-step scale: human > animals (animate) > inanimate. They discuss animacy in Dutch, Malayalam and Japanese languages (Renkema 2002; Swart, 2006; Palmer, 2007; Kuno, 1973 & Minkoff, 2000). Animacy effects arguments in the argument structure; like actors can be animates (humans) but not inanimates; animates have higher theta-roles than inanimates. Agents and Experiencers are considered to be higher thematic roles than others. The effects of animacy are seen in the German and English languages. The effects are higher in New Zealand English than American English.

The notion of teleological capability is crucial in correctly diagnosing apparent animacy effects in the interaction of grammar and conceptual structure. The relevant notion which distinguishes Agents from Causers is the subject's internal teleological capability of generating even on their own, from start to finish. The two notions overlap in many cases, since there are many verbal events which can only be generated by

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inanimate entities and they find that the syntactic behaviour of the external argument does not change (Folli, 2008; Freidline, Gunz, Harvati, & Hublin, 2013). However, Verhoeven (2014) studies thematic prominence and animacy asymmetries cross linguistically in four heterogeneous languages namely Greek, German, Chinese and Turkish. According to him and others (Jackendoff, 1987, Grimshaw, 1990; Lavin & Hovac, 2005; Haskell, 2015; Haspelmath, 2015), agent theta roles are higher than others because of the animacy effects. The transitive verbs take experiencer theta role as subject and intransitive verbs take it as object. Experiencers can come at the position of agents, but the difference between them is that the former has control on event while later does not have control on the event in the sentence. The experiencer-first effects are observed in Greek and German but not in Turkish and Chinese. The animacy effects in arguments are not universally accepted; they differ from language to language.

Luuk (2009), on the other hand, argues that the predicate/argument structure of natural language is much more complex than that of first order predicate logic. A language has fossils and according to Jackendoff (1999) language has five fossils; by language fossils he means to say language structural features. Linguistic predicate/argument distinction is universal. The correspondence can be established between linguistic argument (LA) and linguistic predicate (LP). He gives the eleven arguments that LAs are more fundamental than LPs in expressions. Linguistic predicate/argument structure has universal approach in natural language syntax. Linguistic arguments are universally marked by determiners, possessors and word order constraints, while linguistic predicates are universally marked by the tense, mood, aspect, voice and also word order constraints (Lu, 2014; Borik, 2014).

Winterstein (2012) observes that the argumentative approach suffers from its incapacity to deal with cases that directly exploit the internal structure of the elements

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that enter into the argumentative calculus: the so-called 'semantic opposition' cases. This is where a refinement along the lines of the formal contrast approach is needed. Instead of being encoded in the semantics of but, this sensitivity to structure is placed at the level of the construction of the argumentative goal. This makes some predictions about the interaction between different discourse markers. In this work, only cases of semantic opposition and denial of expectation have been looked at. According to him, at least two more uses of but are usually considered: the corrective use and the monadic one (Van der Spuy, 2014).

Besides, Harley (2013) studies external arguments (subjects) and the Mirror Principle. He asks two research questions: 1) what are arguments? 2) How are they suppressed? According to Mirror Principle (Baker, 1985), morphological derivations are syntactic derivations; meaning that morphology leads to syntax. Applied arguments come structurally between external and internal arguments. These arguments are beneficiaries and always come with ditransitive verbs; can be seen in the Hiaki language. The causative verbs introduce external arguments in Hiaki, and applicative morphemes introduce internal arguments (see also Hammer, Coene, Rooryck, & Govaerts, 2014; Haskell, 2015).

The syntax of English '*have'* structures cannot be determined by an aspectual projection. According to aspectual head theory, experiencer *'have'* does not bear any event structure. Through the examination of the distribution of English '*have'*, the argument structure can be licensed by functional structure, as proposed in many syntactic approaches to argument structure. The relevant functional heads are an event-introducer Appl, rather than aspectual projections (Kim, 2012). The Appl is an argument-introducing head distinct from voice. Both Appl and Voice introduce an external argument to VP. In contrast to Voice, Appl allows non-agentive arguments to

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merge in its specifier, which means agentivity is specified for Voice, but not for Appl (Tsimpli & Papadopoulou, 2006).

There are three properties of word structure; syntactic (tense aspect, verb form, numbers), arbitrariness (meaning conveyed by letters) and recursion (repeating same process and enlarging the structure). The morphological differences are easy to identify and they help acquire syntax. The words have internal structure which is similar to the syntactic structure of a sentence. The morphology and syntax are interrelated to each other; both cannot be separated, and inflections are cue to acquire the right grammar (Holmberg, 2013; Laks, 2014). Likewise, Sadler & Spencer (1998) also argue that argument structure is an interface between morphology and syntax.

On the other hand, Marantz (2013) therefore studies the event and participants in the verbal argument structure. He argues that semantics and syntax go together to give complete meaning and structure of a sentence; they are interrelated to each other. Syntax and semantics are connected to each other in the form of word order (structure) and meaning. The verb categories (transitive and intransitive) show connection between syntax and semantics. The external arguments are basically additional arguments added to the verbal structure (Kratzer, 1996; Saffran, Schwartz, & Linebarger, 1998; Samrat, 2009; Matos, 2013). The structured meaning is an interface between syntax and semantic interpretation. Every linguistic expression has syntactic organization principles and semantic interpretation principles which help understand the structure and meaning of the expression (clause/sentence). The meaning of an expression depends on syntactic properties and function of these properties in expressing meaning; meaning that syntactic organization of words forms the meaning. The displacement phenomenon is a syntactic property of an expression, which can be either overt or covert (Hackl, 2013).

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Furthermore, Simpson, Choudhury, & Menon (2013) investigate the licensing of argument ellipsis in the three south Asian languages namely Bangla, Hindi and Malayalam. They argue that Bangla, Hindi and Malayalam are null nominal (Null pronominal *pro* position) languages; while, Japanese is a null object language. Hindi is a subject-object agreement language, Bangla is a subject agreement language and Malayalam does not have agreement at all. We can see omission of subjects and objects (argument ellipsis) in the three languages. Adjuncts are also omitted in the three languages. However, their presence can still be felt right after their omission. The omission of arguments (argument ellipsis) can be found in the three south Asian languages. However, this argument ellipsis cannot be universal to the languages all over the world.

Besides, McIntyre (2014) states that the existence of two nominalization processes which restrict argument realization: (i) selection of morphological nonheads by non-argument-structure-sensitive affixes like ernonEv, which renders (phrasal) arguments of nonheads unrealizable and (ii) selection of morphological nonheads by argument-structure-sensitive affixes like -erEv, which forces phrasal arguments to be comprehended above affixation as arguments of nouns, thereby excluding AP and clausal arguments. However, the analysis does not need nominalization to occur in a presyntactic 'lexical' component, or rejects syntactic head movement derivations for nominalizations allowing unconstrained argument inheritance (Koeniga, 2003; McKinnon, 2011; Mclean & Bevan, 2013).

2.11 Theta Roles and Thematic Relations

The thematic relations were firstly described in the generative framework by Gruber (1965) in his doctoral dissertation which was further expanded by Jackendoff in 1972 (Cowper, 1992). A thematic relation is not restricted to only one place but it can occur

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at any positions in a sentence. Some verbs take an agent and others take sources, goals and so on. It means that the lexical entry for each verb will have to specify how many NPs it takes and which NP gets which thematic relations. An element may assign one or more thematic relations to a given noun phrase. In much of literature, the terms thematic relations and theta roles are used interchangeably which is a dangerous error. Thematic relations are defined in semantic terms and more than one may hold between a particular verb and a particular noun phrase. Theta roles, on the other hand, are defined in syntactic terms. A theta role is a set of thematic relations assigned by a particular element to a particular position. A theta role may thus be composed of one or more thematic relations, but crucially all of the thematic relations making up a single theta role must be assigned by a single element to a single position (Cowper, 1992).

Theta roles are semantic categories and these are operated by the thematic relations (Ouhalla, 1999). The Theta- Criterion Theory shows relationship between syntax and semantics. Each argument bears one and only one theta-role, and each theta-role is assigned to one and only one argument (Chomsky, 1981; 1988). At D-structure, each argument occupies a theta-position and each theta-position is occupied by an argument. In this sense, D-structure or LF is a representation of theta-role assignment. In discussing LF above, Chomsky proposed the theta-criterion, which requires that each argument bears one and only one theta role and that each theta role must be filled by an argument.

However, Sugioka (1985) discusses no subject condition and argues that sentences can also come up without subjects (hidden or suppressed) in a verbal compound. Regarding the argument structure, she argues all null subjects (non-subjects) arguments must be realized in compound structure (Lieber, 1983). She argues that adjectives do not assign cases, but it is not universal; adjectives in some languages do have cases, like

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in German. The theta roles are not universally fixed; they differ from language to language (Fillmore, 1968 & Jackendoff, 1983). According to the Theta-Criterion Theory, every argument must have one and only theta role, and each theta role is assigned to one and only one argument. However, Jacobsen (1986) argues that one argument can have more than one thematic relation but only one theta role. There are three types of arguments namely True Arguments, Quasi Arguments and Non arguments.

The semantic relationships between the verb and its respective arguments are referred as thematic roles or theta roles. For example, the verb 'kill' takes two arguments to which it assigns a theta role: it assigns the role AGENT to the subject argument of the sentence and the role PATIENT to the object argument. The verb theta marks its arguments in a sentence. The predicates have in general the thematic structures of the sentences. The component of the grammar that regulates the assignment of theta roles is called theta theory (Haegeman, 1994).

Haegeman (1994) argues that the identification of theta roles is not easy. One has to be careful in identifying theta roles; some arguments can have more than one theta roles depending on the situation and the context of the sentence. She argues that the knowledge to the semantic relationship between the predicate and its arguments is part of the lexical knowledge of the native speaker and should hence also be recorded in the lexicon. She also agrees that (a) each argument is assigned one and only one theta role, (b) each theta role is assigned to one and only one argument. According to theta criterion, not only NPs but clauses can also be arguments of the verbs in sentence. Some arguments are simple ones (NPs) and some are clausal arguments. Language like English has expletive (It and There) arguments which are used at subject argument position in sentences yet they do not contribute to the meaning of the sentence. The

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expletive arguments are not assigned any theta roles; they are used just to occupy the place of the subject argument, because Extended Projection Principle states that all sentences must have subjects.

Some verbs can have two arguments and some other verbs can have three arguments having three different theta roles. *Love* and *cut*, for example, are two-place relations; they take two arguments. However, *cut* can have three arguments in case of instrumental case, e.g. *he cut his finger with a knife.* On the other hand, *give* is a three place relation which takes minimum three arguments in a sentence. Therefore, it can be said that verbs differ in terms of taking arguments and assigning theta roles to them. Besides, arguments and theta roles must be distinguished from each other through realization condition-arguments are either used as NPs or PP headed by *to* and so on (Williams, 1995).

According to obligatoriness and uniqueness, a noun phrase in a sentence must be an argument of a verb. It also shows that there must be a noun phrase to fill certain argument of relation in a sentence. The subject has a special status in a sentence. It is not a sister of the verb, but a sister of maximal projection of the verb. Thus, it can be said that subject is an external argument of the verb in a sentence. It does not come in the maximal projection of the verb that is why it is known as external argument of the verb. It is the argument structure of the verbs which shows external and internal arguments (Williams, 1987; 1995).

According to Radford's (1997) Theta-Criterion Theory, 'each argument bears one and only one theta-role, and each theta-role is assigned to one and only one argument'. A verb can be one-place-argument (intransitive verb) and two-place-argument (transitive verb). A verb can have external argument (i.e. subject) and internal argument (i.e. object). Thus, according to him, a predicate is an expression denoting an activity or

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event, and an argument is an expression denoting a participant in the relevant event or activity.

A sentence consists of a noun phrase (NP) and a verb phrase (VP), each of them can consist of other categories (Van Valin & LaPolla, 1997). The Tree Diagrams express fundamental insight of syntactic analysis. The sentences do not simply consist of strings of lexical categories, rather, words are grouped together to form phrases, which then combine to form still larger phrases and so on. The tree diagrams/structures can be used to define various important syntactic notions. A subject is an NP which is immediately dominated by '*S'* and it is the sister of VP. On the other hand, object is also an NP immediately dominated by VP and it is the sister of V. A sentence has two levels of structure: deep structure and surface structure of the sentence. The first level of any sentence is the Deep structure which results from insertion of lexical items into the tree structure generated by the phrase structure rules. The deep structure of the sentence plays a very central role in the analysis and interpretation of sentence. The second level of syntactic structure of any sentence is called surface structure. It results from the application of whatever transformations are needed to produce the final syntactic form/structure of the sentence.

On the other hand, Saffran, Schwartz, & Linebarger (1998) noted that the plausibility judgments of normal subjects were affected by the extent to which NPs compete for thematic roles. Competition is minimal, and solutions are achieved most rapidly, for sentences in which roles and fillers are maximally differentiated such that one filler is a good candidate for only one role, the one to which the syntax assigns it. Their findings are consistent with the view recently articulated by Tabossi et al. (1994), whose data on syntactic ambiguity resolution support a continuum of semantic effects on thematic assignment.

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The Noun Incorporation structures are not produced by movement of a bare noun from an argument position into a complex verbal form, as argued by Baker (1997) and others, but rather result from the possibility of satisfying the c-selection features of argument categories by adjoining a bare noun directly to the appropriate head (Bowers, 2011). The existence of agent, theme, and affectee nominals, corresponding to the three primary argument types, provides direct evidence in support of a theory in which arguments are introduced in projections of the syntactic categories Ag, Th and Aff, each of which can be realized by particular morphemes. These results strongly argue for the view that derivational morphology is fundamentally syntactic in nature (Stalmaszczyk, 1996; Stanguennec, 2014).

A deeper understanding of the relationship between argument structure and syntactic structure can be gained by allowing functional elements to introduce arguments, which leads to a kind of lexical decomposition in the syntax. The idea is most strikingly modern and at the same time has an obvious and deep connection to the ideas of early Generative Semantics. The roles show link/relation between verb phrase and noun phrase. Agents, Patients and Instruments are regularly used in both active and passive voice. The roles can be divided into two types; central roles and peripheral roles. Agents and Patients are central roles, while Location and Time are peripheral roles, because they show circumstances. All roles must have a grammatical category. The typical roles are Agent, Patient, Instrument, Location, Goal and Source (Miller, 2008).

Poole (2012), on the other hand, argues that verbs, adjectives and prepositions come under predicate; while, DPs/NPs and sometimes PPs come under arguments. He compares predicate with a mathematics example: the ‘equal’ sign. According to him, a predicate has two arguments and both of them are equal to each other; if one is left behind, the expression is ungrammatical. Regarding argument structure, he argues that

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each verb has arguments which are assigned theta roles according to their position and function in a sentence. However, there are some verbs which take one argument (i.e. intransitive verbs) and there are some verbs which take two or more than arguments (i.e. transitive verbs). Thus, it can be said that the argument structure of a predicate is related to its semantics (meaning). According to the Theta-Criterion theory all DPs/NPs must be assigned a theta role and every theta role must be assigned to a DP/NP.

Sadler & Camilleri (2013), however, conducted the study on ditransitive predicates and dative arguments in Maltese. Their primary focus was the syntactic analysis of ditransitive predicates in Maltese. The verbs in this class encode the theme/patient argument as an (accusative) Obj, while the goal/recipient argument bears the dative marker or is a dative pronominal affix on the verb. They mention to this construction as the canonical dative construction (CDAT). Working within the framework of LFG, they showed that the syntactic properties of the dative argument distinguish it from both OBJ and OBL functions, and they argued that it should be analyzed as an OBJrecip, a thematically restricted object. If this is correct, the construction is distinct both from a prepositional oblique ditransitive and a dative shift (double object) ditransitive (Morgan, Restrepo, & Auza, 2013).

2.12 Theta Roles and their Hierarchy

The number of argument is not fixed one; some linguists say there are only four roles, some say six, while others say sixteen (Anderson, 1971; Fillmore, 1967, 1968, 1977 & Langendoen, 1970). However, Jackendoff (1983) states in his The Thematic Hierarchy Condition that agent is higher (in terms of occurance, frequency and prominence) than all theta roles: Agent>Location>Source>Goal>Theme. Jackendoff (1983) also argues that [EVENTS] and [STATES] appear as theme in the temporal fields (BE, GO and STAY sentences); [TIMES] appear as reference object. On the other

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hand, in Identificational fields, [THINGS] appear as theme and [THINGS TYPES] and [PROPERTIES] appear as reference objects. In Circumstantial fields, [THINGS] appear as theme, and [EVENTS] and [STATES] appear as reference objects. According to Jackendoff (1987; 1990), agents are postponed in passive forms; agents are hidden or suppressed in passive voice forms.

There are three species of theta role assignment namely internal theta role assignment, external theta role assignment and predication. External arguments are subjects, internal arguments are objects and predication is the action in the sentence (Williams, 1987; 1995). Theta roles are assigned to the noun phrases (subject, object, etc.). Argument structure is basically information about the arguments and the predication. William introduces the concept of Implicit Arguments which are not assigned any theta roles in the sentence. It is a theta role that allows the expression to have a referential value, and hence to serve as an argument of the expression.

Dowty (1991), on the other hand, gives the concept of Thematic Proto-Roles (Proto-Agent and Proto-Patient features of the arguments). He argues there is no consensus between linguists/writers on the number of theta roles; everybody blindly tries to propose something else. Theta roles are but entailments of verbs; like subjects and objects can be entailed. One should see the properties of the arguments before assigning the theta role. According to the Argument Selection Principle, an Agent has to be the subject of the sentence and patient should be the object of the sentence.

One argument can have more than one thematic relation. However, two arguments cannot have same theta role. Dowty's main purpose is to lay some methodological groundwork for studying thematic roles, to propose a new account of theta roles, and to invent and explore the new theories of thematic roles. He then proposes a Thematic Proto-Role Theory based on prototypes; features of roles to realize arguments through

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proto-roles-entailments; proto-agent properties and proto-patient properties. The thematic role is a set of entailments of a group of predicates with respect to one of the arguments of each. Agent theta role is most cited one; it has four features/prototypes namely: Volitive, Effective, Initiative, Agentive and can exist alone. On the other hand, features of Patient are: Undergoer, Incremental theme, Affected, Stationary and cannot exist alone. The remedy of finding theta roles is through Argument Selection Principle; one must select an argument on the basis prototypes/features, an agent has to be the subject and theme has to be the patient of an expression. The theta roles remain same in active and passive voice forms. One must select arguments before labelling them theta roles. Agents are higher than Instruments and Experiencers which are higher than Patients and Patients are higher than Source and Goals (Dowty, 1991). It is the proto-roles and argument selection principle which help us in identifying the thematic roles and their hierarchy/prominence. He concludes that roles are not discrete but prototypes characterized by verbal entailments; arguments can be Agents or Patients depending on their verbal entailments.

There are external and internal arguments in an expression. English language takes Agents as subjects and Patients as objects; and subjects are higher than objects. English has some verbs which take only one argument, others take two arguments, and there are some verbs like *'give'* which take three arguments (Baker, 1997). He gives the thematic hierarchy proposed by Larson (1988, as cited in Baker, 1997):

Agent>Theme>Goal>Obliques (manner, location, time, …)

However, Baker (1997) suggests creating a new thematic hierarchy which has universal approach to all languages. He argues that Theme theta role is higher than Goal theta role, and thus he rejects Grimshaw's (1990) theory of thematic hierarchy where she places Theme lower than Goal. He concludes that thematic roles are semantic roles,

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while aspectual roles are completing events of the verbs. There must be a noun phrase to fill certain argument of relation in a sentence. A subject has a special status in a sentence. It is not a sister of the verb, but a sister of maximal projection of the verb. A subject is an external argument of the verb in a sentence. It does not come in the maximal projection of the verb that is it is known as external argument of the verb. On the other hand, Landman (2000) argues that theta roles are a means between arguments ad verbs. Theta roles are assigned according to the situations; each situation carries a different theta role. Thematic hierarchy is another phenomenon to deal with. Thematic hierarchy means prominence of the theta roles which ultimately leads to the syntactic prominence.

Levin & Hovav (2004), thus, argue that the thematic hierarchy is a ranking of a set of semantic roles. There are problems in the thematic hierarchies, because it is not universal; different writers give different hierarchies:

a. Agt > Th/Pat > G/S/L (Baker, 1997)
b. Agt > Exp > Th (Belletti & Rizzi 1988)
c. Agt > Ben > Rec/Exp > Inst > Th/Pat > L (Bresnan & Kanerva 1988)
d. Agt > Pat > Rec > Ben > Inst > L > Temp > (Dik 1978)
e. Agt > Exp > Inst > Pat > G/S/L > Time (Fillmore 1971)
f. Agt > Dat/Ben > Pat > L > Inst/Assoc >Mann (Givon 1984)
g. Act > Pat/Ben > Th > G/S/L > Ben (Jackendoff 1990)
h. Agt > Eff > Exp > L > Th > Pat (Van Valin 1990)

It can be seen that all of the above writers/linguists propose different hierarchy of the theta roles. The prominence of theta roles differs from language to language. According to Dowty (1991), semantic elements help realize the arguments and assign the theta roles to them accordingly. He rejects the Fillmore's well-known subject selection paradigm. He concludes that each thematic hierarchy is worthy as it contributes to the knowledge regarding theta roles and their hierarchy/prominence.

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The semantic roles are studied and analysed at three levels namely participant roles, thematic roles and syntactic relation (Lehman, 2005). Lehmann calls these participant roles macroroles. Macroroles, he argues, are central participant functions; where an actor has control on event, hence it is an Agent; an undergoer is controlled, thus it is a Theme; and an indirectus is neutral, hence it is a Recipient. The theta roles are assigned according to the situation and structure of the expression. The participants/arguments cannot be analysed alone; they have relation with other parts as well, and they can bear one or more than one relations.

The thematic structure is a partial representation of meaning which consists of thematic/semantic relation with its participants/arguments. Thematic structure is basically a bridge or an interface between semantics and syntax (Wechsler, 2005). These semantic roles can be traced back in the works of Panini (Sanskrit grammarian and linguist). Panini's semantic roles are also cases (ablative, accusative, instrumental). Like Panini's sematic roles, Fillmore's (1968) deep cases are basis for thematic roles in modern linguistics. Regarding the hierarchy of roles, Fillmore (1968) argues 'If there is an A, it becomes the subject; otherwise if there is an 'I', it becomes the object; otherwise the subject is O. Jakendoff's (1972) hierarchy is different from that of Fillmore:

agent>beneficiary>recipient/experiencer>instrument>theme>location

One argument can have more than one theta roles (Jackendoff, 1990). Agents are not arguments of verbs; they are external arguments (Kratzer, 1996).

The theta roles have the properties which are morphosyntactic realization of semantic relation between the linguistic expressions (Bierwisch, 2006). Theta-roles are interface mediating between forms and meaning of an expression; they are used as a bridge between structure and meaning. Theta roles are studied through verbs and they

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are not restricted to any particular structural category. The C-selection and S-selection help understand the structure and meaning of an expression, and hence, they help in understanding theta roles. S-selection selects a theta role for an argument and C-selection selects an argument for a theta role. The arguments are placed hierarchically in different languages. Theta roles are assigned according to the structure of expressions and theta roles can also be content based. His hierarchy of the theta roles is: Agent>Recipient>Experiencer/Goal>Instrument> Patient/Theme>Place. Theta roles are basically relations of the arguments which perform actions. Bierwisch suggests having universally same theta roles; their number and their hierarchy.

On the other hand, Willits, D'Mello, Duran, & Olney (2007) argue that verbs and arguments go together. According to them, a linguistic experience is insufficient for learning the proper roles for verbs, but they can also be learnt through the conceptual relation between events, actions and objects. While, Jackendoff (1972) argues that some verbs assign only one theta role to their arguments, others assign two roles to the same argument, some other verbs assign three theta roles to the same argument, and there are some verbs which do not assign any theta roles at all.

However, Davis (2011) argues that thematic relations relate situations to their participants; they show relation between participants and situations, and they are interface between syntax and semantics. The thematic relations are functions, relations and set of entailments entailed to the arguments of events. They are also called the relational notions which label arguments and predicates; they show relation between participants/arguments and events (Chierchia, 1984). There is no fixed hierarchy of thematic roles (Fillmore, 1977; Jackendoff, 1983, 1987, 1990; Levin & Rappaport Hovav, 2005; Grimshaw, 1990; William, 1994; Dowty, 1991). Like others, Davis (2011) also claims that one argument can have more than one theta roles.

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Jubilado & Manueli (2009) studies and establishes the argument structure and thematic structure of the Isamal languages verbs using The Principle and Parameters Theory. They sub categorize the verbs into c-selection and s-selection and establishes the argument/thematic structure of the Isamal languages. Their participants are family members, since they are native speakers, and in addition, they do not have written documents of those languages that is why they choose an oral form of the languages. Towards the end, they find that all sentences in those languages follow the rules and regulations set by the grammar; hence, they are grammatically correct sentences (Jupp, 1968; Jubilado, 2008).

However, Okeke (2012), on the other hand, gives a detailed study on meaning and theta roles in Igbo language. Semantics in linguistics is a sub-branch in the study of meaning; in other words, semantics is the study of meaning. Meaning can be studied in other disciplines as well, but the difference between linguistics and other disciplines is that linguistics studies meaning in a systematic and objective way. It is difficult to define exactly what meaning is. However, many writers and linguists have tried their best to give definition of meaning; like C. K. Ogden and I. A. Richards (1923) have given twenty two various definitions of meaning. They rejects the Referential Theory of Meaning and Mental Theory of Meaning; meaning can be perceived through a mental image or idea which is formed on the utterance of a word. However, author has some soft corner towards the Use Theory of Meaning; meaning of an expression can be determined by the context of the expression.

The Thematic Meaning theory explains that meaning can be conveyed through the expression and organization of words; that is to say that meaning can be conveyed through focalization, topicalization, passivization and through stress and intonation. Author then analyses the theta roles in the Igbo language on the basis of Theta-Criterion

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Theory. Author analyses nine theta roles in the Igbo language such as; *agent, patient, experiencer, beneficiary, instrument, goal, maleficiary, motive and force.* The theta roles are assigned by verbs and prepositions in the Igbo language. Semantics has universal approach in the study of meaning. Therefore, semantic theory in every language must be assigning a word or a sentence the meaning associated with it in that particular language (Oliveira & Monteiro, 2013).

2.13 Morphology of Verbs

Morphology means the study of forms. Originally, it was used for the biological sciences, but later in nineteenth century, it was used to study the basic elements of a language; which are technically known as morphemes and the phonemes. Morphemes are further divided into free and bound morphemes. Free morphemes are those which can stand alone in a sentence, while bound morphemes cannot come alone but joined/added to other forms (main verbs) in sentences. Free morphemes are further classified into lexical and functional/grammatical morphemes, and bound morphemes into derivational and inflectional morphemes (Sugioka, 1985; Yule, 1996, 1998; Gladney, 2013; Oltra-Massuet, 2014).

The adverbs are VP-internal (Sally, 1982). The Ad-Verbs operate on a verb before that verb combines with any of its linguistically specified arguments. VP-external adverbs that are sentence-internal can operate on a VP: in many cases, this amounts semantically to having an Ad-Verb operate on a higher verb that takes the VP as complement. Adverbs usually contribute towards the structure and meaning of the sentence. Adverbs are used to qualify or add something to the meaning of the verb of the sentence.

Dhal (1985) divides aspects into three kinds: Perfective: Imperfective (PFV: IPFV), Progressive (PROG) and 'Habitual and generics'. The languages show aspects through

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the verbs. The verbs can show perfective, progressive or habitual aspect. Perfective aspect of the verb shows some completed action in the sentence. The progressive aspect shows the continuity of the action in the sentence. The habitual aspect expresses actions that take place habitually or repeatedly. The interdependence of aspectual, modal, and tense features in general, and the functional characteristics of individual features are determined to a substantial extent by the interaction of multiple features (Palmer, 2007). In order to understand the functional characteristics of any one category of aspect, modality, or tense, it is necessary to examine a range of such features and categories in conjunction with each other (Dominguez, Tracy-Ventura, Arche, Mitchell, & Myles, 2013; Ackerman, 2013).

On the other hand, Mayberry (2011) studied the aspectual contrast of the simple and progressive forms in Spanish as a narrative strategy that influences tense selection in oral descriptions in the present time frame. In response to the first research question whether native speakers of Spanish use the simple present and the progressive as free variants when describing an event in progress at the moment of speaking, the analysis of oral narratives produced by native speakers of Spanish while watching several video clips has provided evidence that the simple present and the progressive are *not* used as free variants in synchronous narratives (McConnel-Ginet, 1982; Prescod, 2011; Matos, 2013; Beuls, 2014).

Anderson (1971), on the other hand, divides causative verbs into transitive and intransitive causative verbs. He argues that transitive verbs are usually termed as causative verbs, and the affixes which are added these verbs are referred to as causative or transitive affixes. Roberts (1986; 1997), on the other hand, argues that transitive/monotransitive verbs require a single argument (NP) as its complement;

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intransitive verbs do not require any further constituent as a sister in the verb phrase, and ditransitives require two NPs as its complements.

In his lectures on government and binding, Chomsky (1988) argues that if it is true that trace must be governed and that PRO must be ungoverned, then we have the principle: if 'a' is an empty category, then 'a' is PRO if and only if 'a' is ungoverned (equivalently, 'a' is trace if and only if 'a' is governed. The pronominals include pronouns and PRO. Pronominals have the features gender, number and person, and perhaps other grammatical features, but not those of overt anaphors or R-expressions. A pronoun in addition has a phonological matrix and therefore must also have Case, by virtue of the Case Filter. Chomsky (1988) proposes the fundamental features of case assignment in a particular language; which are: an NP is a nominative if governed by agreement (AGR), an NP is objective if governed by verb (V), an NP is oblique if governed by Preposition (P), an NP is a genitive in [NP-X] and an NP is inherently Case-marked as determined by properties of its [-N] governor (Baayen, 2005).

Regarding the Empty Category Principle (ECP), Chomsky (1981; 1982; 1988; 2002) argues that an empty category must be governed. According to ECP, '*a*' properly governs '*b*' if and only if '*a*' governs '*b*' (AGR), and an empty category must be properly governed. The AGR is coindexed with the NP it governs and a nominative case is assigned to the NP governed by AGR in the sentence. Thus, in S containing AGR, there is a nominative NP co-superscripted with and governed by AGR Principle.

The most interesting topic in connection with RES (NIC) is the clustering of properties related to the pro-drop parameter, whatever this turns out to be (Chomsky, 1988). In pro-drop languages (e.g., Italian), we tend to find among others the following clustering of properties:

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- They have a missing subject
- free inversion in simple sentences
- "long wh-movement" of subject
- empty resumptive pronouns in embedded clause
- apparent violations of the * [that-t] filter

i.

Non-pro-drop languages (e.g., French and English) lack all of these properties, characteristically. The *pro*-drop parameters involve the inflectional element INFL, or more precisely, the agreement element AGR that is the crucial component of INFL with respect to government and binding. The intuitive idea is that where there is overt agreement, the subject can be dropped, since the deletion is recoverable. In Italian-type languages, with a richer inflectional system, the element AGR permits subject-drop; while in French-type languages it does not. A language might have a mixed system, permitting subject drop in some constructions but not in others, a property that we might expect to find varying as inflection is or is not overt; Irish and Hebrew languages. The idea is, then, that there is some abstract property of AGR, correlated more or less with overt morphology that distinguishes *pro*-drop from non-pro-drop languages.

In a pro-drop language, the subject (NP) is locally controlled by AGR in tensed sentences. Therefore, the subject may be missing in the Phonetic Form (PF) of the sentence which is recoverable in the Logical Form (LF) of the sentence. The *pro*-drop parameter relates to the sense in which AGR governs subjects in the *pro*-drop languages. According to Chomsky (1982 & 1988), Projection Principle is the representations of structure at each syntactic level (i.e. PF & LF) are projected from the lexicon, in that they observe the subcategorization properties of lexical items.

Chinese is a *pro*-drop language; it allows a null subject in a sentence. Chinese lacks AGR entirely, yet it allows null subject (Huang, 1984). The same is the case with Korian and Japanese. Huang, thus, argues that *pro* is possible either in languages having rich agreement or no agreement at all.

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Parameters are formulated to explain cross-linguistic variations between languages. The parameter which distinguishes languages like English which do not allow a subject pronoun to be omitted and those like Italian which do is referred to as the *pro*-drop parameter (Haegeman, 1994). Italian is a *pro*-drop language, English is not. The subject pronoun can be omitted in Italian, but it cannot be omitted in the English language. *Pro*-drop parameter is also allowed in English but the place of subject pronoun is always occupied by the ablative pronouns 'it' and 'there'. However, in Italian, *pro*-drop parameter allows it to leave an empty place at subject position; the subject pronoun can be omitted in Italian. All English sentences have subjects. However, Italian sentences can hide/omit their subjects through *pro*-drop parameter. The Italian language has post-verbal subjects, but English does not have so. Italian and Spanish are morphologically rich languages where subject and object arguments can be omitted/hidden in their phonemic forms. The omitted subject and object can be recovered through their rich morphological inflections which identify person, number and the gender of the subject along with the tense of the sentence (Schmitt & Wallace, 2014).

Italian and Spanish are morphologically rich and pro-drop languages, but English and French are relatively morphologically poor languages and they are not *pro*-drop languages. The pronominal subjects are unexpressed in Italian. The understood subject (omitted/hidden subject) is syntactically expressed by a non-overt pronominal. The subject pronoun is only overtly expressed when it is emphasized. The interesting point of her findings is that the expletives are also realized as *pro*; they contribute nothing to the interpretation of a sentence. The Expletives will never be stressed; hence they will never be overt. Haegeman (1994) then explains the Rizzi's (1984a) proposal for *pro*-drop languages that *pro* is subject to two requirements: (1) it is licensed under head-government; (2) the content of *pro* is recovered through the rich agreement specifications. She gives the following parameter for *pro:*

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The *pro*-drop parameter

(a) *pro* is governed by X° [y];

(b) Let X be the licensing head of an occurrence of *pro*: then *pro* has a grammatical specification of the features on X coindexed with it. (See also Chomsky, 1982)

In addition to being licensed, *pro* must also be identified; its content must be recovered. In the case of subject *pro*, the AGR features of INFL identify *pro*. For the identification of verb-governed *pro*, Rizzi proposes that its content is established through a mechanism of *arb* assignment, which will associate the arbitrary interpretation with *pro*:

***Arb* interpretation**

Assign *arb* to the direct theta role.
(Rizzi, 1986a: 521 through Haegeman, 1994: 462)

The projection principle (PP) is lexical information that determines the syntactic structure. Thus, she states:

Projection Principle

Lexical information is syntactically represented. (Haegeman, 1994: 55)
On the other hand, the Extended Projection Principle (EPP) is an addition to Projection Principle. EPP says that all projection of IP have a subject, i.e. [Spec, IP] must be projected. EPP states that sentences, regardless of their argument structure, must have subjects.

Extended Projection Principle

S → NP – AUX – VP (Haegeman, 1994: 69)

The Italian and Spanish language can have null subjects, null objects and understood objects. These are used as empty categories in Italian and Spanish sentences; the subjects and objects can be deleted in the Phonetic Form of the sentences. However, such empty categories (null NPs) are recovered through verb inflections (INFL) and agreement (AGR).

Ordonez (1999) tried to show that there is no exclusive position for pre-verbal subjects in finite clauses in Spanish. Evidence against such a position was drawn from

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data on ellipsis, extraction of quantifiers, wh-questions, and finally the restrictions on quantifier interpretation in this position. The facts either showed that they could not assume the existence of pro in pre-verbal position or that there were striking similarities between pre-verbal subjects, DOS, and 10s with respect to quantificational interpretation. To solve these puzzles, they proposed the elimination of AgrS as a functional projection. Rather, they proposed that person agreement should be considered an argument of the verb. Thus, they adopted the position that AgrS is a clitic, which absorbs theta role and case (Jelinek, 1984; Malicka-Kleparska, 2013; Talen, 2014;).

All sentences have subjects; (EPP). However, there are many languages which violate this constraint (Carnie, 2007). Italian, Spanish and Sindhi, for instance, uses perfectly acceptable sentences having zero arguments at subject position yet they realize the argument through their verb inflections. These languages are *pro*-drop or null subject languages which can drop their subject at Phonetic Form level yet they realize the subject argument through their morphologically rich agreement. EPP is thought to be universal, but languages like Italian seem to be exceptions. PRO appears at caseless position usually with infinitival phrase, and *pro* appears at subject position which is a case position. As far as the possibility of object deletion is concerned, the distinction between causative verbs and non-causative verbs has very little effect. Thus, object deletion is not a reliable diagnostic tool for distinguishing the two verb classes in question (Ordonez, 1999; Onozuka, 2007).

Sato & Kim (2012), on the other hand, also discussed the so-called radical *pro*-drop phenomenon and the relevance of syntactic agreement to this property in Colloquial Singaprian English. They demonstrated that their proposed reworking of Huang's (1984) parametric theory of null arguments based on topic-prominence and pro-drop

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provides a straightforward explanation for the complex array of facts concerning argument drop in CSE (Ordóñez & Treviño, 1999). The words contain at least two kinds of information: phonological and grammatico-semantic (Halle, 1997). The former requires the phonological shape of words in the mental lexicon, while the later provides information on lexical categories, grammatical particularities and senses. However, Nasukawa (2010) focused on the phonological information particularly on the regular patterns observed in morpheme-final position in Japanese. He finds that prosodic structure is quantified not only for stems but also for suffixes. He finds that the phonetic outcome of overlapping positions is determined by dependency relations holding between morphological constituents: the melodic material in the stem must be realized whereas that in the suffix may be phonetically suppressed (Morris & Schneider, 2012; Neme & Laporte, 2013).

Clahsen, Eisenbeiss, Hadler, & Sonnenstuhl (2001), on the other hand, investigated how morphological relationships between inflected word forms are represented in the mental lexicon; they focused on paradigmatic relations between regularly inflected word forms and relationships between different stem forms of the same lexeme. They examined whether inflected word forms are morphologically decomposed or stored as wholes. They presented results from five psycholinguistic experiments that examined the processing of inflected adjective and verb forms of German, explaining the findings in terms of combinatorial approaches to inflection, with morphological paradigms to represent regular affixes and structured lexical entries to represent different stem forms of the same lexeme. For both stems and affixes, they relied on linguistic analyses that posit underspecified lexical entries, that is, minimally specified analyses in which only positive (marked) feature values are directly specified. To the extent that their interpretation can be maintained, the experimental findings provide psycholinguistic support for these theoretical notions (Barner, 2005; Golston, 2013).

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Baayen & Martin (2005) observe that there are certainly numerous graded differences in semantics between regulars and irregulars. They argue that such differences affect both off-line and on-line behavioral measures, independently of frequency of happening. Finally, inspection of the data sets used in two neuroimaging studies exposed various potential semantic confounds between regulars and irregulars. On the other hand Barner & Bale (2005) argued that syntactic proposals, whether lexicalist or non-lexicalist, fail to generate ungrammatical strings of the type described by Panagiotidis, and that the output of novelty could not be clarified by a rule that did. It was also argued that a meta-linguistic theory of innovation could not likely improve on syntactic accounts. Regarding the systematicity of meaning, it was argued that idiosyncrasy is widespread and that therefore theories that hope to derive meaning syntactically may not be feasible. However, it was noted that while certain lexicalist theories may be committed to the systematicity of derived meanings, non-lexicalist theories like Distributed Morphology are not.

Yuka & Omoregbe (2010) reject and re-examine the study of Agheyisi (1986) regarding ***re,*** who claimed that ***re*** is a meaningless particle in the Edo language. They argue that ***re*** is not a meaningless particle, as claimed by Agheyisi. However, it is in fact a full fledge word with lexical features and transitivity; which has complete meaning as a word (see also McIntyre, 2014).

Rahman & Bhatti (2009) argue that Finite state transducers play an important role in computational treatment of Sindhi nouns. They represent morphotactics of Sindhi noun inflections quite reasonably and provide computational basis for automatic morphological processing of Sindhi nouns. Gender, number and case inflection rules and their corresponding FSTs can be further extended to complete morphological

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analysers by incorporating Sindhi computational lexicon. Lexicon to surface level generations can be achieved by applying FSTs presented.

Ryan (2010) argues that Bigram morphotactic constraints provide a constrained, sufficiently powerful, and demonstrably learnable means of implementing local morphological restrictions on the placement of RED in Tagalog and similar semantically unpredictable affix ordering restrictions in other languages. In fact, the model does better than covering the facts. When trained on an impoverished 'core' corpus on invariable (least marked output only) Tagalog data, the bigram learner correctly anticipates to a large extent which variant positions for RED should and should not be allowed, and in roughly which proportions. These simulations show that when a categorical training corpus exhibits certain characteristics, variation can be easier to learn than categoricality, motivating its diachronic emergence and synchronic stability (Schmitt & Wallace, 2014).

Kadhim (2010) focuses on the morphological changes that occur when translating English political news into Arabic. He attempted to find the answer to the research question, "What is the nature of the morphological changes that occur in the Arabic translation?" He found that the translator does not seem to give much attention to the grammatical tenses of ST messages when translating English ST into Arabic. Instead, due to an absence of similar tenses in Arabic to match the tense of ST, especially the perfect (past/present) tense, the translator's main concern seems to be to transfer the general content or to convey only the gist of the ST message to the Arabic reading public, taking cognizance more of their cultural, sociolinguistic and social background.

In modern Sindhi linguistics, Mahar & Memon (2010) study Sindhi parts of speech tagging system using WordNet. During their study they find that due to the absence of diacritics it is sometimes very difficult to identify the meaning of a word, unless we see

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its context. They find that most of the morphemes in the Sindhi language are derivational morphemes (which change class of a word i.e. from verb to noun, from verb to adjective and vice versa). Their semantic analysis shows them that there are different types of relations (theta relations) in the Sindhi verbs. The Sindhi language is rich in phonology (43 consonants and 10 vowels), but due to the absence of diacritics it creates ambiguity to identify the exact meaning of a word. They say that Sindhi grammarians have been mixing up syntax, semantics and morphology which also bring ambiguity in understanding meaning of a word, because words in the Sindhi can have more than one class of a word. Therefore, in this regard, the reader has to go for the context of the sentence to understand the meaning of a word. The nouns are most prominent word class in the Sindhi language. The orthography of Sindhi is difficult due to the absence of diacritics.

McKinnon (2011) observe some of the grammatical consequences of oblique marking, the most prominent of which is the development of morphologically based 'pro-drop' of objects: a null pronoun is certified in Tanjung Pauh Mudik (TPM) even though verbal marking does not reflect the phi-features of the object. The number, person and gender are inferred through verbal inflections (Bobaljik, 2011). Despite of the asymmetry observed in the children's production of the two word orders, 3-6 years old have both relevant syntactic structures in their grammar as well as the required pragmatic competence. The support for this claim is derived from both object alternation patterns and object omissions. The latter is considered an important piece of evidence, which, on the one hand, reveals the presence of pragmatic competence in the children, and on the other hand, shows that young children prefer a less complex option allowed by the adult grammar and need more time to acquire three-word ditransitive structures (Mclean & Bevan, 2013; Bonilla, 2013; Meisner & Pomino, 2014; Clahsen, Eisenbeiss, Hadler, & Sonnenstuhl, 2001; Kropf, 2014)

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Srishti (2011) provides the base for semantico-syntactic investigation of Hindi verbs and their argument structure. Although Hindi exhibits the same classes as those detailed for English by LRH, there are also significant differences between the two languages in how the verbs in each class behave. While in English, only externally caused verbs participate in the transitive/causative alternation, in Hindi, all externally caused verbs and many internally caused verbs have transitive, ditransitive and morphological causatives. This can be seen by a comparison of the verb classes we have isolated for both Hindi and English.

The use of telic roles to constrain the syntactic derivation of denominal location verbs might be seen as mechanism easily adapted to a variety of frameworks (Volpe, 2002). In contrast with Hale and Keyser's arguments for syntactic sufficiency and Kiparsky's call for reliance on semantic principles, Volpe claimed in accord with LMBM's strict modularity that both syntax and semantics have a role to play in the formation of location denominal verbs. While over-generation and gaps in the English lexicon can only be explained by giving a mechanism for the phenomena described as 'canonical uses', syntactic differentiation accomplished through LMBM provides explanations for its share of phenomena (Winterstein, 2012).

Legate (2012), on the other hand, establishes that Acehnese has a passive in which a verbal prefix bears person and politeness features of the (implicit) agent. The same prefix in the active bears person and politeness features of the external argument. The prefix realizes interpretable features of the functional head that introduces the external argument. These features restrict, but do not saturate, the external argument position. Acehnese understood in this way clearly demonstrates the existence in the passive of the functional head that introduces the external argument. He also demonstrates that Acehnese exhibits evidence of a grammatical subject position; thus, the language should

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no longer be cited as evidence that grammatical functions are not universal (Haugen, 2013; Hill, 2013; Holmberg, 2013).

The first step to understanding indirect passives is to know that English verbal passives are not limited to two intransitive grammatical verbs *be* and *get*, but are equally well informed with six further transitive grammatical verbs: *have, get, want, need, see* and *hear*. These structures involve an extra NP in the surface subject position, which benefits from or is adversely affected by the event in the passive clause (Emonds, 2013). Emonds calls them 'English indirect passives' which are parallel to Japanese indirect passives.

Basque is an ergative and agreement language; it is also an erg accusative language which shows case and number (Ezeizabarrena, 2012). There is no relevant difference between the L1 and L2 child ergative marking. They have accuracy in their speech, and they are aware of the null subjects and cases. However, the review of Bonilla (2013) shows that beginning classroom learners of L2 Spanish with L1 English are consistently capable of producing more than a default past tense under certain conditions. They tend to make aspectual distinctions when narrating personal tasks or when allowed a free topic. On the other hand, when focused on forms in a closed-ended task, the production tends toward a preference for the preterit tense. In addition, the DPTH is restricted to predictions based on classroom learners, which is why this discrepancy has emerged in L2 acquisition of tense/aspect in Spanish, while L2 English studies have been based on either classroom or naturalistic learners. An affable explanation of Latin deponent verbs can be offered without appealing to Early Root Insertion. The desertion of Embick's third analysis of Latin deponent verbs thus removes a major keystone of the Early Root Insertion approach, and in so doing reopens the door to Late Root Insertion (Ezeizabarrena, 2012; Haugen, 2013).

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Hammer, Coene, Rooryck, & Govaerts (2014) conducted study to compare 4--7 year-old Dutch CI and SLI children in their production of finite verb morphology and to compare both clinical groups in grammatical profile. The basis for this comparison was found in the literature showing that SLI children have difficulties to process low-salient morphemes, whereas CI children have difficulties to perceive them. As such, it has been argued that both clinical group have reduced contact to oral language morphology and are therefore delayed in their acquisition of this language component. The findings showed that CI and SLI children had persistent difficulties in the target-like production of verbal agreement. However, CI children achieved rather unexpected age-appropriate outcomes on finite verb production whereas SLI children did not. They conclude that the morphosyntactic deficit of SLI children should be considered to be more severe as compared to the one observed in CI children.

However, Haegeman (2013) looked at register-based language-internal variation, focusing on the phenomenon of subject omission in the English diaries. This register-specific pattern might at first sight be seen as some kind of 'extragrammatical' stylistic convention which is culturally determined and whose occurrence is purely functionally determined, but a survey of the relevant data shows that the omission of the subject in diary styles is subject to precise syntactic constraints. While recoverability certainly plays a role, the observed restrictions on subject omission do not follow from a purely functional account according to which recoverable subjects can be omitted. The generalisation applies both to English and French. The grammatical patterns displayed by what might seem a culturally determined linguistic system are fully amenable to core principles and parameters of universal grammar.

There are two classes of verb-related nouns in Spanish and English that share the same morphological make up, but involve different verbal structures (Fauconnier, 2011;

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Fabregas, 2014). The first class of nouns is built by nominalising a root, and the second class of nouns is built from a verbal structure that can include verbal functional projections that, in some cases, include the projection that introduces the external argument. This second class acts like AS-nominals, while the first class nouns are simple event nouns or R-nominals, depending on their conceptual entry. This class of AS-nominals has a special morphological make-up because the exponent that can materialize the verb is a portmanteau morpheme that can also lexicalize the nominalizer.

Besides, the behavioral response to an agreement violation can quantitatively change as a function of the feature being manipulated (Mancini, 2014). This modulation is clearly visible in the difference found between Person and Number Agreement violations in Experiment 2. In other words, after encountering a Person anomaly, the performance of repair operations appears to be more costly than in the presence of a Number violation. According to them, the different results between the second Experiment reported cannot be credited to changes between the two languages tested, as both Italian and Spanish are richly inflected languages with similar features. This deviation may be due to the different composition of the experimental materials, as already hypothesized above and by Mancini et al. (2011b). They also found that Number agreement violations are more easily and more rapidly 'fixed' as compared to semantic-pragmatic violations, as well as with previous studies comparing e.g. Gender and Number agreement that pointed to the relevance of feature interpretive requirements to interpret agreement dependencies.

On the other hand, Acuña-Fariña, Meseguer & Carreiras (2014) were able to confirm the disruptive nature of agreement attraction in comprehension in Spanish. In the first place, attraction has proved to be asymmetric in comprehension in Spanish. In the second place, the high precision of the eye-tracking record has provided data that

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confirm two ideas that are closely intertwined. The first is that rich-inflection languages are less, rather than more, inclined to be affected by semantic interference in S-V agreement processes, as these appear to be implemented blindly, as if on formal rails, with extreme rapidity. The second is that in comprehension, as opposed to production, semantic interference is probably less to be expected anyway in the really initial phases of agreement computations in any language. They contended that the only chance they stand of modelling agreement in their grammars lies in their inherent flexibility or ability to parametrise trees, as agreement is demonstrably different cross-linguistically, although it is so on predictable grounds.

However, Brandt-Kobele & Höhle (2014) provided first evidence that subject-verb agreement violations affect the sentence processing using a visual-world eye-tracking paradigm with German-speaking 5 years old. The children were quicker and more correct at looking towards a target picture when the object noun referring to that picture was preceded by a grammatical sentence with subject verb agreement than when the object noun was preceded by an ungrammatical sentence in which an agreement violation occurred. Thus, their results provided interesting methodological suggestions as they found that the method is appropriate to demonstrate children's processing of syntactic dependencies that cross major syntactic boundaries.

The transitive-intransitive alternation in verb formation based on both thematic and morphological relations between words is addressed by Laks (2014). The study accounts for the apparent morpho-thematic mismatches of transitivity alternations in the operation of decausativization. The paper is based on the theoretical assumption that causativization and decausativization are two distinct operations; the former adds a thematic role of agent, while the latter reduces a thematic role of cause, deriving intransitive from transitive verbs. This assumption is supported by previous studies that

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are based on thematic-syntactic properties of the verbs in each alternation, and are independent of the morphological manifestation of such alternations.

The earliest syntactic accounts of argument alternations analyze them in a uniform manner, for instance, by giving them all transformational treatments (Levin, 2015). As argument alternations have become better understood, it has become clear that no single account can cover all alternations. The account of any one alternation has various components, and although there may be some shared elements in the accounts of diverse alternations, the accounts may also differ in some respects. Thus, the dative alternation as it is manifested by give is attributed to the availability of two alternate realizations of the arguments of caused-possession verbs by Levin & Hovav, 2005).

Ditransitive verbs are called triadic verbs having three arguments; two internal and one external (Jubilado & Manueli, 2009). Malay is a subject-initial language and its verbs are not inflected, while Cebuano is a verb initial language and its verbs are inflected. Both languages are different in their sentence structure; and they are similar at having subjects at [Spec, TP]. The Georgian language has an unusual abundance of indirect (dative-subject) verbs (Tuite, 2009). Most of these are intransitive, but several dozen are formally transitive. The semantic, morphological, and syntactic features of Georgian agentless transitives are presented and compared to those of similar verb types from other languages. Of particular interest is a small group of bodily emanation verbs, such as ‘yawn’ and ‘belch’ that are paired with syntactically inverse direct-transitive verb forms (Mykhaylyk, Rodina, & Anderssen, 2013; Van der Spuy, 2014).

However, Haspelmath (2015) argues that a ditransitive construction is a construction with a verb denoting transfer of an entity or theme (T) from an agent (A) to a recipient (R), such as John gave him a pen. This transfer is most often possessive transfer (concrete as in ‘give,’ ‘lend,’ ‘hand over,’ and ‘bequeath,’ or more abstract as in ‘offer’

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and ‘promise’), but cognitive transfer verbs (such as ‘show’ and ‘teach’) typically behave in much the same way and are therefore normally included in the ditransitive domain. Ditransitive constructions have often been said to involve an ‘indirect object’ in the past. In many languages, different lexical classes of ditransitive verbs behave somewhat differently, in a manner that is reminiscent of the way in which different intransitive verbs with a single argument often behave differently in some languages.

2.14 Summary

Chapter 2 discusses the related literature about Sindhi language, Sindhi grammar, Sindhi verbs and their kinds. It presents the literature on Argument Structure, Theta Roles and Thematic relaions, hierarchy of theta roles and thematic relations and morphology of verbs. The chapter presents the critical review of the related literature in order to show and justify the gap of the study. The Sindhi literature shows that the Sindhi language does not have studies based on modern linguistic approaches. Writers from 1849 to the present date are following the traditional way of writing grammar books especially focusing of the parts of speech leaving behind the modern linguistic approaches.

The literature on Argument Structure, Theta roles, their Hierarchy and Morphology of verbs shows that languages like Spanish, Italian, Hindi and especially English have well developed literature. Writers use modern linguistic approaches to study these languages. It also shows that the Sindhi language lacks such things which brings urge to study Sindhi verbs in modern linguistic terms. Thus, the literature presented in the current study tries to show and justify the gap of the study.

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CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Introduction

There are three theoretical frameworks used for the current study which are proposed by Culicover (1997), Carnie (2007) and Allana (2010). Table 1 shows the relationship between the theoretical frameworks and the research questions. Research objective 1 applies Culicover (1997) and Allana (2010) to answer the research question 1. Research objectives 2nd and 3rd use the theory of Carnie (2007) to answer the research questions 2 and 3.

Table 3.1: Theoretical Framework

Research Questions	**Theoretical Frame works**
What are the morphosemantic and syntactic properties of Sindhi verbs?	X-bar theory of Culicover (1997) and a model of Allana (2010) will be used for morphosemantic and syntactic analysis of Sindhi verbs
What is the argument structure and thematic structure of Sindhi verbs?	Carnie's theory of theta roles will be used for establishing the Argument Structure of Sindhi Verbs. It will be used to analyse the Theta Roles in Sindhi.
How are the theta roles prominently used in the Sindhi language?	Carnie's theory of theta roles will be used to investigate and analyse Prominent Theta Roles in Sindhi.

3.2 Standard Sindhi Sentence Structure

Syntax is the knowledge of making and constructing sentences and arranging words into sentences at their positions in sentences (Allana, 2010). There is fixed sequence, placement, position, arrangement and construction of words into written sentences. However, their placement and position can be changed into language of poetry and daily life routine language (spoken sentences) with a change in intonation of the speech. Allana (2010) gives following sentence structure for a Standard Sindhi sentence:

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(**فعل** (verb) ⟵ **فعل جوستُ** (verb enlargement)⟵ **مفعول** (object)⟵ **مفعول جوستُ** (object enlargement) ⟵ **فاعل** (subject) ⟵ **فاعل جوستُ** (subject enlargement))

According to above structure, a subject must be placed at initial position, an object in the middle and a verb at the end of a sentence. Their entailments should be placed before them; like a subject should follow its entailment and an object and a verb should follow their entailment in a sentence.

3.3 Rules for Sindhi Sentence Structure

There is an appropriate selection of words at subject, object and verb positions in a standard Sindhi sentence. The expansion of subjects, objects and verbs must be placed with them accordingly. Allana (2010) gives following rules for the selection of words and placement of words into a standard Sindhi sentence:

i. A verb changes according to person, number and gender of the subject in Sindhi sentences.

1) **چوڪرڊوڙي ٿو.** (*Chokar=boy; dore=run; tho=masculine agreement*) (A boy runs)

2) **چوڪري ڊوڙي ٿي.** (*Chokri= girl; dore=run; thee=feminine agreement*) (A girl runs)

ii. When a verb has two plural subjects, it changes according to person, number and gender of second subject.

3) **زالونءِ مرد ڳالهيون ڪري رهيا آهن.** (*Zalon ain mard galhyon kre rahya ahin*) (Wives and husbands are speaking)

iii. When a verb has two subjects, first plural and second one singular, it changes into plural form according to person, number and gender of second subject.

4) **چوڪريون ۽ چوڪرو پڙهن ٿا.**(*Chokrion ain chokro parhn thaa*) (Girls and a boy study)

iv. A verb changes into plural form even it has two singular subjects.

5) **چوڪروءِ چوڪري وڃن ٿا.**(*Chokro ain chokri wajan thaa*) (A boy and a girl go)

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v. When there are two subjects in a sentence followed by words '**ٻيئي**=*bhei*=both', '**ٽيئي**=*tei*=three' or '**سڀئي**=*sabhui*=all', their verb changes into plural form.

6) **ميان غلام شاهہ، ميان مردان شاهہ ۽ ميان عطر خان ٽيئي ميان نور محمد ڪلهوڙي جا پٽ آهن.** (*Mian Ghulam Shah, Mian Mardan Shah and Mian Athar Khan tei Mian Noor Muhammad Kalhore ja put aahin*) (Mian Ghulam Shah, Mian Mardan Shah and Mian Athar Khan are sons of Mian Noor Muhammad Kalhoro)

vi. When a verb has first person plural subject (we) and second or third person singular subject, it will change into plural form according to person, number and gender of the first person plural subject of a sentence.

7) **اسين ۽ تون ڪراچي هلنداسين.** (*Asein ain tun Karachi halandasein*) (We and you will go to Karachi)

vii. When a sentence has first person singular (I) and second person singular subjects, a verb changes into plural form according to person, number and gender of first person singular subject in a sentence.

8) **تون ۽ آءٌ گهمڻ هلنداسين.** (*Tuna ain aaon ghuman halandasein*) (You and I will go to visit)

viii. When there are two subjects first person singular and third person singular or plural subject in a sentence, a verb changes into plural form according to person, number and gender of first person singular subject.

9) **هوءَ ۽ آءٌ گهمڻ هلنداسين.** (*Hooa ain aaon ghuman halandasein*) (She and I will go to visit)

ix. When a verb has two subjects, second person singular (you) and third person singular or plural, it will change into plural form according to second person plural subject.

10) **توهين ۽ هوءَ هتي اچو ٿا.** (*Tawhein ain hooa hity acho thaa*) (You and she come here)

x. When a subject is someone respectable and honourable person, a verb of the sentence will take plural form with a masculine gender according to second person plural subject.

11) **محترم صاحب، توهين ڪراچي وڃو ٿا؟** (*Muhtaram sahib, tawheni Karachi wanjo thaa?*) (Respected sir, do you go to Karachi?)

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3.4 X-bar Theory

X-bar Theory is a theory of phrase structure; that is a theory which constitutes a possible phrase in natural language (Culicover, 1997). According to him, a phrase structure concerns the hierarchical and left-to-right relationships between syntactic categories. Every phrase has a head; certain heads take complements; and such a relationship is characterized by the fact that they are sisters: each c-command the other and they are dominated by the same node, as in (1) below, where in V: (verb phrase), V (verb) is the head while NP (noun phrase) is the complement. Within this theory, as in the diagram in (1) below, the V: V and NP are all nodes, and the V and NP nodes are sisters, and V: and NP c-command the other, which means some grammatical relationships exist between them. An important principle of X: Theory [...] is that across syntactic categories, complements, specifier, and adjunct bear the same configurational relationship to the head (Culicover 1997). Further, in English [...] the complement

(1)

of the head appears adjacent to it and to the right of it, while the specifier appears to the left. In other languages, the sequence may be the reverse; that is, instead of V-NP as in (1) above, like in the case of *eat cake* for English; it may be NP-...-V for the Sindhi sentence ‘cake khadho=a cake ate= ate a cake’. In the theory that he proposes, all phrases have structure as in (2), called the X: schema.

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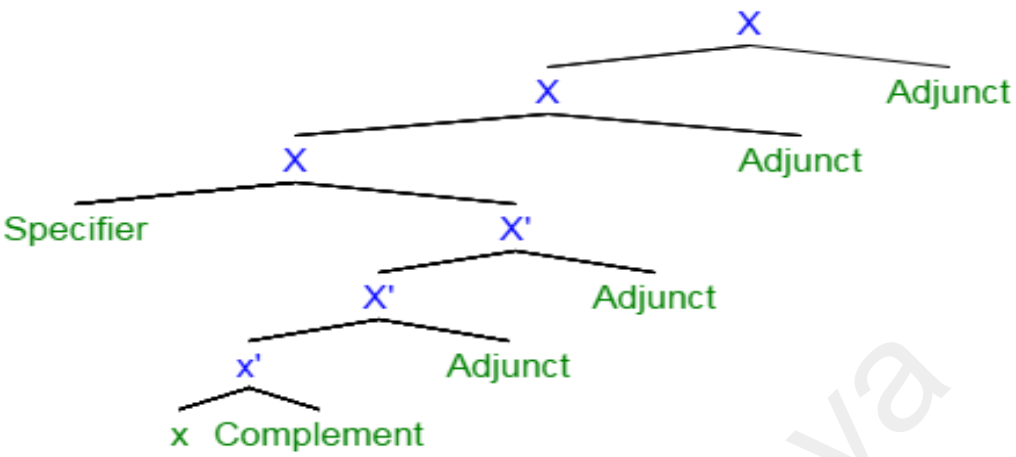
(2)



It can be noted that a complement is the sister to X, an adjunct is adjoined to X: and all branching is binary (i.e., dual branching; Culicover 1997). The derivation of a sentence by a grammar can be depicted as a derivation tree. Linguists working in generative grammar often view such derivation trees as a primary object of study. According to this view, a sentence is not merely a string of words, but rather a tree with subordinate and superordinate branches connected at nodes. Essentially, the tree model works something like in example (2), in which S is a sentence; D is a determiner, N a noun, V a verb, NP a noun phrase and VP a verb phrase (Chomsky 1957, 1965, 1987a).

As this research work is not a pure study about theoretical syntax *per se*, but rather of styles and messages on the surface structures. X' theory is merely employed in this study as a representation of the sequential order of elements (words, phrases and clauses) in the surface (S-Structure) only without any bearing or implication to any theory of syntax especially the deeper D- Structure.

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3.5 *Pro*-drop Parameters

In pro-drop languages (e.g., Italian), we tend to find among others the following clustering of properties (Chomsky, 1988):

- They have a missing subject
- free inversion in simple sentences
- "long wh-movement" of subject
- empty resumptive pronouns in embedded clause
- apparent violations of the * [that-t] filter

Non-pro-drop languages (e.g., French and English) lack all of these properties, characteristically. The *pro*-drop parameters involve the inflectional element INFL, or more precisely, the agreement element AGR that is the crucial component of INFL with respect to government and binding. The intuitive idea is that where there is overt agreement, the subject can be dropped, since the deletion is recoverable. In Italian-type languages, with a richer inflectional system, the element AGR permits subject-drop; while in French-type languages it does not. The idea is, then, that there is some abstract property of AGR, correlated more or less with overt morphology that distinguishes *pro*-drop from non-pro-drop languages. In a pro-drop language, the subject (NP) is locally controlled by AGR in tensed sentences. Therefore, the subject may be missing in the Phonetic Form (PF) of the sentence which is recoverable in the Logical Form (LF) of the sentence. The *pro*-drop parameter relates to the sense in which AGR governs subjects in the *pro*-drop languages.

Parameters are formulated to explain cross-linguistic variations between languages. The parameter which distinguishes languages like English which do not allow a subject pronoun to be omitted and those like Italian which do is referred to as the *pro*-drop parameter (Haegeman, 1994, 2013). Italian is a *pro*-drop language, English is not. The subject pronoun can be omitted in Italian, but it cannot be omitted in the English language. *Pro*-drop parameter is also allowed in English but the place of subject

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pronoun is always occupied by the ablative pronouns 'it' and 'there'. However, in Italian, *pro*-drop parameter allows it to leave an empty place at subject position; the subject pronoun can be omitted in Italian. All English sentences have subjects. However, Italian sentences can hide/omit their subjects through *pro*-drop parameter. The Italian language has post-verbal subjects, but English does not have so. Italian and Spanish are morphologically rich languages where subject and object arguments can be omitted/hidden in their phonemic forms. The omitted subject and object can be recovered through their rich morphological inflections which identify person, number and the gender of the subject along with the tense of the sentence.

Haegeman (1994) explains the Rizzi's (1984a) proposal for *pro*-drop languages that *pro* is subject to two requirements: (1) it is licensed under head-government; (2) the content of *pro* is recovered through the rich agreement specifications.

The *pro*-drop parameter

(a) *pro* is governed by $X^{\circ}{}_{y}$;
(b) Let X be the licensing head of an occurrence of *pro*: then *pro* has a grammatical specification of the features on X coindexed with it. (as explained also in Chomsky, 1982)

In addition to being licensed, *pro* must also be identified; its content must be recovered. In the case of subject *pro*, the AGR features of INFL identify *pro*. The following three examples explain pro-drop parameters in Italian, Spanish and Sindhi:

Italian (Chomsky, 1981; Haegeman, 1994)
(∅) ho trovato il libro
(I) found the book

Spanish (Chomsky, 1981; LaFond, L. L., 2001)
(∅) *he encontrado el libro*.
(I) have found the book

Sindhi example
Dai aayus.
(Subj) gave (Obj).
(null subj and obj in PF, but it feature subj and obj in LF)

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3.6 Projection Principle (PP)

According to Chomsky (1988), Projection Principle is the representations of structure at each syntactic level (i.e. PF & LF) are projected from the lexicon, in that they observe the subcategorization properties of lexical items. On the other hand, Haegeman (1994) argues that the Project Principle (PP) is lexical information that determines the syntactic structure:

> **Projection Principle**
> Lexical information is syntactically represented. (Haegeman, 1994: 55)

3.7 Extended Projection Principle (EPP)

All English sentences must have a subject (Chomsky, 1988; Haegeman, 1994). Extended Projection Principle (EPP) is an addition to Projection Principle. EPP argues that all projection of IP have a subject, i.e. [Spec, IP] must be projected. EPP states that sentences, regardless of their argument structure, must have subjects.

> **Extended Projection Principle**
> S → NP – AUX – VP (Haegeman, 1994: 69)

All sentences have subjects; (EPP). However, there are many languages which violate this constraint (Carnie, 2007). Italian, Spanish and Sindhi, for instance, uses perfectly acceptable sentences having zero arguments at subject position yet they realize the argument through their verb inflections. These languages are *pro*-drop or null subject languages which can drop their subject at Phonetic Form level yet they realize the subject argument through their morphologically rich agreement. EPP is thought to be universal, but languages like Italian seem to be exceptions.

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3.8 Recoverability Condition

According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verb inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988). The Italian language has null subjects, null objects and understood objects. These are used as empty categories in Italian sentences; the subjects and objects can be deleted in the Phonetic Form of the sentences. However, such empty categories (null NPs) can be recovered through verbal inflections (INFL) and agreement (AGR) (Haegeman, 1994).

3.9 Thematic Relations and Theta Roles

One way of encoding selectional restrictions is through the use of what are called *thematic relations.* These are particular semantic terms that are used to describe the role that the argument plays with respect to the argument (Carnie, 2007). This section describes some common thematic relations (this list is by no means exhaustive, and the particular definitions are not universally accepted).

The initiator or doer of an action is called the ***agent.*** Agents are most frequently subjects, but they can also appear in other position. In the following sentences, *Ryan* and *Michael* are agents.

1) a) *Ryan* hit Andrew.

   b) *Michael* accidently broke the glass.

Arguments that feel or perceive events are called ***experiencers.*** Experiencers can appear in a number of argument positions including subject and object:

2) a) *Lea* likes cookies.

   b) *Lorenzo* saw the eclipse.

   c) Syntax frightens *Kenna.*

Entities that undergo actions, are moved, experienced or perceived are called ***themes.***

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3) a) Alyssa kept *her syntax book.*

b) The arrow hit *Ben.*

c) The syntactician hates *phonology*.

The entity towards which motion takes place is called a ***goal***. Goals may involve abstract motion:

4) a) Doug went to *Chicago.*

b) *Dave* was given the piña colada mix.

There is a special kind of goal called ***recipient***. Recipients only occur with verbs that denote a change of possession:

5) a) Mikaela gave *Jessica* the book.

b) *Daniel* received a scolding from Hanna.

The opposite of a goal is the ***source***. This is the entity from which a motion takes place:

6) a) *Bob* gave Steve the Syntax assignment.

b) Stacy came directly *from Sociolinguistics class*.

The place where the action occurs is called the ***location***:

7) a) Andrew is *in Tucson's finest apartment*.

b) We're all *at school*.

The object with which an action is performed is called the ***instrument***:

8) a) Chris hacked the computer apart *with an axe*.

b) *This key* will open the door to the linguistics building.

Finally, the one for whose benefit an event took place is called the ***beneficiary***:

9) a) He bought these flowers for *Aaron.*

b) She cooked *Matt* dinner.

Notice that any given DP can have more than one thematic relation. In the following sentence, the DP *Jason* bears the thematic relations of agent and source.

10) *Jason* gave the books to Anna.

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There is not a one-to-one relationship between thematic relations and arguments. However, linguists have a special construct called a ***theta role*** (or θ role), that does map one-to-one with arguments. Theta roles are bundles of thematic relations that cluster on one argument. In (10) above, *Jason* gets two thematic relations (agent and source), but only one theta role (the one that contains the agent and source thematic relations). Somewhat confusingly, syntacticians often refer to particular theta roles by the most prominent thematic relation that they contain. So you might hear a syntactician refer to the 'agent theta role' of *[DP Jason]*. Strictly speaking, this is incorrect: Agent refers to a thematic relation, whereas the theta role is a bundle of thematic relations. But the practice is common, so we'll do it here. Remember, thematic relations are things like agent, theme, goal etc. but theta roles are bundles of thematic relations assigned to a particular argument.

Let's now see how we can use these theta roles to represent the argument structure of a verb. Take a ditransitive verb like *place*. *Place* requires three arguments, a subject which must be an agent (the placer), a direct object, which represents the theme (the thing being placed) and an indirect object, which represents a location or goal (the place where the theme is being placed). Any variation from this results in ungrammaticality:

11) a) John placed the flute on the table.

b) *Placed the flute on the table.

c) *John placed on the table.

d) *John placed the flute.

e) *John placed the flute the violin on the table.

f) *The rock placed the sky with the fork.

g) *John placed the flute the table.

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Examples (11a-e) show that either having too many or two few arguments results in ungrammaticality. Example (11f) shows that using DPs with the wrong theta roles does the same (*the rock* can't be an agent; *the sky* can't be a theme – it can't be put anywhere; and *with the fork* is an instrument, not a goal.) (11g) shows us that the category of the argument is important; the goal argument of the verb *place* must be a PP. It appears as if the verb *place* requires three arguments, which bear precisely the theta roles of agent (DP), theme (DP) and goal (PP). We represent this formally in terms of what is called a ***theta grid***. Theta roles actually come in two types. The first is the ***external theta role*** (D). This is the one assigned to the subject. External theta roles are usually indicated by underlining the name of the theta role in the theta grid. The other kind is ***internal theta roles*** (E). These are the theta roles assigned to the object and indirect object.

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CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

Chapter 4 addresses the research methodology employed in the current study. This chapter shows the research design, data selection, data collection, data description, data transcription and codification and data analysis. The data have been explored to see the position, importance, function and relation of the verb with other elements in the sentence. The data have been analysed to see how Sindhi verbs are placed and used in sentences and to see if there are any ambiguities in the verb. The processes and relations of Sindhi verbs have been explored by using the syntactic theories of Culicover (1997), Carnie (2007) and Allana (2010).

4.2 Research Design

The research design used in this research work is exploratory and descriptive; it uses qualitative method (Creswell, 2013; 2014; Neuman, 2005; Kumar, 2011). The natural Sindhi language (spoken form) has been selected to be studied in terms of the nature and function of the verbs. The current study analyses the morphosemantic and syntactic properties of the Sindhi verbs in chapter 5. The study analyses the theta roles assigned by the verbs to their arguments in sentences in chapter 6. The study also investigates the most prominent theta roles used in the Sindhi language in chapter 6 & 7. The argument structure of the Sindhi verbs has been established with the help of the Carnie's theoretical framework.

4.3 Data Selection

The data come from oral Sindhi language (spoken Sindhi). Such oral data have been selected for the study in order to see the role of morphology, syntax and semantics in the oral Sindhi language. This is the first time that an oral form of the Sindhi language has been selected for a pure morphosemantic and syntactic study. Researchers normally

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select the written form of the language for their syntactic study. The written form of the language is a standard form which is free from mistakes and errors, and it has proper arguments with its verbs. However, the oral form is not a standard form of the language; it can have new things used in a language which are not there in a written language. Due to such reasons, the oral form of the Sindhi language has been selected to see how Sindhi verbs are used in a natural way, and to see the place, position and importance of the verbs in sentences.

4.4 Data Collection

The data have been collected through two interviews from two native Sindhi speakers aged 25 and 28. A video recorder was used to have audio-visual recording of the speakers and their language. The researcher asked them questions regarding their personal and professional lives in order to make them confident enough to speak more freely and frankly in a natural way to put them at ease. The questions were regarding their education, current position and status, family, present life, previous life and future goals and intentions. The participants were given free atmosphere so that they could speak more freely in a natural way.

The researcher attempts to find new things and any unusual constructions in the spoken Sindhi language rather than the written one. There are fixed rules and regulations to use verbs in the sentences in written language. However, in spoken, such rules are violated; subjects, objects and verbs are used at initial, middle or final position in the sentences, which should otherwise be used at initial, middle and final position in a sentence. Despite of violating violation of such rules, the sentences are grammatically correct and equally intelligible.

Normally, studies on syntax are conducted on the written form of the language. However, this study would be the first attempt to conduct research on the Sindhi spoken

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language focusing on verb phrases in terms of morphosemantic and syntactic features and theta roles assignment. The verb phrases in written language are used at grammatically correct position which is at the end or final position in a sentence (SOV). On the other hand, spoken conversation does not follow such conventions; they are used at initial, middle and final positions in the sentences. Besides, there would be less finding in written conversation than spoken one. Therefore, keeping the above reasons in mind, the researcher conducts the study of formal syntax on the spoken Sindhi language focussing on the verb phrases.

4.5 Data Description

There were two interviews and each interview was taken separately. The first interview comprises of (864) sentences in the (56) minutes and (49) seconds time. The second interview consists of (815) sentences in (45) minutes and (09) seconds time. Total sentences for the whole study are 1,679; out of them 161 sentences have been selected for the study. Research objective 1 uses 52 sentences in order to answer research question 1 in chapter 5. Research objective 2 utilizes 73 sentences to answer research question 2 in chapter 6. Research objective 3 takes 36 sentences to answer research question 3 in chapter 7.

Participant N is from the district Kandh Kot, Sindh, Pakistan. He is a young guy of 28 years. Currently, he is doing Masters in the faculty of Engineering at The University Malaya, Kuala Lumpur, Malaysia.

Participant M is 26 years old. He is from the district Umer Kot, Sindh, Pakistan. Sindhi is his first language. Currently, he is doing PhD in the faculty of Engineering at University Malaya, Kuala Lumpur, Malaysia.

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4.6 Transcription and Codification of the data

The data have been transcribed from oral form to written form. After transcribing, the data are codified accordingly. As mentioned earlier, the data have been collected from two native Sindhi speakers. Thus, each sentence in the data is codified according to the interview it is taken from. There are two participants in the study; participant M and participant N. Sentences in the interview of M participant are labelled with 'M', e.g. M1, M2, M3… and onwards. The same method of labelling has been applied for the data in the interview of N participant. The detailed codification is given in Appendix A and B.

4.7 Thematic Relations and Theta Roles

One way of encoding selectional restrictions is through the use of what are called *thematic relations.* These are particular semantic terms that are used to describe the role that the argument plays with respect to the argument. This section describes some common thematic relations (this list is by no means exhaustive, and the particular definitions are not universally accepted (Carnie, 2007).

1) Agent

The initiator or doer of an action is called the ***agent.*** Agents are most frequently subjects, but they can also appear in other position. In the following sentences, *Ryan* and *Michael* are agents.

a) ***Ryan*** hit Andrew.

2) Experiencer

Arguments that feel or perceive events are called ***experiencers.*** Experiencers can appear in a number of argument positions including subject and object:

b) ***Lea*** likes cookies.

3) Theme

Entities that undergo actions, are moved, experienced or perceived are called ***themes.***

c) Alyssa kept ***her syntax book***.

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4) Goal

The entity towards which motion takes place is called a ***goal***. Goals may involve abstract motion:

d) Doug went to ***Chicago***.

5) Recipient

There is a special kind of goal called ***recipient***. Recipients only occur with verbs that denote a change of possession:

e) Mikaela gave ***Jessica*** the book.

6) Source

The opposite of a goal is the ***source***. This is the entity from which a motion takes place:

f) ***Bob*** gave Steve the Syntax assignment.

7) Location

The place where the action occurs is called the ***location***:

g) Andrew is ***in Tucson's finest apartment***.

8) Instrument

The object with which an action is performed is called the ***instrument***:

h) Chris hacked the computer apart ***with an axe***.

9) Beneficiary

Finally, the one for whose benefit an event took place is called the ***beneficiary***:

i) He bought these flowers for ***Aaron***.

Notice that any given DP can have more than one thematic relation. In the following sentence, the DP *Jason* bears the thematic relations of agent and source (at the very least).

j) *Jason* gave the books to Anna.

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4.8 Data Analysis

The data have been analysed on three theoretical frameworks. The X' Theory (Culicover, 1997) has been used to answer research question 1: What are the morphosemantic and syntactic features of the Sindhi verbs?). It has been used to draw Tree Diagrams along with the morphological, syntactic and semantic analysis of the Sindhi verbs in chapter 5. In addition, Allana's (2010) 'Standard Sindhi Sentence Structure' has been used to see and analyse the sentence structure in the data. The Sindhi verbs and their types have been explored, analysed and explained to see their function, position and importance in the sentences. An attempt has been made to see how a change in morphology of the verbs leads to a change in the syntax and semantics of the verb too. The data have been analysed to get how the context of the verbs contributes towards the meaning of the verbs in the sentence.

Allana (2010) proposes a standard Sindhi sentence structure to be followed in Sindhi written language. According to Allana (2010), a subject is placed at the initial position, an object in the middle and a verb at the end of a sentence. Their expansions are placed before them; like a subject should follow its expansion and an object and a verb should follow their expansions in a sentence. Allana's (2010) given Sindhi sentence structure is used to see whether it is followed in the spoken Sindhi language.

(فعل (verb) ⟵ مفعول (object) ⟵ فاعل (subject)) (Right hand order)

This structure has been given for written standard Sindhi sentence; it must be followed in written Sindhi sentence. However, this structure can be violated in poetic language and also in daily life routine language (spoken language).

The research objective 2 uses the theory 'Thematic Relations and Theta Roles' (Carnie, 2007) to answer the research questions 2: What are the Argument/Thematic

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Structures of the Sindhi verbs? Carnie's theory of theta roles has been used to establish Argument Structure of the Sindhi verbs and to find theta roles in the Sindhi language. Carnie' proposed theta roles are: *agent, experiencer, theme, goal, recipient, source, location, instrument* and *beneficiary.* The data have been analysed to see how Sindhi verbs assign theta-roles (also called theta relations) to their arguments. The Argument Structure of the verbs has been established in order to see the theta-roles and thematic relations in the Sindhi language in chapter 6 and 7. Besides, there are certain arguments which can have more than one theta role in the sentences (Dowty, 1991). Such arguments will be discussed in detail in chapter 6 and 7 under headings of Source, Goal, Locative and Instrument; where one argument is having two or three roles in the sentence.

The theory of 'Thematic Relations and Theta Roles' is also used to answer the research question 3: how are the theta roles prominently used in the Sindhi language? Carnie's theory of theta roles has been used to investigate the prominent theta roles used in the Sindhi language, and also to see why and how such theta roles have been used prominently. The prominent theta roles have been quantified in terms of appearance and percentage in the data which is shown in the Figure 7 in the conclusion.

4.9 Summary

Chapter 4 presents the research methodology employed in the current study. It describes and explains the steps taken in the research carried out in this study. Chapter 4 presents research design, data selection, data collection, data description, data transcription and codification, theta roles and thematic relations and data analysis.

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CHAPTER 5: MORPHOSEMANTIC AND SYNTACTIC ANALYSIS OF SINDHI VERBS

5.1 Introduction

This chapter addresses the study of Sindhi verbs and their types: transitive, monotransitive, ditransitive, compound verbs, helping verbs, aspectual verbs, active voice, passive voice and intransitive verbs. These verbs have been analysed and studied to see their forms, structure, position and meaning in sentences. This chapter therefore analyses and discusses verbs and their types; their morphology, structure and meaning in the event.

The chapter classifies Sindhi verbs into two kinds: transitive and intransitive verbs. Transitive verbs are further classified into various types; monotransitive, ditransitive verbs, compound verbs, aspectual verbs and causative verbs. Transitive verbs are also classified into two forms; active voice and passive voice forms. Intransitive verbs are classified into helping verbs and to be verbs. Intransitive verbs have only active voice form.

The chapter 5 addresses the research question number 1: what are the morphosemantic and syntactic features of the verbs in the Sindhi language? The chapter 5 therefore presents analysis of the morphosemantic and syntactic features of verbs in the Sindhi language.

This chapter uses the X' theory of Culicover (1997) to draw tree diagrams. It is merely employed in this study as a representation of the sequential order of elements (words, phrases and clauses) in the surface (S-Structure) only without any bearing or implication to any theory of syntax especially the deeper D- Structure.

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Allana's (2010) Sindhi sentence structure will be used to see whether it has been followed or violated in the data. It will be used to see the use of standard Sindhi sentence structure in spoken Sindhi language.

5.2 Transitive Verbs in the Sindhi language

Sindhi verbs are either transitive or intransitive verbs and they are called basic verbs in the Sindhi language (Adwani, (1985) 1926). All other verbs are related to these two basic verbs, and these both can come in active voice form. Sindhi language has either transitive verbs or intransitive verbs (Baig, 2006). Transitive verbs show effect going from subject to the object in a sentence, while intransitive verbs show only their subjects. The examples 5.1 to 5.6 generally analyse the use of transitive verbs in Sindhi.

Table 5.1: Example 5.1..**مان توهان جي بولي رکارڊ ڪندُس**

Coding	**Sentence Description**	**Sentence**
N11	Arabic script	**مان توهان جي بولي رکارڊ ڪندُس.**
	Roman script	Maan tahan ji boli record kandus.
	Transliteration	Maan=I; tahanji=your; boli=language; record; kandus=do will.
	Translation	I will record your language.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: توهان جي بولي**=*tahan ji boli*=your language, **VP**: **رکارڊ ڪندس**=*record kandus*=will record)

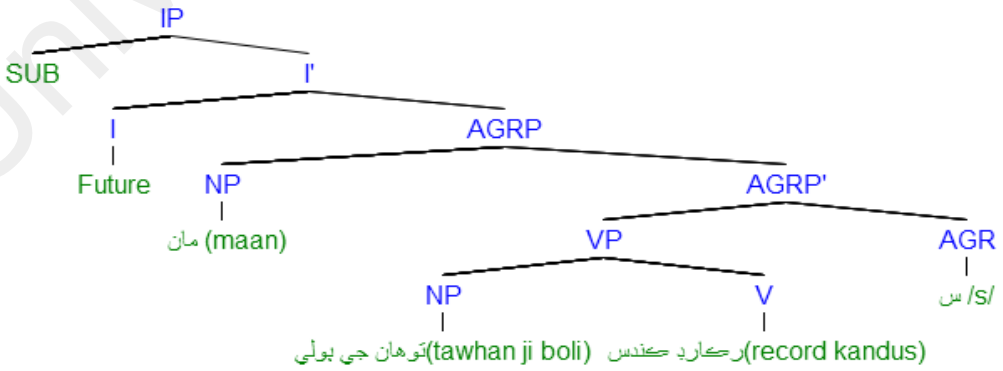

Figure 5.1: Tree Diagram 1

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Tree Diagram 1 shows that V merges with NP to make VP and VP merges with AGR to make AGRP-bar and AGRP-bar merges with NP to make AGRP and AGRP merges with I to make I-bar and I-bar merges with SUB to make IP. The head nodes in the above diagram are IP, I-bar, AGRP, AGRP-bar and VP.

According to Allana (2010), a subject must be placed at initial position, an object in the middle and a verb at the end of a sentence. The expansions of a subject, an object and a verb are placed before them; a subject, an object and a verb follow their expansions in a sentence (Allana, 2010).

Example 5.1 presented above shows the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as the subject at initial position, ' **توهان جي ٻولي**=*tahan ji boli*= your language' as the object in middle and '**رڪارڊ ڪندس**=*record kandus*=will record' as the verb at the end of the sentence. Keeping the standard sentence structure in view, it can be said that the structure of above sentence is according to the standard Sindhi sentence structure. Besides, example 5.1 also satisfies the Projection Principle (PP) extended projection Projection Principle (EPP) and theta-criterion theory. The example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments.

The verb phrase of the above example is '**رڪارڊ ڪندس**=*record kandus*=will record'. It is combination of the two morphemes; free morpheme '**رڪارڊ**=record' and a bound morpheme '**ڪندس**=*kandus*=will do'. The verb '**رڪارڊ ڪندس**=*record kandus*=will record' has been derived from the infinitive '**رڪارڊ ڪرڻ**=*record karan*=to record' which has been further derived from the imperative form '**رڪارڊ ڪر**=*record kar*=record'.

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The morpheme '**رڪارڊ**=record' is an English word which is used in the Sindhi language as a Sindhi verb. The Sindhi word for this English word is '**ڀرڻ**=*bharin*=to record'. To show action in future, it will be '**ڀريندُس**=*bhareendus*=will record'. It is a free morpheme which can stand alone in a sentence to give a complete meaning. The internal structure of the verb '**ڀريندُس**=*bhareendus*=will record' shows that it has been derived from the infinitive '**ڀرڻ**=*bharn*=to record' which has been further derived from the imperative '**ڀر**=*bhar*=record', which is the base form of the Sindhi verbs.

The form which is used in the present simple tense is '**ڀريندوآهي**=*bhareendo aahy*=records' for the third person singular masculine subject (he) and '**ڀريان ٿو**=*bharyan tho*=record' for the first person singular masculine subject (I). In order to show the first person singular masculine subject in future simple, the speaker just adds the phonological suffix '**سُ**=*su(pesh)*=phonological' in the word '**ڀريندو**=*bhareendo*=will record' and removes the suffix '**و**=*wao*=agreement' from the verb forming a new word with new form and meaning '**ڀريندُس**=*bhareendus*=will record' (Allana, 2010). It can be seen that by adding or deleting a suffix (inflection) in a word we get a new word/morpheme with new form and meaning. Thus, it can be said that a slight inflectional change in the form or in the pronunciation of a verb can create a new word with new form and meaning.

For example, when we pronounce the morpheme '**ڀريندَس**=*bhareendus*=will record' instead of '**ڀريندُس**=*bhareendus*=will record', we will have a new form with singular number, feminine gender and future simple tense. The difference between the suffixes

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‘**دُس**=*dus*=masculine gender agreement’ and ‘**دَس**=*das*=feminine gender agreement’ is that former is used for singular subject with masculine gender in future tense and the latter is used for singular subject but with feminine gender in future tense. These suffixes ‘**دُس**= *dus* and **دَس**= *das*’ agree with their verbs (can be any verb) in order to show person, number, gender of subject and tense of the sentence. Thus, it can be said that a slight change in pronunciation or addition and deletion of a suffix in a verb will lead to a change in form and meaning of the verb. In this sentence, therefore, the speaker intentionally uses suffix ‘**دُس**=*dus*=phonological agreement’ with the verb to show the first person singular masculine subject in the future simple tense. This suffix is used in Sindhi to show that the work is yet to be done; it is not done yet.

The context of the above sentence shows that speaker is going to record the language of someone that is why he uses the inflection ‘**دُس**=*dus*=agreement’ with verb to show an action of recording their language in future. The speaker uses such verb inflection to show his intention of recording someone’s language so that he/she may physically and mentally get ready to get their language recorded. In other words, the speaker wants to make his interviewee relaxed before being interviewed and recorded so that he/she should not feel scared of being recorded. It is the context and situation of the sentence which pushes him to speaker such a verb phrase in the sentence.

Table 5.2: Example 5.2..**پيپرپڑھندا آھيون**

Coding	**Sentence Description**	**Sentence**
N80	Arabic script	**پيپرپڑھندا آھيون.**
	Roman script	Paper parhanda aahyon.
	Transliteration	Paper; parhanda=read/study; aahyon=are.
	Translation	(We) study a paper.
	Syntactic Analysis	(**Subj:** zero**, Obj: پيپر**=paper**, VP: پڑھندا آھيون**=*parhana aahyon*=study)

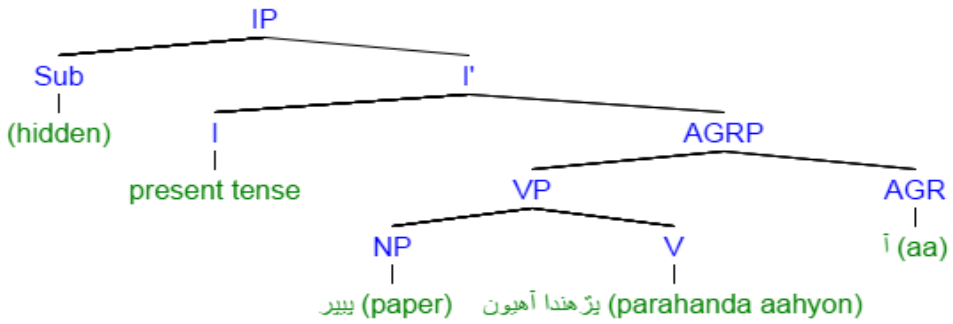

Figure 5.2: Tree Diagram 2

Tree Diagram 2 shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar and I-bar merges with SUB to make IP. The head nodes in the above diagram are IP, I-bar, AGRP and VP.

Example 5.2 presented above shows the structure of the Sindhi sentence where the speaker uses '**پيپر**=paper' as an object in middle and '**پڑهندا آهيون**=*parhana aahyon*= read/study' as a verb at the end of the sentence. The structure of the sentence shows that it does not have a subject in the Phonetic Form (PF) or the surface structure of the sentence, but it's Logical Form (LF) or the deep structure shows that it does have a subject which is the first person plural masculine (we) that is omitted in the surface structure of the sentence.

According to Allana (2010) and Baig (2006), first person singular or plural subjects (I and We) and the third person plural (they) can be omitted/hidden in the Phonetic Form of the sentence; however, they are always there in Logical Form of the sentence, which can be recovered and identified through verb inflections. In addition, unlike English, Sindhi is a *pro*-drop language where arguments at subject position are omitted. Like Italian (Haegeman, 1994), Sindhi is also permitted to drop its *pro* argument at subject positions in the sentences. The above sentence satisfies the Projection Principle (PP) and violates the Extended Projection Principle (EPP). The sentence is syntactically

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well represented but it does not have an overt subject in the Phonetic Form of the sentence.

According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988).

The verb phrase of the above sentence is a transitive verb which requires a minimum of two arguments subject and object to give complete meaning of the sentence. The transitive verbs pass their action from their subjects to objects. The speaker could have shown the subject of the sentence because of the transitive verb. However, the speaker does not do so; he omits the subject argument in the sentence which otherwise would have been shown in the sentence. Thus, it can be said that the above sentence having a transitive verb does not follow the standard Sindhi sentence structure. However, since the Sindhi language is a *pro*-drop language, it is allowed to drop subject argument in the Phonetic Form of the sentence which can be recovered through verb inflections. Unlike English, Sindhi is a morphologically rich language with rich agreement.

The verb phrase '**پڑھندا آھيون**=*parhanda aahyon*=read/study' of example 5.2 is combination of the two words '**پڑھندا**=*parhanda*=will study' and '**آھيون**=*aahyon*= are/agreement to show number, gender and tense'. It is a compound verb in the Sindhi language. The first morpheme '**پڑھندا**=*parhanda*=will study' is the main morpheme of the verb phrase, and it is a transitive verb. This is the morpheme through which person, number and gender and the subject can be inferred. It shows that omitted subject (we) is doing an action of 'reading' in the sentence. The internal structure of this verb shows

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that it is derived from the infinitive form '**پڑھڻ**=*parahan*=to study' which is further derived from the imperative '**پڑُھ**=*parh*= study', which is the base of the Sindhi verb (Trump, 1872).

The '**آ**=*aa*=phonological agreement' inflection in the verb '**پڑھندا**=*parhanda*=will study' shows that the subject of the sentence is plural with masculine gender, because this inflection is used with the verb to show plural number and masculine gender of a subject (Allana, 2010). This phonological inflection helps us to identify and recover the omitted subject in the Phonetic Form of the sentence. It also helps us to identify the person, number and gender of the hidden subject that is 'we'.

The replacement of the inflection '**آ**=*aa*=agreement' with the inflection '**و**=*wao*=agreement' in the morpheme '**پڑھندا**=*parhanda*=will study' will result in a new form with new meaning; meaning that we will have singular masculine subject from the plural masculine subject. When the inflection '**آ**= *aa*' is replaced with the suffix '**یون**=*yoon* =agreement' in the verb, we will get plural number and feminine gender of the subject. It can be seen that the slight change in the phoneme or morpheme leads to a complete different form and meaning of a word.

The second word in the verb phrase is '**آھیون**=*aahyon*=are/agreement'. It is normally used to show perfective aspect of the first person plural subject (we) in the present time. However, it is used to show habitual work of the subject in this sentence. The speaker uses this morpheme to show his/her habitual work of reading a paper every day. This morpheme helps us to infer and recover the omitted subject that is the first person plural 'we' in the sentence.

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The context of the above sentence shows that the speaker uses this sentence for the two reasons. Firstly, to show his habitual work that he is working hard that is why he reads papers every day. Secondly, speaker uses the phonological inflection '**آ**=*aa*=agreement' with the verb to show the formal use of the language; showing respect in the language. However, this suffix is normally used to show plural form of the subject in the sentence. The context of the sentence makes the speaker to use plural suffix '**آ**=*aa*=agreement' with the verb to show the formal use of the language. Therefore, it can be said that the suffix '**آهيون**=*aahyon*=agreement' has been used with the verb phrase to show the first person plural masculine and feminine both genders in the current time. The subject of the sentence is omitted in the Phonetic Form of the sentence which can be recovered in the Logical Form of the sentence (*pro*-drop language). The hidden subject can be inferred and recovered through the inflections in the verb phrase. Thus, keeping the above discussion in mind, it can be said that the hidden subject of the above sentence is '**اسان**=*assan*=we' and it has masculine gender in the sentence.

Table 5.3: Example 5.3..**تہ آءُاُنهي شيءِ کي هِي فالو ڪندُس**

Coding	Sentence Description	Sentence
M830	Arabic script	**تہ آءُاُنهي شيءِ کي هِي فالو ڪندُس.**
	Roman script	Ta aaon unhe shae khy he follow kandus.
	Transliteration	Ta= that; aaon= I; unhe= that; shae= thing; khy= have; he= also; follow; kandus= will do.
	Translation	I will also follow that thing.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I**, Obj: اُنهي شيءِ**=*unhe shae*=that thing**, VP: فالو ڪندُس**=*follow kandus*=will follow**, Conj: تہ**=*ta*=that**, AdvP: کي هِي**=*khy hee*=also/too)

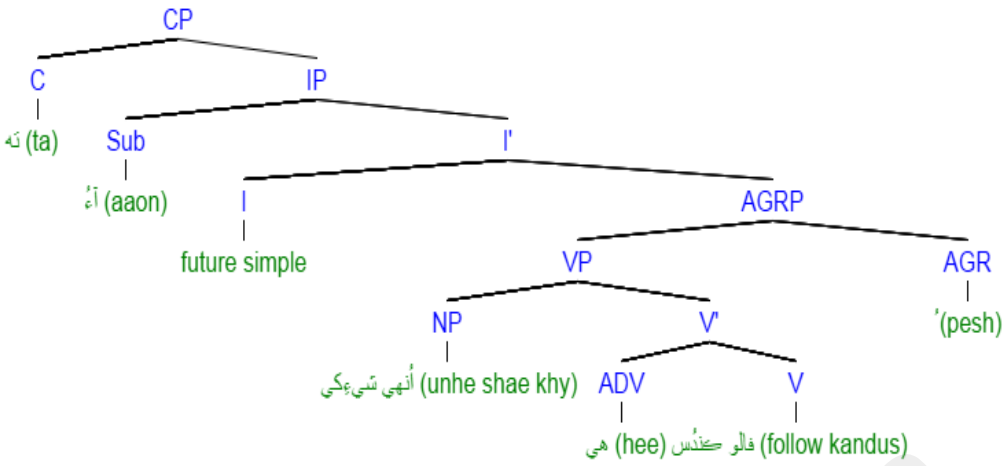

Figure 5.3: Tree Diagram 3

In the above tree diagram, V merges with ADV to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make C-bar. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP and V-bar.)

Example 5.3 presented above shows the structure where the speaker uses '**آءُ**=*aaon*=I' as a subject at initial position, '**اُنهي شيءِ**=*unhe shae*=that thing' as an object in middle and '**فالو ڪندُس**=*follow kandus*=will follow' as a verb at the end of the sentence. The structure of above sentence shows that it follows the standard Sindhi sentence structure. It can be seen that the above sentence is syntactically well represented and it has an overt subject and also an overt object in the Phonetic Form. Hence, the sentence satisfies the PP, EPP and the Theta-Criterion theory.

The verb phrase of example 5.3 is '**فالو ڪندُس**=*fallow kandus*=will follow'. It is combination of two words '**فالو**=follow' and '**ڪندُس**=*kandus*=will do'. The first morpheme '**فالو**=follow' is a free morpheme that can come alone in the sentence and it can convey meaning without depending on any other morpheme (Yule, 1994). It is an

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English word which is used in the Sindhi language as a Sindhi verb. The Sindhi word for the English word '**فالو**=follow' is '**ڪڍ لڳڻ**=*kadha lagan*=to follow' which means to follow someone/something to do something. It means that the subject of the sentence will follow something or somebody to do something in the future.

The second morpheme of the verb phrase is '**ڪندُس**=*kandus*=will do'. It is used to show some action in the future. Individually, it gives half meaning of doing something in future unless we see the context of the sentence. However, it gives a complete meaning when it is joined to any other lexical morpheme. It is joined with the morpheme '**فالو**=follow' as a compound verb to give a complete meaning of the sentence that the subject will follow something/someone in the future. Therefore, it can be said that it is a bound morpheme and it has been used together with the free morpheme as one morpheme '**فالو ڪندُس**=*follow kandus*=will follow' in the sentence. The inflection '**ُ**=*pesh*=phonological agreement' in this morpheme shows that the gender of the subject is masculine and the number is singular. Like Arabic, Sindhi uses such phonological inflections which show person, number and gender of the overt as well as non-overt subjects.

The internal structure of this verb phrase '**فالو ڪندُس**=*follow kandus*=will follow' shows that it is derived from the infinitive '**فالو ڪرڻ**=*fallow karan*=to follow' which has been further derived from the imperative '**فالو ڪر**=*fallow kar*=follow'. We can see the slight change in the last morpheme leads to a new word called infinitive from imperative. A change in the pronunciation of a morpheme also leads to a change in the form and meaning of the word.

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The context of the sentence and the verbal inflection '**دُس**=*dus*=agreement' is used to show that the subject of the sentence is first person singular masculine and the action will be taken in future. The use of such inflection shows that action of the sentence will be in future; meaning that subject of the sentence (I) will follow someone/something to do something in future. This suffix in Sindhi shows that the work is yet to be done; it is not yet done. The context of the sentence shows that speaker tries to show his capability of following something/someone in future that is why he uses such suffix with verb to show an action in future tense.

Table 5.4: Example 5.4..**هِتي آءُيونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان**

Coding	**Sentence Description**	**Sentence**
M16	Arabic script	**هِتي آءُيونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**
	Roman script	Hity aaon University Malaya mei PhD kary rahyo aahiyan.
	Transliteration	Hity=*Here;* aaon=*I; University Malaya;* mei=*in; PhD;* kary rahyo=*doing;* aahiyan=*am.*
	Translation	I am doing PhD here in University Malaya.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I, **Obj: پي ايڇ ڊي**=PhD, **VP: ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing, **PP: يونيورسٽي ملايا ۾**=University Malaya mei=in University Malaya, **AdvP: هِتي**=*hity*=here)

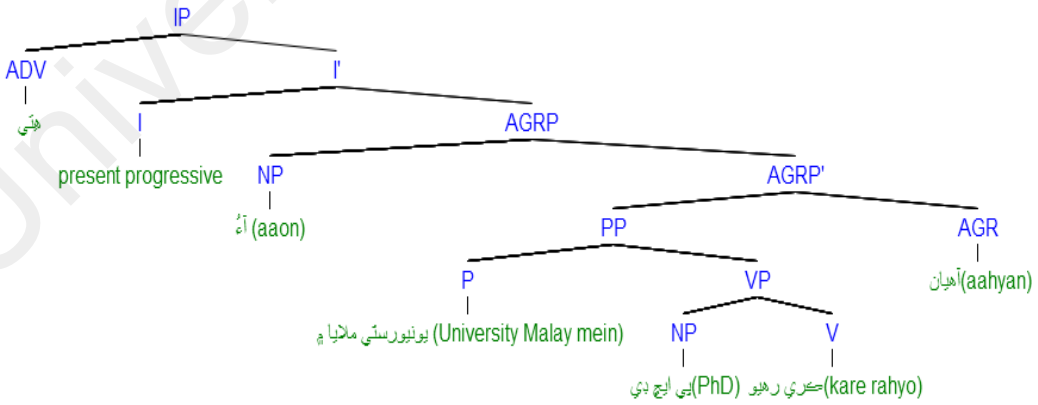

Figure 5.4: Tree Diagram 4

Tree Diagram 4 shows that V merges with NP to make VP, VP merges with P to make PP, PP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to

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make AGRP, AGRP mearges with I to make I-bar and I-bar merges with ADV to make IP. The head nodes in the above diagram are IP, I-bar, AGRP, AGRP-bar PP and VP.

A subject must be placed at initial position, an object in the middle and a verb at the end of a Sindhi sentence (Allana, 2010). Example 5.4 presents the structure of the Sindhi sentence where the speaker uses '**آءُ**=*aaon*=I' as a subject at initial position, '**پي ايڇ دي**=PhD' as an object in middle and '**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing' as a verb at the end of the sentence. The structure of above sentence shows that it follows the standard Sindhi sentence structure. It can be seen that the above sentence is syntactically well represented and it has an overt subject and also an overt object in the Phonetic Form. Hence, the sentence satisfies the PP, EPP and the Theta-Criterion theory (Carnie, 2007, 2008, 2011a, 2011b).

The verb phrase of the above sentence is '**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing'. It is combination of three morphemes '**ڪري**=*kary*=do', '**رهيو**=*rahyo*=agreement to show progressive aspect' and '**آهيان**=*aahyan*=am'. The morpheme '**ڪري**=*kary*=do' is a free morpheme. It is a main verb of the sentence, while the morphemes '**رهيو**=*rahyo*=progressive agreement' and '**آهيان**=*aahyan*=am' are suffixes or bound morphemes, which are added to the main verb to show person, number, gender, tense and aspect of the verb phrase of the sentence. The morpheme '**ڪري**=*kary*=do' has been derived from the infinitive '**ڪرڻ**=*karan*= to do' and this infinitive has been derived from the imperative form '**ڪر**=*kar*= do', which is the base form of the Sindhi verb.

The second morpheme in the verb phrase is '**رهيو**=*rahyo*=progressive agreement'. Individually, this morpheme is used to show action living in the past simple tense. It has

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been derived from the infinitive '**رهڻ**=*rahan*=to live' which has been further derived from the imperative form '**رهُ**=*rah*=live' of the verb. However, in this sentence, it is used as a suffix to show the continuous or progressive aspect of the verb. This morpheme helps us to identify the number and gender of the subject that is singular masculine.

The third morpheme in the verb phrase is '**آهيان**=*aahyan*=am'. It is bound morpheme or a suffix which is used with a verb phrase to show person of the subject and tense of the sentence. This morpheme has been used in a verb phrase to show first person singular pronoun '**آءُ**=*aaon*=I' with masculine and feminine gender in the present time.

The inflection '**آهيان**=*ahyan*=am' agrees with the morpheme '**رهيو**=*rahyo*= agreement', and these both bound morphemes (inflections) agree with the first person singular subject '**آءُ**=*aaon*= I'. When we use first person plural subject in this sentence, the bound morphemes will also change according to the number and gender of the subject of the sentence. They will change from the morphemes '**رهيو**=*rahyo*=agreement' and '**آهيان**= *ahyan*=am' to the suffixes '**رهيا**=*rahya*=agreement' and '**آهيون**=*ahyon*=are'. This is how change occurs in the meaning of the sentence.

The context of the sentence shows that it has been used in the present progressive form in order to show the continuity of the work in the sentence, and it has been used in an active voice form. The sentence shows that speaker uses such verb to show his relation with the institution called University Malaya. The relation is of doing PhD; the speaker is doing PhD from University Malaya, thus in this way they have a relation with each other. Secondly, the context of the verb phrase shows that the action

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has not been completed; it is yet to be completed in near future. The context of sentence also shows that speaker feels proud in telling that he is doing PhD in one of the well-known universities of Malaysia.

Table 5.5: Example 5.5..ٻہ ڀيڻون هِن اُنهن کي موڪليندو آهيان مان

Coding	Sentence Description	Sentence
N635	Arabic script	ٻہ ڀيڻون هِن اُنهن کي موڪليندو آهيان مان.
	Roman script	Bha bhenon hin unhan khy mokleendo aahyan maan.
	Transliteration	Bha= two; bhenon= sisters; hin= have; unhan= they; khy= have; mokleendo= send; aahyan= am; maan= I.
	Translation	I have two sisters and I send them (money).
	Syntactic Analysis	(**Subj:** مان=*maan*=I, **Obj:** zero, **Object Comp:** اُنهن کي=*unhan khy*=them, ٻہ ڀيڻون=*bah bhenon*=two sisters, **VP:** موڪليندو آهيان=*mokleendo aahyan*=send/I send, هِن=*hin*=have)

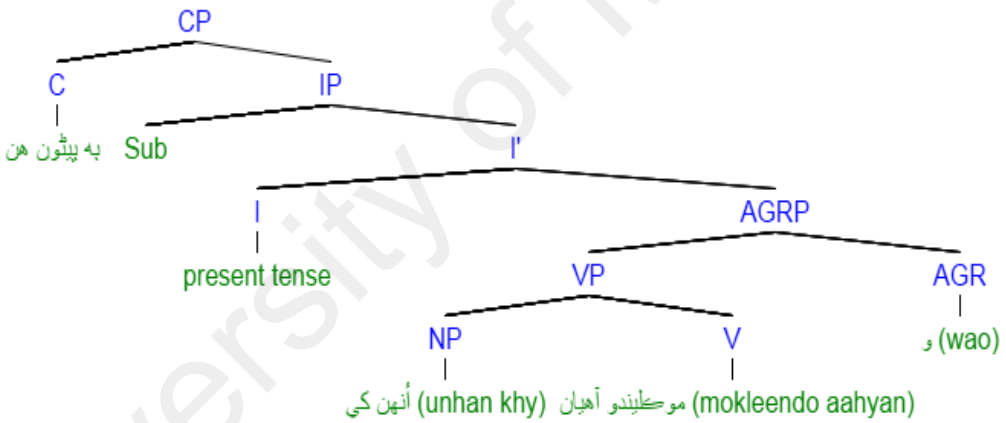

Figure 5.5: Tree Diagram 5

Tree Diagram 5 shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP, and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.5 presented above shows the structure of the Sindhi sentence where the speaker uses ‘مان=*maan*=I’ as a subject at initial position, ‘اُنهن کي=*unhan khy*=them’ as

an indirect object in middle and '**موڪليندو آهيان**=*mokleendo aahyan*=send' as verb at the end of the sentence. The sentence has an overt subject but its direct object is non-overt in the Phonetic Form (PF) of the sentence.

This verb is a transitive verb which requires subject and direct object to show complete action in the sentence. However, the speaker is violating the rules for standard structure; he does not use direct object which should otherwise be used in the sentence. Therefore, it can be said that the structure of above sentence is not following the standard Sindhi sentence structure. However, it is one of the morphological properties of the Sindhi language that it can omit/hide its arguments at subject or object positions in the sentence. Sindhi is a *pro*-drop langage which is permitted to drop its arguments at subject as well object positions in the Phonetic Form (PF) which can be recovered in their Logical Form (LF) through verb inflections. Here, in this sentence, the omitted object is understood.

The verb phrase of main clause of example 5.5 is '**موڪليندو آهيان**=*mokleendo aahyan*=send'. It is the main verb of the sentence which is doing an action of 'sending' something (agift/money) to 'his sisters'. This verb phrase is combination of the two morphemes '**موڪليندو**=*mokleendo*=will send' and '**آهيان**=*aahyan*=am'. The word '**موڪليندو**=*mokleendo*=will send' is a free morpheme, and '**آهيان**=*ahyan=am*' is an inflectional morpheme (Yule, 1994).

The inflection '**آهيان**=*ahyan*=am' is always added with the main verb to show that the subject of the sentence is a first person singular pronoun '**مان**=*maan*=I', and it has a nominative case in the sentence. This morpheme agrees with the ending inflection '**و**=*wao*=agreement' of the main verb '**موڪليندو**=*mokleendo*=will send' to show

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singular number and masculine gender of the subject. By replacing the inflection '**و**=*wao*= agreement' with the inflection '**آ**=*aa*=agreement', the result would be a new word with plural number and masculine gender, and the inflection '**آهيان**=*ahyan=am'* will be replaced with '**آهيون**=*ahyon*=are'. On the other hand, the morphemes '**آهي**=*aahy*=is' and '**آهِن**=*ahin*=are' agree with the verb of the third person singular and plural pronouns (He/She/It and They). We see a change in the inflection of a verb leads to a change in the form and meaning of the morpheme.

Semantically, the context of the sentence shows that the speaker is trying to show that he has two sisters and he helps them; he sends them money, which shows sense of responsibility, relationship and above all the sense of kinship. Directly or indirectly, the speaker tries to show that it is his responsibility and a habitual work to help his sisters. The use of such verbs also shows the bondage between the speaker and his sisters. It also shows their culture that they help each other specially their women in terms of money, clothing and food. Thus, it can be said that the omitted/hidden/no-overt object of the above sentence is 'money' which is sent to his sisters by the subject (the speaker).

Table 5.6: Example 5.6..**ءِ اِن اِستبدي جي ڪري مان توهان جو انترويو ڪيو**

Coding	**Sentence Description**	**Sentence**
M852	Arabic script	**ءِ اِن اِستبدي جي ڪري مان توهان جو انترويو ڪيو.**
	Roman script	Ain ina study je kary maan tahan jo interview kayo.
	Transliteration	Ain=and; ina=this; study=study; je=of; kary=do; maan=I; tahanjo=your; interview; kayo=did.
	Translation	And due to this study I took your interview.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj: توهان جو انترويو**=*tawhan jo interview*=your interview**, VP: ڪيو**=*kayo*=did/took**, PP: ءِ اِن اِستبدي جي ڪري**=*ain ina study je kary=a*nd due to this study)

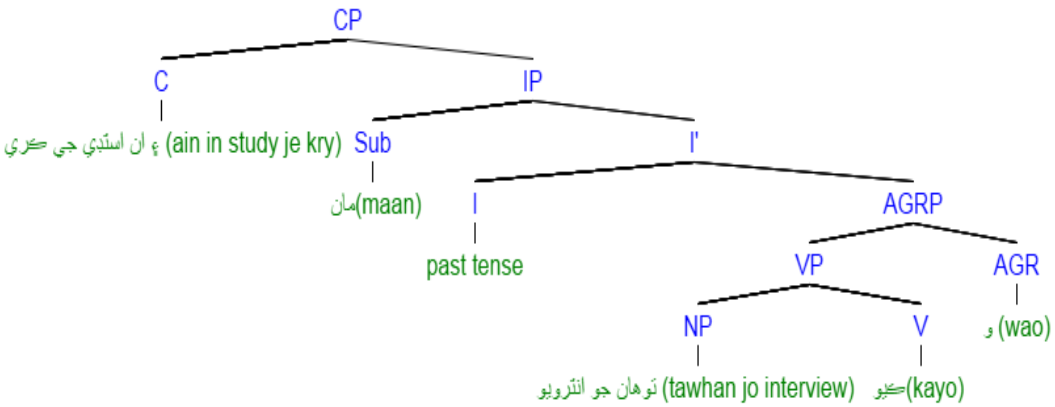

Figure 5.6: Tree Diagram 6

Tree Diagram 6 shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP, and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.6 presented above shows the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as a subject at initial position, '**توهان جو انترويو**=*tawhan jo interview*=your interview' as an object in middle and '**ڪيو**=*kayo*=did/took' as a verb at the end of the sentence. The structure of the above sentence shows that it has been used according to the standard Sindhi sentence structure. It can be seen that the above sentence is syntactically well represented and it has an overt subject and also an overt object in the Phonetic Form. Hence, the sentence satisfies the PP, EPP and the Theta-Criterion theory (Haegeman, 1994).

The verb phrase of the example 5.6 is '**ڪيو**=*kayo*=did'. It is the only morpheme in the verb phrase of this sentence. It is a transitive verb which requires subject and object to show action in the sentence. The internal structure of this verb phrase shows that it is derived from the infinitive ' **ڪرڻ**=*karan*=to do' that is further derived from the

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imperative '**ڪر**=*kar*=do' which is the base form of the Sindhi verb (Baig, 2006). The inflection '**يو**=*yo*=agreement' in the verb '**ڪيو**=*kayo*=did' shows that the action of the sentence is in the past time. This inflection is a bound morpheme which is used to show past time, singular number and masculine gender of the argument. It helps us to identify the person, number and gender of the object of the sentence.

The context of the sentence shows that the action has taken place in the recent past. The context of verb shows that speaker took somebody's interview due to his/her study, which means he would not have taken the interview otherwise. The speaker uses such verb to show some complete action which he/she did in the recent past. Consciously or unconsciously, the speaker is trying to show the importance of the interview as well as requirement of his study that is why the speaker uses past simple form of the verb to show action in the past. He wants his interviewees to realize the importance of his study regarding their language and also to make them realize importance of their language.

The change in the last morpheme leads us to a new morpheme with new form and meaning. It shows that the argument which the verb focuses (**توهان جو انٽرويو**=*tawhan jo interview*=your interview) is a singular with masculine gender. Besides, it can be seen that we can also derive a verb from the noun '**انٽرويو**=interview' by adding the morpheme '**ڪيو**=*kayo*=did'. We see that the morpheme '**ڪيو**=*kayo*=did' is also working like a derivational morpheme which derives one class of a word from the other. The subject '**مان**=*maan*=I' is an external argument with a nominative case, and it took the interview from second person singular subject 'you' for his 'study'.

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5.2.1 Classifiction of Transitive Verbs in Sindhi

As stated above, transitive verbs are classified into various types and two forms. Transitive verbs are further classified into Monotransitive, Ditransitive, Compound verbs, Aspectual verbs and Causative verbs (Khoso, 2005). The following sections will explain the types of transitive verbs in Sindhi.

5.2.1.1 Monotransitive Verbs in Sindhi

Khoso (2005) defines verb as a 'work', which tells something about someone or somebody (a noun or pronoun); meaning that verb is a word or group of words which shows the meaning of 'to be', 'to do', 'to feel/bear' or 'to be in something'. Monotransitive verbs are basically transitive verbs. These verbs take only one argument at subject position in a sentence.

Examples 5.7 to 7. 11 will analyse and explain the use of monotransitive verbs in the Sindhi language.

Table 5.7: Example 5.7..**اسان پنهنجي حساب سان اُهو سيٽ اپ هڪڙو ڊزائين پيا ڪيون.**

Coding	Sentence Description	Sentence
M746	Arabic script	**اسان پنهنجي حساب سان اُهو سيٽ اپ هڪڙو ڊزائين پيا ڪيون.**
	Roman script	Assan pahinje hisaab saan uho setup hikro design paya kayon.
	Transliteration	Assan=we; pahinje=our; hisaab=way; saan=with; uho=that; setup=setup; hikro=one; dezine=design; paya=are; kayon=doing.
	Translation	We are designing that setup with our own way.
	Syntactic Analysis	(**Subj:اسان**=*assan*=we,**Obj: اُهو سيٽ اپ**=*uho setup*=that set up**, VP: ڊزائين پيا ڪيون**=*design paya kayon*=are designing**, PP: پنهنجي حساب سان**=*pahinje hisaab san*=with our own way**, AdjP: هڪڙو**=*hikro*= one)

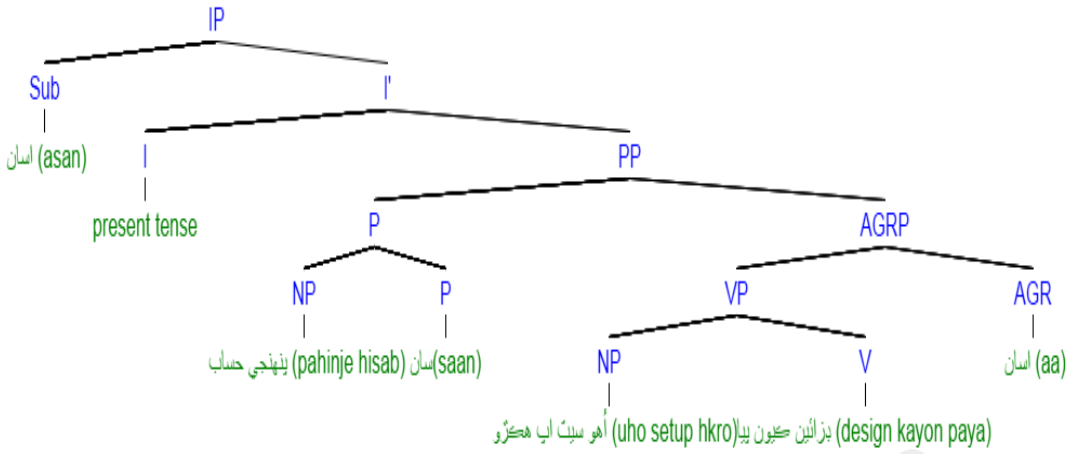

Figure 5.7: Tree Diagram 7

Tree Diagram 7 shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with PP-bar to make PP, PP merges with I to make I-bar, and I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, PP, PP-bar, AGRP and VP.

Example 5.7 presents the sentence structure of the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as subject at initial position, '**اُهو سيٽ اپ**=*uho setup*=that set up' as an object in middle and '**ڊزائين پيا ڪيون**=*design paya kayon*=are designing' as verb at the end of the sentence. The structure of the above sentence shows that it has been used according to the standard Sindhi sentence structure. It can be seen that the above sentence is syntactically well represented and it has an overt subject and also an overt object in the Phonetic Form. Hence, the sentence satisfies the PP and EPP along with the Theta-Criterion theory (Chomsky, 1988).

Example 5.7 presents the structure of the sentence that has been used according to the standard Sindhi sentence structure. However, there is one place where it does not follow the standard sentence structure. As stated above, the expansions of subject, object and verb should come before the subject, the object and the verb in Sindhi

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sentence. However, the speaker does not follow the pattern of object expansion; he places the object (**سيٽ اپ**=*set up*) in between expansion words (**اُهو**=*uho*=that and **هڪڙو**=*hikro*=one); whereas, the rule is to put entailments before an object in a written sentence. It can be seen that speaker does not follow the expansion rule for object in the spoken Sindhi language; however, it does not affect meaning of the sentence at all.

The structure of the above sentence shows that it satisfies the Projection Principle (PP) by syntactically representing the sentence. It also satisfies the Extended Projection Principle (EPP); all sentences must have a subject. Thus, it can be said that the above sentence satisfies the PP, EPP and Theta-Criterion theory.

The verb phrase of the sentence is '**ڊِزائين پيا ڪيون**=*design paya kayon*=are designing'. It is a combination of three morphemes '**ڊِزائين**=*dezine*=design', '**پيا**=*paya*=are/ agreement to show plural masculine gender and present tense' and '**ڪيون**=*kayon*=doing'. The first morpheme '**ڊِزائين**=*dezine*=design' is a free morpheme. It is a borrowed word from English, nowadays commonly used as a verb in the Sindhi language. The Sindhi word for it is '**ناهِيون**=*thahiyon*=design/make'. The morpheme '**ناهِيون**=*thahiyon*=design' is derived from the infinitive '**ناهِڻ**=*thahin*=to design' which is further derived from the imperative form '**ناهِ**=*thah*=design' of the verb.

The second morpheme of the verb phrase is '**پيا**=*paya*=are/agreement'. It is a bound morpheme and it cannot come alone in the sentence; it always depends on the main verb or free morpheme to give meaning. It is used to show plural number, masculine gender and present continuous tense. This suffix shows that the subject of the sentence is first

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person plural pronoun '**اسان**=*assan*=we' with masculine gender in the sentence. This morpheme helps us to infer the person, number and gender of the subject.

The third morpheme in the verb phrase is '**کیون**=*kayon*=doing'. This inflection has been derived from the infinitive '**کرڑ**=*karan*=to do' which is further derived from the imperative '**کر**=*kar*=do'. The morpheme '**کیون**=*kayon*=doing' agrees with the suffix '**پیا**=*paya*=are/agreement', and both bound morphemes (suffixes) agree with the subject '**اسان**=*assan*=we' of the sentence. Subject of the sentence is plural that is why the bound morphemes '**پیا**=*paya*=are/agreement' and '**کیون**=*kayon*=doing' have been used with the main verb '**ڈِزائین**=*dezine*=design'.

Semantically, the context of the sentence shows that the speaker wants to show that they are designing something new may be a set up for their study which has not been designed by anyone before. The speaker wants to show importance of his studies and research which he is conducting for his studies. However, the progressive form of the tense shows that the speaker is not sure when to complete that design; it is still going on. The context of the verb phrase shows that the work has not been completed; it is yet to be completed in the future. The use of such verb also shows that the speaker is enthusiastic for designing a set up for his study.

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Table 5.8: Example 5.8.تہ اسان ان کي واپس مينٽين ڪرڻ چاهيون ٿا

Coding	Sentence Description	Sentence
M121	Arabic script	تہ اسان ان کي واپس مينٽين ڪرڻ چاهيون ٿا.
	Roman script	Ta assan una khy wapas maintain karan thaa chahyon.
	Transliteration	Ta=that; assan=we; una=that; khy=have; wapas=back; menten=maintain; karan=to do; thaa chahyon=want.
	Translation	We want to maintain it back.
	Syntactic Analysis	(**Subj**: **اسان**=*assan*=we, **Obj: اُن کي**=*una khy*=it, **VP: مينٽين ڪرڻ چاهيون ٿا**=*maintain karan chahyon that*=want to maintain, **AdvP: تہ**=*ta*=that, **Adj: واپس**= *wapis*=back)

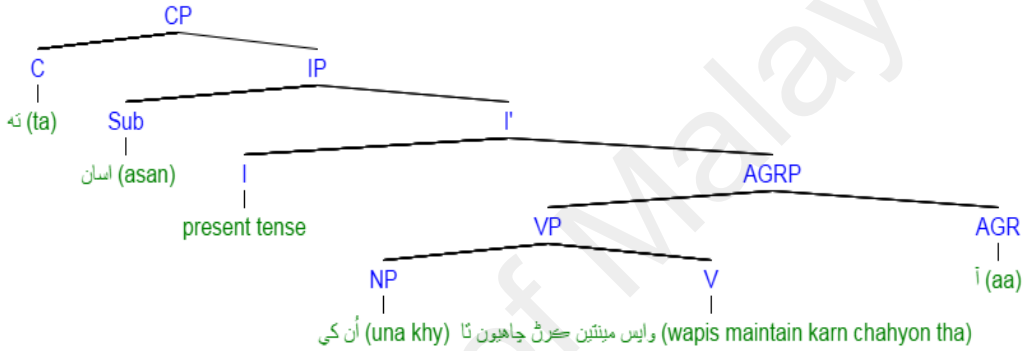

Figure 5.8: Tree Diagram 8

Tree Diagram Representation of the Sentence 8 explains that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP, and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.8 shows the structure of the Sindhi sentence where the speaker uses '**اسان** =*assan*=we' as the subject at initial position, '**اُن کي**=*una khy*=it' as the object in middle and '**مينٽين ڪرڻ چاهيون ٿا**=*maintain karan chahyon that*=want to maintain' as the verb at the end of the sentence. The structure of the above sentence shows that it has been used according to the standard Sindhi sentence structure. It can be seen that the above

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sentence is syntactically well represented and it has an overt subject and object in the Phonetic Form. Hence, the sentence satisfies the PP and EPP (Carnie, 2007)

The verb phrase of example 5.8 is '**مينٽين ڪرڻ چاهيون ٿا**=*maintain karan chahyon that*=want to maintain'. It is combination of four words '**مينٽين**=maintain', '**ڪرڻ** =*karan*=to do', '**چاهيون**=*chahyon*=want to' and '**ٿا**=*thaa*=phonological agreement'. It is a transitive verb having two arguments to discuss about in the sentence.

The first morpheme in the verb phrase is '**مينٽين**=maintain'. It is a free morpheme. It is the main verb of the sentence which tells the action of the sentence. This morpheme shows what the subject of the sentence wants to do something in the sentence. It shows the action of 'maintaining' something in the sentence. The speaker uses the word 'maintain' in the Sindhi language which is an English word. The Sindhi word or verb for the English word 'maintain' is '**بحال ڪرڻ**=*bahaal karan*=to maintain'.

The second morpheme in the verb phrase is '**ڪرڻ**=*karan*=to do'. It is an inflectional morpheme which is added with the main verb '**بحال**=*bahaal*=maintain' to make it infinitive '**مينٽين ڪرڻ**=*maintain karan*=to maintain'. The internal structure of the inflection '**ڪرڻ**=*karan*=to do' shows that it is an infinitive which has been derived from the imperative form '**ڪر**=*ker*=do'. With addition of '**ڻ**= agreement to make an infinitive' with the base form or imperative '**ڪر**=*kar*=do' we get a new word called infinitive '**ڪرڻ**=*karan*= to do'. Thus, in this way, it can be said that it is a derivational morpheme; which changes the class of the word to make a new word (Yule, 1994). This

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morpheme is used as an inflectional morpheme with the main verb to show willingness to do action in this sentence.

The third morpheme in the verb phrase is '**چاهیون**=*chahyon*=want'. This morpheme shows the will and wish of the subject to do something in the sentence. It shows that the subject wants to do something in the sentence (subject wants to maintain something). The internal structure of this morpheme shows that it has been derived from the infinitive '**چاهڑ**=*chahin*=to want' which is further derived from the base or imperative form '**چاہ**=*chah*=want'.

The fourth and the last morpheme in the verb phrase is ' **تا**=*thaa*=agreement to show number, gender and tense'. The inflection ' **تا**=*thaa*=phonological agreement' is a bound or inflectional morpheme which is added to the verb phrase to show person, number, gender and tense of the sentence. It shows that the number of the subject is plural, gender is masculine and the tense of this sentence is present simple tense.

The context of the verb phrase '**مینٹین کرڑ چاهیون تا**=*maintain karan chahyon that*=want to maintain' shows that the speaker shows his intension to maintain something back which has not been maintained for couple of years. The speaker wants to show worth of his studies that he is doing something important for his research work, which has not been done by anyone in his area. The speaker uses the suffix '**تا**=*thaa*=phonological agreement' with the verb phrase in order to show the formal use of language, and also to show that he will be supported by his teacher/supervisor.

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Table 5.9: Example 5.9.**يا ايم ئي ۾ ڪا داخلا ڪري نه سگهيُس**

Coding	Sentence Description	Sentence
N444	Arabic script	**يا ايم ئي ۾ ڪا داخلا ڪري نه سگهيُس**
	Roman script	Ya ME mei ka dakhila kary na saghyus.
	Transliteration	Ya=or; ME; mei=in; ka=any; dakhila=admission; kary=do; na=not; saghyus=could.
	Translation	Or (I) could not get admission in Master of Engineering.
	Syntactic Analysis	(**Subj:** zero**, Obj: ڪا داخلا**=*ka dakhila*=an admission**, VP: ڪري نه سگهيُس**=*kar na saghyus*=could not do**, PP: ايم ئي ۾**=*ME mei*=in ME)

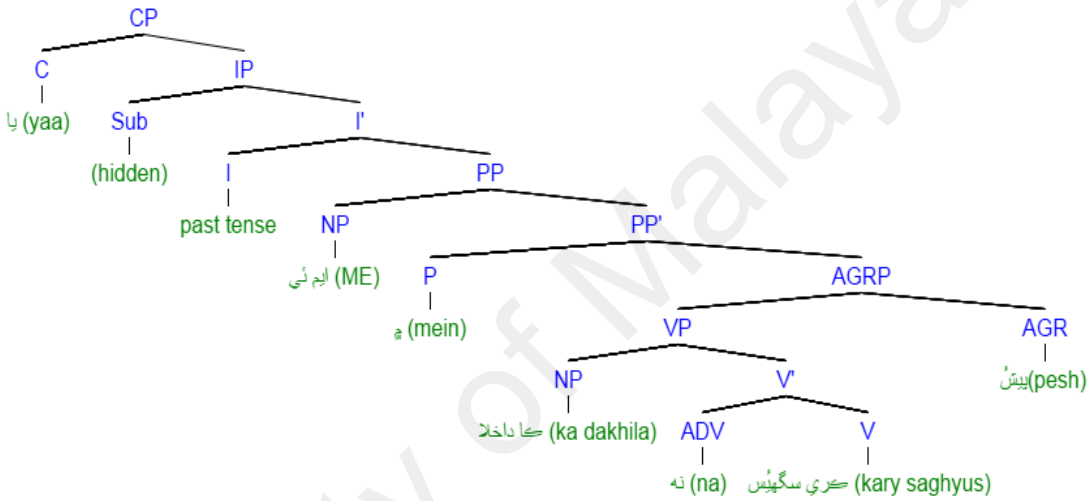

Figure 5.9: Tree Diagram 9

Tree Diagram 9 shows that V merges with ADV to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with P to make P-bar, P-bar merges with NP to make PP, PP merges I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, PP, PP-bar, AGRP, VP and V-bar.

Example 5.9 presented above shows the structure of the Sindhi sentence where the speaker uses '**ڪا داخلا**=*ka dakhila*=an admission' as an object in the middle and '**ڪري نه سگهيُس**=*kare na saghyus*=could not do' as a verb at the end of the sentence.

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The structure of the above sentence shows it has an overt object along with a non-overt subject. The structure of the sentence shows that it has null subject or an empty category (EC) in the Phonetic Form (PF) of the sentence which can be recovered at the LF of the sentence (Chomsky, 1988). It can be seen that the above sentence is syntactically well represented and it has an overt object along with a non-overt subject (Null/zero subject) in the Phonetic Form. The above sentence satisfies the PP but violates the EPP (Haegeman, 1994). As stated above, like Italian and Spanish, Sindhi is also a *pro*-drop language where *pro* (pronouns at subject and object positions) is usually omitted at the PF level which can be recovered at LF level of the sentence through the recoverability condition in the *pro*-drop languages.

The structure of the sentence shows that it has been used according to the standard sentence structure. However, there are two places where it does not follow the standard sentence structure. The subject of the sentence is omitted and the sign of negation (not) should come before the verb in a sentence (Baig, 2006). The speaker does not follow the pattern of negation; he places it in between the verbs; whereas, the rule is to place sign of negation before the verb phrase in a written sentence. It can be seen that speaker does not follow the rule for placing sign of negation in the spoken Sindhi language. However, it does not affect meaning of the sentence at all.

The verb phrase of this sentence is '**ڪري نہ سگھيُس**=*kar na saghyus*=could not do'. It is combination of two morphemes '**ڪري**=*kare*=do' and '**سگھيُس**=*saghiyus*=could (do)' along with a sign of negation '**نہ**=*na*=not'. Individually, the morpheme '**ڪري**=*kare*=do' is a bound morpheme. However, it is used as a main verb in present simple tense but even then it cannot be called a free morpheme, because it does not give complete meaning unless an inflectional morpheme is added to it. We can see the use of the

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inflection ‘کري=*kare*=do’ with third person singular masculine subject in the phrases like present simple tense ‘کري ٿو=*kare tho*=does’, past simple tense ‘کيائين=*kayaein*=did’ and future simple tense ‘کندو=*kando*=will do’.

It can be seen that there are three different forms of the morpheme ‘کري=*kare*= do’ for third person singular masculine subject in present, past and future simple tense. It works like an irregular verb in English (write, wrote and written). The internal structure of this morpheme shows that it has been derived from the infinitive ‘کرڻ=*karan*=to do’ which has been further derived from the imperative form of the verb ‘کر=*kar*=do’.

The second morpheme in the verb phrase is ‘سگهيُس=*saghyus*=could (do)’, which is a bound morpheme and cannot come alone in a sentence to give meaning unless it is attached with other morphemes. It is used as main verb of the sentence which shows ability of the subject to continue work in the past time. It is used as what we say in English a modal verb, which is used to show to ability to work. The internal structure of the morpheme ‘سگهيُس=*saghyus*=could (do)’ shows that it has been derived from the common noun ‘سَگهَه=*sagha*=ability/capacity/power’. When we add the derivational morpheme ‘يُس=*yus*=agreement to show singular masculine subject and past tense’ to the common noun ‘سَگهَه=*sagha*=ability’, we get a new morpheme a verb ‘سگهيُس=*saghyus*=could (do)’.

One has to be careful while pronouncing the morphemes ‘سگهيُس=*saghyus*=could (do)’ and ‘سگهيَس=*saghyas*=could (do)’. The former is used to show ability of the first

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person singular with masculine gender in the past time, while latter is used to show first person singular but feminine gender in the past time. The inflections ‘يُس=*yus*=agreement’ and ‘يَس=*yas*=agreement’ are used to differentiate between masculine and feminine genders.

The phonological inflection ‘ُ=*pesh*=phonological agreement to show singular masculine gender’ is used for first person singular with masculine gender (I). This is the inflection that helps to recover the omitted subject in the LF of the sentence. On the other hand, the phonological inflection ‘ َ=*zabar*=phonological agreement’ is used to show first person singular but feminine gender. The gender of the subject can be changed by replacing the sounds from ‘*pesh*’ to ‘*zabar*’ in the Sindhi language (Bur'ro, 2004). The sign of negation in the verb phrase is used to show that the work of the sentence could not take place; meaning that subject of the sentence could not get admission in Master of Engineering.

The context of the sentence shows that the action could not take place due to some circumstances; the speaker could not get admission in ME. The context of the verb phrase shows that the speaker wants to show that he could not get admission in ME. In other words, he wants to show that he tried his best to get admission in ME, but he could not get it. He tries to blame the situation and circumstances which could not make him get admission in ME. It also shows that either the speaker was lazy to get admission or due to certain personal/family problems he could not get admission. However, the context of the sentence shows that he did have intension of getting admission in ME.

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Table 5.10: Example 5.10..ملائيشيا ۾ هِتي ڏاڍي رِسرچ پَئِي هلي اِن تي

Coding	Sentence Description	Sentence
N739	Arabic script	ملائيشيا ۾ هِتي ڏاڍي رِسرچ پَئِي هلي اِن تي.
	Roman script	Malaysia mei hity dadhi research pai haly ina ty.
	Transliteration	Malaysia=Malaysia; mei=in; hity=here; dadhi=very; research; pai=is; haly=going; ina=it; ty=on.
	Translation	There is research going on it in Malaysia.
	Syntactic Analysis	(**Subj:** zero**, Obj: رِسرچ**=*research*=research**, VP: پَئِي هلي**=*paee haly*=is going on**,PP: ملائيشيا ۾**=*Malaysia mei*=in Malaysia**, اِن تي**=*ina ty*=on it**, AdvP: هِتي**=*hity*=here)

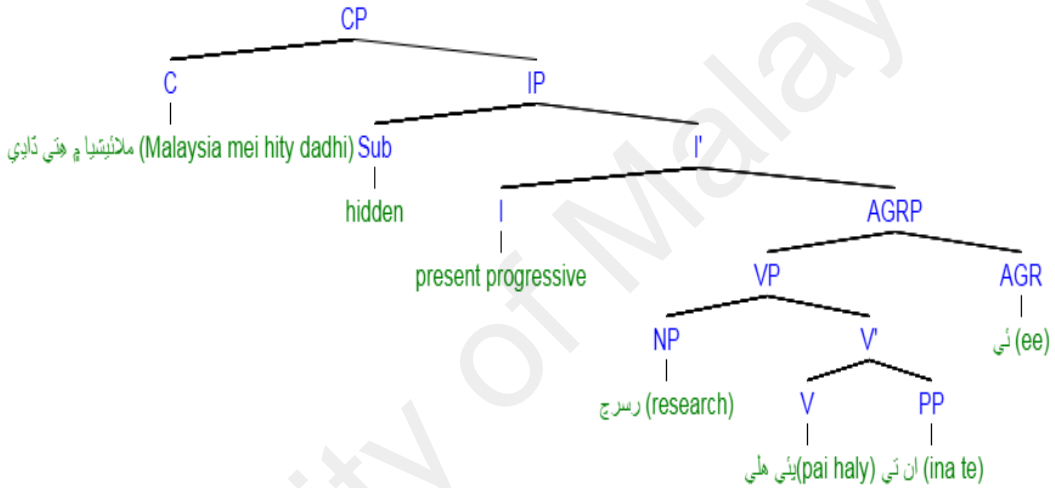

Figure 5.10: Tree Diagram 10

Tree Diagram 10 explains that PP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.

Example 5.10 presented above shows the structure of the Sindhi sentence where the speaker uses '**رِسرچ**=research' as a subject in initial position, '**پَئِي هَلي**=*paee haly*=is going on' as a verb in the middle and '**اِن**=*ina*=it' as an object at the end of the sentence.

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This sentence is a bit complex one; it could be interpreted transitively and intransitively in two interpretations. The first interpretation is that the structure of the above sentence shows that it does not have argument at object position, because it as an intransitive verb (going). Therefore, it can be said that the above sentence has only subject (research) that is going on. Thus, it follows the standard sentence structure which is used for sentences having intransitive verbs. The sentence follows the Projection Principle (Carnie, 2007) and Extended Projection Principle.

The second interpretation is that the sentence has a null subject at initial position, 'research' as an object at middle and 'doing' as a verb at the end of the sentence. Here, the verb has been taken as a transitive verb which does require subject and object to give complete sense of the sentence. The sentence follows the Projection Principle but violates the Extended Projection Principle (Carnie, 2007, 2008, 2011a), because it has null subject.

The verb phrase in the above example is '**پَئِي هَلي**=*paee haly*=is going on'. It is a combination of two morphemes '**پَئِي**=*paee*=is/agreement to show progressive aspect' and '**هَلي**=*haly*=goes/going'. The first morpheme '**پَئِي**=*paee*=is/agreement' is a bound morpheme and it is used to show third person singular subject with feminine gender and present tense with progressive aspect. The singular masculine form of the morpheme '**پَئِي**=*paee*=is/agreement' is '**پَيو**=*payo*=is/agreement', while '**پَيا**=*paya*=are/agreement' and '**پَيوُن**=*payon*=are/agreement' are plural forms with masculine and feminine subjects in the present tense. One has to be careful in the pronunciation of the morpheme '**پَئِي**=*paee*=is/agreement'. A slight change in the pronunciation of '**پَئِي**=*paee*=agreement' leads to a complete change in the form and meaning of a word.

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The second morpheme of the verb phrase '**هَلي**=*hale*=goes/going' is a free morpheme. The internal structure of this morpheme shows that it has been derived from the infinitive '**هَلَڻ**=*halan*=to go' which has been further derived from the imperative '**هَلُ**=*hal*=go'. It can also be used with the third person singular subject in the present simple tense to give meaning of 'go' .

The morphemes '**هَلي**=*hale*=goes/going' and '**هَلِي**=*halee*=went' are carefully used in written as well as in spoken Sindhi .The former is used for present simple as well present continuous tense for third person singular subject with any gender, while the latter is used for third person singular with feminine gender in the past simple tense. We see slight change even in the pronunciation leads us to a different form and meaning of a morpheme. Individually, both morphemes '**پَئي**=*paee*=is/agreement' and '**هَلي**=*hale*=goes' have different forms and meanings but in combination they show present continuous tense. The verb of the sentence has progressive aspect in the present.

The context of the sentence shows that the speaker wants to show that the topic which he is working on is worthy to be studied. The use of progressive form of the verb shows that it is still continue; people in Malaysia are still working on such topic/field. Having seen importance of the topic/field among researchers in Malaysia he (the speaker) chooses working on that topic. In other words, he wants to show that he is working on something which is important field; he is showing worth of his field in Malaysia.

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Table 5.11: Example 5.11..ءِ اُن کان پوءِ اُتي مان پڑهائي جيڪو آهي سو جاري نہ ڪري سگهيُس اڳتي ايم ايس وغيره ۾

Coding	Sentence Description	Sentence
N443	Arabic script	**ءِ اُن کان پوءِ اُتي مان پڑهائي جيڪو آهي سو جاري نہ ڪري سگهيُس اڳتي ايم ايس وغيره ۾.**
	Roman script	Ain una khan poi uty maan parhai jeko aahy so jari na rakhi saghyus aghty MS wagera mei.
	Transliteration	Ain=and; una=that; khan=from; poi=then; uty=there; maan=I; parhai=study; jeko=that; aahy=is; so=that; jari=continue; na=not; rakhi=took; saghyus=could; aghty=further; MS; wagera=etc.; mei=in.
	Translation	And after that I could not continue my studies further in MS etc.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: پڑهائي**=*parhai*=study, **VP: جاري نہ ڪري سگهيُس**=*jari na kary sghyus*=could not continue, **PP: ايم ايس وغيره ۾**=*MS wagera mei*=in MS etc, **AdvP: اُن کان پوءِ**=*una khan poi*=after that, **اُتي**=*uty*=there, **جيڪو آهي سو**=*jeko aahy so*=hat, **اڳتي**=*aghty*=further)

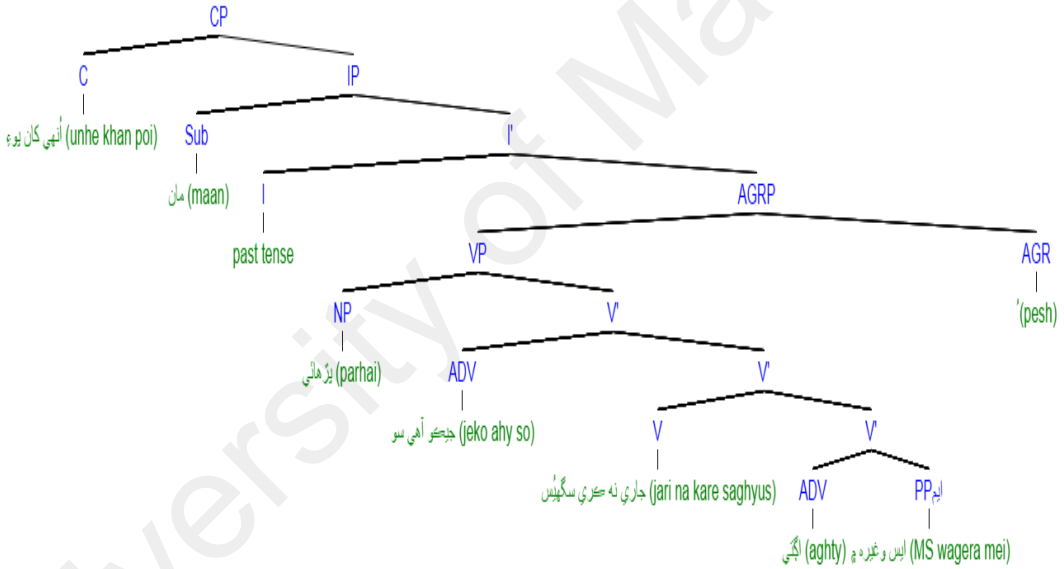

Figure 5.11: Tree Diagram 11

Tree Diagram Representation of the Sentence 11 shows that PP merges with ADV to make V-bar1, V-bar1 merges with V to make V-bar2, V-bar2 merges with ADV to make V-bar3, V-bar3 merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP, V-bar1, V-bar2 and V-bar3.

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Example 5.11 presents the structure of the Sindhi sentence where the speaker uses ‘**مان**=*maan*=I’ as direct subject at initial position, ‘**پڑهائي**=*parhai*=study’ as an object at middle position and ‘**جاري نہ ڪري سگهيُس**= *jari na kary sghyus*=could not continue’ as verb at the end of the sentence. The structure of the sentence shows that the sentence has been spoken according to the standard Sindhi sentence structure. Thus, it can be said that this sentence satisfies the PP by representing the sentence structure, EPP by having an overt subject and theta-criterion by theta marking the arguments in the sentence.

The verb phrase of the sentence is ‘**جاري نہ ڪري سگهيُس**=*jari na kary sghyus*=could not continue’. It is a combination of three morphemes ‘**جاري**=*jaari*=continue’, ‘**ڪري**=*kare*=do’, ‘**سگهيُس**=*saghiyus*=could (do)’ and a sign of negation ‘**نہ**=*na*=not’. The morpheme ‘**جاري**=*jaari*=continue’ is a free morpheme to show continuity of work.

The second morpheme ‘**ڪري**=*kare*=do’ is a free morpheme to come alone in a sentence. However, in the verb phrase of this sentence, it is used as a bound morpheme and added to the free morpheme ‘**جاري**=*jaari* =continue’ to show continuity of the work. The morpheme ‘**ڪري**=*kare*=do’ is derived from the infinitive ‘**ڪرڻ**=*karanu*=to do’ which is further derived from the imperative form of the verb ‘**ڪر**=*kar*=do’.

The third morpheme in the verb phrase ‘**سگهيُس**=*saghyus*=could (do)’ is a bound morpheme. It is used as the main verb of the sentence which shows ability of the subject to continue work in the past time. The internal structure of the morpheme ‘**سگهيُس**=*saghyus*=could (do)’ shows that it is derived from the common noun

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"**سَگھَه**=*sagha*=ability'. With addition of the derivational morpheme '**يُس**=*yus*=phonological agreement', the common noun '**سَگھَه**= *sagha*=power' changes into a new morpheme '**سگھيُس**=*saghyus*=could (do)'. It can be seen that by adding an inflection in a noun we get a verb, such morphemes are called derivational morphemes, which change class of a morpheme (from noun to verb and vice versa). The sign of negation in the verb phrase has been used to show that the work of the sentence could not happen; meaning that subject of the sentence '**مان**=*maan*=I' could not continue his studies in MS.

Semantically, the context of the sentence shows that action of the sentence could not happen. The speaker uses such verb phrase to show that due to some personal or family problem he could not continue his studies further in the MS. Such verb phrases with sign of negation are used to show that something could not take place. The speaker uses this verb to mean that he had ability to continue his study further but due to some problems he could not continue. The context of the verb phrase shows that speaker wants to mean that it was the situation which made him to stop his studies; otherwise he would have continued his studies to Master of Engineering.

5.2.1.2 Ditransitive Verbs in Sindhi

Ditransitive verbs are those verbs which take two objects or two arguments at object position in a sentence (Chano, 2011).

The following examples 5.12 to 5.16 analyse and explain the use of ditransitive verbs in the Sindhi language.

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Table 5.12: Example 5.12..توهان مونکي تائيم ڏنو

Coding	Sentence Description	Sentence
N17	Arabic script	**توهان مونکي تائيم ڏنو.**
	Roman script	Tahan mokhy time dino.
	Transliteration	Tahan=you; mokhy=me; time=time; dino=gave.
	Translation	You gave me the time.
	Syntactic Analysis	(**Subj: توهان**=*tawhan*=you**, Obj: تائيم**=time, **Indirect Obj: مونکي**=*monkhy*=me**, VP: ڏنو**=*dino*=gave)

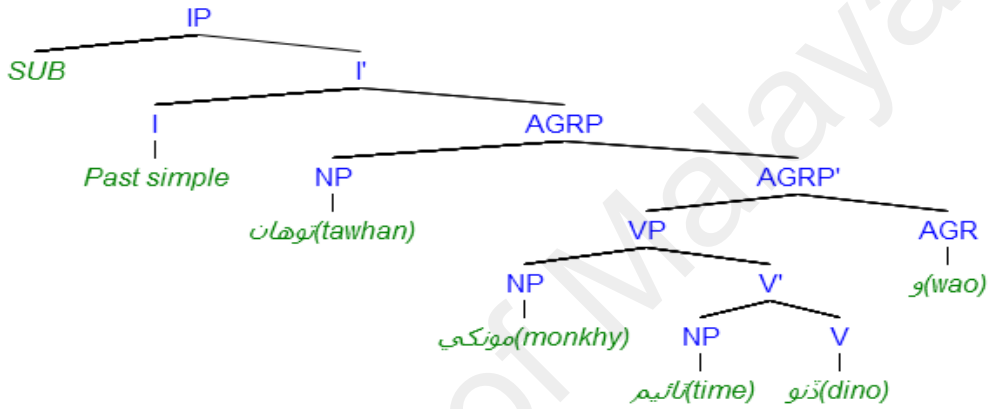

Figure 5.12: Tree Diagram 12

Tree Diagram 12 shows that V merges with NP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, AGRP-bar, VP and V-bar.

Example 5.12 presents a Sindhi sentence structure where the speaker uses '**توهان**=*tawhan*=you' as a subject at initial position, '**تائيم**=time' as a direct object at the middle position, '**مونکي**=*monkhy*=I/me' as an indirect object, and '**ڏنو**=*dino*=gave' as a verb at the end of the sentence. The structure and the tree diagram analysis of the above sentence show that it follows the standard Sindhi sentence structure. The sentence

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satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Bobaljik, 1995).

The verb phrase of the sentence 5.12 is '**ڏنو**=*dino*=gave'. It takes three arguments to discuss about (Radford, 1997a; 1997b; 2009). Like the English verb '*give*', it is a ditransitive verb; a verb which takes three arguments (Carnie, 2007; Roberts, 1997). The verb '**ڏنو**=*dino*=gave' is a simple verb; it is used in past simple tense to show that the action of giving time to someone by somebody else took place in the past time. This verb is a free morpheme to stand alone in the sentence. It has been derived from the infinitive form '**ڏيڻ**=*dianu*=to give' which is further derived from the imperative form '**ڏي**=*dy*=give', the base form of the Sindhi verbs.

The inflection ' **و**=*wao*=agreement to show person, number, gender and the tense' in the main verb '**ڏنو**=*dino*=gave' shows that the action has taken place in the past time (Bur'ro, 2004). Besides, this inflection also shows the person, number and gender of the argument it discusses about. Here, it discusses about the direct object '**تائيم**=time', which shows that the argument 'time' has third person singular number and masculine gender in the Sindhi language. A verb which shows person, number and gender of the object rather subject in the Sindhi is said to be in '**ڪرمٽي پريوگ**=*karamni pryog*=passive voice form'; which somehow corresponds with English passives (Jaltly, 2013).

Semantically, the context of the sentence shows that the speaker wants to thank the interviewee for giving him the time. The verbal context shows that somebody has got time from someone else in the recent past time. The context also shows possession of time by speaker, due to which he feels thankful to the one who gave him the time.

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Apparently, verb phrase shows that someone gave time to someone else, but inwardly the speaker feels happy and thankful to the person who gave him the time, which can be identified through the use of verb phrase.

Table 5.13: Example 5.13..**تہ اُن مان مونکي پئسا ملندا آهن**

Coding	Sentence Description	Sentence
N177	Arabic script	**تہ اُن مان مونکي پئسا ملندا آهن.**
	Roman script	Ta una maan mokhy pesa milana aahin
	Transliteration	Ta=that; una=it; maan=from; monkhy=me; pesa=money; milanda=will meet; aahin=have.
	Translation	I get money from it.
	Syntactic Analysis	(**Subj:** zero, **Obj:** **پئسا**=*pesa*=money, **Indirect Obj:** **مونکي**=*monkhy*=me, **VP:** **ملندا آهن**=*milanda aahin*=get, **Conj:** **تہ**=*ta*=that, **PP:** **اُن مان**=*una maan*=from it)

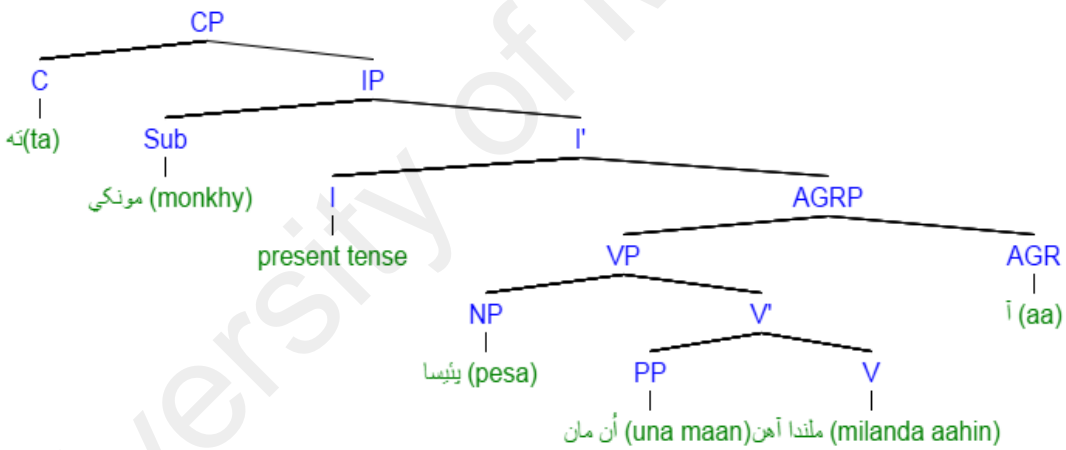

Figure 5.13: Tree Diagram 13

Tree Diagram 13 shows that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.

Example 5.13 presents a sentence structure of the Sindhi sentence where the speaker uses '**اُن**=*una*=it' as a source at initial position, '**پئسا**=*pesa*=money' as a direct object at

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the middle position, '**مونکي**=*monkhy*=I/me' as a subject and also an indirect object, and '**ملندا آهن**=*milanda aahin*=get' as verb at the end of the sentence. The structure and the tree diagram analysis of the above sentence show that it follows the standard Sindhi sentence structure for ditransitive verbs. The sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of example 5.13 is '**ملندا آهن**=*milanda aahin*=get'. It is a combination of two verbs '**ملندا**=*milanda*=will get' and '**آهن**=*aahin*=have'. These two different verbs have been combined and used together as single verb called 'compound verb' (Jokhio, 2009, 2010, 2011a, 2011b, 2011c). The verb '**ملندا**=*milanda*=will get' is a free lexical morpheme (Yule, 1996, 1998; Dhal, 1985). Its meaning varies according to the context it is used in; when it is used individually, it gives meaning of getting something in future, but it gives different meaning in the context of the compound verb, like above sentence. This morpheme has been derived from the infinitive verb '**ملڻ**=*milan*=to meet/to get', which has been further derived from the imperative form of the verb '**ملُ**=*mil*=meet'.

The phonological inflection '**آ**=*aa*=phonological agreement' in the verb '**ملندا**=*milanda*=will get' shows that the object has plural number and masculine gender. When we replace the '**آ**=*aa*=agreement' with '**او**=*o*=agreement' the number of the argument will change from plural to singular and the gender remains same masculine. We can see how these inflectional bound morphemes play important role in meaning of

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the verb. Like previous sentence, this sentence has also been used in the ‘ **ڪرمٽي پريوگ**=*karamni pryog*=passive voice form’; the passive form construction in Sindhi.

The second morpheme ‘**آهن**=*aahin*=have’ can be used as free as well as bound morpheme. It is a possessive morpheme; which shows possession of something. It becomes free morpheme when it is used to show possession of something, and it turns into bound morpheme when it is used as an auxiliary/helping verb (Adwani, 1985; 1926) with other verbs to show tense of the action. Normally, it is used either to show possession of something or to show perfective aspect in present perfect tense. However, it can also be used with other verbs as a compound verb to show the action getting/having or receiving something. We can see that they have various uses and meanings individually and collectively. Here in this sentence, these are used as a compound verb; and it is a ditransitive verb which takes three arguments (Dowty, 1991).

Structurally, the context of the sentence shows that the speaker tries to show possession of money; that he gets money from something/somebody. The speaker ties to show that he gets money from something; maybe he is working somewhere and getting money from it or maybe he is getting money from any firm. The verb phrase is used in present tense which means that the speaker is still getting money from it. If the verb had been used in past tense, it means the speaker is no more getting money. The seeker is trying to show that he works somewhere and gets money from. We can see the role morphology of verbs in getting meaning of the verb phrases.

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Table 5.14: Example 5.14..ايميل ڪئي ٿن مونکي

Coding	Sentence Description	Sentence
N525	Arabic script	ايميل ڪئي ٿن مونکي.
	Roman script	Email kai than mokhy.
	Transliteration	Email=email; kai=sent; than=they; monkhy=me.
	Translation	They have sent me an email.
	Syntactic Analysis	(**Subj:** zero**, Obj:** ايميل=email**, Indirect Obj:** مونکي=*monkhy*=me**, VP:** ڪئي ٿن=*kai than*=did)

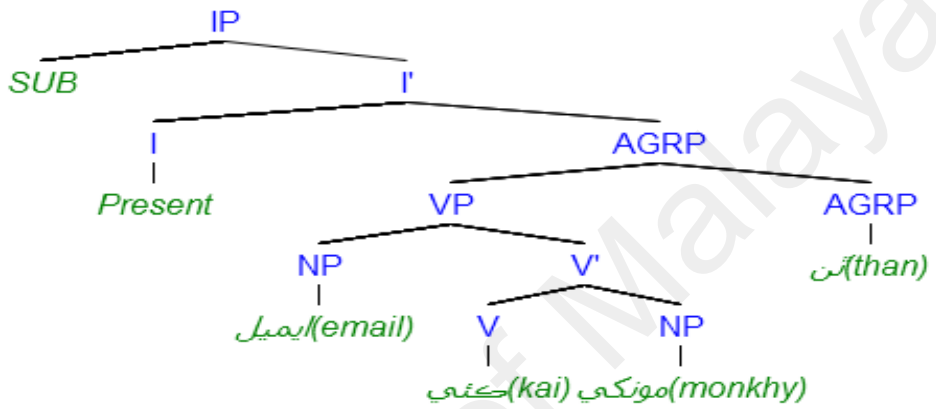

Figure 5.14: Tree Diagram 14

Tree Diagram 14 explains that NP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

Example 5.14 presents the structure of the Sindhi sentence where the speaker uses null/zero argument at subject position, ‘**ايميل**=email’ as a direct object at the initial position, ‘**مونکي**=*monkhy*=I/me’ as an indirect object at the end, and ‘**ڪئي ٿن**=*kai than*=did’ as a verb in the middle of the sentence.

The structure and the tree diagram analysis of the above sentence show that it follows the standard Sindhi sentence structure. This verb is a transitive verb which takes

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subject and object to give complete meaning but the speaker hides the subject in the sentence which should be shown otherwise. However, according to Baig (2006), third person plural subject (They) can also be hidden like first person singular and plural subjects (I and We). Thus, it can be said that this sentence is following the standard Sindhi sentence structure. In addition, Sindhi is a *pro*-drop language where arguments (subjects and objects) are usually deleted in the PF of the sentence which can be recovered through AGR in the LF of the sentence. The sentence satisfies the PP and the theta-criterion; where sentence is syntactically well represented and it theta marks the arguments (Haegeman, 1994).

According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988).

The verb phrase of the above sentence is '**ڪئي ٿن**=*kai than*=did'. It is combination of two morphemes; free morpheme '**ڪئي**=*kai*=did' and a bound morpheme '**ٿن**=*than*=agreement to show person, number and gender of subject'. The morpheme '**ڪئي**=*kai*=did' is a free morpheme in the sentence. It is a main verb of the sentence which shows the action of 'doing/sending' email from one source to another. The internal structure of this morpheme shows that it has been derived from the infinitive '**ڪرڻ**=*karan*=to do' and the infinitive has been derived from the imperative form '**ڪر**=*kar*=do', which is base form of the Sindhi verb (Memon, 1985). With addition of inflection '**ڻ**=*nu*=agreement to make an infinitive', the imperative becomes an

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infinitive. We can see that a change in the form leads to change in the meaning. Addition and subtractions of morphological or phonological inflection in any word gives birth to a new word with new form and meaning.

The other morpheme in the verb phrase '**تن**=*than*=agreement' is a bound morpheme. It is an inflectional morpheme which is added to the verb to show that third person plural subject showing recent past tense or present perfective aspect in the sentence. This is the inflection (INFL) in the verb phrase (VP) which helps us to identify, to infer and to recover the deleted subject in the PF of the sentence. This inflection agrees (AGR) with the person, number and gender of the deleted subject.

Context of the sentence shows that subject of the sentence is deleted (it is omitted in the surface structure of the sentence). However, we can infer and identify the person, number and gender of the subject through verb phrase in the sentence. The verb phrase in this sentence is '**كئي ثن**=*kai than*=did', which shows that the subject is the third person plural and can be feminine as well as masculine. The inflection '**تن**=*than*=agreement' shows that the subject is third person plural. Therefore, it can be said that the subject of the sentence is the third person plural '**اُنهن**=*unhan*=they', which is deleted in the sentence, and it has a nominative case.

Here in this sentence, the context shows that the speaker is trying to show that he has received an email from someone, which shows possession of an email. The context shows that the speaker feels happy while receiving the email. The context of the verb phrase shows that he had been waiting for that email and he felt happy the moment he received the email. It shows that the email has been sent to him by someone important person or an institution confirming him his job or an admission in their institution. The

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verb has been used in the present simple tense which means effect of the action is still there on the subject that could have been reverse in past tense.

Table 5.15: Example 5.15..انهي كان پوءِ باباکي وري 1998۾ آردر ملي ويو ايچ ايس ٽي جو

Coding	Sentence Description	Sentence
M395	Arabic script	انهي كان پوءِ باباکي وري 1998۾ آردر ملي ويو ايچ ايس ٽي جو.
	Roman script	Unhe khan poi baba khy wari 1998 mei order mili wayo HSC jo.
	Transliteration	Unhe=that; khan=from; poi=then; baba=father; khy=has; wari=then; 1998 mei=in 1998; aarder=order; mili=meet; wayo=gone; HSC=HSC; jo=of.
	Translation	Then father got an order of HSC in 1998.
	Syntactic Analysis	(**Subj:** zero, **Object:** آردر=*aader*=order, **Indirect Obj:** بابا =*baba*=father, **VP:** ملي ويو=*mili wayo*=got, **PP:** ۾ 1998=*1998 mei*=in 1998, **AdvP:** ايچ ايس ٽي جو=*HST jo*=of HST, انهي كان پوءِ=*unhe khan poi*=then, وري=*wari*=again)

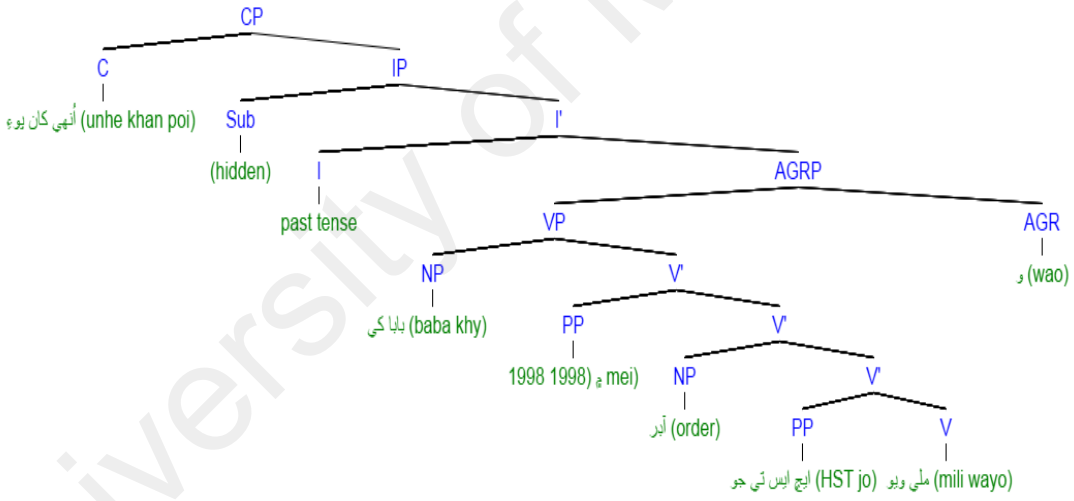

Figure 5.15: Tree Diagram 15

Tree Diagram 15 shows that V merges with PP to make V-bar, V-bar merges with NP to make V-bar, V-bar merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar, V-bar and V-bar.

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Example 5.15 presents the structure of the Sindhi sentence where the speaker uses zero/empty argument at subject position, '**آرڈر**=*aader*=order' as a direct object at the middle position, '**بابا**=*baba*=father' as an indirect object, and '**ملي ويو**=*mili wayo*=got' as a verb at the end of the sentence. It shows that the sentence has zero argument at subject position, because it has been used in a passive voice form. The subject is hidden in the sentence, because it is a passive voice sentence where subjects are usually deleted in the PF of the sentence (Dowty, 1991; Rashdi, 2008). The sentence has been used according to the standard Sindhi sentence structure. The hidden or deleted subject can be recovered through the agreement (AGR) of verbal inflections (INFL) with other constituents in the sentence. The sentence satisfies the PP, EPP and the theta-criterion (Haegeman, 1994).

The verb phrase of the sentence 5.15 is '**ملي ويو**=*mili wayo*=got'. It is a combination of two morphemes '**ملي**=*mili*=met/got' and '**ويو**=*wayo*=went'. The morpheme '**ملي**=*mili*= met/got' is derived from the infinitive form '**ملڻ**=*milanu*=to get/to meet' which is further derived from the imperative from of the verb '**مِلُ**=*milu*=meet'. Individually, this morpheme gives the meaning of getting something in the past time, while in combination with other morphemes; it gives different meaning according to the context of the sentence.

The second morpheme of the verb phrase '**ويو**=*wayo*=went' can be used as a free morpheme as well as bound morpheme. When it is used individually in the past, it becomes free morpheme; and when it is used as a helping verb with other verbs in combination then it becomes a bound morpheme in the Sindhi language (Allana, 2010). The morpheme '**ويو**=*wayo*=went' has been derived from the infinitive from of the verb

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‘وجڑ=*wanjan*=to go’ which has been further derived from the imperative from ‘وَجُ=*wanju*=go’. These morphemes have different meaning in isolation; but in combination, they give one meaning of getting something in the past.

The context of the verb phrase shows that the speaker is trying to say that his father got job in the past time. The use of such verb phrase shows that the speaker feels happy and proud that his father got a government job at school. Directly or indirectly, the speaker is trying to praise his father as well himself; he wants to show that whatever he is at present situation is all due to his father and his job as HSC school teacher. The verb phrase has been used in the past tense which shows action took place in past time; however, its effect is still felt in the speaker’s words as well his life.

Table 5.16: Example 5.16..هُتي مونکي ايڈميشن هُنن ڈِني چوٿين ڪلاس ۾.

Coding	Sentence Description	Sentence
M331	Arabic script	هُتي مونکي ايڈميشن هُنن ڈِني چوٿين ڪلاس ۾.
	Roman script	Huty mokhy admission hunan dini chothei class mei.
	Transliteration	Huty=there; mokhy=me; admission=admission; hunan=they; dini=gave; chothei=fourth; class=class; mei=in.
	Translation	They gave me admission there in fourth class.
	Syntactic Analysis	(**Subj: هُنن**=*hunan*=they**, Object: ايڈميشن**=admission**, Indirect Obj: مونکي**=*monkhy*=me**, VP: ڈِني**=*dini*=gave**, AdvP: هُتي**=*huty*=there**, PP: چوٿين ڪلاس ۾**=*chothein class mei*=in fourth class)

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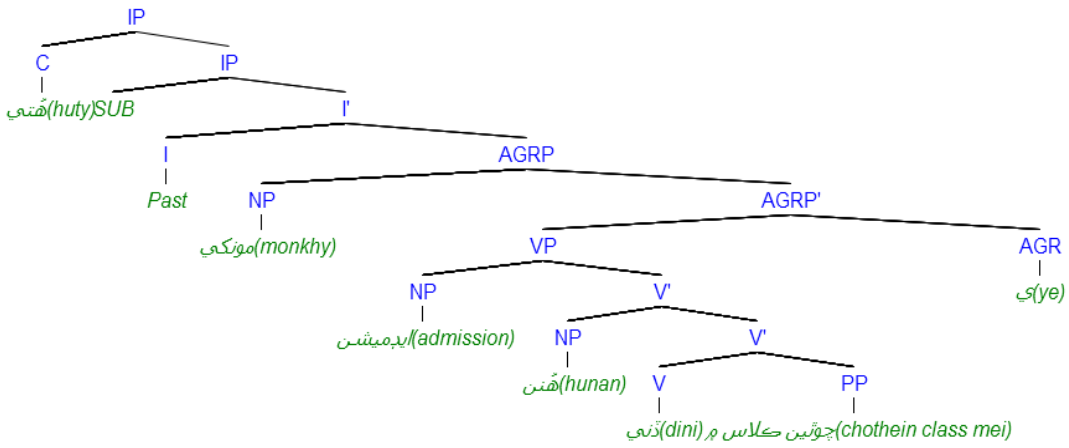

Figure 5.16: Tree Diagram 16

Tree Diagram 16 shows that PP merges with V to make V-bar, V-bar merges with NP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, AGRP-bar, VP, V-bar and V-bar.

Example 5.16 shows the structure of the Sindhi sentence where the speaker uses '**هُنن**=*hunan*=they' as subject at the middle position, '**ايڈميشن**=*admission*' as a direct object also at the middle position, '**مونکي**=*monkhy*=me' as an indirect object at the initial position, and '**ڏني**=*dini*=gave' as a verb at the end of the sentence. The Structure of the sentence shows that it follows the standard Sindhi sentence structure. However, the sentence does not follow the placement rules; where to place which argument must be followed in the sentence construction. Thus, it can be said that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Haegeman, 1994).

The verb '**ڏني**=*dini*=gave' is a transitive verb in the Sindhi language. It is used in past simple tense to show the action of giving something to someone by somebody else

in the past simple tense. This verb is a free morpheme and it can come alone in a sentence to give complete meaning without depending on any other morpheme. This verb has been derived from the infinitive form '**ڏيڻ**=*dianu*=to give' which is further derived from the imperative form '**ڏي**=*dy*=give', the base form of the Sindhi verbs (Trump, 1872).

The inflection '**ي**=*ye*=agreement to show person number, gender and tense' in the main verb '**ڏني**=*dini*=gave' shows that the action has taken place in the past time (Bur'ro, 2004). Besides, this inflection also shows the person, number and gender of the argument it discusses about in the sentence. Here, it discusses about the direct object '**ايڈميشن**=admission', and shows that it has third person, singular number and feminine gender in the Sindhi language. A verb which shows person, number and gender of the object rather subject in the Sindhi is said to be in '**ڪرمٽي پريوگ**=*karamni pryog*=passive voice'; which somehow corresponds with English passives (Jaltly, 2013).

The context of the sentence shows that the speaker gets something from someone in the past time. The verb phrase shows the speaker got admission in any school or college at somewhere in the area of the speaker. The suffix '**ي**=*ye*=agreement' in the main verb shows that the action has taken place in the past time. The speaker tries to show that he got admission in one of the schools in his village which was his achievement during his studies. The use of such verb shows that he tries to praise himself that he got admission in one of the good schools there. Though the action took place in the past time but its effect can be still felt in the words of the speaker.

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5.2.1.3 Compound Verbs in Sindhi

Compound verbs are those verbs which are used together in a sentence (Adwani, 1926). These verbs are used to give complete meaning of the sentence. Sindhi language has compound verbs which are made up two or three verbs (Baig, 2006). The following examples 5.17 to 5.21 will explain the use of compound verbs in Sindhi.

Table 5.17: Example 5.17..**ڪي سنا گورنمينٽ مطلب گورنمينٽ جوبز ۾ ساڳيا لڳي ويا آهن**

Coding	Sentence Description	Sentence
M304	Arabic script	**ڪي سنا گورنمينٽ مطلب گورنمينٽ جوبز ۾ ساڳيا لڳي ويا آهن.**
	Roman script	ky sutha government matlb government jobs mei sagia lagi waya hin.
	Transliteration	Ky=some; sutha= good; government; matlb=means; government; jobs; mei= in; sagia=same; lagi=hit; waya=went; hin=are.
	Translation	Some (people) have got good government jobs.
	Syntactic Analysis	(**Subj: ڪي**=*ky*=some, **Obj: گورنمينٽ جوبز**=government jobs, **VP: لڳي ويا آهن**=*lagi waya aahin*=have been appointed, **AdjP: سنا**=*sutha*=good)

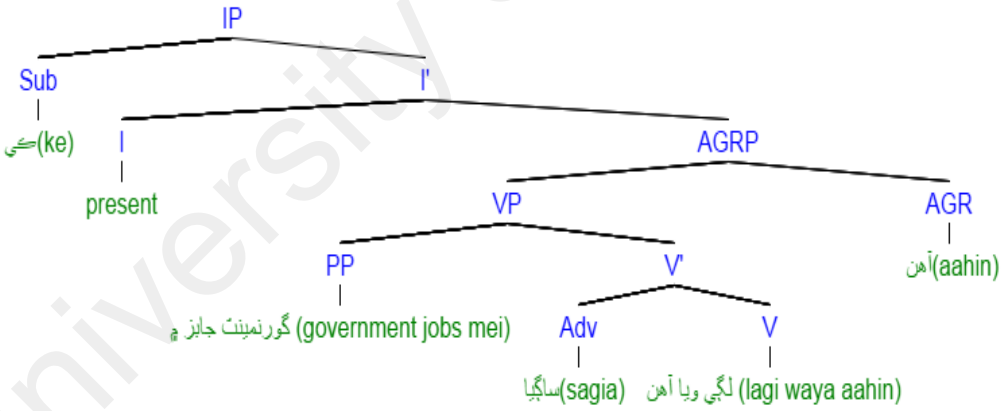

Figure 5.17: Tree Diagram 17

Tree Diagram 17 shows that V merges with ADV to make V-bar, V-bar merges with PP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

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Example 5.17 presents the structure of the Sindhi sentence where the speaker uses '**ڪي**=*ky*=some' as a direct object at initial position of the sentence, '**گورنمينٽ جوبز**=Government jobs' as an indirect object in the middle and '**لڳي ويا آهن**=*lagi waya aahin*=have been appointed' as a verb phrase in the end of the sentence. The structure of the sentence shows that it has been used in a passive voice form. The Phonetic Form of the sentence shows that it does not have subject, however, the Logical Form or the deep structure shows that it does have subject which has been deleted. The object has been used at the subject position because it is a passive voice sentence where object occupies the place of subject. The structure of above sentence follows the standard structure sentences used in passive voice form in Sindhi. Thus, it can be said that the sentence satisfies the PP, EPP and the theta-criterion.

The verb phrase of example 5.17 is '**لڳي ويا آهن**=*lagi waya aahin*=have been appointed/have got'. It is combination of three morphemes '**لڳِي**=*lagee*=hit/got', '**ويا**=*waya*=went' and '**آهن**=*aahin*=have/are'. The first morpheme of the verb phrase '**لڳِي**=*lagee*=hit/got' is a free morpheme; it is the main verb of the sentence. It shows the action of 'appointing' someone at some good government jobs. The internal structure of the morpheme '**لڳِي**=*lagee*=hit/got' shows that it is derived from the infinitive '**لڳڻ**=*lagan*=to hit/to appoint' which is further derived from the imperative '**لڳ**=*lag*=hit'. Individually, this morpheme shows singular number, feminine gender and past simple tense, e.g. '**ڪار لڳِي**=*kar lagee*=car hit'. The phonological inflection '**ي**=*ye*=agreement' with the imperative '**لڳ**=*lag*=hit' shows the singular number, feminine gender and past simple tense. However, the morpheme

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‘**لڳي**=*lagee*=appointed/got/hit’ has not been used in the sense of something in past but in present with perfective aspect in this sentence.

The second inflection of the verb phrase is ‘**ويا**=*waya*=went/agreement’. It agrees with the subject of the sentence. The ending inflection ‘**آ**=*aa*=agreement’ in the morpheme ‘**ويا**=*waya*=went/agreement’ shows that the subject of the sentence is plural and has masculine gender. Individually, the word ‘**ويا**= *waya’* means ‘they went’ in English, which is used for third person plural masculine subject in the past simple tense. However, it agrees with the last morpheme of the verb phrase ‘**آهن**=*aahin*=have/are’.

Individually, the morphemes ‘**لڳِي**=*lagee*=appointed/got’ and ‘**ويا**=*waya*=went’ are used in past simple tense. However, here in this sentence they are combined together and used as a comound verb to give meaning on ‘appoointment’. This compound verb is added to the bound morpheme ‘**آهن**=*aahin*=have/are’ to show present tense with perfective aspect and person, number and gender of the subject of the sentence. It shows that the argument ‘**ڪي**=*ky*=some’ has a third person plural number, masculine gender and tense is present perfect. This is the morpheme which makes the verb phrase in present tense with perfective aspect. It agrees the other bound or inflectional morphemes to show plural number, masculine gender and present perfect tense.

Semantically, the context of sentence shows that the speaker wants to show that action of the sentence has already been taken place in the recent present time. Such verbs are used to show perfective aspect of the action; they are used to show complete action in the sentence.

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The context of the verb phrase shows that it has been used to show that some people have been appointed at government jobs. The sentence has been used in a passive voice form where subject is usually deleted in the sentence. We do not know who has appointed them on the government jobs; all we know is that they have been appointed on government jobs. Subject of the sentence has been hidden in the sentence. The suffix '**آهن**=*aahin*=have/are' can be used as to be verb, possessive verb and helping verb. However, in this sentence, it has been used as a helping verb which helps to make tense of the sentence; which has been added to other morphemes to show tense of the sentence.

Table 5.18: Example 5.18..**ڳوٺ ڀڄي آيُس مان**

Coding	**Sentence Description**	**Sentence**
N347	Arabic script	**ڳوٺ ڀڄي آيُس مان.**
	Roman script	Goth bhaji aayus maan.
	Transliteration	Goth=village; bhaji=run; aayus=came; maan=I.
	Translation	I came to the village.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, VP: ڀڄي آيُس**=*bhaji aayus*=came**, AdvP: ڳوٺ**=*goth*=village)

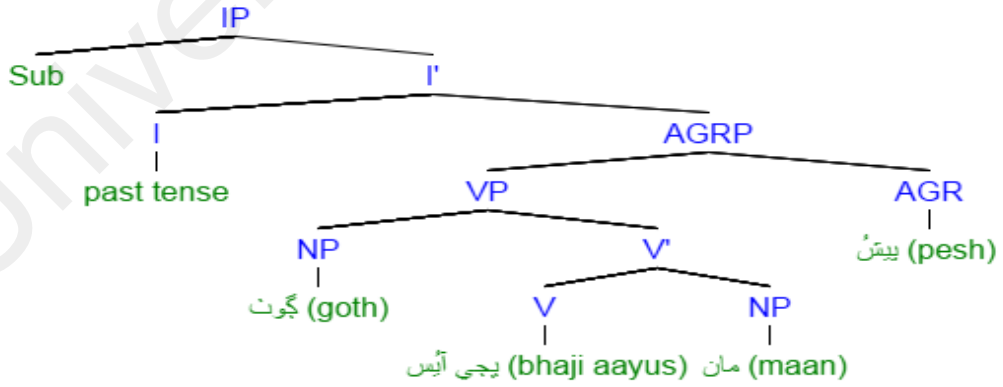

Figure 5.18: Tree Diagram 18

Tree Diagram 18 shows that NP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-

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bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

Example 5.18 shows the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as subject but at the end of the sentence and '**ڀڄي آيُس**=*bhaji aayus*=came' as a verb of the sentence. The sentence has zero/null argument at at object position because it is an intransitive verb which does not take object in a sentence (Allana, 2010). The structure of the sentence shows that it does not follow the standard sentence structure. The rule is to put subject at initial position in the sentence, but speaker violates this rule; he places the subject at the end of the sentence which should otherwise be placed at the initial position of the sentence. Therefore, it can be said that the sentence is not following the sentence structure of Sindhi. However, it does not affect meaning of the sentence at all. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the above example '**ڀڄي آيُس**=*bhaji aayus*=came' is a compound verb having two morphemes '**ڀَڄِي**=*bhaji*=gone' and '**آيُس**=*aayus*=came'. Individually, these morphemes give different meaning; they give meaning of going and coming, but in combination, they give one meaning of 'coming'. The verb '**ڀَڄِي**=*bhaji*=gone' is derived from the infinitive '**ڀڄڻ**=*bhajanu*=to go/to run', which is further derived from the imperative form '**ڀَڄُ**=*bhaju*=go/run'.

The second morpheme in the verb phrase '**آيُس**=*aayus*=came' has been derived from the infinitive form '**اچڻ**=*achanu*=to come' which is further derived from the imperative

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from ‘اَچُ=*ach*=come’, the base form of the Sindhi verbs. We can see that these verbs give two different meanings in isolation, but in combination, they give one meaning of ‘coming’. The compound verb ‘پڃي آيُس=*bhaji aayus*=came’ is an intransitive verb which takes only on argument to discuss about (Roberts, 1997; Khoso, 2005).

Sindhi language uses inflections like Arabic language (Memon, 1985). The person, number and gender of the subject can be inferred and identified through the lexical, morphological and phonological verbal inflections. It does not matter if subject is overt or non-overt, it can be identified and recovered through the verbal inflections and the rich agreement. The phonological inflection ‘ُ=*pesh*=agreement to show person, number and gender’ in the morpheme ‘آيُس=*aayus*=came’ shows that the subject of the sentence is first person singular masculine. The phonological inflection ‘ُ =*pesh*=phonological agreement’ is used to show first person singular masculine subject in Sindhi (Bur'ro, 2004).

Semantically, the context of the sentence shows that some action took place in the past time. The above stated phonological inflection with the main verb shows that subject of the sentence is first person singular masculine subject (Bur’ro, 2004). The context of the verb phrase shows that the speaker wants to mean that he came back to his village. It shows that he was sent to some place without his will which made him run back to his own village. He wants to show that some personal circumstances made him run from that place to his own village. He was compelled by the circumstance to leave that place and run back to his village.

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Table 5.19: Example 5.19..اُنهي کان پوءِ وري هَليا ويندا آهيون آفيسِ مِ

Coding	Sentence Description	Sentence
M55	Arabic script	اُنهي کان پوءِ وري هَليا ويندا آهيون آفيسِ مِ.
	Roman script	Unhe khan poi wari halya wenda hyon aafice mei.
	Transliteration	Unhe=that; khan=from; poi=after; wari=then; halya wenda=go; hyon=we; aafice=office; mei=in.
	Translation	After that we go to/in the office.
	Syntactic Analysis	(**Subj:** null**, Obj:** zero**, VP:** هَليا ويندا آهيون=*halya wenda hyon*=go**, AdvP:** اُنهي کان پوءِ وري=*unhe khan poi wari*=after that**, PP:** آفيسِ مِ =*aafice mei*=to/in the office)

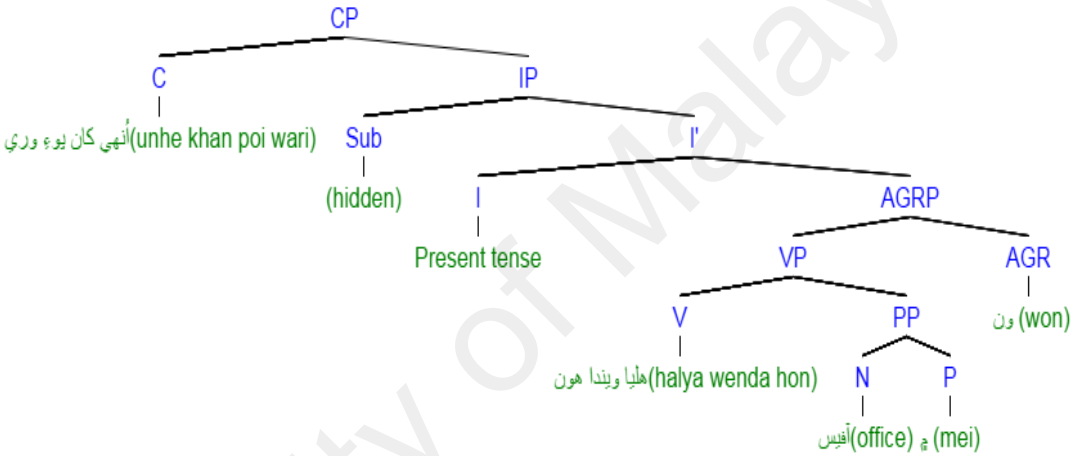

Figure 5.19: Tree Diagram 19

Tree Diagram 19 shows that P merges with N to make PP, PP merges with V to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and PP.

Example 5.19 presents the Sindhi sentence where the speaker uses hidden/null argument at subject position, zero/null argument at object position and ‘ **هَليا ويندا آهيون**=*halya wenda hyon*=go’ as verb of the sentence. The sentence has a null/zero/deleted argument at the subject position which can be recovered through Recoverability Condition (Chomsky, 1988). The sentence has null/zero argument at

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object position because it has an intransitive verb. The first person plural subject (we) can be hidden in Sindhi language (Allana, 2010). Therefore, it can be said that the sentence is following the standard sentence structure for sentences having intransitive verbs.

The structure of the sentence shows that the sentence satisfies the Projection Principle (PP) by syntactically representing the sentence and theta-criterion by theta marking the arguments, but violates the Extended Projection Principle (EPP) by having deleted subject in the sentence (Chomsky, 1988). According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement).

The verb phrase of the above sentence '**هَليا ويندا آهيون**=*halya wenda ahyon*=go' is a combination of three morphemes '**هَليا**=*halya*=went/agreement', '**ويندا**=*wenda*=will go' and '**آهيون**=*ahyon*=are'. The first morpheme '**هَليا**=*halya*=went' is a free morpheme. However, it can be used as a free as well as bound morpheme prior to the context. It is free morpheme when used in past tense where it shows the action of 'going' of the third person plural subject. It can also be used as a bound morpheme in present tense like in the above sentence. This morpheme has been derived from the infinitive '**هلڻ**=*halanu*=to go' which is further derived from the imperative from '**هَلُ**=*hal*=go'.

The second morpheme of the sentence '**ويندا**=*wenda*=will go' is a free lexical morpheme which can stand alone in a sentence. It can give different meanings in

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various tense; when it is used alone, it gives meaning of going in future, and when it is used with any other morpheme like '**هَليا**=*halya*=agreement', it gives meaning of going in future. This morpheme has been derived from the infinitive form '**وجڑ**=*wanjan*=to go' which is further derived from the imperative form '**وُچ**=*wanj*=go'. It can be seen that a minor change in the form of the verb leads to a completely different form and meaning of the verb.

However, in this sentence, the morphemes '**هَليا**=*halya*=went' and '**ويندا**=*wenda*=will go' are combined together and used as a compound verb '**هَليا ويندا**= *halya wenda*=will go' to show an action of 'going' somewhere in the future time. However, they are combined with a third morpheme '**آهيون**=*aahyon*=are/have' to show action of 'going' in the present time.

The third morpheme '**آهيون**=*aahyon*=agreement' is normally used to show perfective aspect of the plural masculine subject in the present time. However, it is used to show habitual work of the subject in this sentence. It shows that it is a habit of the subject (speaker) to go to the office every day. The inflection '**آهيون**=*aahyon*=are/have' is derived from the word '**آهن**=*aahin*=have' and it is further derived from the morpheme '**آهي**=*aahy*=is/have'. Therefore, it can be said that this inflection has been used to show first person plural masculine as well as feminine subject (we) in the sentence.

Structurally, the context of the sentence shows that the hidden subject of the above sentence is '**اسان**=*assan*=we' having masculine gender and nominative case in the sentence. It shows that the speaker wants to show that going to office is their habitual or

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a routine work every day. In addition, such verbs are used in Sindhi to mean something habitual in the present time. In this sentence, the verb phrase shows some habitual work of the subject that they go to the office every day, which shows their habit or a routine work. The context of the verb phrase shows that the speaker wants to show their sense of responsibility and duty that they go to office regularly.

Table 5.20: Example 5.20..**تہ مونکي هِتي پي ايڇ ڊي جي معنہ مِلي ويندي آفر.**

Coding	Sentence Description	Sentence
N713	Arabic script	**تہ مونکي هِتي پي ايڇ ڊي جي معنہ مِلي ويندي آفر.**
	Roman script	Ta mokhy hity PhD ji mana mili weendi aafer.
	Transliteration	Ta=that; mokhy=me; hity=here; PhD; ji=of; mana=means; mili=meet; weendi=will go; aafer=offer.
	Translation	PhD offer will be given to me. Or I will be given a PhD offer here.
	Syntactic Analysis	(**Subj:** null**, Obj: آفر**=*aafer*=offer**, Indirect Obj: مونکي**= *monkhy*= I/me**, VP: مِلي ويندي**=*mili wendi*=will be given**, PP: پي ايڇ ڊي جي** =*PhD ji*=of PhD**, AdvP: هِتي**=*hity*=here)

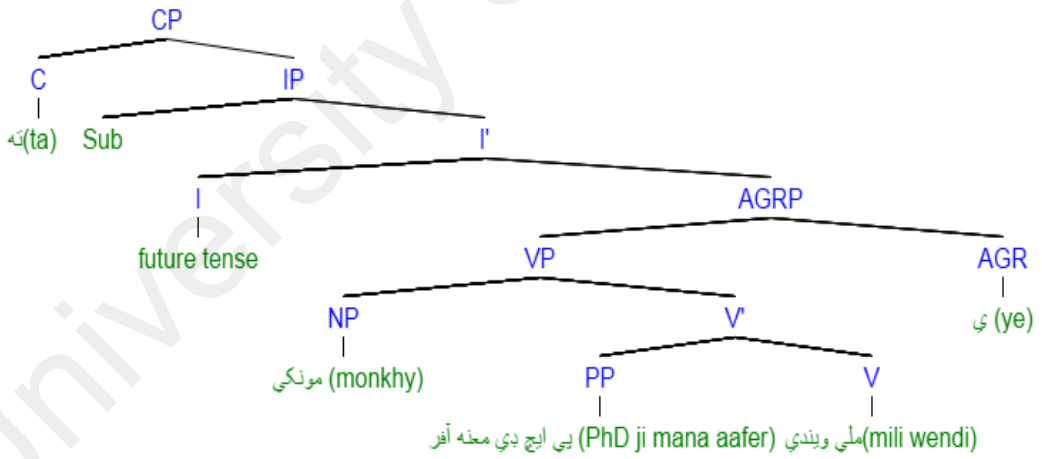

Figure 5.20: Tree Diagram 20

Tree Diagram 20 shows that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.

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Example 5.20 presented above shows the structure of the Sindhi sentence where the speaker uses '**آفر**=*aafer*=offer' as a direct object at the middle position, '**مونکي**=*monkhy*=I/me' as an indirect object, and '**مِلي ويندي**=*mili wendi*=will be given' as a verb at the end of the sentence. This verb is used as a compound verb.

The structure of the above sentence shows that it does not have argument at subject position in the Phonetic Form of the sentence, because it has been used in the passive voice form where subject is usually omitted. Therefore, it can be said that the above sentence is following the standard sentence structure which is used for sentences having passive voice verbs. The structure of the sentence shows that it satisfies the PP (Cowper, 1995). The subject of the sentence is omitted in the PF of the sentence which can be recovered in the LF of the sentence through the verb inflections. Sindhi language is a *pro*-drop language where subjects or objects are omitted in the PF of the sentences that can be recovered in the LF of the sentences.

The verb of this sentence '**مِلي ويندي**=*mili wendi*=will be given' is a comound verb. It is combination of two morphemes '**مِلي**=*mili*=met' and '**ويندي**=*wendi*=will go'. The first morpheme '**مِلي**=*mili*=met' is a free morpheme in the sentence. This morpheme is derived from the infinitive verb '**مِلَڻ**=*milan*=to meet' which is further derived from the imperative form of the verb '**مِلُ**=*mil*=meet'. Individually, the morpheme '**مِلِي**=*mili*=met' is a morpheme which is used for third person singular feminine subject in the past simple tense, like '**هڪ چوڪري مونسان ملي**=*hik chokiri moonsanmili*=a girl met me'.

The second morpheme of the verb phrase is '**ويندي**=*wendi*=will go/agreement'. It can be used a free morpheme (in future simple tense) as well as a bound morpheme (in

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passive voice sentence). When this morpheme is used alone in a sentence like ‘هُوءَ اسڪول وِيندي=*hooa iskool wendi*=she will go to school’, it can be said that it is a free morpheme which is used to show third person singular feminine subject in the future simple tense. In this case, it can be said that this morpheme has been derived from the infinitive form of the verb ‘وَڃَڻ=*wanjan*=to go’ which has been further derived from the imperative form of the verb ‘وَڃُ=*wanj*=go’. However, it has been used as a bound morpheme (suffix) in the verb phrase of this sentence, which is used to show number and gender of the direct object in the sentence. It focuses subject in active voice sentence and object in passive voice sentences, and it focuses the object in this sentence. It means the object of the sentence in this sentence has singular number and a feminine gender.

The verb phrase of the above sentence ‘مِلي ويندي=*mili wendi*=will be given’ has been used in passive voice form. We do not know who the subject of the sentence is, who will give him a PhD offer; the subject is passive in the sentence. While on other hand, the object of the sentence is active in the sentence, and it is used at the place of subject in the subject. The active voice form of the above passive sentence is: ‘ يونيورسٽي مونکي پي ايڇ ڊي آفر ڏيندي=*university moonkhy PhD off deendi* =University will give me a PhD offer’.

Semantically, the context of the sentence shows that the speaker is very hopeful of getting a PhD offer in the university. It shows either he has good relation with the faculty admin office or he has been assured by his current supervisor to give him a PhD offer. The speaker looks more confident while using such verb phrase where there are

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no any doubts but certainty to get admission in PhD at the university. The context of the sentence also shows that the speaker is over confident to get PhD offer.

Table 5.21: Example 5.21.**مان چيو هاڻي ڪٽي ڪريِ اِهو وڃان اُتي جمعُ پي ڪرائي اچان ڪاغز ڏيسائي پي اچان اُنهن کي.**

Coding	Sentence Description	Sentence
N500	Arabic script	**مان چيو هاڻي ڪٽي ڪريِ اِهو وڃان اُتي جمعُ پي ڪرائي اچان ڪاغز ڏيسائي پي اچان اُنهن کي.**
	Roman script	Maan chayo hane khani kary iho wanjan uty jamao b karae achan kagaz disaae b achan unhan khy.
	Transliteration	Maan=I; chayo=said; hane=now; khani=take; kary=do; iho=this; wanjan=should go; uty=there; jamao=submit; bhe=also; karae=do; achan=should come; kagaz=documents; disaae=show; bhe=also; achan=should come; unhan=them; khy=have.
	Translation	I said (to myself) I should take it there, (I) should also submit, and also (I) should let them see documents.

Example 5.21 presents the structure of the Sindhi sentence having three clauses.

Clause 01

مان چيو هاڻي ڪٽي ڪريِ اِهو وڃان اُتي.

(**Subj: مان**=*maan*=I, **Obj: اِهو**=*iho*=it, **VP: چيو**=*chayo*=said, **ڪٽي ڪري**=*khani kary*=to take/having taken, **وڃان**=*wanjan*=should go, **AdvP: هاڻي**=*haane*=now, **اُتي**=*uty*=there**)**

Maa chayo hane khani kary iho wanjan uty. (Roman script script)

I said now take do this go there. (Transliteration)

I said (to myself) I should take it there now. (Translation)

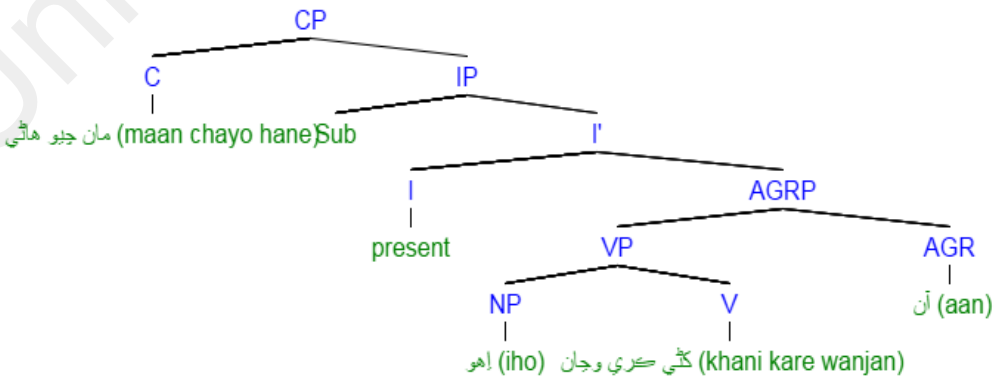

Figure 5.21: Tree Diagram 21a

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Tree Diagram Representation of the Sentence 21a shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

The first clause in example 5.21 presents the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as subject at initial position of sentence, '**اِهو**=*iho*=it' as an object in middle position and '**کٹي ڪري**=*khani kary*=should take' as a verb in the middle of the first clause. The structure of the sentence shows that it satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

There are three verb phrases in the above clause '**چيو**=*chayo*= said', '**کٹي ڪري**=*khani kary*=should take' and '**وڃان**=*wanjan*=(I) should go'. The first and third verbs have nothing to do but to give additional information about the seconed verb which is main verb of the clause. The main verb phrase in the clause is '**کٹي ڪري**=*khani kary*=take'. It is a compound verb to show meaning of 'taking' something. It is a main verb which shows an action of 'taking' along with the modal verb 'should'. This verb shows that the subject of the sentence wants to take something and go somewhere because it might be beneficial for him/her. The adverbial phrases '**هاڻي**=*haane*=now' and '**اُتي**=*uty*=there' show the time and place of the action in the sentence.

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Clause 02

جمعُ يي ڪرائي اچان.

(**Subj:** zero**, Obj:** zero**, VP: جمعُ ڪرائي اچان**=*jamao karae achan*=should submit**, AdvP: يي**=*bhee*=also/too)

jamao b karae achan. (Roman script script)

Submit also should come. (Transliteration)

(I) should also submit. (Translation)

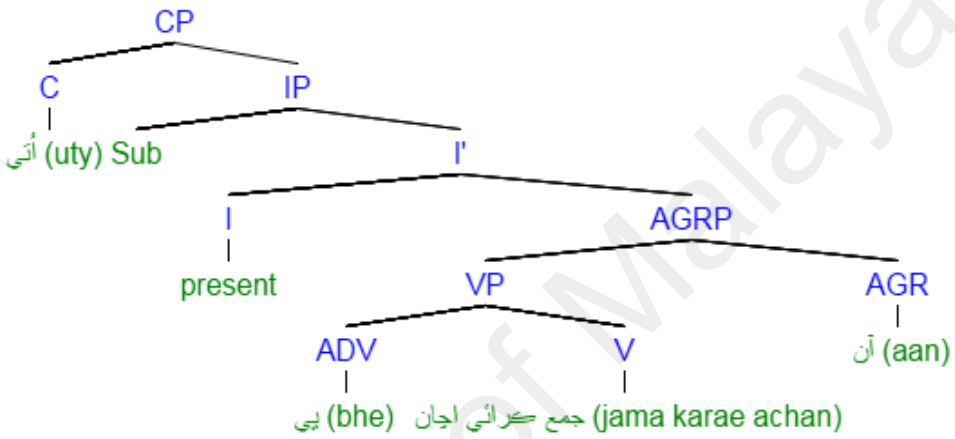

Figure 5.22: Tree Diagram 21b

Tree Diagram Representation of the Sentence 21b shows that V merges with ADV to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

The second clause of example 5.21 presents the sentence structure of a Sindhi verb where the speaker uses a null/zero subject, a null object and a verb phrase ‘**جمعُ ڪرائي اچان**= *jamao karae achan*=(I) should submit’.

The structure of the clause shows that it has null/zero arguments at subject and object positions. The subject and object arguments have been deleted in the PF of the snetnece which can be recovered through verb inflections and agreement in the LF of the

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sentence. The inflection '**آن**=*aan*=agreement' in the morpheme '**اچان**=*acha*=(I) should' shows that the subject of the clause must be a first person singular masculine as well as feminine (I). The deleted arguments can be recovered through INFL of the verbs in the *pro*-drop languages (Chomsky, 1988).

The verb phrase of the above stated clause is a compound verb having two morphemes '**جمعُ کرائي**=*jamao karae*=submit' and '**اچان**=*achan*=(I) should come'. The first morpheme '**جمعُ کرائي**=*jamao karae*=submit' is combination of two morphemes, but they are treated as one morpheme. This morpheme has been derived from the infinitive verb '**جمعُ کرائڑِ**=*jamao karain*=to submit' which has been derived from the imperative verb '**جمعُ کراءِ**=*jamao karai*=submit'. This is the morpheme which helps us to recover the deleted object in the clause. It has a clear and straightforward clue to recover the hidden object. There has to be 'something' to be submitted by the subject (I). This 'something' is an object which could be anything like 'documents'. Thus, it can be said that the hidden subject of the clause is 'I' and the hidden object is 'documents' which are recovered through the Recoverability Condition.

The second morpheme in the verb phrase of this clause is '**اچان**=*achan*=(I) should come'. The internal structure of this verb shows that it has been derived from the infinitive verb '**اچڻُ**=*achan*=to come' which is further derived from the imperative '**اچُ**=*ach*=come'. The morpheme '**جمعُ کرائي**=*jamao karae*=submit' agrees with the other morpheme '**اچان**=*achan*=should' to mean 'I should submit (it)'.

Context of the clause shows that the subject '**مان**=*maan*=I' wants to go somewhere (any place may be any office) and submit something (may be his documents). This

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clause does not have subject and object in surface structure; however, it does have arguments at the position of subject and object in deep structure of the sentence.

Clause 03

ڪاغز ڏيسائي (ڏيکاري) پي اچان اُنهن کي.

(**Subj:** zero**, Obj: ڪاغز**=*kagaz*=documents**, Obj Comp: اُنهن**=*unhan*=them**, VP: ڏيسائي (ڏيکاري) اچان**=*desae achan*=should show**, AdvP: پي**=*bhee*=also/too)

kagaz disaae b achan unhan khy. (Roman script script)

Documents show also should come them. (Transliteration)

(I) should also show them the documents. (Translation)

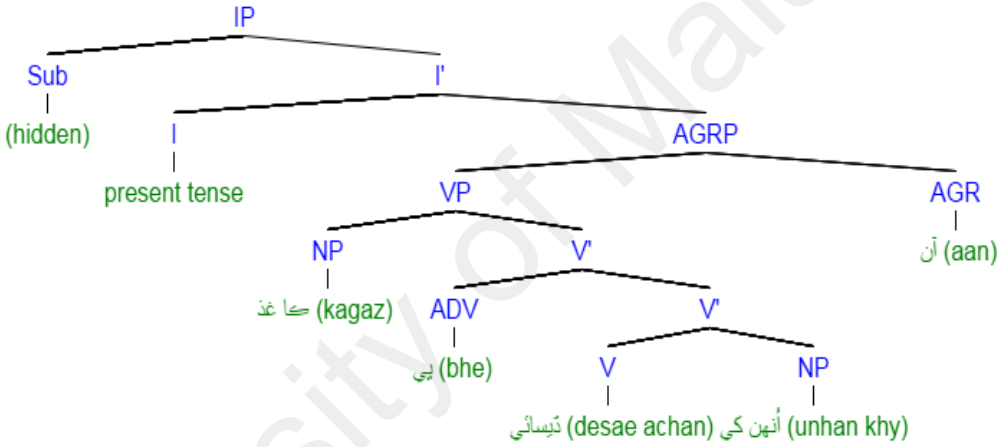

Figure 5.23: Tree Diagram 21c

Tree Diagram Representation of the Sentence 21c shows that NP merges with V to make V-bar1, V-bar1 merges with ADV to make V-bar2, V-bar2 merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP, V-bar1 and V-bar2.

The third clause of example 5.21 presented above shows the structure of a Sindhi sentence where the speaker uses null argument at subject position, ‘’ as an object at initial position and ‘**ڏيسائي (ڏيکاري) اچان**=*desae/dekhare achan*= (I) should show’. The structure of the sentence shows that clause has a non-overt subject in the Phonetic Form

of the sentence, which can be recovered through verb inflection and agreement in the Logical Form of the sentence. The inflection '**آن**=*aan*=agreement' in the morpheme '**اچان**=*achan*=(I) should' shows that the subject of the clause must be a first person singular masculine as well as feminine (I). The deleted arguments can be recovered through INFL of the verbs in the *pro*-drop languages (Chomsky, 1988).

The verb phrase is combination of two morphemes '**ڈیسائي**=*desae*=show' and '**اچان**=*achan*=(I) should come'. The verb '**ڈیسائي** =*desae*=show' is derived from the infinitive verb '**ڈیکارڑ**=*dekharin*=to show' which is further derived from the imperative form '**ڈیکار**=*dekhar*=show'.

The second morpheme in the verb phrase of this clause is '**اچان**=*achan*=(I) should come'. The internal structure of this verb shows that it has been derived from the infinitive verb '**اچڑُ**=*achan*=to come' which is further derived from the imperative verb '**اچُ**=*ach*=come'. Both morphemes '**ڈیسائي**=*desae*=show' and '**اچان**=*achan*=(I) should come' agree with each other. The direct object of the sentence is '**کاغز**=*kagaz*=documents', and it has an accusative case in the sentence. The adverbial phrase '**ۍي**=*bhee*=also/too shows that this clause is connected with the two previous clauses. It shows that the subject of the sentence '**مان**=*maan*=I' wants to go somewhere (may be any office), wants to submit and also show them his documents.

Semantically, the context of this whole sentence 5.21 shows that the speaker uses compound verb phrases in the sentence clauses to show his responsibility to take something (his documents) to them (officers), to show them and to submit them a copy.

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The speaker wants to mean that it is his duty to take his documents to the officers and also to submit them a copy. Keeping that situation in his mind, he wants to show sense of responsibility through use of such verb phrases in the clauses.

5.2.1.4 Causative Verbs in Sindhi

Causative verbs express the idea of somebody causing something to happen or causing another person to do something (Sindhi, 2010). Examples 5.22 to 5.25 will analyse and explain the use of causative verbs in Sindhi.

Table 5.22: Example 5.22..**تہ اُنهي کي ٻہ ايڪڙ مون وڌيڪ پوکرايا**

Coding	Sentence Description	Sentence
M492	Arabic script	**تہ اُنهي کي ٻہ ايڪڙ مون وري وڌيڪ پوکرايا.**
	Roman script	Ta unhe khy bha acre moon wari wadheek pokhraya.
	Transliteration	Ta=that; unhe=him; khy=have; bah=two; acre: moon=I; wari=then; wadheek=more/extra; pokhraya=Farmed.
	Translation	That I asked him farm two more acres.
	Syntactic Analysis	(**Direct Subj: اُنهي**=*unhe*=he**, Indirect subj: مون**=*moon*=I**, Obj: ٻہ ايڪڙ**=*bah acre*=two acres**, V: پوکرايا**=*pokhraya*=got farmed**, Adv: تہ**=*ta*=that**, وري**=*wari*= again**, وڌيڪ**=*wadheek*=more)

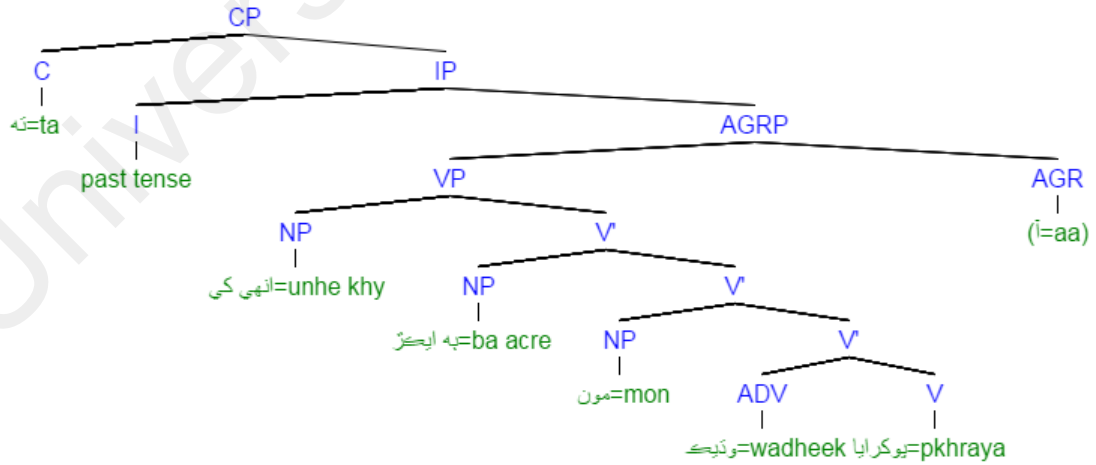

Figure 5.24: Tree Diagram 22

Tree Diagram Representation of the Sentence 22 shows that V merges with ADV to make V-bar1, V-bar1 merges with NP1 to make V-bar2, V-bar2 merges with NP2 to make V-bar3, V-bar3 merges with NP3 to make VP, VP merges with AGR to make

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AGRP, AGRP merges with I-bar to make IP, IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, AGRP, VP and V-bar1, V-bar2 and V-bar3.

Example 5.22 shows the structure of the Sindhi sentence where the speaker uses ‘**اُنهي**=*unhe*=he’ as a direct subject at initial position, ‘**مون**=*moon*=I’ as an indirect subject at middle position, ‘**ٻه ايڪڙ**=*baacre*=two acres’ as an object at second initial position and ‘**پوکرايا**=*pokhraya*=got farmed’ as a causative verb at the end of the sentence.

The structure of example 5.22 shows that it is spoken according to the standard Sindhi sentence structure having a subject, an object and a verb. However, the structure of the sentence shows that it violates the placement rules for indirect subject and the object of the sentence. The rule is to place indirect subject before the object, but here in this sentence, the speaker places the object before the indirect subject which is violation of the standard sentence. This violation does not affect the structure and meaning at all, however. Thus, it can be said that the sentence satisfies the PP, EPP and theta-crietrion theory by representing and theta marking the arguments.

The verb of the sentence is ‘**پوکرايا**=*pokhraya*=got farmed’. It is a causative verb which needs three arguments (a direct subject, an indirect subject and an object) to show a complete action in the sentence. This verb has been derived from the infinitive verb ‘**پوکڻ**=*pokhin*=to farm’ which is further derived from the imperative form ‘**پوک**=*pokh*=farm’. This verb is a simple verb; it is a monotransitive verb: which needs a subject and an object to show complete action of the sentence. The nature of this verb shows that it takes two arguments (a subject and an object) to give complete meaning of the sentence. However, it also takes three arguments when it is used as a causative verb

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(Allana, 2010). A causative verb is a verb which causes something or somebody to do some action in the sentence. The speaker of the sentence is not necessarily the agent of the sentence; agent is always the third person who is asked to do an action.

The structure of the above sentence shows that the speaker does not do action but causes/makes a third person (he: his farmer) to do action in the sentence. The Logical Form (LF) or the deep structure of the sentence shows that the first person singular (I) makes the third person singular (he) farm two more acres; meaning 'he farms two more acres for someone else'. The direct subject/agent of the sentence is 'he' who performs the function of farming, the indirect subject of the sentence is 'I' who makes/causes 'him' to farm, and the object of the sentence is 'two acres' which undergoes an action of being farmed. The nature of the causative sentences is that the speaker of the sentence makes/causes somebody else to do action in sentence, like an English sentence 'he made me write a letter'. Same goes in this sentences, the speaker makes the farmer farm two more acres for him.

The context of the sentence also shows that the speaker is trying to show that he has a land where farmers are working for him; maybe he is a landlord. It also shows that how concerned he is about his land and the famers. The speaker tries to show the sense of responsibility that he is a responsible and hard working person who studies as well as works in the fields.

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Table 5.23: Example 5.23..**ياهاري اچي ويو اُنهي کي ٿورو گھٹو ڪم ڪرائٹو**

Coding	Sentence description	Sentence
M392	Arabic script	**ياهاري اچي ويو اُنهي کي ٿورو گھٹو ڪم ڪرائٹو.**
	Roman script	Ya haari achi wayo unhe khy thoro ghano kam karaino
	Transliteration	Ya=or; haari=farmer; achi=come; wayo=went; unhe=that; khy=have; thoro=less; ghano=more; kam=work; karaino=cause to do.
	Translation	Or the farmer would come and (I) would make him do some work.
	Syntactic Analysis	(**Subj:** zero**, Indirect Subj: هاري**=*haari*=farmer, **Obj: ٿورو گھٹو ڪم**=*thoro ghano kam*=some work**, VP: ڪرائٹو**=*karaino*=cause to do**,** **CompP: ياهاري اچي ويو**=y*a haari achi wayo*=or the farmer came)

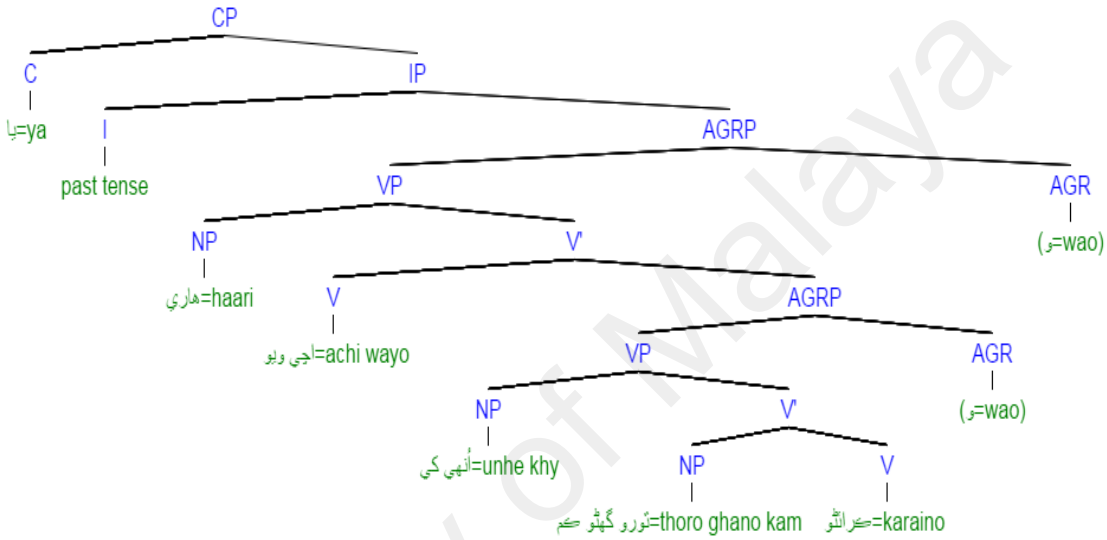

Figure 5.25: Tree Diagram 23

Tree Diagram Representation of the Sentence 23 shows that V merges with NP1 to make V-bar1, V-bar1 merges with NP2 to make VP1, VP1 merges with AGR to make AGRP1, AGRP1 merges with V to make V-bar2, V-bar2 merges with NP3 to make VP2, VP2 merges with AGR to make AGRP2, AGRP2 merges with I-bar to make IP, IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, AGRP1, VP1 and V-bar1, V-bar2, AGRP2, VP2 and V-bar2.

Example 5.23 presents the structure of the Sindhi sentence where the speaker uses '**هاري**=*haari*=farmer' as a direct subject at initial position, '**ٿورو گھٹو ڪم**=*thoro ghano kam*=some work' as an object at middle position and '**ڪرائٹو**=*karaino*=cause to do' as verb at the end of the sentence.

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The structure of the above sentence shows that it has been spoken according to the standard Sindhi sentence structure having a subject, an object and a verb. However, the structure of the sentence shows that it violates the placement rule for indirect subject of the transitive verb in the sentence. The rule is to show and place the indirect subject in the sentence, but here in this sentence, the speaker hides the indirect subject. However, the verbal inflection (INFL) and their agreement with show that the indirect subject of the sentence is the first person singular 'I'. Thus, it can be said that the above stated sentence satisfies the PP, EPP and theta-criterion theory (Haegeman, 1994).

The verb of the sentence is '**ڪرائڻو**=*karaino*=cause to do'. It is a causative verb, and it is derived from the infinitive verb '**ڪرڻ**=*karan*=to do' which is further derived from the imperative form '**ڪر**=*kar*=do'. To make a causative verb, an inflection '**راءِ**=*rai*=agreement' is added to the imperative '**ڪر**=*kar*=do' to show that action is done by somebody else rather than the speaker of the sentence.

This verb is a simple verb; it is a monotransitive verb: which needs a subject and an object to show complete action of the sentence. The nature of this verb shows that it takes two arguments (a subject and an object) to give complete meaning of the sentence. However, it also takes three arguments when it is used as a causative verb (Dada, 2010). A causative verb is a verb which causes something or somebody to do some action in the sentence. The speaker of the sentence is not necessarily the agent of the agent of the sentence; agent is always the third person who is asked by somebody to do an action.

The structure of the above sentence shows that the speaker does not do action but causes/makes a third person (farmer) to do action in the sentence. The deep structure of the sentence shows that the first person singular (I) makes the third person singular (farmer) to do some work; meaning 'the farmer does some work for somebody'. The

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direct subject/agent of the sentence is ‘farmer’ who performs the function of farming, the indirect subject of the sentence is ‘I’ who makes/causes ‘him’ do some work, and the object of the sentence is ‘some work’ which undergoes an action of being farmed. The nature of the causative sentences is that the speaker of the sentence makes/causes somebody else to do action in sentence. Structurally, the context of the sentence also shows that the speaker is trying to show that he has a land where farmers are working for him; maybe he is a landlord. It also shows that how concerned he is about his land and also about the famers. The speaker tries to show the sense of responsibility that he is a responsible and hard working person who studies as well as works in the fields.

Table 5.24: Example 5.24..**اُن کان پوءِ ھُن مونکي ڪيمسٽري جيءِ فزڪس جي ٽيوشن وٺرائي**

Coding	**Sentence description**	**Sentence**
N389	Arabic script	**اُن کان پوءِ ھُن مونکي ڪيمسٽري جيءِ فزڪس جي ٽيوشن وٺرائي.**
	Roman script	Una khan poi hun mokhy chemistry ji ain physics ji be tution watherai.
	Transliteration	Una=that; khan=from; poi=then; hun=him; monkhy=me; chemistry; ji=of; ain=and; physics; ji=of; tution; wathrai;caused to take
	Translation	After that he made me to take tution of Chemistry and Physics.
	Syntactic Analysis	**Di subj: مونکي**=*monkhy*=me**, Ind subj: ھُن**=*hun*=him**, Obj: ڪيمسٽري جيءِ فزڪس جي ٽيوشن**= *chemistry ji ain physics ji be tution*= tution of Chemistry and Physics**, VP: وٺرائي**=*wathrai*=made me to take**, AdvP: اُن کان پوءِ**=u*na khan poi*=after that.

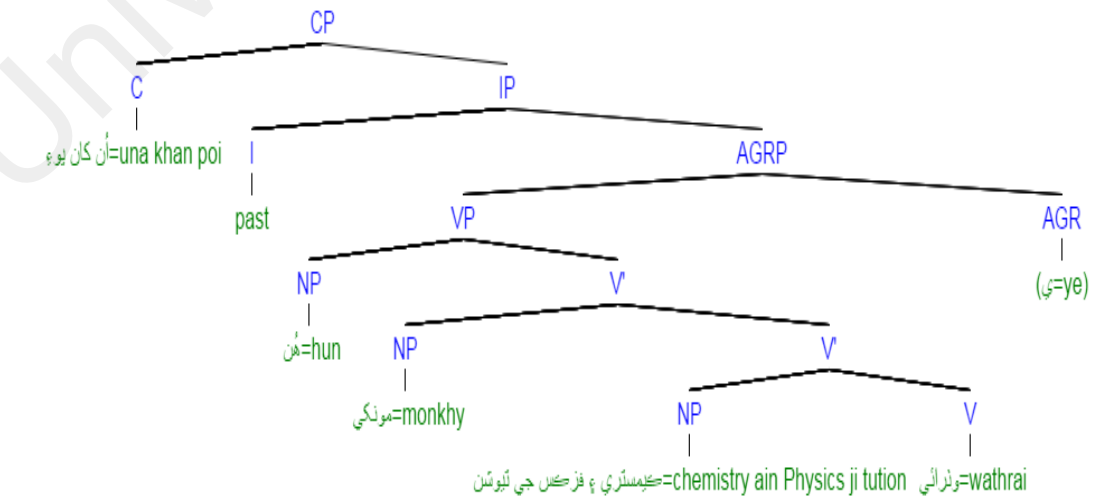

Figure 5.26: Tree Diagram 24

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Tree Diagram Representation of the Sentence 24 explains that V merges with NP1 to make V-bar1, V-bar1 merges with NP2 to make V-bar2, V-bar2 merges with NP3 to make VP, VP merges with AGR to make AGRP, AGRP merges with I-bar to make IP, IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, AGRP, VP and V-bar1 and V-bar2.

Example 5.24 shows the structure of the Sindhi sentence where the speaker uses '**مونکي**=*monkhy*=me' as an indirect subject at initial position, '**هُن**=*hun*=him' as a direct subject at second initial position, '**کيمسٽري جي ۽ فزڪس جي ٽيوشن**=*chemistry ji ain physics ji be tution*=tution of Chemistry and Physics as an object in middle position and '**وڌرائي**=*wathrai*=made me to take' as a verb at the end of the sentence.

The structure of example 5.24 shows that it has been spoken according to the standard Sindhi sentence structure having a subject, an object and a verb. This example satisfies the Projection Principle by representing the sentence structure; Extended Projection Principle by having an overt subject and theta-criterion by theta marking the arguments.

The verb of the sentence '**وڌرائي**=*wathrai*=made me to take' is a causative verb. It is derived from the infinitive verb '**وڌڻ**=*wathan*=to take' which is further derived from the imperative form '**وڌ**=*wath*=take'. To make a causative verb, the inflection '**راءِ**=*rai*=agreement' is added to the infinitive '**وڌڻ**=*wathan*=to take' to show that action is done by somebody else rather than the speaker of the sentence. The nature of this verb shows that it takes two arguments (a subject and an object) to give complete meaning of the sentence. However, it also takes three arguments when it is used as a

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causative verb (Baig, 2006). A causative verb is a verb which causes something or somebody to do some action in the sentence.

The structure of the above sentence shows that the speaker is asked by somebody to take tuition of Chemistry and Physics; he is made to do so. The direct subject 'he' causes the indirect subject 'me/I' to take tuition of Chemistry and Physics. The deep structure of the sentence shows that the third person singular (he) makes the first person singular (I) to take tuition; meaning that 'somebody asked the speaker to take tuition of Chemistry and Physics'. The direct subject/agent of the sentence is 'he' which performs the function of asking/causing the speaker to take tuition. The indirect subject of the sentence is 'I' who is being asked/caused to take tuition; it is beneficiary of the sentence. The object of the sentence is 'tuition of Chemistry and Physics' which undergoes an action of being taken. The usual nature of the causative sentences is that the speaker of the sentence makes/causes somebody else to do action in sentence, like an English sentence 'he made me write an assignment'.

The context of the sentence shows that the speaker is trying to show that he is asked to take tuition so that he can be good in Chemistry and Physics. The speaker tries to show that his family is worried about him that is why they want him to be good at the above stated courses. It also shows that how concerned they are for each other: his family for him and him for his family.

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Table 5.25: Example 5.25..هاڻي الله سائين ايترو ڏِنو آهي هِنن بِنهي کي فرڏر آءُ پڙهائي سگهان ٿو

Coding	Sentence Description	Sentence
M4 12	Arabic script	هاڻي الله سائين ايترو ڏِنو آهي هِنن بِنهي کي فرڏر آءُ پڙهائي سگهان ٿو.
	Roman script	Hane Allah saien etro dino ahy hinan binhee khy further aaon parhae saghan payo.
	Transliteration	Hane=now; Allah; saien=respected; etro=enough; dino=gave; ahy=is; hinan=these; binhee=both; khy=have; further; aaon=I; parhae=educate; saghan=can; payo=agreement inflection.
	Translation	Now Almighty Allah has given me this much that I can further send these both (his sons) to a school.
	Syntactic Analysis	(**Subj:** آءُ=*aaon*=I, **Obj Comp:** هِنن=*hinan*=these/them, **VP:** ڏِنو آهي=*dino aahy*=has given, پڙهائي سگهان پيو=*parhae saghan payo*=can teach, **AdvP:** بِنهي کي=*binhee khy*=both, ايترو=*etro*=this much)

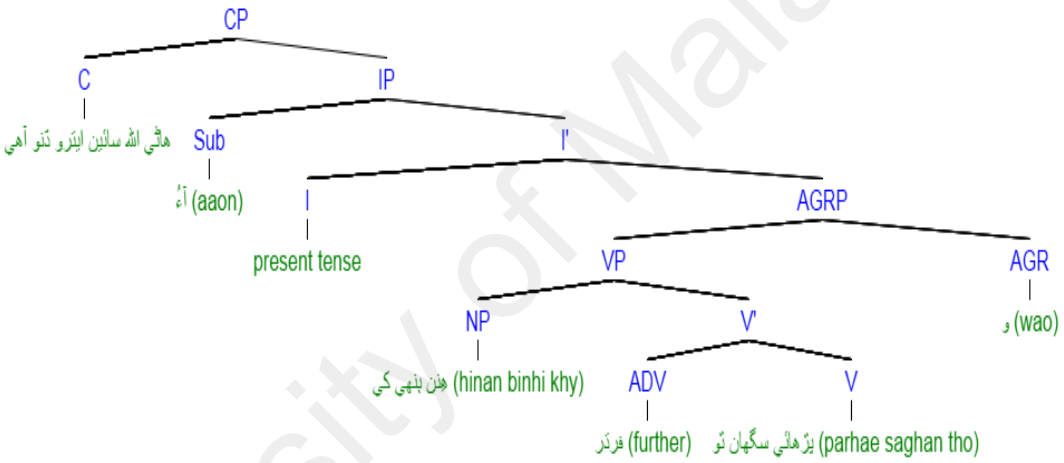

Figure 5.27: Tree Diagram 25

Tree Diagram Representation of the Sentence 25 states thata V merges with ADV to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.

Example 5.25 shows the structure of the Sindhi sentence where the speaker uses 'آءُ=*aaon*=I' as direct subject in main clause and 'الله سائين=*Allah saaien*=Almighty Allah' as indirect subject in the dependent clause, 'هِنن=*hinan*=these/them' as an

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indirect object in main clause, '**ڏِنو آهي**=*dino aahy*=has given' as a verb of the dependent clause and '**پڙهائي سگهان پيو**=*parhae saghan payo*=can teach' as a verb of the main clause. The structure of the sentence shows that the dependent clause of the sentence has null/zero argument at subject position. We do not know what particular thing God Almighty has given them. Our concern is more on main clause than dependent clause.

The main clause of the sentence has subject, object and a verb (SOV). However, it does not follow the standard sentence structure of Sindhi where subject has to be placed at initial position, object at middle position and verb at the end. The structure of the main clause is object, subject and verb. Thus, it can be said that the main clause of the sentence does not follow standard Sindhi sentence structure in spoken language. The detailed discussion of the above stated example is given below.

Dependent Clause: **هاڻي الله سائين ايترو ڏِنو آهي**

(**Subj: الله سائين**=*Allah saaien*=Almighty Allah**, Obj:** zero**, Obj Comp: ايترو**=*etro*= this much**, VP: ڏِنو آهي**=*dino aahy*=has given)

Hane Allah saien etro dino ahy. (Sindhi sentence in English script)

Now Allah respected this much given has. (Transliteration)

Now Almighty Allah has given me this much (English Translation)

The verb phrase of this clause is '**ڏِنو آهي**=*dino aahy*=has given'. It is combination of two morphemes '**ڏِنو**=*dino*=gave' and '**آهي**=*aahy*=have'. The morpheme '**ڏِنو**=*dino*=gave' is a free morpheme. The morpheme '**ڏِنو**=*dino*=gave' is derived from the infinitive verb '**ڏِيڻ**=*dian*=to give' which is further derived from the imperative of the verb '**ڏي**=*de*=give'. The inflection '**و**=*wao*=agreement' in the morpheme '**ڏِنو**=*dino*=gave' shows that it discusses about something or someone third person

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singular masculine argument (an NP). Individually, the morpheme '**ڈِنو**=*dino*=gave' is used in the past simple tense. However, it changes its tense from past to the present the moment it is added to the bound morpheme '**آهي**=*aahy*=have'.

The inflection '**آهي**=*aahy*=have'is used as a free as well as a bound morpheme. It is a free morpheme when it is used as 'to be verb' in a sentence like (**هي چوڪرو آهي**=*hee chokiro aahy*=he is a boy) or a possessive verb (**هِنَ کي ڪار آهي**= *hin khy car aahy* = he has a car). On the other hand, if it is used in the verb phrase like '**ڈِنو آهي**=*dino aahy*=has given', then it is a bound morpheme which is bound to free morpheme in the verb phrase. It can be seen when this morpheme is combined with the past simple tense morpheme '**ڈِنو**=*dino*=gave', we get a new verb phrase '**ڈِنو آهي**=*dino aahy*=has given' having the present tense with perfective aspect in the sentence. Therefore, it can be said that this clause has been spoken in present perfect tense with perfective aspect where subject is '**الله سائين**= *Allah saaien*=Almighty Allah' and it has a nominative case, and object of the sentence is 'him'. Thus, it can be said that this clause of the sentence satisfies the Projection Principle by representing the syntactic structure of the sentence. It also satisfies the Extended Projection Principle by having subject in the clause.

The context of the sentence shows that the speaker uses such verb to show completion of work with a perfective aspect of the verb. However, context of the sentence also shows that the speaker wants to thank directly or indirectly to God Almighty for blessing them with such blessings. In this sentence, therefore, the context

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shows that they have something from God Almighty. It shows that speaker tries to thank Almighty Allah for all His blessings.

Main Clause

هِنن بِنهي کي فرڏر آءُ پڙهائي سگهان پيو.

(**Subj: آءُ**=*aaon*=I**, Obj: هِنن**=*hinan*=these/them**, VP: پڙهائي سگهان پيو**=*parhae saghan payo*=can teach**, AdvP: بِنهي کي**=*binhee khy*=both**, فرڏر**=*further*=further)

Hinan binhee khy further aaon parhae saghan payo. (Sindhi in English script)

These both have further I teach/study can do. (Transliteration)

I can further send these both (his sons) to a school. (English Translation)

The verb phrase of the above clause is '**پڙهائي سگهان پيو**=*parhae saghan payo*=can teach/can send them to school'. It is combination three morphemes '**پڙهائي**=*parhae*=teach', '**سگهان**=*saghan*=can' and '**پيو**=*payo*=agreement'. The morpheme '**پڙهائي**=*parhae*=teach' is a free morpheme in the sentence. The internal structure of the morpheme '**پَڙهائي**=*parhae*=teach' shows that it is derived from the infinitive verb '**پڙهائڻ**=*parahin*=to teach' which is further derived from the imperative form of the verb '**پَڙهاءِ**=*parhai*=teach'.

The second morpheme of the verb phrase '**سگهان**=*saghan*=can' is a bound morpheme. It is used as a main verb of the sentence which shows ability of the subject to send his sons to a school. It is used as what we say in English a modal verb, which is used to show to ability to work. The third morpheme of the verb phrase is '**پيو**=*payo*=agreement'. This morpheme agrees with the morpheme '**سگهان**=*saghan*=can' and these both morphemes agree with the main verb '**پڙهائي**=*parhae*=teach', to make the verb phrase '**پڙهائي سگهان پيو**=*parhae saghan payo*=can teach/can send them to

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school' in this sentence. This verb is used as a causative verb to show that a father wants his sons to be taught by a third person, a teacher.

The structure of the second clause of the sentence shows that it follows the standard Sindhi sentence structure. The sentence satisfies the Projection Principle, Extended Projection Principle and the theta-criterion. The structure of the verb phrase shows that the subject of the sentence is first person singular masculine (I). The verb phrase has been used as a modal verb to show ability or power of doing something. Same is the case in this sentence, where the subject '**آءُ**=*aaon*=I' shows the ability to send his sons to school. The subject of the sentence has a nominative in the sentence. The sentence has another noun phrase (NP) '**هِنن**=*hinan*=these/them' which is used as an object, and it has an accusative case in the sentence.

Semantically, the context of this clause shows that the speaker wants to show that he has enough resources that he can send his sons for further studies; he can send them for higher education. Directly or indirectly, the speaker wants to thank God for giving him enough wealth to send his sons for higher education.

5.2.1.5 Aspectual Verbs in Sindhi: Progressive and Perfective

The Aspectual verbs are usually used as helping/auxiliary verbs to show some aspect of the verbs. Aspectual verbs are further divided into three types to show three different aspects of the verbs in the Sindhi language (Baig, 2006; Mayberry, 2011).

A helping/auxiliary verb which is used to show progressive/perfective aspect of the action is termed as progressive/perfective aspectual auxiliary verb (Allana, 2010). Examples from 5.26 to 5.28 explain the progressive aspectual verbs and examples 5.29 to 5.31 explain perfective aspectual verbs in Sindhi.

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Table 5.26: Example 5.26..هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان

Coding	Sentence Description	Sentence
M16	Arabic script	هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.
	Roman script	Hity aaon University Malaya mei PhD kary rahyo aahiyan.
	Transliteration	Hity=here; aaon=I; University Malaya; mein=in; PhD; kary rahyo=doing; aahiyan=am.
	Translation	I am doing PhD here in University Malaya.
	Syntactic Analysis	(**Subj:** آءُ=*aaon*=I, **Obj:** پي ايڇ ڊي=PhD, **VP:** ڪري رهيو آهيان=*kary rahyo ahyan*=am doing, **PP:** يونيورسٽي ملايا ۾=University Malaya mei=in University Malaya, **AdvP:** هِتي=*hity*=here)

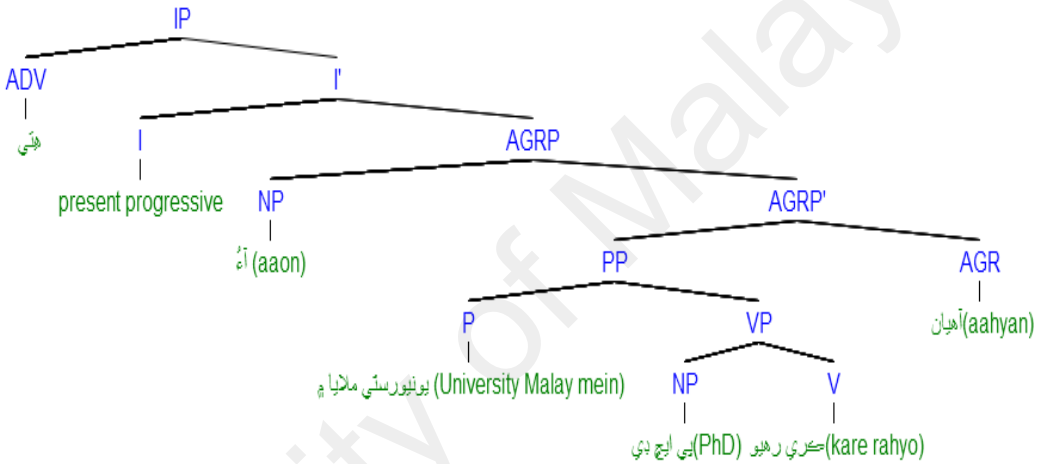

Figure 5.28: Tree Diagram 26

Tree Diagram 26 states that V merges with NP to make VP, VP merges with P to make PP, PP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP mearges with I to make I-bar and I-bar merges with ADV to make IP. The head nodes in the above diagram are IP, I-bar, AGRP, AGRP-bar PP and VP.

Example 5.26 shows the Sindhi sentence (presented before as example 5.4) where the speaker uses 'آءُ=*aaon*=I' as a subject at initial position, '**پي ايڇ ڊي**=PhD' as an object in middle and '**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing' as a verb at the end of the sentence. Therefore, it can be said that the structure of above sentence is following the standard Sindhi sentence structure. It can be seen that the above sentence is syntactically

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well represented and it has an overt subject and also an overt object in the Phonetic Form. Hence, the sentence satisfies the PP and EPP.

The verb phrase of the above sentence is '**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing'. It is combination of three words or morphemes '**ڪري**=*kary*=do', '**رهيو**=*rahyo*=agreement to show progressive aspect' and '**آهيان**=*aahyan*=am'. The morpheme '**ڪري**=*kary*=do' is a free morpheme. It is derived from the infinitive '**ڪرڻ**=*karan*=to do' and this infinitive is derived from the imperative form '**ڪر**=*kar*=do'.

The second morpheme in the verb phrase is '**رهيو**=*rahyo*=progressive agreement'. Individually, the morpheme '**رهيو**=*rahyo*=lived' is used to show action living in the past simple tense. It has been derived from the infinitive '**رهڻ**=*raha*=to live' which has been further derived from the imperative form '**رهُ**=*rah*=live' of the verb. However, in this sentence, it is used as a suffix to show the continuous or progressive aspect of the verb. This morpheme helps us to identify that the subject is a singular masculine.

The third morpheme in the verb phrase is '**آهيان**=*aahyan*=am'. It is bound morpheme or a suffix which is used with a verb phrase to show person of the subject and tense of the sentence. This morpheme has been used in a verb phrase to show first person singular pronoun '**ـآءُ**=*aaon*=I' with masculine and feminine gender in the present time.

The inflection '**آهيان**=*aahyan*=am' agrees with the morpheme '**رهيو**=*rahyo*= progressive agreement', and these bound morphemes agree with the first person

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singular subject '**آءُ**=*aaon*=I'. When we use first person plural subject in this sentence, the bound morphemes will also change according to the number and gender of the subject of the sentence. They change from the morphemes '**رهيو**=*rahyo*=agreement' and '**آهيان**=*aahyan*=am' to the bound morphemes or suffixes '**رهيا**=*rahya*=agreement' and '**آهيون**=*aahyon*=are'. This is how change occurs in the meaning of the sentence.

The context of the sentence shows that it has been used in the present progressive form in order to show the continuity of the work in the sentence, and it has been used in an active voice form. The sentence shows that speaker uses such verb to show his relation with the institution called University Malaya. The relation is of doing PhD; the speaker is doing PhD from University Malaya, thus in this way they have a relation with each other. Secondly, the context of the verb phrase shows that the action has not been completed; it is yet to be completed in near future. The context of sentence also shows that speaker feels proud in telling that he is doing PhD in one of the well-known universities of Malaysia.

Table 5.27: Example 5.27..**۽ اسان رهُون پيا پَنتائي هِلپارک ۾**

Coding	Sentence Description	Sentence
N106	Arabic script	**۽ اسان رهُون پيا پَنتائي هِلپارک ۾.**
	Roman script	Ain assan rahon paya pantai hillpark mei.
	Transliteration	Ain=and; assan=we; rahon=living; paya=are; pantai hillpark mei=in Pantai Hill park.
	Translation	And we are living in Pantai Hill park.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: رهُون پيا**=*rahon paya*=are living**, PP: پَنتائي هِلپارک ۾**=*pantai hillpark mei*=in Pantai Hill park, **Conj: ۽**=*ain*=and)

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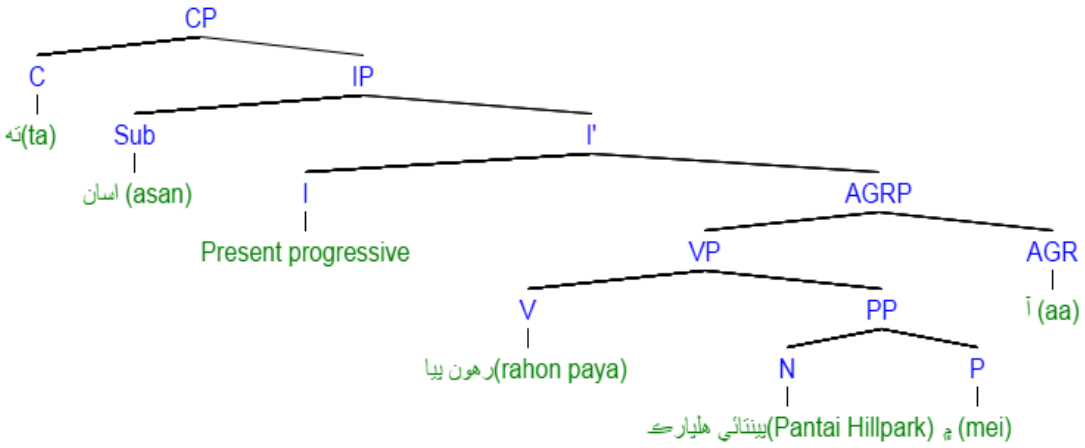

Figure 5.29: Tree Diagram 27

Tree Diagram 27 states that P merges with N to make PP, PP merges with V to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and PP.

Example 5.27 shows the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as the subject but at initial position and '**رهُون پيا**=*rahon paya*=are living' as the verb at the end of the sentence. The sentence has null object or empty category (EC) at the object position because it has an intransitive verb (Allana, 2010). The structure of the sentence shows that it does not follow the standard sentence structure for verb expansion. The rule is to place verb expansion before verb in a Sindhi sentence, but the speaker violates this rule; he places it after the verb in the sentence. Therefore, it can be said that the sentence is not following the sentence structure of Sindhi for verb expansion in spoken Sindhi. However, it does not affect meaning of the sentence at all. In addition, the structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

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The verb phrase of the above sentence is '**رهُون پيا**=*rahon paya*=are living'. It is combination of two morphemes '**رهُون**=*rahon*=are living' and '**پيا**=*paya*=are/agreement'. The verb '**رهُون**=*rahon*=are living' is a free morpheme (Yule. 1996). It is derived from the infinitive form '**رهڻ**=*rahan*=to live' which is further derived from the imperative from of the verb '**رهُ**=*rah*=live'.

The second verb/morpheme of the verb phrase '**پيا**=*paya*=are/agreement' is an inflectional bound morpheme. It is attached to a free morpheme/verb to show continuous action in the present tense. The inflection (INFL) '**آ**=*aa*=phonological agreement' in the morpheme '**پيا**=*paya*=agreement' shows that the subject of the sentence is plural with masculine gender, because the phoneme '**آ**=*aa*' is a phonological inflection which is used with the verb to show plural number and masculine gender of the subject (Allana, 2010).

The context of the sentence shows that the action has not been completed; action of living is still going on in the area called Pantai Hillpark. The speaker is trying to show that he and his friends are still living in Pantai Hillpark. He wants to show relationship between them and the place Pantai Hillpark. It cannot be assumed from the sentence that they are going to live there for such and such period of time. Such verbs in Sindhi are used to show some continuous action in the sentence. The verb phrase has been used in the present tense; it means they are still living there.

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Table 5.28: Example 5.28..ملائيشيا ۾ هِتي ڏاڍي رِسرچ پَئِي هلي اِن تي

Coding	Sentence Description	Sentence
N739	Arabic script	ملائيشيا ۾ هِتي ڏاڍي رِسرچ پَئِي هلي اِن تي.
	Roman script	Malaysia mei hity dadhi research pai haly ina ty.
	Transliteration	Malaysia=Malaysia; mei=in; hity=here; dadhi=very; research=research; pai=is; haly=going; ina=it; ty=on.
	Translation	There is research going on it in Malaysia.
	Syntactic Analysis	(**Subj:** zero, **Obj: رِسرچ**=*research*=research, **VP: پَئِي هلي**=*paee haly*=is going on,**PP: ملائيشيا ۾**=*Malaysia mei*=in Malaysia, **اِن تي**=*ina ty*=on it, **AdvP: هِتي**=*hity*=here)

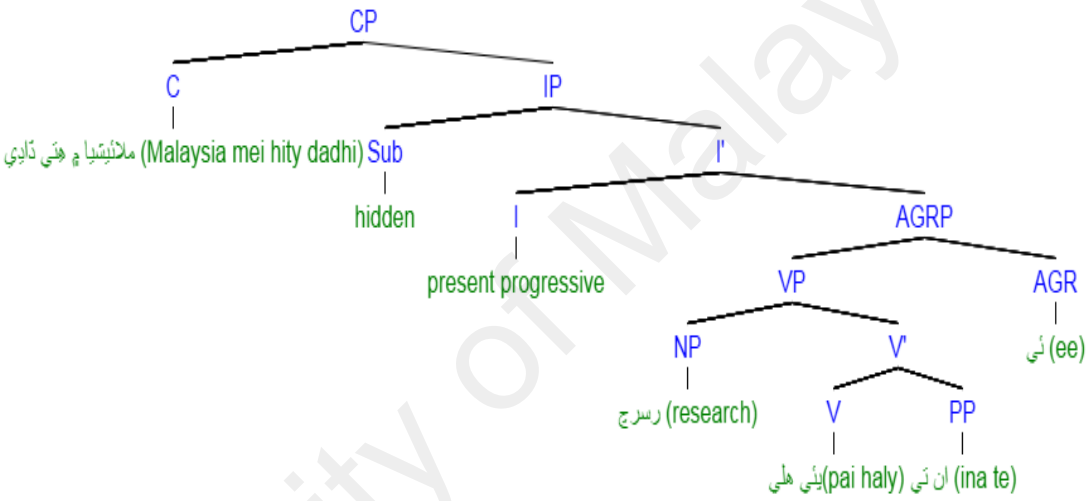

Figure 5.30: Tree Diagram 28

Tree Diagram 28 states that PP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.

Example 5.28 presents the Sindhi sentence (presented before as example 5.10) where the speaker uses '**رِسرچ**=research' as a subject in initial position, '**پَئِي هَلي**=*paee haly*=is going on' as a verb in the middle and '**اِن**=*ina*=it' as an object at the end of the sentence.

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This sentence is a bit complex one; it could be interpreted transitively and intransitively in two interpretations. The first interpretation is that the structure of the above sentence shows that it does not have argument at object position, because it as an intransitive verb (going). Therefore, it can be said that the above sentence has only subject (research) that is going on. Thus, it follows the standard sentence structure which is used for sentences having intransitive verbs. The sentence follows the Projection Principle (Carnie, 2007) and Extended Projection Principle.

The second interpretation is that the sentence has a null subject at position, 'research' as an object at middle and 'doing' as a verb at the end of the sentence. Here, the verb has been taken as a transitive verb which does require subject and object to give complete sense of the sentence. The sentence follows the Projection Principle but violates the Extended Projection Principle (Carnie, 2007), because it has null subject.

The verb phrase in the above example is '**پَئي هَلي**=*paee haly*=is going on'. It is combination of two morphemes '**پَئِي**=*paee*=is/agreement to show progressive aspect' and '**هَلي**=*haly*=goes/going'. The first morpheme '**پَئِي**=*paee*=is/agreement' is a bound morpheme and it is used to show third person singular subject with feminine gender and present tense with progressive aspect. The singular masculine form of the morpheme '**پَئِي**=*paee*=is/agreement' is '**پَيو**=*payo*=is/agreement', while '**پَيا**=*paya*=are/agreement' and '**پَيوُن**=*payon*=are/agreement' are plural forms with masculine and feminine subjects in the present tense. A slight change in the pronunciation of '**پَئِي**=*paee*=agreement' will lead to a complete change in the form and meaning of a word.

The second morpheme of the verb phrase '**هَلي**=*hale*=goes' is a free morpheme. The internal structure of this morpheme shows that it has been derived from the infinitive

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‘**هَلَڻ**=*halan*=to go’ which has been further derived from the imperative ‘**هَلُ**=*hal*=go’. It can also be used with the third person singular subject in the present simple tense to give meaning of ‘go’ .The morphemes ‘**هَلي**=*hale*=goes’ and ‘**هَلِي**=*halee*=went’ are carefully used in written as well as in spoken Sindhi .The former is used for present simple as well present continuous tense for third person singular subject with any gender, while the latter is used for third person singular with feminine gender in the past simple tense. We see slight change even in the pronunciation leads us to a different form and meaning of a morpheme. Individually, both morphemes ‘**پَئي**=*paee*=is/agreement’ and ‘**هَلي**=*hale*=goes’ have different forms and meanings but in combination they show present continuous tense. The verb of the sentence has progressive aspect in the present.

Semantically, the context of the sentence shows that the speaker wants to show that the topic which he is working on is worthy to be studied. The use of progressive form of the verb shows that it is still continue; people in Malaysia are still working on such topic/field. Having seen importance of the topic/field among researchers in Malaysia he (the speaker) chooses working on that topic. In other words, he wants to show that he is working on something which is important field; he is showing worth of his field in Malaysia.

Table 5.29: Example 5.29..**۽اڄاسانبئيگڏُٽياآهيون**

Coding	Sentence Description	Sentence
N6	Arabic script	**۽اڄاسانبئيگڏُٽياآهيون.**
	Roman script	Ain aj assan bhai gad thia aahyon.
	Transliteration	Ain=and; aj=today; assan=we; bhai=both; gad=together; thia=are; aahyon=have.
	Translation	And we both have gathered today.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we, **VP: گڏُ ٽيا آهيون**=*gad thia aahyon*=have gathered, **AdvP: اڄ**=*aj*=today**, بئي**= *bai*=both)

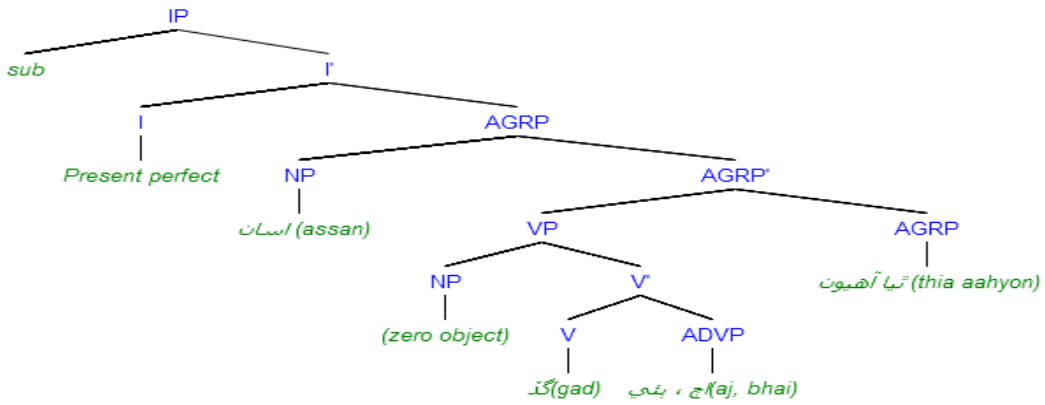

Figure 5.31: Tree Diagram 29

Tree Diagram 29 states that ADVP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, AGRP-bar, VP and V-bar.

Example 5.29 presents the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as subject at initial position and '**گڏٽياآهيون**=*gad thia aahyon*=have gathered' as verb at the end of the sentence. The sentence does not have any argument (NP) at object position because it is an intransitive verb which does not take object in a sentence (Yule, 1996; 1998; Allana, 2010; Zeller, 2015). The sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the sentence is following the sentence structure of Sindhi.

The verb phrase '**گڏٽياآهيون**=*gad thia aahyon*=have gathered' of the sentence 5.29 is the combination of three morphemes '**گڏُ**=*gadu*=together', '**ٽيا**=*thia*=phonological agreement' and '**آهيون**=*aahyon*=agreement to show tense aspect'. The main verb '**گڏُ**=*gad*=together' is a free morpheme to show the action of 'gathering' in the sentence.

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It is derived from the infinitive '**گڏڻ**=*gadin*=to gather', which is further derived from the imperative '**گڏ**=*gad*=to gather'.

The second word in the verb phrase is '**ٿيا**=*thia*=agreement to show number and gender'. This morpheme/inflection is used to show the person, gender and number of the subject in the Sindhi sentences. It is a derivational bound morpheme which is derived from the infinitive form '**ٿيڻ**=*thian*=to be', and the infinitive is derived from the imperative form '**ٿي**=*thee*=be'. This is the morpheme that helps us to infer and identify the person, number and gender of the subject. According to Baig (2006), Sindhi verbs have base form in their imperatives; the rest forms are derived from the imperative from of the verb.

The phonological inflection '**آ**=*aa*=phonological agreement' in the morpheme '**ٿيا**=*thia*=agreement' has been used to show the number and gender of the subject. This inflection shows that subject is the third person plural masculine.

The third morpheme '**آهيون**=*aahyon*=are/have/agreement' in the verb phrase is used to show the tense aspect as well as number in the sentence. The suffix '**ون**=*woon*=agreement' in this word shows that the subject must be plural, because it is used to show number and gender of the subject of a sentence. This suffix also shows the tense aspect of the sentence; it shows that the tense is present and it has perfective aspect in Sindhi. Thus, it can be said that the inflection '**آهيون**=*aahyon*=are/agreement' has been used to show plural number, masculine gender and perfective aspect in the present time.

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Structurally, the context of the sentence shows that action has been taken place completely; such verb phrases are used to show complete action in Sindhi language. The verb phrase has been used in the current time showing perfective aspect of action of gathering in the sentence. The speaker wants to show that they have gathered at some place to do something. The use of such verb phrase shows completion of action in the sentence. The speaker tries to show his intention to do a work that they have gathered for. The speaker tries to show that he and his friends have gathered to something; may be they have gathered to play a game. We can see that a slight change in the last suffix of the verb phrase will lead us to a new form and meaning of the verb.

Table 5.30: Example 5.30..تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن

Coding	**Sentence Description**	**Sentence**
M120	Arabic script	تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن.
	Roman script	Ta hane jeko aahy uhy shayoon wadhee wayoon aahin
	Transliteration	Ta=that; hane=now; jeko=that; aahy=is; uhy=those; shayoon=things; wadhee=increase; wayoon=gone; aahin=have.
	Translation	Those things have been increased now.
	Syntactic Analysis	(**Subj:** zero**, Obj:** اُهي شيون=*uhy shayoon*=those things**, VP:** وڏي ويون آهن=*wadhee wayoon aahin*=have been increased/have increased**, AdvP:** تہ هاڻي جيڪو آهي=*ta hane jeko aahy*=that now)

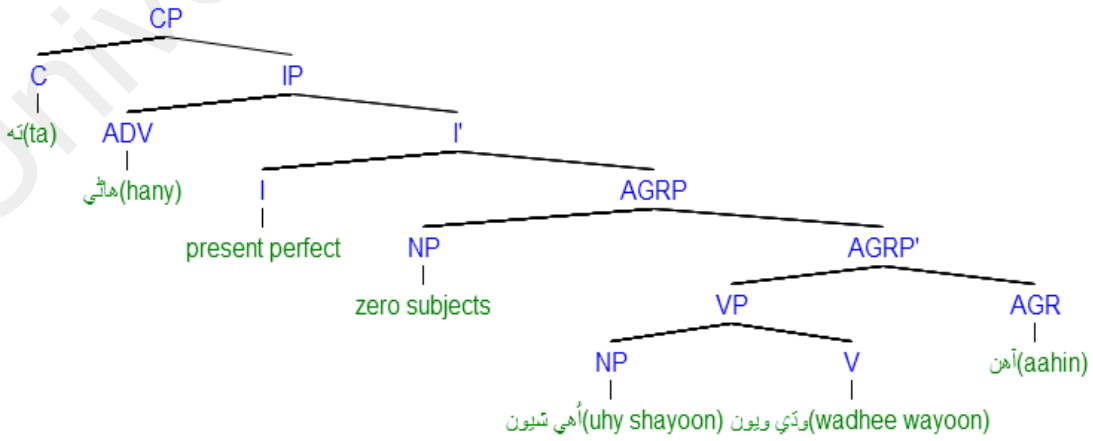

Figure 5.32: Tree Diagram 30

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Tree Diagram states that V merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with ADV to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, AGRP-bar and VP.

Example 5.30 presents the Sindhi sentence where the the speaker uses ' **اُهي شيون=** *uhy shayoon*=those things' as an object at middle position and '**وڌي ويون آهن**=*wadhee wayoon aahin*=have been increased' as verb at the end of the sentence. The sentence does not have any noun phrase (NP) at subject position because, firstly, it is an intransitive verb which does not take object; secondly, the sentence has been used in passive form construction (Rashdi, 2008). The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the sentence is following the sentence structure of Sindhi.

The verb phrase of example 5.30 is '**وڌي ويون آهن**=*wadhee wayoon aahin*=have been increased'. It is combination of three morphemes '**وڌي**=*wadhee*=increased', '**ويون**=*wayoon*=gone/agreement' and '**آهن**=*aahin*=have'. The first morpheme '**وڌي**=*wadhee*=increased' is the main verb of the sentence. It shows the action of 'increasing' something in the present time with perfective aspect. It is a lexical morpheme which has a complete meaning and it can stand alone in the sentence (Yule, 1996). It has been derived from the infinitive '**وڌڻ**=*wadhan*=to increase', which is further derived from the imperative '**وڌُ**=*wadhu*=increase'. Individually, the morpheme '**وڌي**=*wadhee*=increased' gives the meaning of something increased in the past like

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‘**راند وڈي**=*raand wadhee*= a game increased’. When added to the morpheme ‘**ويون**=*wayoon*=gone/agreement’, the sentence action would still be shown in past. However, by adding the inflection ‘**آهن**=*aahin*=have’ it turns into present perfect tense.

The second morphem is ‘**ويون**=*wayoon*=gone/agreement’ in the verb phrase. It shows that argument of the sentence ‘**اُهي شيون**=*uhy shayoon*=those things’ has plural number with feminine gender. The suffix ‘**ويون**=*wayoon*=wen/agreement’ can be used as free morpheme as well as bound morpheme. It is used as a free morpheme in the sentence ‘**چوڪريون گهر ويون**=*chokrion ghar wayoon*=girls went home’, and used as a bound morpheme in the verb phrase of this sentence. The inflection ‘**ون**=*woon*=phonological agreement’ in it shows that the subject of the sentence is plural and it has feminine gender. This is the morpheme/inflection which let us know the person, number and gender of the argument it discusses about (those things).

The third word or inflection ‘**آهن**=*aahin*=have’ in the verb phrase has been used to show number, gender and tense aspect of the sentence. It is also a bound morpheme which is used in the verb phrase to show tense, number and aspect of the sentence. It shows that the tense of the sentence is present, aspect is perfect and number of the subject is plural. It shows that the internal argument or object of the sentence is ‘**اُهي شيون**=*uhy shayoon*=those things’, which is plural and has feminine gender. This is the argument which is doing an action of ‘increasing’ in the sentence.

Semantically, the context of the sentence shows that the speaker wants to show that the things have been increased. The speaker wants to show that things have been

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increased due to increasing demands of people. The context of the verb phrase also shows that speaker wants to mean that it is the third party (may be Government) who has increased the things, because things cannot increase by themselves. The verb phrase has been used in the present tense showing perfective aspect of the action. The speaker tries to show that things of his field have been increased; therefore he wants to create some new things which can substitute the old ones. The perfective aspect of the verb shows the completion of action in the present time.

Table 5.31: Example 5.31..هڪڙي مڇين اسان جي الريڈي اچي چُڪي آهي

Coding	Sentence Description	Sentence
M748	Arabic script	هڪڙي مڇين اسان جي الريڈي اچي چُڪي آهي.
	Roman script	Hikri machine assan ji already achi chuki aahy,
	Transliteration	Hikri=one; machine; assan ji=our; already; achi=come; chuki=has; aahy=have/has,
	Translation	Our one machine has already come.
	Syntactic Analysis	**(Subj:** هڪڙي مڇين اسان جي=*one machineassan ji*=our one machine**, Obj:** zero**, VP:** اچي چُڪي آهي=*achi chuki aahy*=has come**, AdvP:** اَلريڈي=already**)**

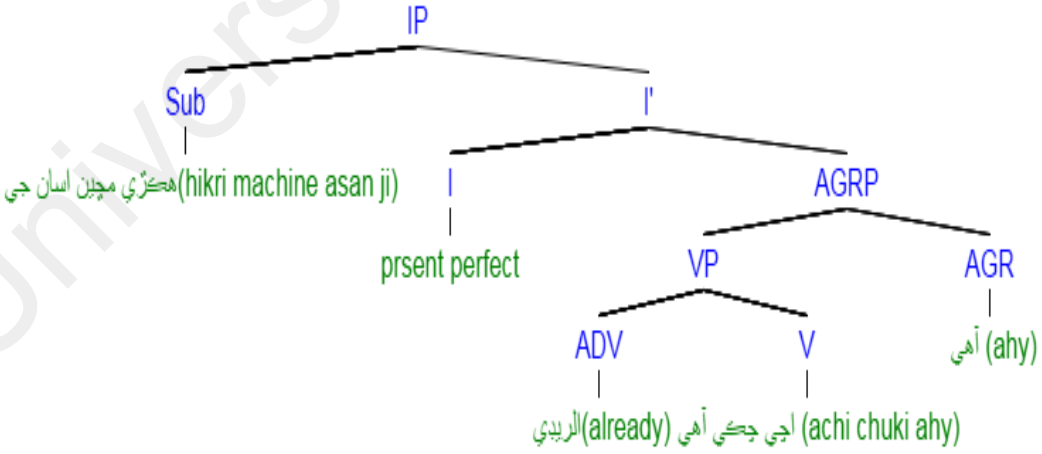

Figure 5.33: Tree Diagram 31

Tree Diagram Representation of the Sentence 31 states that V merges with ADV to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-

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bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP and VP.

Example 5.31 presents the structure of the Sindhi sentence where the speaker uses '**هڪڙي مڇين**=*hikiri machine*= one machine' as a subject at initial position and '**اڇي ڇُڪي آهي**=*achi chuki aahy*=has come' as verb at the end of the sentence. This verb is an intransitive verb whose action does not pass from subject to object; thus, the sentence does not have object. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the structure of above sentence follows the standard Sindhi sentence structure for sentences having intransitive verbs.

The verb phrase of this sentence '**اڇي ڇُڪي آهي**=*achi chuki aahy*=has come' is combination of three morphemes '**اڇِي**=*achi*=come', '**ڇُڪي**=*chuki*=agreement' and '**آهي**=*aahy*=has/have'. The first morpheme '**اڇِي**=*achi*=come' is a main morpheme of this verb phrase which shows the action of 'coming'. The internal structure of the morpheme '**اڇِي**=*achi*=come' shows that it has been derived from the infinitive verb '**اچڻ**=*achan*=to come' which is further derived from the base or imperative form of the verb '**اَچُ**=*ach*=come'.

The second morpheme of the verb phrase '**ڇُڪي**=*chuki*=perfective agreement' is a bound morpheme. It is used to show the person, number and gender of the subject or the argument it discusses about in the sentence. The inflection '**ي**=*ye*=agreement' in the

morpheme ‘چُڪي=*chuki*=agreement’ shows that the subject of the sentence is third person singular and has feminine gender. The morpheme ‘چُڪي=*chuki*=agreement’ has different forms for different numbers and genders at different situations.

The third morpheme of the verb phrase ‘آهي=*aahy*=has/have’ is a free morpheme as well as a bound morpheme. When it is used as ‘to be verb’ or a possessive verb then it is a free morpheme to give complete meaning, and when it is used to show progressive or perfective aspect then it is a bound morpheme attached to a main verb to give a complete meaning. It is used as a bound morpheme in this sentence which is combined with the rest of the verb phrase to show person, number and gender of the subject and also tense of the sentence. It shows that the subject of this sentence is a third person singular feminine and tense is present with perfective aspect in the sentence. Therefore, it can be said that the verb phrase of this sentence is in present tense with perfective aspect.

Semantically, the context of the sentence shows that action has already been taken place in the recent past time. The speaker uses such verb phrase to show that the action has been completed in the recent past time whose effect is still felt in the present time. It shows that the speaker is trying to show that one of his machines has already come. The speaker tries to convey that he wants to conduct an experiment for his studies and he needs some equipment and machines, from them only one machine has come so far; meaning that he cannot start his work unless everything is available. Secondly, he wants to show that he is very much energetic and confident to conduct his research experiment as soon as possible. It is context of the sentence which pushes him to use such verb phrase to show that he is ready to conduct experiment. The verb phrase shows that the

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sentence has been used in an active voice form where subject is very much active in sentence.

5.2.2 Forms of Transitive Verbs in Sindhi

As mentioned earlier, Sindhi transitive verbs have two forms; active voice and passive voice form. Following sections will analyse and explain the use of active voice and passive voice forms in Sindhi.

5.2.2.1 Active Voice Form of Transitive Verbs in Sindhi

Sindhi verbs have active voice, passive voice and impersonal voice. Sindhi sentences are either used in active voice form or in passive voice form (Jatly, 2013). Examples (5.32-5.36) analyse the active voice form of transitive verbs in Sindhi.

Table 5.32: Example 5.32. **تہ بھرحال اُن کان پوءِ جيڪو آهي سو تقريبن ٻہ سال مان ڳوٺ رهِيُس**

Coding	Sentence Description	Sentence
N361	Arabic script	**تہ بھرحال اُن کان پوءِ جيڪو آهي سو تقريبن ٻہ سال مان ڳوٺ رهِيُس**
	Roman script	Ta bahr haal una khan poi jeko aahy so taqreeban ba saal maan ghoth rahyus.
	Transliteration	Ta=that; bahrhaal=anyways; una=that; khan=from; poi=then; jeko=that; aahy=is; so=that; taqreeban=almost; ba=two; saal=years; maan=I; ghoth=village; rahyus=lived.
	Translation	Anyways, then I lived almost for two years in the village
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj:** zero**, Obj Compl: ڳوٺ**=*goth*= village**, VP: رهِيُس**=*rahyus*=lived**, PP: تقريبن ٻہ سال**= *taqreeban bas al*=almost for two years**, اُن کان پوءِ**=*una khan poi*=after that**, AdvP: تہ بھرحال**=*ta bahr hal*=anyways**, جيڪو آهي سو**=*jeko aahy so*=that)

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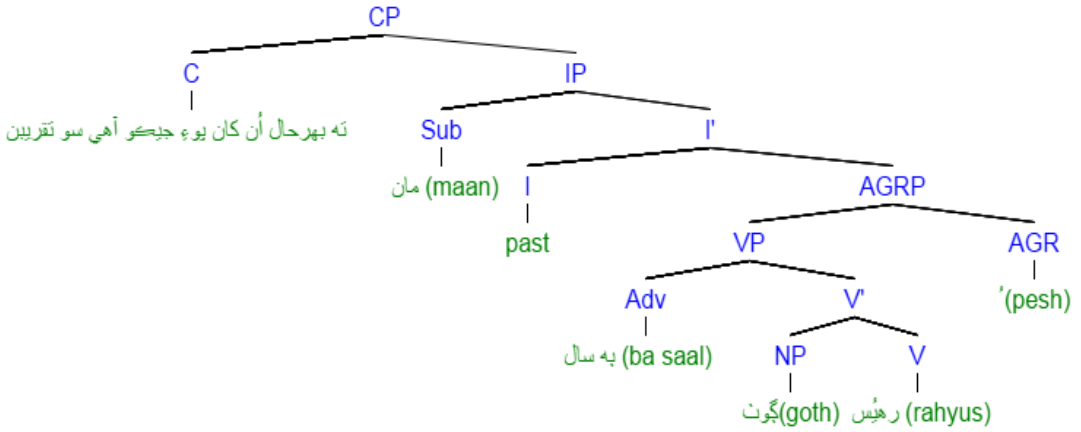

Figure 5.34: Tree Diagram 32

Tree Diagram Representation of the Sentence states that V merges with NP to make V-bar, V-bar merges with ADV to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar.)

Example 5.32 presents the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as subject but at initial position and '**رهِيُس**=*rahyus*=lived' as verb at the end of the sentence. The sentence does not have any noun phrase at object position because it has an intransitive. The structure of the sentence shows that it is used in an active voice form. The structure of the sentence also shows that it does not follow the standard sentence structure for verb expansion. The rule is to place the verb expansion before the verb in a Sindhi sentence, but speaker violates this rule; he places it after the verb in the sentence. The adverbial phrase is used as a verb expansion in Sindhi and it must come before verb of the sentence. However, speaker uses does not do so; he uses the adverbial phrase '**تقريبن ۾ سال**=*taqreeban ba sal*=almost for two years' in the subject expansion. Therefore, it can be said that the sentence is not following the sentence structure of

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Sindhi for verb expansion in spoken Sindhi. However, it does not affect meaning of the sentence.

Besides, the structure of the sentence shows that the sentence satisfies the Projection Principle, Extended Projection Principle and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the sentence is '**رهِيُس**=*rahyus*=lived'. This is the only morpheme in this verb phrase. The internal structure of the verb shows that it has been derived from the infinitive '**رهڻ**=*rahanu*=to live' which has been further derived from the base form or imperative form of the verb '**رَهُ**=*rahu*=live'. It can be said that subject of the sentence is first person singular masculine in past simple tense. The inflection ' ُ= *pesh*=phonological agreement' in the verb '**رهِيُس**=*rahyus*=lived' is used to show first person singular masculine subject in Sindhi language. Thus, it can be said that one has to be very careful in pronunciation of Sindhi morphemes; a slight mistake will take them to a different form and meaning of the morpheme.

Semantically, the context of sentence shows that the speaker wants to show that he consciously lived somewhere for two years (at his uncle's house). He wants to show that he was living at somewhere else, later he came to some other place (may be his village) and lived there almost for two years. The context of the verb phrase shows that the sentence has been used in active voice form where subject is active in doing action of living somewhere. It shows that the speaker tries to convey that he consciously lived somewhere for two years; maybe he was running through some circumstances which pushed him to live away from his own home. The speaker uses such verb phrase to

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show that an action took place in the past time, and it also shows completion of work in the sentence.

Table 5.33: Example 5.33..پنهنجاننديا جيڪي هِن اُنهن جو خيالُ رکان

Coding	Sentence Description	Sentence
M643	Arabic script	پنهنجاننديا جيڪي هِن اُنهن جو خيالُ رکان.
	Roman script	Pahinja nandha jeke hin unhan jo khayal rakhan.
	Transliteration	Pahinja=our; nandha=youngers; jeke=those; hin=are; unhan=them; jo=of; khayal=care; rakhan= should take.
	Translation	(I) should take care of my younger brothers and sisters.
	Syntactic Analysis	(**Subj:** zero**, Obj:** اُنهن=*unhan jo*=them**, VP:** خيالُ رکان=*khayal rakhan*=should take care**, CP:** پنهنجا ننديا جيڪي هِن=*pahinja nandha jeke hin*=those who are my youngers)

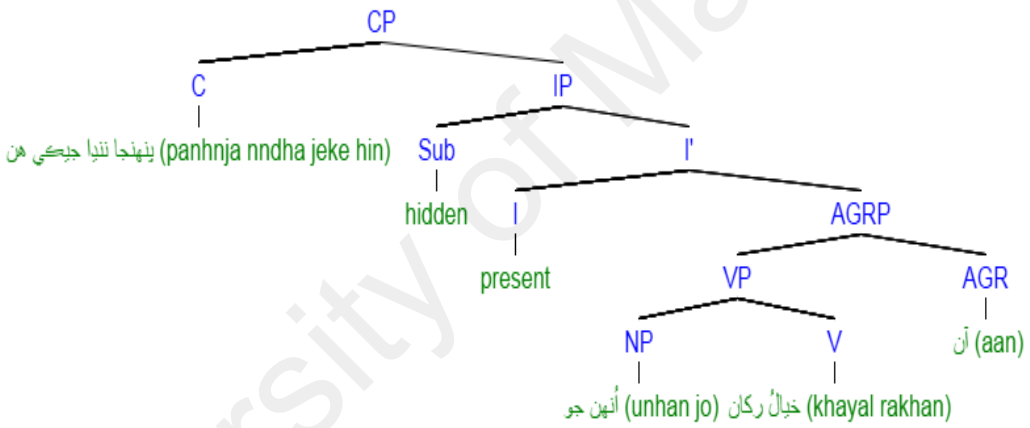

Figure 5.35: Tree Diagram 33

Tree Diagram Representation of the Sentence states that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.33 shows the structure of the Sindhi sentence where the speaker uses '**خيالُ**=*khayal*=care' as direct object at middle position, '**اُنهن جو**=*unhan jo*=their' as an indirect object and '**رکان**=*rakhan*=should take' as verb at the end of the sentence.

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The structure of the sentence shows that it does not have an overt subject; it has a null/zero/empty category or a non-overt argument at subject position in the sentence. The subject of the above sentence has been deleted in the Phonetic Form (surface structure) of the sentence. However, this deleted subject can be recovered through the Recoverability Condition. According to Aelbrecht (2010), an element can only be deleted if there is a clear way for the hearer to recover its meaning from the context. As stated earlier, Sindhi is a *pro*-drop language where pronouns are usually dropped in the PF of the sentence. The deleted or dropped *pro* can be recovered through the rich morphological inflections (INFL) and agreement (AGR) in the LF of the sentence (Culicover, 1997).

The context of the verb phrase shows that it has been used as a compound verb in the sentence (Allana, 2010). The compound verbs are usually spoken like transitive verbs in Sindhi which take both subject and object to give complete sense in the sentence. According to the context of compound verbs used as transitive verbs, the structure of above sentence does not follow standard sentence structure for position of the subject in the sentence. As stated above, transitive verbs take subject and object and they must be shown in sentence. This sentence hides its subject; it does not show subject clearly. However, subject of the sentence can be identified and recovered through verb phrase of the sentence. The verb phrase shows that subject of the sentence is first person singular subject (I).

The verb phrase of this sentence '**خيالُ رکان**=*khayal rakhan*=(I) should take care' is combination of two morphemes '**خيالُ**=*khayal*=care' and '**رکان**=*rakhan*=(I) should'. The morpheme '**خيالُ**=*khayal*=care' is a free morpheme. It is a common noun in the Sindhi

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language. However, it becomes a verb with addition of an inflection or a suffix '**رکان**=*rakhan*=should'; it turns from noun to a verb.

The bound morpheme '**رکان**=*rakhan*=(I)should' turns the word class of the morpheme '**خیالُ**=*khayal*=care' from noun to a verb. Thus, it can be said that this morpheme is a derivational morpheme which derives a verb from a noun. Derivational morphemes are used to change grammatical categories of words (Yule, 1996). The internal structure of the verb '**خیالُ رکان**=*khayal rakhan*=(I) should take care' shows that it has been derived from the infinitive verb '**خیالُ رکڻ**=*khayal rakhanu*=to take care' which has been further derived from the imperative form of the verb '**خیالُ رکُ**=*khayal rakh*=take care'; the base form of the Sindhi verbs.

The morpheme '**رکان**=*rakhan*=(I) should' is a bound morpheme. The internal structure of the morpheme '**رکان**=*rakhan*=(I) should' shows that it has been derived from the infinitive '**رکڻ**=*rakhan*=to keep' which is further derived from the imperative form **رکُ**=*rakh*=keep'. Individually, this morpheme has different uses in different contexts which can be seen in these examples: present simple tense: '**مان کِتابُ رکان تو**=*maan kitab rakhan tho*=I keep the book', past simple tense: '**مان کِتابُ رکیو**=*maan kitab rakhio*=I kept the book', future simple tense: '**مان کِتابُ رکندُس**= *maan kitab rakhandus* = I will keep the book'. It is also used as a polite question to ask somebody's permission to keep something '**مان کِتابُ رکان**=*maan kitab rakhan*= may/should I keep the book'. It is also used like a modal verb in English; it is used like 'should' for

suggestion and advice to somebody, but it must be combined with any other free morpheme otherwise it will not give complete meaning.

Keeping the discussion in view, it can be said that this verb phrase is used like English modal verb 'should', where the hidden subject argues that it should take care of its younger brothers and sisters. The subject is hidden in the PF of the sentence; we do not know who the subject of the sentence is. However, the deleted or hidden subject can be recovered through inflections of the verb phrase in the LF of the sentence. Thee inflection '**آن**=*aan*=agreement' in the morpheme '**رکان**=*rakhan*= (I) should' shows that the subject of the sentences is the first person singular masculine (I). Thus, it can be said that the hidden subject of this sentence, recovered through INFL, is a first person singular subject 'I'.

The context of the sentence shows that the speaker uses the verb phrase '**خیالُ رکان**= *khayal rakhan*=(I) should take care' to show his responsibility to take care of his younger ones. The speaker wants to mean that it is one of their cultural and social values that the elder ones have to take care of their younger ones. The context of the verb phrase shows that the speaker is very much careful for his younger brothers and sisters. It also shows that the speaker tries to praise himself for being a responsible person. Keeping their culture in mind, he wants to show sense of responsibility to take care of his younger brothers and sisters that is why he uses such verb to show sense of responsibility.

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Table 5.34: Example 5.34..اُتي سائين اسان کي ڏاڍو ڪٽيائين بِنهي کي

Coding	Sentence Description	Sentence
N272	Arabic script	اُتي سائين اسان کي ڏاڍو ڪٽيائين بِنهي کي.
	Roman script	Uty saaien assan khy dadho kutyaien binhin khy.
	Transliteration	Uty=there; saaien=sir; assan=we; khy=have dadho=very; kutyaien=bate; binhin=both; khy=have.
	Translation	He beat us both there.
	Syntactic Analysis	(**Subj:** zero**, Obj: اسان کي**=*assan khy*=us**, VP: ڪٽيائين**=*kutiyaein*=beat**, AdvP: اُتي**=*uty*=there**, بِنهي کي**=*binhee khy*=both)

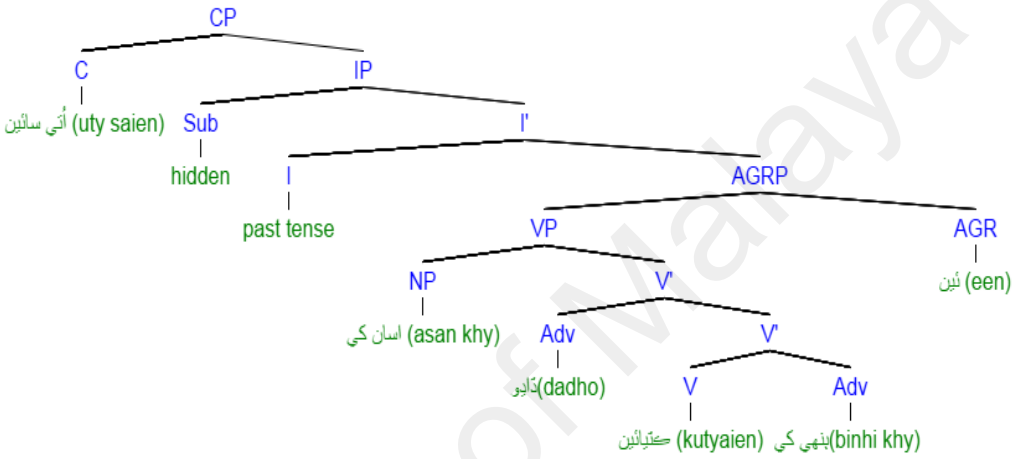

Figure 5.36: Tree Diagram 34

Tree Diagram Representation of the Sentence 34 shows that ADV merges with V to make V-bar, V-bar merges with ADV to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP, V-bar and V-bar.

Example 5.34 shows the structure of the Sindhi sentence where the speaker uses zero/null argument at subject position (subject is deleted), '**اسان کي**=*assan khy*=us' as an object in middle of the sentence and '**ڪٽيائين**=*kutiyaein*=beat' as a verb at the end of the sentence. The verb of this sentence is a transitive verb which requires both subject and object to give complete meaning of the sentence. It is not known who beat them; all that

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is known is that they have been beaten by a third person singular subject which can be identified from verb inflections.

Example 5.34 shows a sentence in Sindhi where some rules have been violated. In the example above, the speaker could have shown the subject of the sentence because there is a transitive verb in the sentence. However, the speaker does not do so; the subject is hidden. Secondly, the sentence violates the placement rule for object expansion which otherwise should be placed before the object, but here the speaker places it after the verb in the sentence. It can therefore be argued that the structure of above sentence does not follow the standard Sindhi sentence structure in terms of showing subject and placement of object expansion. However, such violation does not affect the meaning of the sentence.

As discussed above, like Italian, Sindhi is also a *pro*-drop language where pronouns at subject and object positions are usually omitted in the Phonetic Form of the sentence. The deleted arguments (pronouns) can be recovered through the verbal inflections of the sentence which agree with the deleted arguments. According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988). Thus, it can be said that the above sentence satisfies the Projection Principle (PP) and violates the Extended Projection Principle (EPP). The sentence is well syntactically well represented but it does not have an overt subject in the Phonetic Form of the sentence.

The verb phrase of the above example '**ڪٽيائين**=*kutiyaein*=beat' is a main verb of the sentence which shows an action of the sentence in past time. The internal structure of

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the verb shows that it has been derived from the infinitive '**ڪُٽِڻ**=*kutinu*=to beat' which is further derived from the imperative form of the verb '**ڪُٽِ**=*kut*= beat'.

The subject of the sentence is deleted in the PF of the sentence; we do not know who the subject is in the sentence. However, we can understand the person, number and gender of the subject and also tense of the sentence through the inflection (INFL) '**يائين**=*yaein*=agreement' in the verb '**ڪٽيائين**=*kutiyaein*=bate'. It is a bound morpheme which cannot stand alone in the sentence. It is always added to the main verb of the sentence to show number and gender of the subject and also tense of the sentence. The inflection '**يائين**=*yaein*=agreement' is used to show third person singular feminine as well masculine gender of the subject.

In the Sindhi language, when the verb '**ڪٽيائين**=*kutiyaein*=beat' is used, it shows that the beating can only be given by any elderly person like a teacher, a brother, a father or a grandfather. Hence, the sentence has sufficient clues although there is non-overt or null subject. The speaker deletes the subject in Phonetic Form of the sentence, which should otherwise be shown since the sentence has a transitive verb. Moreover, the subject can be inferred and recovered through the inflection in the verb phrase. The context of the verb phrase shows that the subject of the sentence is a third person singular masculine (he/noun). Even in the absence of a subject, the speaker has successfully shown that they were beaten by their father or grandfather. Written Sindhi necessitates the use of the subject. The past simple tense has been used to show that the action took place in the past time, and it also shows the completion of the action in the sentence.

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Table 5.35: Example 5.35..تہ ڳونائي ماڻهون پيرکڻ جا اِهڙا هوشيار هُوندا آهن

Coding	Sentence Description	Sentence
N268	Arabic script	تہ ڳونائي ماڻهون پيرکڻ جا اِهڙا هوشيار هُوندا آهن.
	Roman script	Ta ghothai manhoo pair khanan ja ehra hoshyar hoonda ahin.
	Transliteration	Ta=that; ghothai=villagers; manhood= people; pair=feet; khanan= to take; ja=of; ehra=these; hoshyar= clever; hoonda ahin= are.
	Translation	Villagers are very clever in following footsteps.
	Syntactic Analysis	(**Subj: ڳونائي ماڻهون**=*gothai manhoon*=villagers, **Obj Compl: اِهڙا هوشيار**=*ehra hoshyar*=such clever, **VP: هُوندا آهن**=*hoonda aahin*=are, **PP: پيرکڻ جا**=*pair khanan ja*=of/in following, **AdvP: تہ**=*ta*=that)

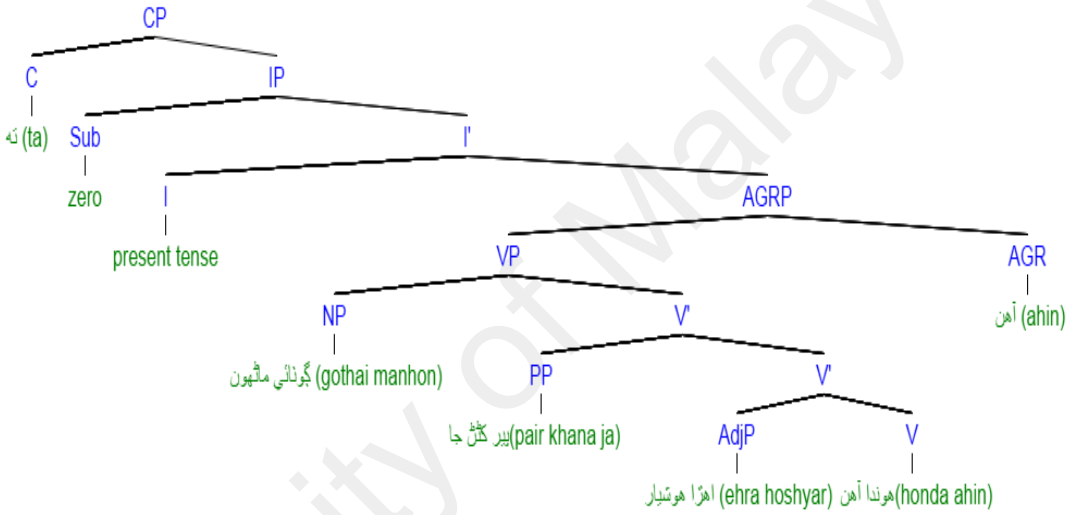

Figure 5.37: Tree Diagram 35

Tree Diagram 35 shows that V merges with ADjP to make V-bar, V-bar merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP, V-bar and V-bar.

Example 5.35 presents the structure of the Sindhi sentence having a helping verb. The sentence has main verb '**هُوندا آهن**=*hoonda aahin*=are' which shows relationship between two noun phrases '**ڳونائي ماڻهون**=*gothai manhood*=villagers' and '**اِهڙا هوشيار**

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=*ehra hooshya*=such clever'. The structure of sentence shows that it is used in active voice form where subject is active in the sentence. The verbs which are used to show state or condition of a subject(s), such verbs are known as 'to be verbs' or helping verbs. These verbs mostly take two subjects (direct and indirect subject) that always come before them in sentences. Such verbs can be used as free morphemes as well bound morphemes. The structure of above sentence follows the standard structure for helping verbs in Sindhi.

Thus, it can be said that the above sentence satisfies the Projection Principle (PP) and violates the Extended Projection Principle (EPP). The sentence is well syntactically well represented but it does not have an overt subject in the Phonetic Form of the sentence (Carnie, 2007).

The verb phrase of the sentence is '**هُوندا آهن**=*hoonda aahin*=are'. It is combination of two morphemes, but both morphemes are treated as one morpheme known as 'to be verb'. The morpheme '**هُوندا**=*hoonda*=will be/to be' gives meaning of to be something; meaning that the villager are very clever in following the steps. The internal structure of this morpheme shows that it has been derived from the infinitive '**هُئڻ**=*huan*=to be' which has been further derived from the imperative '**هُج**=*huj*=be'.

However, it is used with the morpheme '**آهن**=*aahin*=are' in this sentence to give meaning of 'to be' something. It can be said that the morpheme '**آهن**=*aahin*=are' agrees with '**هُوندا**=*hoonda*=to be', which shows that the subject of the sentence is third person plural with masculine gender and present tense. Thus, it can be said that the subject of the sentence '**ڳوٺائي ماڻهون**=*gothai manhoo*=villagers' agrees with '**جا**=*jaa*=preposition'

and it agrees with ‘ **اِهڙا هوشيار**=*ehra hooshya*=such clever’ which agrees with ‘**هُوندا**=*hoonda*=to be’ and it agrees with to be verb ‘**آهن**=*aahin*=are’.

The context of the sentence shows that the speaker wants to show that the villagers are very clever in following the steps. The speaker uses the verb ‘**آهن**=*aahin*=are’ as to be verb to show state of villagers being clever and it also shows tense of the sentence. The context of the verb phrase shows that the sentence has been used in active voice form and verb phrase has been used to show present state of villager. It shows that the speaker is trying to praise villagers that they are good at following steps. Such verbs, as stated above, are also in Sindhi to show possession of something in the sentence.

Table 5.36: Example 5.36.**هڪڙي مڇين اسان جي الريڊي اچي چُڪي آهي.**

Coding	**Sentence Description**	**Sentence**
M748	Arabic script	**هڪڙي مڇين اسان جي الريڊي اچي چُڪي آهي.**
	Roman script	Hikri machine assan ji already achi chuki aahy,
	Transliteration	Hikri=one; machine; assan ji=our; already; achi=come; chuki=has; aahy=have/has,
	Translation	Our one machine has already come.
	Syntactic Analysis	**(Subj: هڪڙي مڇين اسان جي**=*one machineassan ji*=our one machine**, Obj:** zero**, VP: اچي چُڪي آهي**=*achi chuki aahy*=has come**, AdvP: اَلريڊي**=already**)**

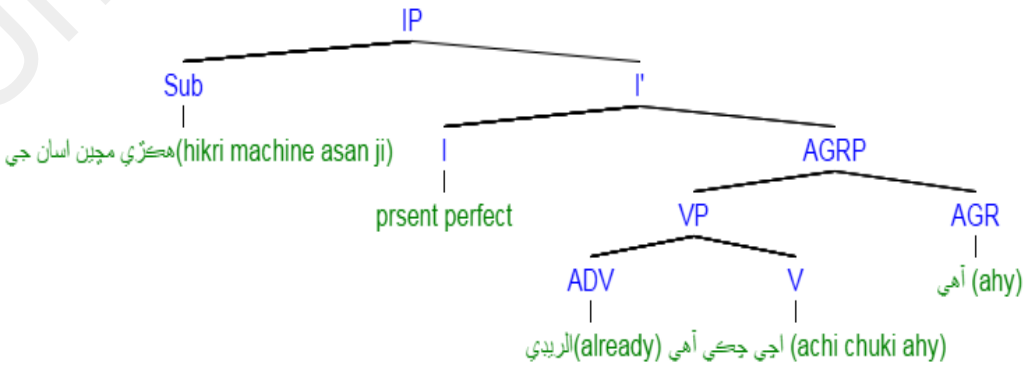

Figure 5.38: Tree Diagram 36

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Tree Diagram Representation of the Sentence 36 shows that V merges with ADV to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP and VP.

Example 5.36 presents the structure of the Sindhi sentence (presented also as an example 5.31) where the speaker uses ‘**هڪڙي مڇين**=*hikiri machine*=one machine’ as a subject at initial position and ‘**اڇي ڇُڪي آهي**=*achi chuki aahy*=has come’ as verb at the end of the sentence. This verb is an intransitive verb whose action does not pass from subject to object; thus, the sentence does not have object. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the structure of above sentence follows the standard Sindhi sentence structure for sentences having intransitive verbs.

The verb phrase of this sentence is ‘**اڇي ڇُڪي آهي**=*achi chuki aahy*=has come’. It is combination of three morphemes ‘**اڇي**=*achi*=come’, ‘**ڇُڪي**=*chuki*=agreement’ and ‘**آهي**=*aahy*=has/have’. The first morpheme ‘**اڇي**=*achi*=come’ is a main morpheme of this verb phrase which shows the action of ‘coming’. It is a free morpheme yet it gives an incomplete sense unless other inflection/suffix is added to it. The internal structure of the morpheme ‘**اڇي**=*achi*=come’ shows that it is derived from the infinitive ‘**اچڻ**=*achan*=to come’ which is further derived from imperative form ‘**اَچ**=*ach*=come’.

The second morpheme ‘**ڇُڪي**=*chuki*=perfective agreement’ is a bound morpheme. It is used to show the person, number and gender of the subject or the argument it

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discusses about in the sentence. The inflection '**ي**=*ye*=agreement' in the morpheme '**چُکي**=*chuki*=agreement' shows that the subject of the sentence is third person singular and has feminine gender. The morpheme '**چُکي**=*chuki*=agreement' has different forms for different numbers and genders at different situations.

The third morpheme of the verb phrase '**آهي**=*aahy*=has/have' is a free as well as a bound morpheme. When it is used as 'to be verb' or a possessive verb then it is a free morpheme to stand alone in a sentence and give complete meaning, and when it is used to show progressive or perfective aspect then it is a bound morpheme attached to the main verb to give meaning and show tense. It has been used as a bound morpheme in this sentence which is combined with the rest of the verb phrase to show person, number and gender of the subject and also tense of the sentence. It shows that the subject of this sentence is a third person singular feminine and tense is present with perfective aspect in the sentence. Therefore, it can be said that the verb phrase of this sentence is in present tense with perfective aspect.

Semantically, the context of the sentence shows that action has already been taken place in the recent past time. The speaker uses such verb phrase to show that the action has been completed in the recent past time whose effect is still felt in the present time. It shows that the speaker is trying to show that one of his machines has already come. The speaker tries to convey that he wants to conduct an experiment for his studies and he needs some equipment and machines, from them only one machine has come so far; meaning that he cannot start his work unless everything is available. Secondly, he wants to show that he is very much energetic and confident to conduct his research experiment as soon as possible. It is context of the sentence which pushes him to use such verb phrase to show that he is ready to conduct experiment. The verb phrase shows that the

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sentence has been used in an active voice form where subject is very much active in sentence.

5.2.2.2 Passive Voice Form of Transitive Verbs in Sindhi

Jatly (2013) studies active voice, passive voice and impersonal voice and argues that a subject is clearly shown in an active voice sentence, and it is hidden in passive voice sentences. The examples from 5.37 to 5.41 will explain the use of passive voice form of transitive verbs in the Sindhi language.

Table 5.37: Example 5.37..**ڪي سٺا گورنمينٽ مطلب گورنمينٽ جوبز ۾ ساڳيا لڳي ويا آهن**

Coding	Sentence Description	Sentence
M304	Arabic script	**ڪي سٺا گورنمينٽ مطلب گورنمينٽ جوبز ۾ ساڳيا لڳي ويا آهن.**
	Roman script	ky sutha government matlb government jobs mei sagia lagi waya hin.
	Transliteration	Ky=some; sutha= good; government; matlb=means; government; jobs; mei= in; sagia=same; lagi=hit; waya=went; hin=are.
	Translation	Some (people) have got good government jobs.
	Syntactic Analysis	(**Subj: ڪي**=*ky*=some, **Obj: گورنمينٽ جوبز**=government jobs, **VP: لڳي ويا آهن**=*lagi waya aahin*=have been appointed, **AdjP: سٺا**=*sutha*=good)

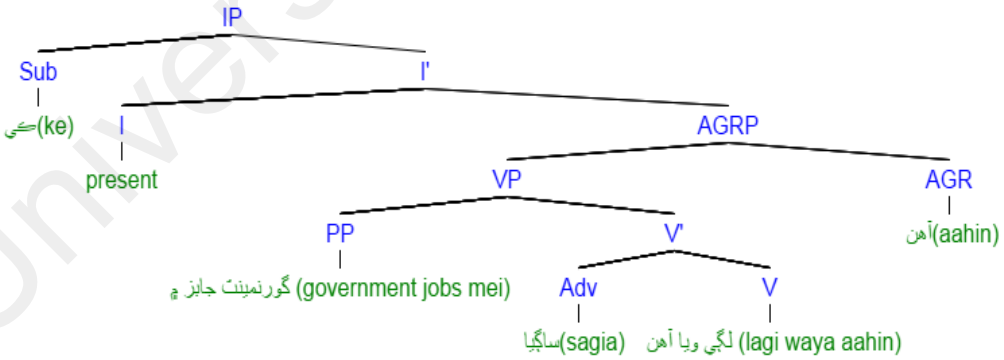

Figure 5.39: Tree Diagram 37

Tree Diagram 37 shows that V merges with ADV to make V-bar, V-bar merges with PP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

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Example 5.37 presents the structure of the Sindhi sentence (presented also as an example 5.17) where the speaker uses '**ڪي**=*ky*=some' as a direct object at initial position of the sentence, '**گورنمينٽ جوبز**= Government jobs' as an indirect object in the middle and '**لڳي ويا آهن**=*lagi waya aahin*=have been appointed' as a verb phrase in the end of the sentence. The structure of the sentence shows that it has been used in a passive voice form. The Phonetic Form of the sentence shows that it does not have subject, however, the Logical Form or the deep structure shows that it does have subject which has been deleted. The object has been used at the subject position because it is a passive voice sentence where object occupies the place of subject. The structure of above sentence follows the standard structure sentences used in passive voice form in Sindhi. Thus, it can be said that the sentence satisfies the PP, EPP and the theta-criterion.

The verb phrase of example 5.37 is '**لڳي ويا آهن**=*lagi waya aahin*=have been appointed/have got'. It is combination of three morphemes '**لڳِي**=*lagee*=hit/got', '**ويا**=*waya*=went' and '**آهن**=*aahin*=have/are'. The first morpheme of the verb phrase '**لڳِي**=*lagee*=hit/got' is a free morpheme; it is the main verb of the sentence. It shows the action of 'appointing' someone at some good government jobs. The internal structure of the morpheme '**لڳِي**=*lagee*=hit/got' shows that it is derived from the infinitive '**لڳڻ**=*lagan*=to hit/to appoint' which is further derived from the imperative '**لڳ**=*lag*=hit'. Individually, this morpheme shows singular number, feminine gender and past simple tense, e.g. '**ڪار لڳِي**=*kar lagee*=car hit'. The phonological inflection '**ي**=*ye*=agreement' with the imperative '**لڳ**=*lag*=hit' shows the singular number,

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feminine gender and past simple tense. However, the morpheme '**لڳي**=*lagee*=appointed/got/hit' has not been used in the sense of something in past but in present with perfective aspect in this sentence.

The second inflection of the verb phrase is '**ويا**=*waya*=went/agreement'. It agrees with the subject of the sentence. The ending inflection '**آ**=*aa*=agreement' in the morpheme '**ويا**=*waya*=went/agreement' shows that the subject of the sentence is plural and has masculine gender. Individually, the word '**ويا**= *waya'* means 'they went' in English, which is used for third person plural masculine subject in the past simple tense. However, it agrees with the last morpheme of the verb phrase '**آهن**=*aahin*=have/are'.

Individually, the morphemes '**لڳِي**=*lagee*=appointed/got' and '**ويا**=*waya*=went' are used in past simple tense, but in addition with the morpheme '**آهن**=*aahin*=have/are' they turn into present tense with perfective aspect and they show third person plural singular masculine subject of the sentence. It shows that the argument '**ڪي**=*ky*=some' has a third person singular number, masculine gender and tense is present perfect. This is the morpheme which makes the verb phrase in present tense with perfective aspect. It agrees the other bound or inflectional morphemes to show plural number, masculine gender and present perfect tense.

Semantically, the context of sentence shows that the speaker wants to show that action of the sentence has already been taken place in the recent present time. Such verbs are used to show perfective aspect of the action; they are used to show complete action in the sentence. The context of the verb phrase shows that it is used to show that some people have been appointed at government jobs. The sentence is used in a passive

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voice form where subject is usually deleted in the sentence. We do not know who has appointed them on the government jobs; all we know is that they have been appointed on government jobs. Subject of the sentence has been hidden in the sentence. The suffix '**آهن**=*aahin*=have/are' can be used as to be verb, possessive verb and helping verb. However, in this sentence, it has been used as a helping verb which helps to make tense of the sentence; which has been added to other morphemes to show tense of the sentence.

Table 5.38: Example 5.38..**جنهن ۾ جيڪي توهان جي اوپن هڪڙي ٽيسٽ ورتي ويندي**

Coding	**Sentence Description**	**Sentence**
M517	Arabic script	**جنهن ۾ جيڪي توهان جي اوپن هڪڙي ٽيسٽ ورتي ويندي.**
	Roman script	Jahin mei jeke tahan ji open hikri test warti wendi.
	Transliteration	Jahin=which; mei=in; jeke=those; tahan ji=your; open; hikri=one; test; warti=took; wendi=will go.
	Translation	Your open test will be taken there.
	Syntactic Analysis	(**Subj:** zero, **Obj: اوپن هڪڙي ٽيسٽ**=*open hikri test*=one open test, **Indirect Obj: توهان جي**=*tahan ji*=your, **VP: ورتي ويندي**=*warti wendi*=will be taken, **AdvP: جنهن ۾**=*jahine mei*=wherein, **جيڪي**=*jeke*=that)

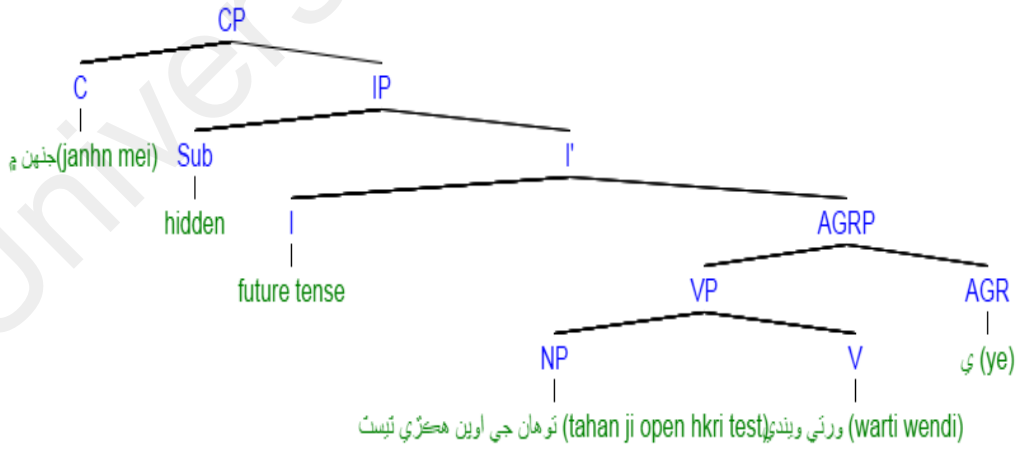

Figure 5.40: Tree Diagram 38

Tree Diagram Representation of the Sentence shows that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar

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merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.38 presents the structure of the Sindhi sentence where the speaker uses '**اوپن هڪڙي ٽيسٽ**=*open hikri test*=an open test' as a direct object at initial position of the sentence, '**توهان جي**=*tahan ji*=your' as an indirect object in the middle and '**=ورتي ويندي** *warti wendi*=will be taken' as a verb phrase in the end of the sentence. The structure of the sentence shows that it has been used in a passive voice form. Surface structure of the sentence shows that it does not have subject, however, the deep structure shows that it does have subject which has been hidden. The object has been used at the subject position because it is a passive voice sentence where object occupies the place of subject. The structure of above sentence follows the standard structure sentences used in passive voice form in Sindhi. Thus, it can be said that the sentence satisfies the PP, EPP and the theta-criterion.

The verb phrase '**ورتي ويندي**=*warti wendi*=will be taken' of the sentence 5.38 is combination of two words '**ورتي**=*warti*=took' and '**ويندي**=*wendi*=will go'. The morpheme '**ورتي**=*warti*=took' is a free morpheme. Its internal structure shows that it has been derived from the infinitive '**وڃڻ**=*wathan*=to take' which has been further derived from the imperative form '**وڃُ**=*wath*=take', which is the root or base of Sindhi verb (Rashdi, 2008). This verb is a kind of irregular verb; it changes from '**وڃُ**=*wath*=take' to '**ورتي**=*warti*=took'. It has three different forms for present, past and future; which are: '**وڃان ٿو**=*wathan tho*=(I) take', '**ورتي**=*warti*=took' and '**وڃندس**=*wathandus*=(I) will take'. It can be seen that it has three different irregular forms for the three tenses like the word

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‘write’ in English (write, wrote and written). The phonological inflection ‘**ي**=*ye*=agreement’ in the verb ‘**ورتي**=*warti*=took’ shows that the theme (the thing which is being discussed in the sentence) of the sentence is a third person singular feminine.

The second morpheme of the verb phrase is ‘**ويندي**=*wendi*=will go’. This is an inflectional or a bound morpheme which is added with the main verb to make it in future. When we delete the inflection ‘**ويندي**=*wendi*=will go’ from the main verb ‘**ورتي ويندي**=*warti wendi*=will be taken’, the tense and meaning of the sentence will change from future to past simple tense. Both morphemes agree with each other in terms of number and gender. As discussed earlier, the inflection ‘**ي**=*ye*=agreement’ is used to show singular number and feminine gender (Bur'ro, 2004). The ending inflection ‘**ي**=*ye*’ in the verb ‘**ورتي**=*warti*=took’ agrees with the ending inflection ‘**ي**=*ye*’ in the bound morpheme ‘**ويندي**=*wendi*=will go’.

Structurally, the context of the sentence shows that speaker wants to show that the action has not been taken place; it is yet to be taken in the future time. Speaker uses such verb phrase to show that the action will take place in the coming time. The context of the sentence does not show when will the test be taken, where will it be taken. It only shows that an open test will be taken from someone in the future. The context of the verb phrase shows that the sentence has spoken in passive voice form. It tells us that the test will be taken in the future. The active voice of this sentence should be like this: ‘**اُستاد توهان جي هڪ ٽيسٽ وٺندو.**=*ustad tahan ji hik test wathando*=the teacher will take your test’. The subject is hidden in the passive voice form; it can be a teacher, a principal, an officer, or government.

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Table 5.39: Example 5.39..**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي.**

Coding	Sentence Description	Sentence
N117	Arabic script	**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي.**
	Roman script	Taqreeban assan ji 9 baje mani wagera tayar thee weendi aahy.
	Transliteration	Taqreeban=almost; assan ji=our; 9 baje=9 pm; mani=meal; wagera=etc.; tayar=ready; thee=be; weendi=will go; aahy=is.
	Translation	Our dinner gets ready almost around 9 pm.
	Syntactic Analysis	(**Subj:** zero**, Obj: اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc**, VP: تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready**, AdvP: تقريبن 9 بجي**=*taqreeban 9 baje*=almost 9:00 pm)

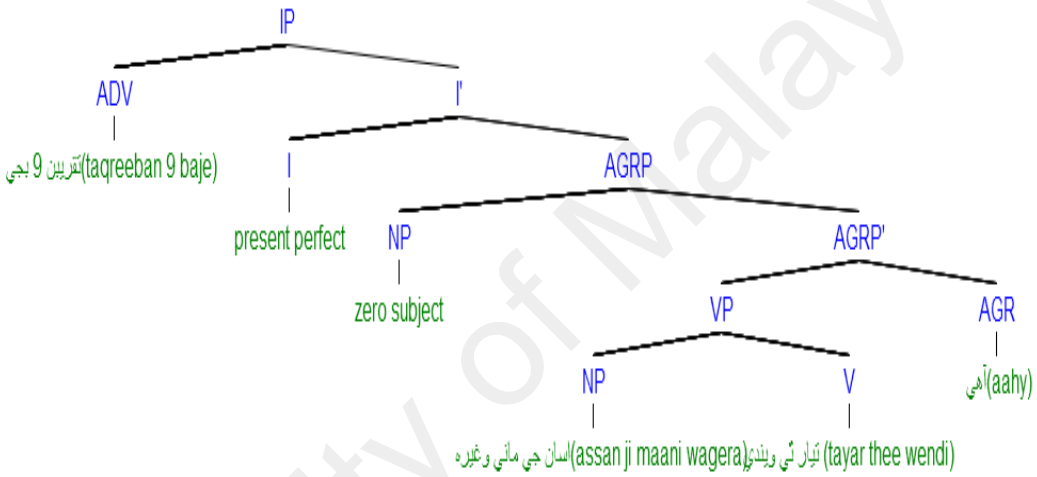

Figure 5.41: Tree Diagram 39

Tree Diagram shows that V merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with ADV to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, AGRP-bar and VP.

Example 5.39 shows Sindhi sentence where the speaker uses '**اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc.' as a direct object at initial position and '**تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready' as a verb phrase in the end of the sentence.

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The structure of the sentence shows that the sentence has been used in a passive voice form, because its subject has been hidden in the Phonetic Form (PF). The Phonetic Form or the surface structure of the sentence shows that it does not have subject, however, the Logical Form (LF) or the deep structure shows that it does have subject which has been deleted in the PF of the sentence. It is not shown who cooks meal; all we know is that it has been cooked by somebody who has been hidden in the sentence. The object has been used at the subject position because it is a passive voice sentence where object occupies the place of subject. The structure of above sentence follows the standard structure sentences used in passive voice form in Sindhi. Thus, it can be said that the sentence satisfies the Projection Principle by representing the syntactic structure and the theta-criterion by theta marking the arguments (Haegeman, 1994).

The verb phrase of the above example is '**تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready'. It is combination of four morphemes '**تيار**=*tayar*=ready', '**ٿي**=*thee*=be/agreement' '**ويندي**=*wendi*=will go' and '**آهي**=*aahy*=is/have'. The first morpheme '**تيار**=*tayar*=ready' is a free morpheme which can stand alone in a sentence. However, it is not used as a free morpheme in this verb phrase but as a bound morpheme which is bound with the inflection (INFL) '**ٿي**=*thee*=be/agreement'. Thus, these both morphemes are treated as a single morpheme '**تيارٿي**=*tayar thee*=got ready'.

The morpheme '**تيار ٿي**=*tayar thee*=got ready' is a single morpheme in past simple tense, like in the phrase '**مانيتيار ٿي**=*maani tayar thee*=meal got ready'. Its internal structure shows that it has been derived from the infinitive '**تَيار ٿيڻ**=*tayar thian*=to get

ready' which is further derived from the imperative form of the verb '**تَيار ٿي**=*tayar thee*=be ready'. Individually, this morpheme is used past simple tense, but when it is added to the morpheme '**ويندي**=*wendi*=will go', it turns into future simple tense '**تيار ٿي ويندي**=*tayar thee wendi*=will get ready'. The inflection '**ي**=*ye*=agreement' in the morpheme '**ويندي**=*wendi*= will go' shows that the object of the sentence is the third person singular having feminine gender. It shows that the meal/dinner will get ready; here it is used as a verb phrase in future simple.

However, with addition of the morpheme '**آهي**=*aahy*=is', the morpheme '**تيار ٿي ويندي**=*tayar thee wendi*=will get ready' turns into present simple tense with passive voice form '**تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready'. This is how the morphemes change their forms and meaning in the Sindhi language. It can be seen that by adding an inflection the morphemes change from tense to another.

The above discussed internal structure of the verb phrase in this sentence shows that a slight change (addition or subtraction of an inflection) changes the form, meaning and tense of the morpheme in the sentence. It can be seen that the speaker wants to show that their dinner gets ready around 9:00 pm. In other words, he wants to show that they are habitual and punctual of the time to cook dinner at fixed time. The speaker uses such verb phrase to show habitual work in the sentence. The structure of the sentence also shows that it is one of their habitual and daily routine works to cook dinner at the fixed time. It is the context which makes speaker to use such verb to show their efficiency and punctuality of time to cook dinner at 9:00 pm along with their other works.

Structurally, the context of the verb phrase shows that the sentence has been spoken in passive voice form where subject has been hidden in the sentence. However, the

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Logical Form of the sentence shows that the deleted subject can be recovered through the Recoverability Condition. The deleted subject in the PF of the sentence is the second person plural masculine or it could be a third person who cooks their dinner. The subject of the sentence is hidden, it is passive in the sentence, and object has occupied the place of subject; a passive voice sentence (Baig, 2006). The active voice form of the above sentence would be ' **اسان تقريبن 9 بجي تائين ماني وغيره تيار ڪندا آهيون**=*assan taqreeban 9 baje taaien maani wagera tayar kanda aahyon*=we cook meal around 9 pm'.

Table 5.40: Example 5.40..**مهراڻ جي اندر بلڊنگز ۾ ڊپارٽمينٽس ٺهيا پئي**

Coding	Sentence Description	Sentence
M141	Arabic script	**مهراڻ جي اندر بلڊنگز ۾ ڊپارٽمينٽس ٺهيا پئي.**
	Roman script	Mehran je ander bildings ain department thahya pae.
	Transliteration	Mehran; je=of; ander=inside; buildings; ain=and; department; thahya=built; pae=were.
	Translation	Buildings and departments were being built inside Mehran.
	Syntactic Analysis	(**Subj:** zero**, Obj:بلڊنگز ۾ ڊپارٽمينٽس**=*bildings ain departments*= buildings and departments**, VP: ٺهيا پئي**=*thahya pae*=were built**, PP: مهراڻ جي اندر**=*Mehran je ander*=inside Mehran

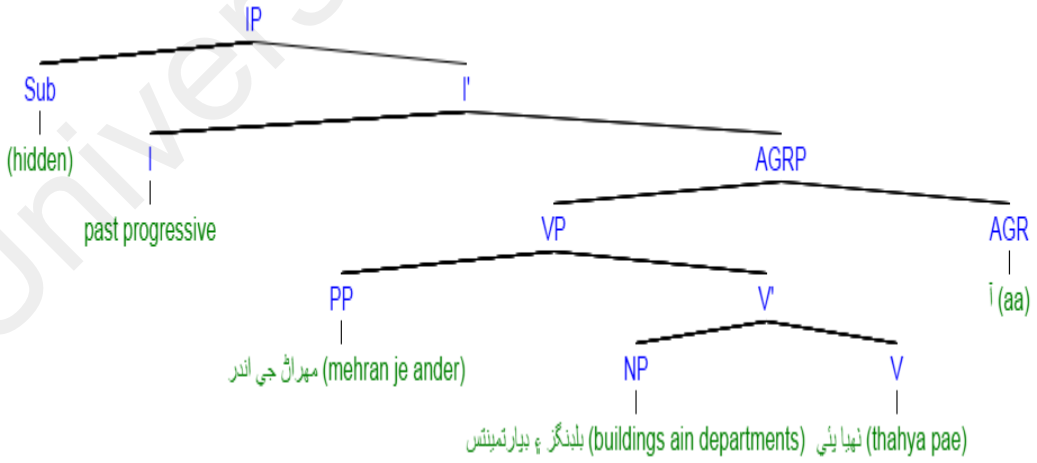

Figure 5.42: Tree Diagram 40

Tree Diagram 40 explains that V merges with NP to make V-bar, V-bar merges with PP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-

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bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

Example 5.40 presents the Sindhi sentence where the speaker uses '**بلڊنگزءِ ڊپارٽمينٽس**' *=bildings ain dipartmens*=buildings and departments' as an object in middle and '**ٺهيا پئي**' *=thahya pae*=were being built' as a verb phrase in the end of the sentence.

The structure of the above example shows that it has an empty category (EC) or a null argument at subject position; the subject has been omitted in the PF of the sentence. The Phonetic Form or the surface structure of the sentence shows that it does not have a subject. However, the Logical Form or the deep structure of the sentence shows that it does have subject which has been omitted in the PF of the sentence. It is not shown who constructs the departments and buildings in Mehran University; all we know is that buildings and departments were being constructed by somebody who has been hidden in the sentence. The object has been used at the subject position because it is a passive voice sentence where object occupies the place of subject. The structure of above sentence follows the standard structure sentences used in passive voice form in Sindhi.

The verb phrase of the above example is '**ٺهيا پئي**' *=thahya pae*=were being built'. It is combination of two morphemes '**ٺهيا**' *=thahya*=built' and '**پئي**' *=pae*=agreement to show past progressive'. The morpheme '**ٺهيا**' *=thahya*=built' is a free morpheme. It is derived from the infinitive verb '**ٺهڻ**' *=thahn*=to build' which is further derived from the imperative form '**ٺهُ**' *=thahu*=build'. Individually, the morpheme '**ٺهيا**' *=thahya*=built' is used in the past simple tense. The inflection ending '**آ**' *=aa*=phonological agreement' in the morpheme '**ٺهيا**' *=thahya*=built' shows that object of the sentence must be third

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person plural masculine in the past simple tense. However, with addition of the inflection '**پئي**=*pae*=agreement', the past simple tense morpheme '**نهيا**=*thahya*=built' changes into past continuous with progressive aspect in the sentence '**نهيا پئي**=*thahya pae*=were being built'. The morpheme '**پئي**=*pae*=agreement' is a bound morpheme and it cannot come alone in the sentence; it always needs a free morpheme to give meaning.

The context of the verb phrase shows that it has been spoken in passive voice form. There are two main reasons to say that the verb is used in passive voice form. Firstly, the subject is passive (hidden) in the sentence; we do not know who the subject is. The object has been given more focus than the subject in the sentence; object is used at the place of subject, and it has an accusative case in the sentence. Secondly, the structure of the free morpheme '**نهيا**=*thahya*=built' shows that it is used in the passive voice form, because the focus of the sentence is on the theme of the sentence. It shows that buildings and departments were built in Mehran University, but we do not know who the subject is.

Semantically, the speaker wants to show that work has not been completed; it is yet to be completed. The speaker tries to show that there was infrastructure going on in Mehran University. Directly or indirectly, the speaker praises his former university. The speaker uses such verb phrase to show continuous work in the sentence. It is the situation/context which makes him use such verb phrase to mean that construction of building was going on in the past time. It also shows that the speaker can speak formal Sindhi language.

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Table 5.41: Example 5.41..**انهي کان پوءِ بابا کي وري 1998 ۾ آردر ملي ويو ايڇ ايس ٽي جو**

Coding	Sentence Description	Sentence
M395	Arabic script	**انهي کان پوءِ بابا کي وري 1998 ۾ آردر ملي ويو ايڇ ايس ٽي جو.**
	Roman script	Unhe khan poi baba khy wari 1998 mei order mili wayo HSC jo.
	Transliteration	Unhe=that; khan=from; poi=then; baba=father; khy=has; wari=then; 1998 mei=in 1998; aarder=order; mili=meet; wayo=gone; HSC=HSC; jo=of.
	Translation	Then father got an order of HSC in 1998.
	Syntactic Analysis	(**Subj:** zero, **Obj: آردر**=*aader*=order, **Indirect Obj: بابا**=*baba*=father, **VP: ملي ويو**=*mili wayo*=got, **PP: ۾** 1998=*1998 mei*=in 1998, **ايڇ ايس ٽي جو**=*HST jo*=of HST, **AdvP: انهي کان پوءِ**=*unhe khan poi*=then, **وري**=*wari*=again)

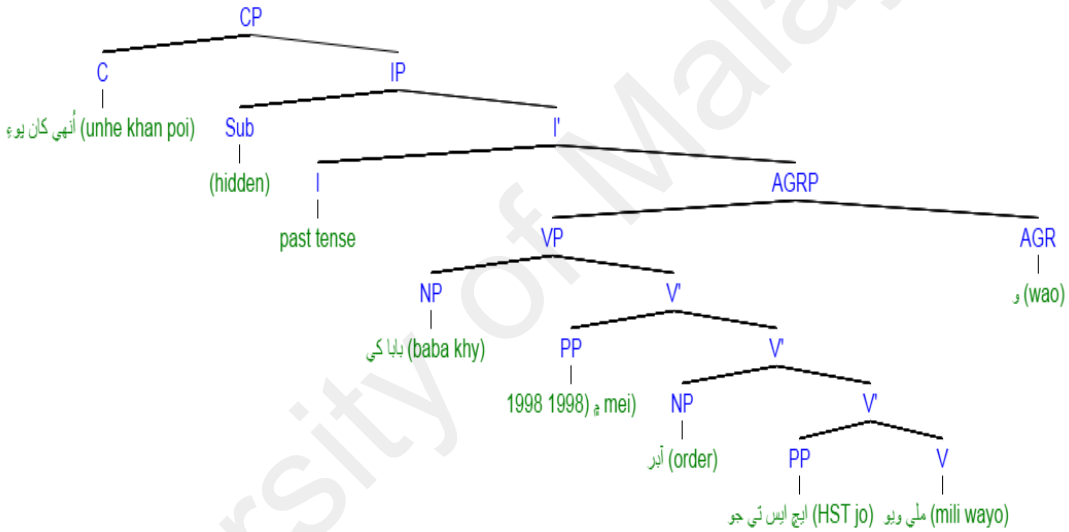

Figure 5.43: Tree Diagram 41

Tree Diagram 41 explains that V merges with PP to make V-bar, V-bar merges with NP to make V-bar, V-bar merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and V-bar, V-bar and V-bar.

Example 5.41 presents the structure of the Sindhi sentence (explained before as an example 5.15) where the speaker uses zero/empty argument at subject position, '**آردر**=*aader*=order' as a direct object at the middle position, '**بابا**=*baba*=father' as an

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indirect object, and '**ملي ويو**=*mili wayo*=got' as a verb at the end of the sentence. It shows that the sentence has zero argument at subject position, because it has been used in a passive voice form. The subject is hidden in the sentence, because it is a passive voice sentence where subjects are usually deleted in the PF of the sentence (Dowty, 1991). Thus, it can be said that the sentence has been used according to the standard Sindhi sentence structure. The hidden or deleted subject can be recovered through the agreement (AGR) of verbal inflections (INFL) with other constituents in the sentence. The sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Haegeman, 1994).

The verb phrase of the above sentence '**ملي ويو**=*mili wayo*=got' is a combination of two morphemes '**ملي**=*mili*=met/got' and '**ويو**=*wayo*=went'. The morpheme '**ملي**=*mili*=met/got' is derived from the infinitive form '**ملڻ**=*milanu*=to get/to meet' which is further derived from the imperative from of the verb '**مِلُ**=*milu*=meet'. Individually, this morpheme gives the meaning of getting something in the past time, while in combination with other morphemes; it gives different meaning according to the context of the sentence. The second morpheme of the verb phrase '**ويو**=*wayo*=went' can be used as a free morpheme as well as bound morpheme. When it is used individually in the past, it becomes free morpheme; and when it is used as a helping verb with other verbs in combination then it becomes a bound morpheme in the Sindhi language (Allana, 2010). The morpheme '**ويو**=*wayo*=went' has been derived from the infinitive from of the verb '**وڃڻ**=*wanjan*=to go' which has been further derived from the imperative from '**وَڃُ**=*wanju*=go'. It can be seen that both morphemes have different

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meaning in isolation; but in combination, they give one meaning of getting something in the past.

Structurally, the context of the verb phrase shows that the speaker is trying to say that his father got job in the past time. The use of such verb phrase shows that the speaker feels happy and proud that his father got a government job at school. Directly or indirectly, the speaker is trying to praise his father as well himself; he wants to show that whatever he is at present situation is all due to his father and his job as HSC school teacher. The verb phrase has been used in the past tense which shows action took place in past time; however, its effect is still felt in the speaker's words as well his life.

5.3 Intransitive Verbs in Sindhi

Sindhi verbs are either transitive or intransitive verbs and they are called basic verbs in the Sindhi language (Adwani, 1926). All other verbs are related to these two basic verbs, and these both can come in active voice form. Sindhi Intransitive verbs are those which are limited to certain limits. Such verbs require only subjects to do action and they do not leave effect of action on any other entity in a sentence; meaning that they do not take objects. Examples 5.42 to 5.46 will analyse the intransitive verbs in the Sindhi language.

Table 5.42: Example 5.42..۽اڄاسان ٻئي گڏُ ٿيا آهيون

Coding	Sentence Description	Sentence
N6	Arabic script	۽اڄاسان ٻئي گڏُ ٿيا آهيون.
	Roman script	Ain aj assan bhai gad thia aahyon.
	Transliteration	Ain=and; aj=today; assan=we; bhai=both; gad=together; thia=are; aahyon=have.
	Translation	And we both have gathered today.
	Syntactic Analysis	(**Subj:** اسان=*assan*=we, **VP:** گڏُ ٿيا آهيون=*gad thia aahyon*=have gathered, **AdvP:** اڄ=*aj*=today, ٻئي= *bai*=both)

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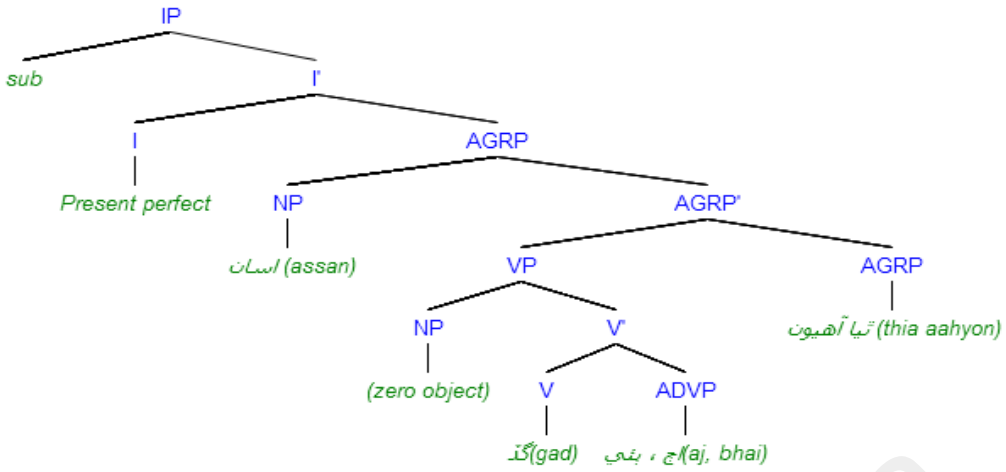

Figure 5.44: Tree Diagram 42

Tree Diagram 42 explains that ADVP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, AGRP-bar, VP and V-bar.

Example 5.42 presents the structure of the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as subject at initial position and '**گڏ تيا آهيون**=*gad thia aahyon*=have gathered' as verb at the end of the sentence. The sentence does not have any argument (NP) at object position because it is an intransitive verb which does not take object in a sentence (Yule, 1996; Allana, 2010). The sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the sentence is following the sentence structure of Sindhi.

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The verb phrase ‘**گڏ ٿيا آهيون**=*gad thia aahyon*=have gathered’ of the sentence 5.42 is a combination of three morphemes ‘**گڏُ**=*gadu*=together’, ‘**ٿيا**=*thia*=phonological agreement’ and ‘**آهيون**=*aahyon=have’*. The main verb ‘**گڏُ**=*gad*=together’ shows the action of ‘gathering’ in the sentence. It is derived from the infinitive ‘**گڏِڻ**=*gadin*=to gather’, which is further derived from the imperative ‘**گڏِ**=*gad*=to gather’.

The second word in the verb phrase is ‘**ٿيا**=*thia*=agreement to show number and gender’. This morpheme is used to show the person, gender and number of the subject in the Sindhi sentences. It is a derivational bound morpheme which is derived from the infinitive form ‘**ٿيڻ**=*thian*=to be’, and the infinitive is derived from the imperative form ‘**ٿي**=*thee*=be’. This is the morpheme that helps us to infer and identify the person, number and gender of the subject. According to Baig (2006), Sindhi verbs have base form in their imperatives; the rest forms are derived from the imperative from of the verb. The root word or the base form of the Sindhi verbs has in the imperative form.

The phonological inflection ‘**آ**=*aa*=phonological agreement’ in the morpheme ‘**ٿيا**=*thia*=agreement’ has been used to show the number and gender of the subject. This inflection shows that subject is the third person plural masculine.

The third morpheme ‘**آهيون**=*aahyon*=are/have/agreement’ in the verb phrase has been used to show the tense aspect as well as number in the sentence. The suffix ‘**ون**=*woon*=agreement’ in this word shows that the subject must be plural, because it is used to show number and gender of the subject of a sentence. This suffix also shows the tense aspect of the sentence; it shows that the tense is present and it has perfective

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aspect in Sindhi. Thus, it can be said that the inflection '**آهيون**=*aahyon*=are/agreement' has been used to show plural number, masculine gender and perfective aspect in the present time.

Structurally, the context of the sentence shows that action has been taken place completely; such verb phrases are used to show complete action in Sindhi language. The verb phrase has been used in the current time showing perfective aspect of action of gathering in the sentence. The speaker wants to show that they have gathered at some place to do something. The use of such verb phrase shows completion of action in the sentence. The speaker tries to show his intention to do a work that they have gathered for. The speaker tries to show that he and his friends have gathered to something; may be they have gathered to play a game. We can see that a slight change in the last suffix of the verb phrase will lead us to a new form and meaning of the verb.

Table 5.43: Example 5.43..**تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن**

Coding	**Sentence Description**	**Sentence**
M120	Arabic script	**تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن.**
	Roman script	Ta hane jeko aahy uhy shayoon wadhee wayoon aahin
	Transliteration	Ta=that; hane=now; jeko=that; aahy=is; uhy=those; shayoon=things; wadhee=increase; wayoon=gone; aahin=have.
	Translation	Those things have been increased now.
	Syntactic Analysis	(**Subj:** zero**, Obj: اُهي شيون**=*uhy shayoon*=those things**, VP: وڏي ويون آهن**=*wadhee wayoon aahin*=have been increased/have increased**, AdvP: تہ هاڻي جيڪو آهي**=*ta hane jeko aahy*=that now)

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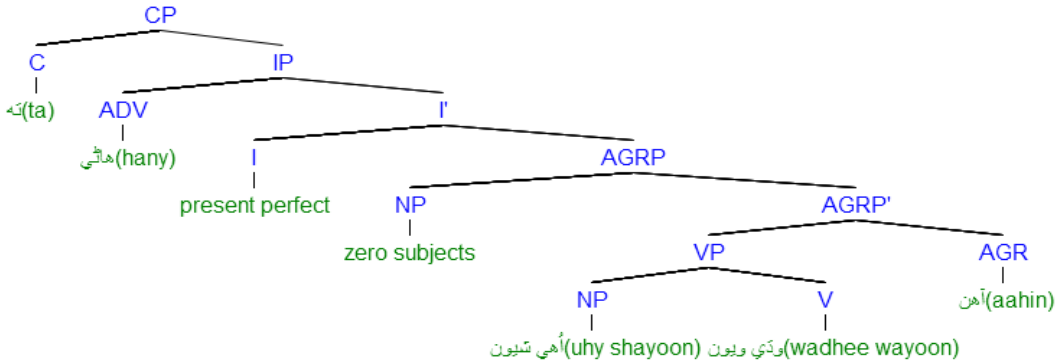

Figure 5.45: Tree Diagram 43

Tree Diagram 43 explains that V merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with ADV to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, AGRP-bar and VP.

Example 5.43 presents the Sindhi sentence (explained already as an example 5.30) where the the speaker uses '**اُهي شيون**=*uhy shayoon*=those things' as an object at middle position and '**وڌي ويون آهن**=*wadhee wayoon aahin*=have been increased' as verb at the end of the sentence. The sentence does not have any noun phrase (NP) at subject position because, firstly, it is an intransitive; secondly, the sentence is used in passive form construction (Rashdi, 2008). The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the sentence is following the sentence structure of Sindhi.

The verb phrase of the above example '**وڌي ويون آهن**=*wadhee wayoon aahin*=have been increased' is a combination of three morphemes '**وڌي**=*wadhee*=increased', '**ويون**=*wayoon*=gone' and '**آهن**=*aahin*=have'. The first morpheme is the main verb of

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the sentence. It shows the action of 'increasing' something in the present time with perfective aspect. It is a lexical morpheme which has a complete meaning and can stand alone in a sentence (Yule, 1996). It has been derived from the infinitive '**وڌڻ**=*wadhan*=to increase', which is further derived from the imperative '**وڌُ**=*wadhu*=increase'. When we write the morpheme '**وڌي**=*wadhee*=increased' alone in any sentence, the meaning of the sentence would be in past e.g. '**راند وڌي**=*raand wadhee*=game increased', and when we add it with the morpheme '**ويون**=*wayoon*=went', the sense of the sentence would still be in the past. However, by adding the inflection '**آهن**=*aahin*=have' it turns into present perfect tense.

The second morpheme is '**ويون**=*wayoon*=went' in the verb phrase. It shows that argument of the sentence '**اُهي شيون**=*uhy shayoon*=those things' has plural number with feminine gender. The suffix '**ويون**=*wayoon*=went' can be used as free morpheme as well as bound morpheme. It is used as a free morpheme in the sentence '**چوڪريون گهر ويون**=*chokrion ghar wayoon*=girls went home', and used as a bound morpheme in the verb phrase of this sentence. The inflection '**ون**=*woon*=phonological agreement' in it shows that the subject of the sentence is plural and it has feminine gender. This is the morpheme/inflection which let us know the person, number and gender of the argument it discusses about (those things).

The third word or inflection '**آهن**=*aahin*=have' in the verb phrase has been used to show number, gender and tense aspect of the sentence. It is also a bound morpheme which is used in the verb phrase to show tense, number and aspect of the sentence. It

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shows that the tense of the sentence 5.43 is present, aspect is perfect and number of the subject is plural. It shows that the internal argument or object of the sentence is ' **اُهي شيون**=*uhy shayoon*=those things', which is plural and has feminine gender. This is the argument which is doing an action of 'increasing' in the sentence.

Structurally, the context of the sentence shows that the speaker wants to show that the things have been increased. The speaker wants to show that things have been increased due to increasing demands of people. The context of the verb phrase also shows that speaker wants to mean that it is the third party (may be Government) who has increased the things, because things cannot increase by themselves. The verb phrase is used in the present tense showing perfective aspect of the action. The speaker tries to show that things of his field have been therefore he wants to create some new things which can substitute the old ones. The perfective aspect of the verb shows the completion of action in the present time.

Table 5.44: Example 5.44..**تہ اُنهي سال جي وچ ۾ هُو پنهنجي ٽرانسفر ڪرائي واپس ڳوٺ ۾ اچي چُڪو هو.**

Coding	Sentence Description	Sentence
M300	Arabic script	**تہ اُنهي سال جي وچ ۾ هُو پنهنجي ٽرانسفر ڪرائي واپس ڳوٺ ۾ اچي چُڪو هو.**
	Roman script	Ta unhe sal je wich mei hoo pahinji transfer karae wapas goth mei achi chuko ho.
	Transliteration	Ta=that; unhe=that; sal=year; je=of; wich=mid; mei=in; hoo=he; pahinji=our; transfer=transfer; karae=do; wapas=back; goth=village; mei=in; achi=come; chuko ho=had.
	Translation	Having transferred in the middle of that year he had come back in the village.
	Syntactic Analysis	(**Subj: هُو**=*hoo*=he**, Obj: پنهنجي ٽرانسفر**=*pahinji transfer*=his transfer**, PP: واپس ڳوٺ ۾**=*wapis goth mei*=back in the village**, VP: اچي چُڪو هو**=*achi chuko ho*=had come**, Having Clause: تہ اُنهي سال جي وچ ۾ هُو پنهنجي ٽرانسفر ڪرائي**= *ta unhe saal je wich mei hoo pahinji transfer karae*= having transferred in the middle of that year he)

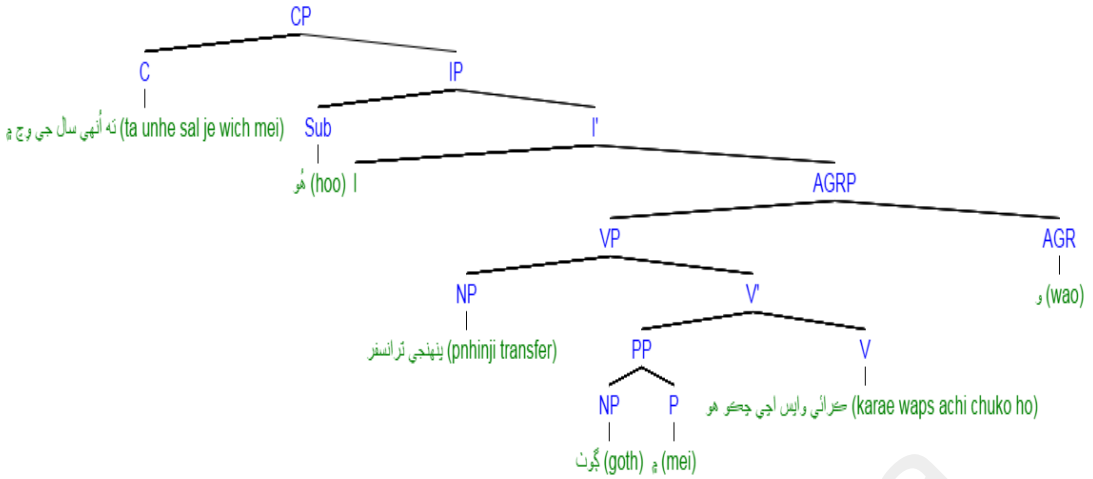

Figure 5.46: Tree Diagram 44

Tree Diagram 44 explains that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP, V-bar and PP.

Example 5.44 presents the structure of the Sindhi sentence where the speaker uses '**هُو**=*hoo*=he' as subject at initial position and '**اچي چُڪو هو**=*achi chuko ho*=had come' as verb at the end of the sentence. The sentence does not have any noun phrase at object position because it is an intransitive verb (Baig, 2006). The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the sentence is following the sentence structure of Sindhi.

The above sentence has two clauses; main clause and having clause also called sub-ordinate clause: '**ته اُنهي سال جي وچ ۾ هُو پنهنجي ٽرانسفر ڪرائي**' and '**واپس گوٺ ۾ اچي چڪو هو.**'.

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Having Clause/Bilwasta sentence

تہ اُنهي سال جي وچ ۾ هُو پنهنجي ٽرانسفر ڪرائي

Ta unhe sal je wich mei hoo pahinji transfer karae. (Sindhi in English script)

That that year of middle in he his transfer having done, (Transliteration)

Having transferred in the middle of that year, (Translation)

The verb phrase of the above clause '**ڪرائي**=*karae*=having done' is a free morpheme in the sentence. The internal structure of this verb shows that it has been derived from the infinitive '**ڪرائڻ**=*karain*=to do' which has been further derived from the imperative form '**ڪراءِ**=*karai*=do' of the verb. It is not main verb of the sentence. However, it is used in the sense of what we call in English a 'having clause', which shows that the subject finishes one work and starts immediately second one in the sentence. Same is the case in this sentence; subject finishes one work and immediately starts another work in the sentence. This clause gives additional information about the verb in the main clause 'come'. This clause does not do any function in the sentence but gives information about the subject of the sentence '**هُو**=*hoo*=he', and it has a nominative case in the sentence.

The context of the clause shows that the speaker wants to mean that subject of the clause did not do his work himself but asked somebody else to do it. Such verbs are used in present to mean something in the past time in Sindhi language. In other words, speaker wants to show that the subject got his transfer done by some other person. In this sentence, the clause shows half meaning of the sentence. It is like a 'having clause' in English, which shows subject of the clause does two functions in the sentence.

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Main Clause

واپَسِ گوٺ ۾ اچِي چُڪو هو.

Wapas goth mei achi chuko ho. (Sindhi in English script)

Back village in come has was. (Transliteration)

(He) had come back in the village. (Translation)

The verb phrase in the main clause of the sentence is '**اچِي چُڪو هو**=*achi chuko ho*=had come'. It is combination of three morphemes '**اچِي**=*achi*=come', '**چُڪو**=*chuko*=agreement' and '**هو**=*ho*=had'. The first morpheme '**اچِي**=*achi*=come' is a free morpheme in the sentence. It is derived from the infinitive '**اچَڻ**=*achan*=to come' which is further derived from the imperative form '**اَچُ**=*ach*=come' of the verb.

The second morpheme of the verb phrase in this sentence is '**چُڪو**=*chuko*=agreement'. This morpheme is a bound morpheme which is added to main verb of the sentence to show the masculine gender, singular number and perfect tense (present as well as past). Since it is a bound morpheme or a suffix or an inflection, it cannot be further classified into other forms. It can neither be classified nor derived from any other form like infinitive or imperative forms.

The third morpheme of the verb phrase is '**هو**=*ho*=had'. It is also a suffix which cannot stand alone in the sentence. It depends on free morpheme to convey full sense in the sentence. The third morpheme '**هو**=*ho*=had' agrees with the second morpheme '**چُڪو**=*chuko*=agreement' and it agrees with the first morpheme '**اچِي**=*achi*=come' to make verb phrase of the sentence.

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Semantically, the context of the sentence shows that action of the sentence has already been taken place in the past time. However, speaker uses such sentence to refer some action in the past time. The speaker is discussing about someone else in the sentence that got transfered back to his village. The speaker is trying to praise that person that he transferred his duty back to his village. The context of the sentence shows that the person was working in his own village firstly, then he got transferred to somewhere else and later he got transferred back to his own village. The verb phrase has been used to show perfective aspect of the sentence in the past time; it shows something has been done in the previous time.

Table 5.45: Example 5.45..**گوٹ بھجي آيُس مان**

Coding	**Sentence Description**	**Sentence**
N347	Arabic script	**گوٹ بھجي آيُس مان.**
	Roman script	Goth bhaji aayus maan.
	Transliteration	Goth=village; bhaji=run; aayus=came; maan=I.
	Translation	I came to the village.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, VP: بھجي آيُس**=*bhaji aayus*=came**, AdvP: گوٹ** =*goth*=village)

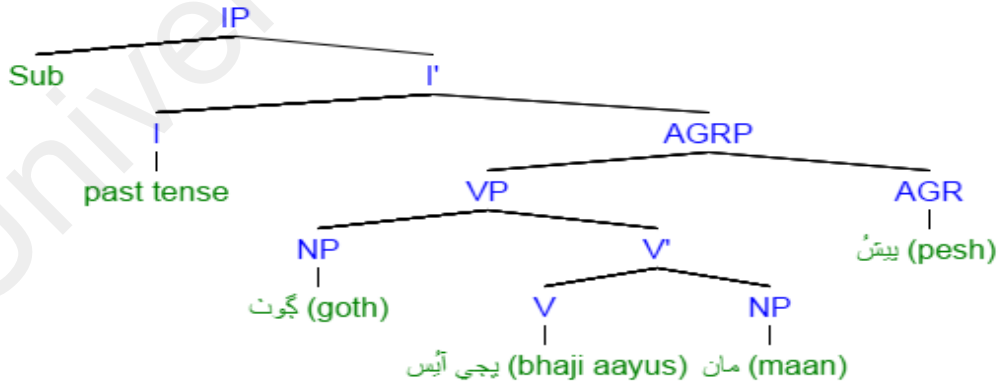

Figure 5.47: Tree Diagram 45

Tree Diagram 45 explains that NP merges with V to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-

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bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

Example 5.45 shows the Sindhi sentence (presented also as an example 5.18) where the speaker uses '**مان**=*maan*=I' as subject but at the end of the sentence and '**ڀڄي آيُس**=*bhaji aayus*=came' as a verb of the sentence. The sentence has zero/null argument at at object position because it is an intransitive verb which does not take object in a sentence (Allana, 2010). The structure of the sentence shows that it does not follow the standard sentence structure. The rule is to put subject at initial position in the sentence, but speaker violates this rule; he places the subject at the end of the sentence which should otherwise be placed at the initial position of the sentence. Therefore, it can be said that the sentence is not following the sentence structure of Sindhi. However, it does not affect meaning of the sentence at all. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the above example '**ڀڄي آيُس**=*bhaji aayus*=came' is a compound verb having two morphemes '**ڀَڄِي**=*bhaji*=gone' and '**آيُس**=*aayus*=came'. Individually, these morphemes give different meaning; they give meaning of going and coming, but in combination, they give one meaning of 'coming'. The verb '**ڀَڄِي**=*bhaji*=gone' is derived from the infinitive '**ڀڄڻ**=*bhajanu*=to go/to run', which is further derived from the imperative form '**ڀَڄُ**=*bhaju*=go/run'.

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The second morpheme in the verb phrase '**آيُس**=*aayus*=came' has been derived from the infinitive form '**اچڻ**=*achanu*=to come' which is further derived from the imperative from '**اَچُ**=*ach*=come', the base form of the Sindhi verbs. We can see that these verbs give two different meanings in isolation, but in combination, they give one meaning of 'coming'. The compound verb '**پڃي آيُس**=*bhaji aayus*=came' is an intransitive verb which takes only on argument to discuss about (Roberts, 1997; Khoso, 2005).

Sindhi language uses inflections like Arabic language (Memon, 1985). The person, number and gender of the subject can be inferred and identified through the lexical, morphological and phonological verbal inflections. It does not matter if subject is overt or non-overt, it can be identified and recovered through the verbal inflections and the rich agreement. The phonological inflection '◌ُ=*pesh*=agreement to show person, number and gender' in the morpheme '**آيُس**=*aayus*=came' shows that the subject of the sentence is first person singular masculine. The phonological inflection '◌ُ =*pesh*=phonological agreement' is used to show first person singular masculine subject in Sindhi (Bur'ro, 2004).

Semantically, the context of the sentence shows that some action took place in the past time. The above stated phonological inflection with the main verb shows that subject of the sentence is first person singular masculine subject (Bur'ro, 2004). The context of the verb phrase shows that the speaker wants to mean that he came back to his village. It shows that he was sent to some place without his will which made him run back to his own village. He wants to show that some personal circumstances made him run from that place to his own village. He was compelled by the circumstance to leave that place and run back to his village.

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Table 5.46: Example 5.46..۾اسان رهُون پيا پَنتائي هِلپارڪ ۾

Coding	Sentence Description	Sentence
N106	Arabic script	۾اسان رهُون پيا پَنتائي هِلپارڪ ۾.
	Roman script	Ain assan rahon paya pantai hillpark mei.
	Transliteration	Ain=and; assan=we; rahon=living; paya=are; pantai hillpark mei=in Pantai Hill park.
	Translation	And we are living in Pantai Hill park.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: رهُون پيا**=*rahon paya*=are living**, PP: پَنتائي هِلپارڪ ۾**=*pantai hillpark mei*=in Pantai Hill park, **Conj: ۾**=*ain*=and)

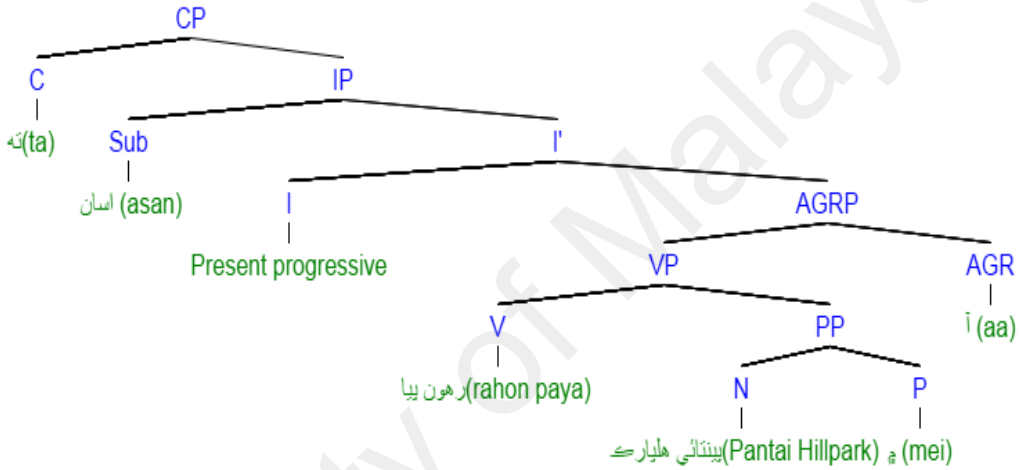

Figure 5.48: Tree Diagram 46

Tree Diagram 46 explains that P merges with N to make PP, PP merges with V to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, VP and PP.

Example 5.46 (also discussed as an example 5.27) presents the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as the subject but at initial position and '**رهُون پيا**=*rahon paya*=are living' as the verb at the end of the sentence. The sentence has null object or empty category (EC) at the object position because it has an intransitive verb (Allana, 2010). The structure of the sentence shows that it does not follow the standard sentence structure for verb expansion. The rule is to place verb expansion before verb in

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a Sindhi sentence, but the speaker violates this rule; he places it after the verb in the sentence. Therefore, it can be said that the sentence is not following the sentence structure of Sindhi for verb expansion in spoken Sindhi. However, it does not affect meaning of the sentence at all. In addition, the structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the above sentence '**رهُون پيا**=*rahon paya*=are living' is a combination of two morphemes ' **رهُون**=*rahon*=are living' and ' **پيا**=*paya*=are/agreement'. The verb ' **رهُون**=*rahon*=are living' is the main verb; it is a free morpheme (Yule. 1996).

The second verb/morpheme of the verb phrase '**پيا**=*paya*=are/agreement' is an inflectional bound morpheme in the sentence. It is attached to a free morpheme to show continuous action in the present tense. The inflection (INFL) '**آ**=*aa*=phonological agreement' in the morpheme '**پيا**=*paya*=agreement' shows that the subject of the sentence is plural with masculine gender, because the phoneme '**آ**=*aa*' is a phonological inflection which is used with the verb to show plural number and masculine gender of the subject.

Semantically, the context of the sentence shows that the action has not been completed; action of living is still going on in the area called Pantai Hillpark. The speaker is trying to show that he and his friends are still living in Pantai Hillpark. He wants to show relationship between them and the place Pantai Hillpark. It cannot be assumed from the sentence that they are going to live there for such and such period of

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time. Such verbs in Sindhi are used to show some continuous action in the sentence. The verb phrase has been used in the present tense; it means they are still living there.

5.3.1 Classification of Intransitive Verbs in Sindhi

Intransitive verbs are also classified into their types and forms. To be verbs and helping verbs are intransitive verbs in Sindhi (Adwani, 1985; Baig, 2006; Allana, 2010). The following sections will explain the use of to be verbs and helping verbs in Sindhi.

5.3.1.1 To be Verbs in Sindhi

To be verbs are used to show state or existence of a subject in a sentence. These verbs are used to show 'to be' state of a subject in a sentence. The following examples 5.47 to 5.49 will explain how to be verbs are used in the Sindhi language.

Table 5.47: Example 5.47..**پِي ايچ ڊي منهنجي سِنڌي زبان تي آهي**

Coding	Sentence Description	Sentence
M6	Arabic script	**پِي ايچ ڊي منهنجي سِنڌي زبان تي آهي.**
	Roman script	Unhe khan poi wari halya wenda hyon aafice mei.
	Transliteration	PhD; mohinji=my; Sindhi=Sindhi; zaban=language; ty=on; aahy=is.
	Translation	My PhD is on the Sindhi language.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, Obj Compl: پِي ايچ ڊي منهنجي**=*PhD mohinji*=my PhD**, VP: آهي**=*aahy*=is**, PP: سِنڌي زبان تي**=*Sindhi zaban ty*=on the Sindhi language)

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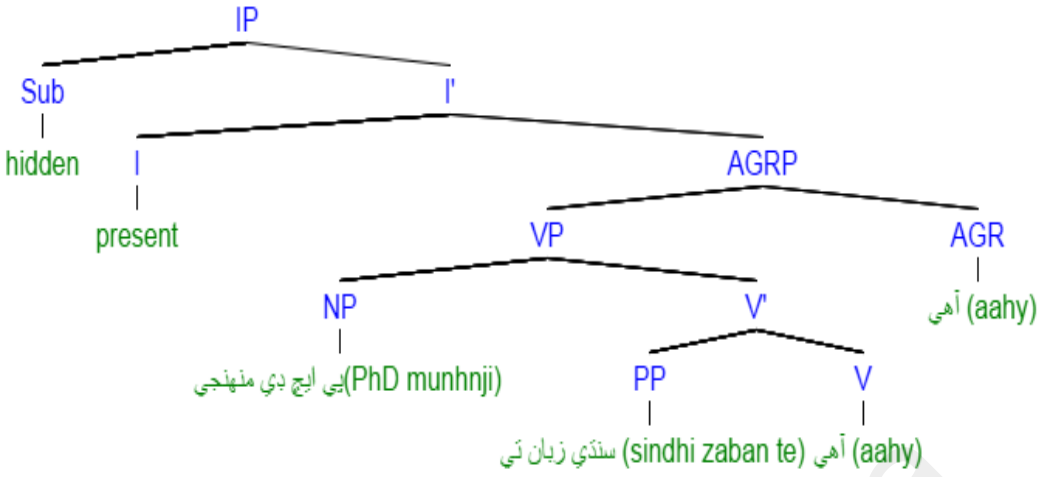

Figure 5.49: Tree Diagram 47

Tree Diagram 47 shows that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, and I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP, VP and V-bar.

Example 5.47 shows the structure of the Sindhi sentence having a 'to be verb'. The sentence has to be verb '**آهي**=*aahy*=is' which shows relationship between two noun phrases '**پِي ايچ ڊي منهنجي**=*PhD mohinji*=my PhD' and '**سِنڌي زبان تي**=*Sindhi zaban ty*=on the Sindhi language'. This verb can also be used as a helping verb to make a present tense sentence. Helping verbs are used to make tense of the sentence (Allana, 2010). Qaleech (2006) argues that such verbs are 'to be verbs' which show state or existence of a subject. Such verbs mostly take two subjects (direct and indirect subject) that always come before to be verbs in sentences. According to Baig (2006) and Allana (2010), the structure of above sentence follows the standard structure for helping verbs in Sindhi. In addition, the structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

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The verb phrase of this sentence '**آهي**=*aahy*=is' is used to show relationship between two nouns '**پِي ايچ دي منهنجي**=*PhD mohinji*=my PhD' and '**سِنڌي زبان**=*Sindhi zaban*=Sindhi language'. It is also used to show state and existence of the subject of the sentence that it is on the Sindhi language.

It can be seen that the verb '**آهي**=*aahy*=is' does not do any function in this sentence, it just tells the state and existence of the subject that the subject '**پِي ايچ دي منهنجي**=*PhD mohinji*=my PhD" is on the Sindhi language. It can also be seen that this argument is theme of the sentence, because it is the one which is being discussed in the sentence. This verb is used as 'to be verb' in the sentence which does not perform any function but tells state and existence of direct subject in the sentence. This verb cannot be further classified into other words like infinitive and imperative. The verb '**آهي**=*aahy*=is' is used for third person singular pronoun (he, she, it, noun), for both genders (masculine and feminine) and in the present time. As discussed before, this verb does not have infinitive and imperative and it cannot be classified into other form.

Structurally, the context of the sentence shows that the speaker wants to mean that his PhD is on the Sindhi language. The verb phrase '**آهي**=*aahy*=is' can be used as a possessive verb to show possession of something, and it can also be used as a helping verb to show tense of the sentence. Besides, it can also be used as a 'to be verb' to show state and existence of a subject in a sentence in present time. The context of the sentence shows that the speaker uses such verb phrase to show relationship between the two arguments in the sentence. It also shows state and existence of the direct and indirect subjects of the sentence in the present time, meaning that speaker's PhD is on Sindhi language. The context of the verb phrase also shows that the speaker uses such

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verb phrase in order to show relationship between two nouns and also to show tense of the sentence.

Table 5.48: **Example 5.48. جنهن ۾ اسان پنهنجي چاچا جي بابا جي محنت سان اسان پنهنجي گھر الله جي فضُل ڪرم سان لائبريري آهي.**

Coding	Sentence Description	Sentence
M415	Arabic script	**جنهن ۾ اسان پنهنجي چاچا جي بابا جي محنت سان اسان پنهنجي گھر الله جي فضُل ڪرم سان لائبريري آهي.**
	Roman script	Jahin mei assan pahinje chacha ji baba ji mehnat saan assan pahinje ghar Allah je Fazul karam saan library aa.
	Transliteration	Jahin=that; mei=in; assan=we; pahinje=our; chacha=uncle; ji=of; baba=father; ji=of; mehnat=hardworking; saan=with; assan=we; pahinje=our; ghar=home; Allah=Allah; je=of; Fazul karam=blessings; saan=with; library=library; aa=have.
	Translation	With the blessing of Almighty Allah and struggle of our uncle and father (we) have a library.
	Syntactic Analysis	(**Subj:** zero**, Obj compl: لائبريري**=library**, اسان پنهنجي گھر**=*assan pahinje ghar*our home**, VP: آهي**=*aahy*=is**, PP: اسان پنهنجي چاچا جي بابا جي محنت سان**=*assan pahinje chacha ji baba ji mehnat saan*=with the struggle of our uncle and father**, الله جي فضُل ڪرم سان**=*Allah je Fazul karam saan*=with the blessing of Almighty Allah, **AdvP: جنهن ۾**=*jahin mei*=wherein)

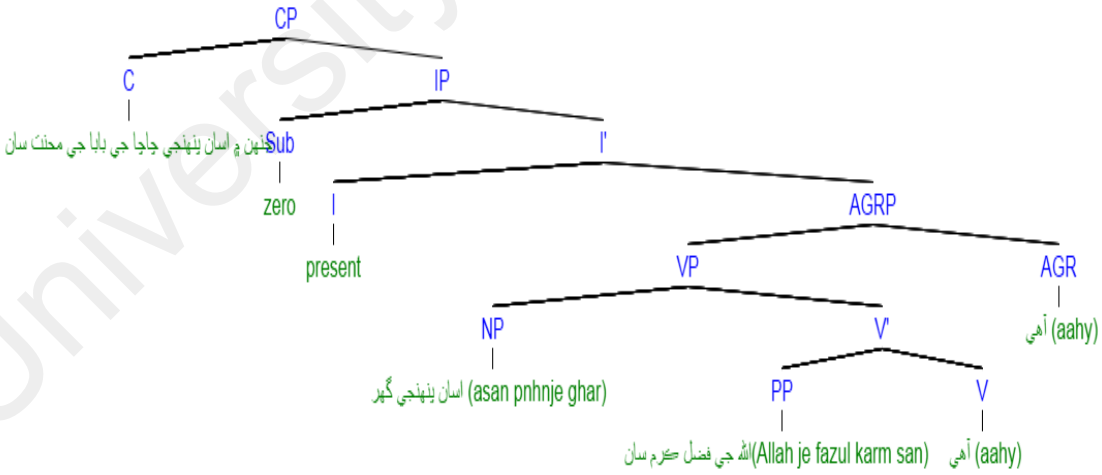

Figure 5.50: Tree Diagram 48

Tree Diagram 48 shows that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes are: CP, IP, I-bar, AGRP, VP and V-bar.

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Example 5.48 presents the structure of the Sindhi sentence having a possessive or a helping verb. The sentence has a helping verb '**آهي**=*aahy*=is' which shows relationship among three noun phrases '**لائبريري**=library', '**چاچا بابا**=*chacha baba*=uncle and father' and '**اسان پنهنجي گهر**=*assan pahinje ghar*=our home'. Helping verbs in Sindhi are used to make tense of the sentence. Such verbs mostly take two subjects (direct and indirect subject) that always come before 'to be' verbs in sentences. Such verbs can be used as free morphemes as well bound morphemes. These verbs can also be used to show possession of something by someone (Khoso, 2005). According to their definitions of helping verbs/to be verbs, the structure of above sentence follows the standard structure for helping verbs in Sindhi. Syntactically, the structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the above sentence '**آهي**=*aahy*=is/have' is the only verb in the sentence. As discussed previously, this verb is used either as 'to be verb' to show state or existence or possessive verb to show possession of something in Sindhi. However, it can also be used with other verbs to show tense; like, progressive aspect (**ڪري رهيو آهي**=*kary rahyo aahy*=is doing), perfective aspect (**ڪيو آهي**=*kayo aahy*=has/have done) and passive form (**ڪيو ويندو آهي**=*kayo weendo aahy*=has/have been done). Besides, this verb cannot be further classified into other forms like other verbs in the Sindhi language. No suffixes, prefixes, infixes and inflections can be added to this verb to make a new word like infinitive or imperative. This verb is used for third person singular number, feminine and masculine gender and in the present time. It is also used to show possession of something to somebody. It is used to show that they have a

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library with help of hard working of their father and uncle and with the blessings of Almighty.

Semantically, the context of the sentence shows that the speaker wants to show that they have a library at their home. The verb phrase '**آهي**=*aahy*=is' is used as a possessive verb to show possession of something, and it can also be used as a helping verb to show tense of the sentence. The context of the sentence shows that the speaker uses such verb phrase as a possessive verb to show possession of a library, meaning that speaker has a library at their home. The context of the verb phrase shows that the speaker feels proud by telling that they have a library at their home in such a remote area. Directly or indirectly, the speaker praises his father and uncle who struggled hard to have a library at their home. In other words, the speaker wants to mean that they have well-educated family.

Table 5.49: Example 5.49..**اُنهي کان پوءِ وري ڳوٺ جي هڪڙي جهوپڙ پٽي اسڪول هُئي**

Coding	**Sentence Description**	**Sentence**
M273	Arabic script	**اُنهي کان پوءِ وري ڳوٺ جي هڪڙي جهوپڙ پٽي اسڪول هُئي.**
	Roman script	Unhe khan poi wari goth ji hikri jhopar pati iskool hui.
	Transliteration	Unhe=that; khan=from; poi=after; wari=then; goth=village; ji=of; hikri=one; jhopar pati=very old; iskool=school; hui=was.
	Translation	Then there was a very old school of the village.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, Obj Comp: هڪڙي جهوپڙ پٽي اسڪول**=*hikri jhopar pati iskool*=one very old school**, VP: هُئي**=*hui*=was**, PP: ڳوٺ جي**=*goth ji*=of the village**, AdvP: اُنهي کان پوءِ**=*ubhe khan poi*=after that**, وري**=*wari*=then)

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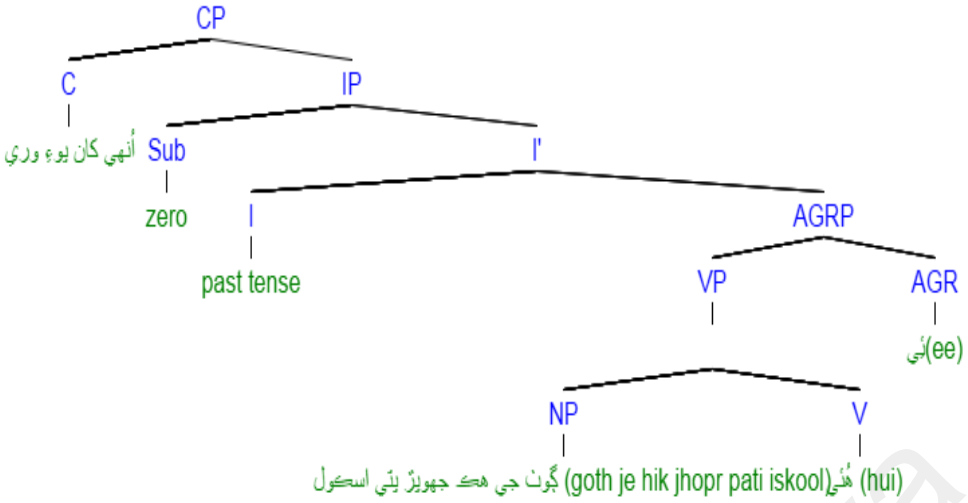

Figure 5.51: Tree Diagram 49

Tree Diagram 49 states that V merges with NP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.49 presents the structure of the Sindhi sentence having a 'to be' verb. The 'to be' verb '**هُئي**=*hui*=was' shows relationship between two noun phrases '**هڪڙي جهوپڙ پٽي اسڪول**=*hikri jhopar pati iskool*=one very old school' and '**ڳوٺ**=*goth*=village'. The 'to be' verbs are used to show state or condition of a subject. Such verbs mostly take two subjects; direct and indirect subject. These verbs can be used as free morphemes as well bound morphemes. These verbs can also be used to show possession of something by someone. The structure of above sentence follows the standard structure for helping verbs in Sindhi. Syntactically, the structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of the above sentence is '**هُئي**=*hui*=was' Like previous sentences, this is the only verb in the sentence. The difference between them is that the verbs in the

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previous sentences have either possessive case or to be verb case in present time, the verb in this sentence has been used as ‘to be’ verb but in the past time. The verb ‘**هُئي**=*hui*=was’ is used to show state of the subject ‘**هڪڙي جهوپڙ پٽي اسڪول**=*hikri jhopar pati iskool*=one very old school’; that there was an old school in the village, and this argument has a genitive case in the sentence. This verb cannot be classified into further forms like infinitive and imperative forms. This verb is used for third person singular, feminine gender and past to be tense.

Structurally, the context of the sentence shows that the speaker wants to mean that there was an old school in their village. The verb phrase ‘**هُئي**=*hui*=was’ has been used as a possessive verb to show possession of something, and also it has been used as to be verb to show state or existence of an old school in past time. It also shows state and existence of the subject in the past time, meaning that there was an old school in their village.

5.3.1.2 Helping/Auxiliary Verbs in Sindhi

Auxiliary or helping verbs are those which help to make a sentence in order to show time in the sentence (Baig, 2006). Helping verbs are used to show tense and progressive and perfective aspects in a sentence. Such verbs can bbe found throughout the examples in the current study analysis.

The following example analyses and explains the use of a helping verb in Sindhi.

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Table 5.50: Example 5.50..**واپس اچي گھر پوءِ بس ماني جو وارو هوندو آهي**

Coding	Sentence Description	Sentence
M61	Arabic script	**واپس اچي گھر پوءِ بس ماني جو وارو هوندو آهي.**
	Roman script	Wapis achi ghar poi bus maani jo waro hoondo aahy.
	Transliteration	Wapis=back; achi=come; ghar=home; poi=then; bus=then; maani=meal; jo=of; waro=turn; hoondo=will be; aahy=is.
	Translation	Having come back home then it is (my) meal turn (cooking turn).
	Syntactic Analysis	(**Subj:** zero**, Object compl: ماني جو وارو**=*maani jo waro*=meal turn**, VP: هوندو آهي**=*hondo aahy*=is**, Having clause: واپس اچي گھر**=*wapis achi ghar*=having come back home**, AdvP: پوءِ بس**=*poi bus*=then)

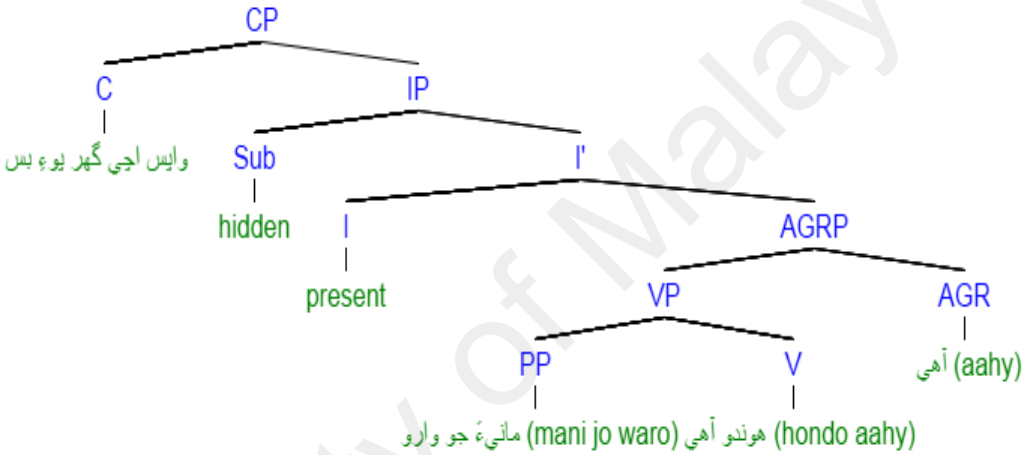

Figure 5.52: Tree Diagram 50

Tree Diagram 50 shows that V merges with PP to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP and VP.

Example 5.50 presented above shows the structure of the Sindhi sentence having a helping verb. The verb phrase '**هوندو آهي**=*hondo aahy*=is' shows relationship between two noun phrases '**ماني جو وارو**=*maani jo waro*=meal turn' and a hidden subject (we). Helping verbs are used to make tense of the sentence. Such verbs can be used as free morphemes as well bound morphemes. The structure of above sentence follows the standard structure for helping verbs in Sindhi. Syntactically, the structure of the

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sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988).

The verb phrase of this sentence ‘**هوندوآهي**=*hondo aahy*=is’ is a combination of two morphemes ‘**هوندو**=*hoondo*=will be’ and ‘**آهي**=*aahy*=is’. The first morpheme is a free morpheme as well as bound morpheme. We can see its use in the following sentences:

- **هي هَرروز ڪلاس ۾ هوندوآهي**

The morpheme ‘**هوندو**=*hoondo*=will be’ is used as a bound morpheme attached to the free morpheme ‘**آهي**=*aahy*=is/have/has’ to show number and gender of the main argument in the main sentence. It shows that the subject of the sentence is third person singular masculine.

- **ڪالهه هي ڪلاس ۾ هوندو**

The morpheme ‘**هوندو**=*hoondo*=will be’ is used as a free morpheme in this sentence. It is used to show third person singular masculine subject in the past tense. Such types of sentences are used to show something in doubt; when we are not sure about something or somebody we then use these types of sentence. However, when we are sure about something or someone we simply use ‘**هُيو**=*huyo*=was’ instead of ‘**هوندو**=*hoondo*=might be.

- **سُڀاڻي هي ڪلاس ۾ هوندو**

Here the morpheme ‘**هوندو**=*hoondo*=will be’ is used to show the third person singular masculine subject in the future to be tense. It shows that the morpheme ‘ **هوندو**= *hoondo* = will be’ is a free morpheme in this sentence. The sentence does not show the

action of the subject in the sentence, it only shows state and existence of the subject, because it is to be verb in future.

We can see that the morpheme '**هوندو**=*hoondo*=will be' has different uses according to different tenses and situations. It can be seen that with minor change in the morpheme will lead us to a different morpheme with different form and meaning.

The second morpheme of the verb phrase '**آهي**=*aahy*=is' is also a free morpheme in the sentence. It is used to show third person singular masculine as well as feminine gender of the subject and also tense of sentence. The context of the sentence shows that this morpheme has been used as a helping verb to make a tense in the sentence.

Semantically, the context of the sentence shows that the speaker wants to show that they have their turns to cook meal. The verb phrase '**آهي**=*aahy*=is' is used as a possessive verb to show possession of something, and it can also be used as a helping verb to show tense of the sentence. However, it can also be used as to be verb to show state or existence of something in present time. The context of the sentence shows that the speaker uses such verb phrase as a helping verb to show tense of the sentence; showing some action in the current time. In other words, the speaker tries to show the sense of responsibility. He wants to show that they have responsibility to cook meal at their turns.

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5.3.2 Forms of Intransitive Verbs in the Sindhi language

Unlike transitive verbs, intransitive verbs are not further classified into passive voice forms. Sindhi intransitive verbs have only active voice forms which are explained through examples in the following section.

5.3.2.1 Active Voice Form of Intransitive Verbs in Sindhi

Intransitive verbs, like English, in Sindhi have only active voice form. The following examples will explain the use of Sindhi intransitive verbs in an active voice form.

Table 5.51: Example 5.51..اِنترويو اسان جو سنڌي ٻولي جي باري ۾ آهي

Coding	Sentence Description	Sentence
N9	Arabic script	اِنترويو اسان جو سنڌي ٻولي جي باري ۾ آهي.
	Roman script	Ain interview assan jo Sindhi boli je bary mei aahy.
	Transliteration	Ain=and; interview; assan jo= our; Sindhi; boli= language; je= of; bary=about; mei= in; aahy= is.
	Translation	And our interview is about Sindhi Language.
	Syntactic Analysis	(**Subj**: zero, **Obj Compl**: انترويو اسان جو=*interview assan jo*=our interview, **PP:** سنڌي ٻولي جي باري ۾=*Sindhi boli je bary mei*=about Sindhi language)

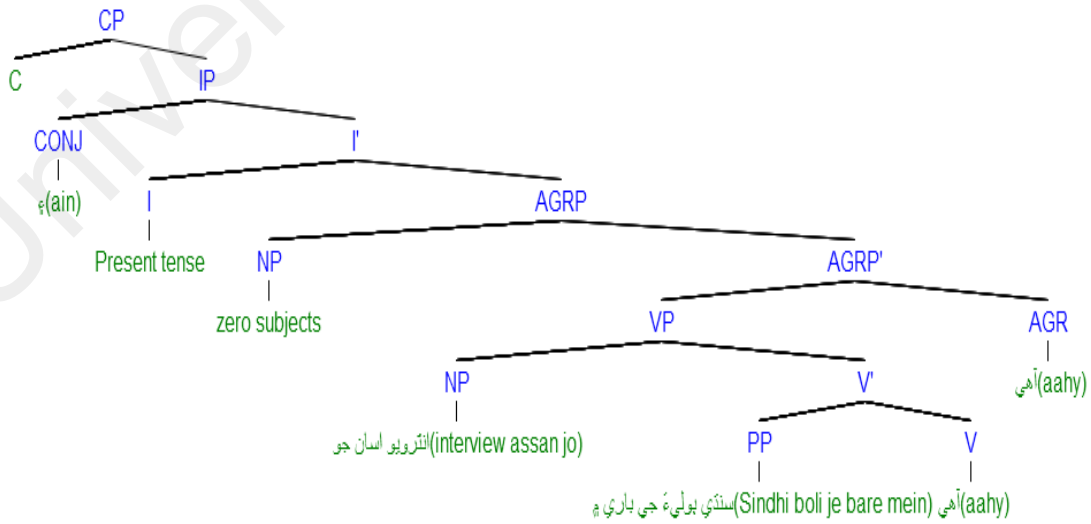

Figure 5.53: Tree diagram: 51

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Tree Diagram Representation of the Sentence 51 shows that V merges with PP to make V-bar, V-bar merges with NP to make VP, VP merges with AGR to make AGRP-bar, AGRP-bar merges with NP to make AGRP, AGRP merges with I to make I-bar, I-bar merges with CONJ to make IP and IP merges with C to make CP. The head nodes in the above diagram are: CP, IP, I-bar, AGRP, AGRP-bar, VP and V-bar.

Example 5.51 presents the structure of the Sindhi sentence having a helping verb. The sentence has helping verb '**آهي**=*aahy*=is' which shows relationship between two noun phrases '**انترويو اسان جو**=*interview assan jo*=our interview' and '**سنڌي بولي**=*Sindhi boli*=Sindhi language'. Helping verbs are used to make tense of the sentence. These verbs are used to show relationship between two arguments and also to show tense of the sentence. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1981). The structure of above sentence is following the standard structure for helping verbs/to be verbs in Sindhi.

The verb phrase of the above example '**آهي**=*aahy*=is' is the only morpheme in the sentence. It is a free morpheme. It does not take many inflections like other verbs except to show plural form of the subject according to the gender of the subject. The morpheme '**آهي**=*aahy*=is' can either be used as 'to be' verb to show state or existence of a subject in a sentence or as a possessive verb to show possession of something. It is used as 'to be' verb in this sentence to show that somebody's study is on the Sindhi language. It does not do any work in the sentence but only tells what the subject is and where it is. The context of verb phrase shows that the sentence has been used in an active voice form. The verb phrase in this sentence has also been used to show possession that this interview is about the Sindhi language; meaning that everything will

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be discussed about Sindhi language. Therefore, the argument ‘ **سنڌي ٻولي**=*Sindhi boli*=Sindhi language’ has a genitive case in the sentence.

Structurally, the context of the sentence shows that speaker uses such verb phrase to show tense of the sentence as well as relationship between two arguments (noun phrases: NPs). The context of the sentence shows that speaker uses such verb just to show work is in the present time. In this sentence, the verb ‘**آهي**=*aahy*=is’ has also been used as a helping verb which just helps to make tense of the sentence. It shows that the speaker tries to convince his friends or his interviewees that their interview is all about Sindhi language. In other words, he wants them to realize importance and worth of their language. Th speaker tries to show importance of his study which is on the Sindhi language. It is the context which pushes him to use such a verb phrase to show relationship between his interview and Sindhi language in the present time.

Table 5.52: Example 5.52..**هڪڙي مڇين اسان جي الريڈي اچي چُڪي آهي.**

Coding	**Sentence Description**	**Sentence**
M748	Arabic script	**هڪڙي مڇين اسان جي الريڈي اچي چُڪي آهي.**
	Roman script	Hikri machine assan ji already achi chuki aahy,
	Transliteration	Hikri=one; machine; assan ji=our; already; achi=come; chuki=has; aahy=have/has,
	Translation	Our one machine has already come.
	Syntactic Analysis	**(Subj: هڪڙي مڇين اسان جي**=*one machineassan ji*=our one machine**, Obj:** zero**, VP: اچي چُڪي آهي**=*achi chuki aahy*=has come**, AdvP: اَلريڈي**=already**)**

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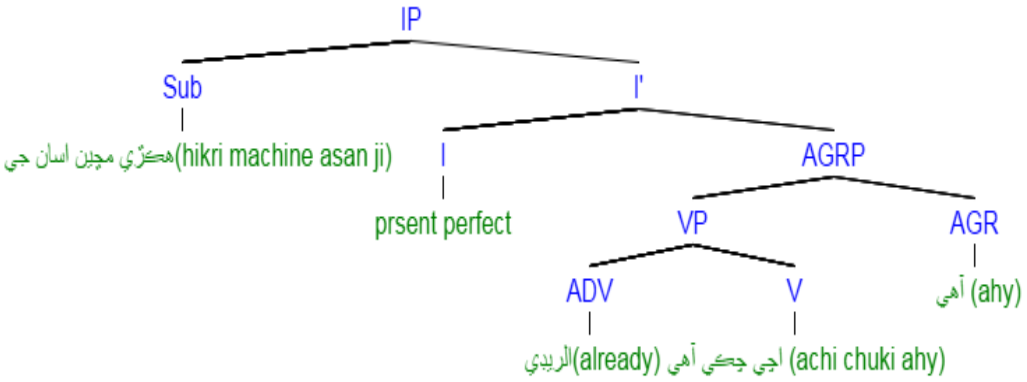

Figure 5.54: Tree Diagram 52

Tree Diagram Representation of the Sentence explains that V merges with ADV to make VP, VP merges with AGR to make AGRP, AGRP merges with I to make I-bar, I-bar merges with SUB to make IP. The head nodes in the above diagram are: IP, I-bar, AGRP and VP.

Example 5.52 presents the structure of the Sindhi sentence (presented before in examples 5.31 and 5.36) where the speaker uses ‘ **هڪڙي مچين**=*hikiri machine*=one machine’ as a subject at initial position and ‘**اچي چُڪي آهي**=*achi chuki aahy*=has come’ as verb at the end of the sentence. This verb is an intransitive verb whose action does not pass from subject to object; thus, the sentence does not have object. The structure of the sentence shows that the sentence satisfies the PP, EPP and the theta-criterion; where sentence is syntactically well represented, it has an overt subject and it theta marks the arguments (Chomsky, 1988). Therefore, it can be said that the structure of above sentence follows the standard Sindhi sentence structure for sentences having intransitive verbs.

The verb phrase of this sentence ‘**اچي چُڪي آهي**=*achi chuki aahy*=has come’ is a combination of three morphemes ‘**اچي**=*achi*=come’, ‘**چُڪي**=*chuki*=agreement’ and

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‘**آهي**=*aahy*=has/have’. The first morpheme ‘**اچي**=*achi*=come’ is a main morpheme of this verb phrase which shows the action of ‘coming’. It is a free morpheme but it cannot give full meaning unless any other inflection/suffix is added to it. The second morpheme of the verb phrase ‘**چُڪي**=*chuki*=perfective agreement’ is a bound morpheme in the sentence.

The third morpheme of the verb phrase ‘**آهي**=*aahy*=has/have’ is a free morpheme as well as a bound morpheme. When it is used as to be verb or a possessive verb then it is a free morpheme to stand alone in a sentence and give complete meaning, and when it is used to show progressive or perfective aspect then it is a bound morpheme attached to the main verb to give meaning and show tense. It has been used as a bound morpheme in this sentence which is combined with the rest of the verb phrase to show person, number and gender of the subject and also the tense of the sentence. It shows that the subject of this sentence is a third person singular feminine and tense is present with perfective aspect in the sentence. Therefore, it can be said that the verb phrase of this sentence is in present tense with perfective aspect.

Semantically, the context of the sentence shows that action has already been taken place in the recent past time. The speaker uses such verb phrase to show that the action has been completed in the recent past time whose effect is still felt in the present time. It shows that the speaker is trying to show that one of his machines has already come. The speaker tries to convey that he wants to conduct an experiment for his studies and he needs some equipment and machines, from them only one machine has come so far; meaning that he cannot start his work unless everything is available. Secondly, he wants to show that he is very much energetic and confident to conduct his research experiment as soon as possible. It is context of the sentence which pushes him to use such verb

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phrase to show that he is ready to conduct experiment. The verb phrase shows that the sentence has been used in an active voice form where subject is very much active in sentence.

5.4 Summary

The major types of the verbs have been discussed in this chapter which are: transitives, monotransitives, ditransitives, intransitives, aspectual verb, helping/linking verbs, active voice, passive voice, compound verbs and causative verbs in the Sindhi language. According to Allana (2010), a Sindhi sentence structure must have a subject at initial position, an object in the middle and a verb at the end of a sentence.

During the analysis, it was found that Sindhi spoken language follows the above standard Sindhi sentence structure. However, there are certain places where spoken Sindhi language does not follow the standard sentence structure. They place a subject at the end of a sentence than at initial position, sometimes object at the end than in the middle, sometimes they just use verb phrase hiding both subject and object in sentences; which otherwise must have been shown in sentences.

However, such violations do not affect the structure and the meaning of the spoken Sindhi sentences. The basic sentence structure (SOV) is same in written as well as in spoken Sindhi. The difference found in between them is that the spoken Sindhi sometimes violates the placement rules for subject and subject expansion, object and object expansion and verb and verb expansion. Despite of violating the placement rules, the spoken Sindhi sentences are still syntactically, semantically and grammatically accepted.

Secondly, it was seen that a slight morphological, lexical or phonological change in the form of a verb leads us to a complete new form and meaning; it changes one form to

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another, it changes even class of the word through derivational morphemes. Morphological and phonological changes in the verb phrases play a vital role in syntax and semantics of the Sindhi language. Therefore, one has to be careful while writing or pronouncing the Sindhi language otherwise meaning of a word, phrase or a sentence will be changed.

The analysis showed some unusual constructions like sentences having null/zero arguments at subject or object positions. There were some sentences where the speakers have deleted subjects and objects in the Phonetic Form (PF) of the sentences, yet the sentences were grammatically accepted. The deleted or omitted or dropped arguments at subject and object positions can be recovered through the rich morphological inflections and agreement in the Sindhi language. Like Italian and Spanish, Sindhi is also a *pro*-drop language where *pro(s)* are normally dropped at subject or object positions in the Phonetic Form (PF) of the sentences. However, the dropped pronouns or deleted arguments can be recovered through the verb inflections (INFL) and rich agreement (AGR) in the Logical Form (LF) or deep structure of the sentences (Chomsky, 1988; Haegeman, 1994).

The analysis of the above sentences shows that Sindhi sentences satisfy the Projection Principle (PP), the Extended Projection Principle (EPP) and the theta-criterion. The sentences are syntactically well represented and their verbs theta marks the arguments. Some sentences do not have a subject in the Phonetic Form of the sentence; thus, violating the EPP. The deleted arguments at subject and object positions can be recovered through the Recoverability Condition. According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich

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languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988).

Using Culicover's X-Bar theory (1997), tree diagrams of the examples were drawn; specially focusing on the verbal group of the sentence. It was seen that Sindhi language falls under agreement languages (Chomsky, 1988; Bobaljik, 1995; Culicover, 1997). The Sindhi sentences have been classified into nodes and nodes have been further classified into branches: every node must have a branch.

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CHAPTER 6: ESTABLISHING THE ARGUMENT AND THEMATIC STRUCTURE OF SINDHI VERBS

6.1 Introduction

Chapter 6 addresses the establishment of Argument Structure of Sindhi verbs and also analyses the Theta Roles and thematic relations assigned by the Sindhi verbs to their arguments (noun phrases: NPs). The chapter 6 addresses the research question number 2: What are the Argument/Thematic Structures of the Sindhi verbs? It discusses the theta roles with respect to Sindhi examples focusing on verb phrases. The chapter analyses the data to establish the Argument Structure of Sindhi verbs and also to analyse the theta roles and thematic relations in Sindhi. The theta roles *agent, experiencer, theme, recipient, goal, locative, source, instrument* and *beneficiary* are analysed and discussed in detail on the basis of Carnie's 'Theta Roles and Thematic Relations' (2007: 221).

The chapter also addresses some unusual sentential constructions in the Sindhi sentences. The unusual constructions are like verb phrases without subjects, without objects and there are some VPs which are without subjects and objects. These unusual constructions apparently show zero subjects, objects and zero subjects and objects, but the deep structure of these sentences show that they do have hidden arguments (subjects and objects). The Phonetic Form (PF) of the sentence has one argument or zero arguments; however, their Logical Form (LF) shows the presence of arguments at subject and object positions.

The following sections will discuss theta roles, thematic relatic relations and unusal structures in detail.

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6.2 Theta Roles and Thematic Relations in Sindhi

One way of encoding selectional restrictions is through the use of what are called *thematic relations.* These are particular semantic terms that are used to describe the role that the argument plays with respect to the argument. This section describes some common thematic relations; this list is by no means exhaustive, and the particular definitions are not universally accepted (Carnie, 2007).

Carnie proposes 9 theta roles which are discussed below with respect to Sindhi verbs.

6.2.1 Agent Theta Roles

Carnie (2007) defines that the initiator or doer of an action is called the ***agent.*** Agents are most frequent subjects but they can also appear in other positions. The examples 6.1 to 6.6 establish the Argument Structure of the Sindhi verb and analyse the Agent theta roles assigned by the verbs to their arguments.

Table 6.1: Example 6.1..**۾اڄاسانبئيگڏٿياآهيون**

Coding	Sentence Description	Sentence
N6	Arabic script	**۾اڄاسانبئيگڏٿياآهيون.**
	Roman script	Ain aj assan bhai gad thia aahyon.
	Transliteration	Ain=and; aj=today; assan=we; bhai=both; gad=together; thia=agreement; aahyon=are.
	Translation	And today we both have gathered.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we, **VP: گڏ ٿيا آهيون**=*gad thia aahyon*=have gathered, **AdvP: اڄ**=*aj*=today, **بئي**=*bai*= both)

According to Carnie (2007), the argument structure specifies the number of arguments a predicate requires in a sentence. He argues that adjuncts are not included in the list or arguments. Let us now see the argument structure of the verb phrase in the sentence (6.1), which is as follows:

The verb phrase of example 6.1 is '**گڏٿياآهيون**=*gad thia aahyon*=have gathered'. This example is already presented as 5.29 and 5.42 in terms of morphosemantic ans

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syntactic features. The verb '**گڈ**=*gad*=gather' in Sindhi language is a transitive verb, but here it has been used as an intransitive verb which does not need an object to pass action (from the subject to the object), because intransitive verbs do not pass their action from subject to object; they do not need an object in the sentence (Baig, 2006). Therefore, the sentence 6.1 has only one argument having an agent theta role. It performs an action of 'gathering' using present perfect tense.

The structure of example 6.1 shows that it satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. This example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Chomsky, 1988).

The argument '**اسان**=*assan*=we' (interviewer and the interviewee) does an action of 'gathering' that they have gathered somewhere for something. The argument '**اسان**=*assan*=we' is the subject which initiates the work of gathering, and it is also the theme of the sentence. Therefore, it can be said that this argument is the subject or the agent of the sentence (because it is the performer or agent which does an action of gathering), and it has an agent theta role along with an agentive thematic relation in the sentence.

The structure of the sentence shows that it does not have an object in the PF of the sentence. However, the LF of the sentence shows that the theme of the sentence is also the argument '**اسان**=*assan*=we'. It shows that the subject does an action (gathering) for itself in the sentence. Thus, it can be said that the subject is the agent as well as the theme of the sentence, and it has an agent as well as theme thematic relations in the sentence. It is an agent because it does an action of gathering in the sentence, and it is a theme as it is the narrow focus or theme of the sentence, because this is the argument

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which is being focused in the sentence. The adverbial phrases ‘ **اڇ**=*aj*=today’ and ‘**ٻئي**=*bai*=both’ show the time of action of the sentence and plural number of the subject in the sentence.

Table 6.2: Example 6.2..**مان توهان جي ٻولي رڪارڊ ڪندس**

Coding	Sentence Description	Sentence
N11	Arabic script	**مان توهان جي ٻولي رڪارڊ ڪندس.**
	Roman script	Maan tahan ji boli record kandus.
	Transliteration	Maan=I; tahan=you; ji=of; boli=language; record; kandus=do will.
	Translation	I will record your language.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: توهان جي ٻولي**=*tahan ji boli*=your language, **VP**: **رڪارڊ ڪندس**=*record kandus*=will record)

The verb phrase ‘**رڪارڊ ڪندس**=*record kandus*=will record’ of example 6.2 is a transitive verb having two arguments to discuss about. Its areguments are: ‘**مان**=*maan*=I’ and ‘**توهان جي ٻولي**=*tahan ji boli*=your language’.

The structure of example 6.2 (also explained in 5.1) shows that it satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. The above stated example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Haegeman, 1994).

The first argument ‘**مان**=*maan*=I’ is a personal pronoun used at the place of proper noun (a person), and it has capability to do an action in the sentence. This argument is used for a person (a human) having capability to do an action in a sentence. This argument is the subject of the sentence which performs an action of recording somebody’s (your) language in the future time. Thus, it can be said that this argument is an agent of the sentence and has an agent theta role with an agentive thematic relation in the sentence.

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The other argument ‘ **توهان جي بولي**=*tahan ji boli*=your language’ is an object of the sentence which undergoes an action of being recorded in the future. This is the argument that will undergo an action of the sentence (it will be recorded by the subject). This is the argument which is theme of the sentence. The external argument (subject) does an action (of recording) on the argument ‘ **توهان جي بولي**=*tahan ji boli*=your language’. Therefore, it can be said that this argument is the theme of the sentence (because it will undergo an action of the sentence) and has theme theta role along with the theme thematic relation in the sentence.

Table 6.3: Example 6.3..جيڪو هي اسان جي گڏجاڻي آهي اُن ۾ مان توهان جو انترويو ونندس

Coding	Sentence Description	Sentence
N7	Arabic script	**جيڪو هي اسان جي گڏجاڻي آهي اُن ۾ مان توهان جو انترويو ونندس.**
	Roman script	Jeko hee assan ji gadjani aa una mei maan tahan jo interview wathandus.
	Transliteration	Jeko=that; hee=this; assan=we; ji=of; gadjani-meeting; aa=is; una=that; mei=in; maan=I; tahan=you; jo=of; interview; wathandus=take will.
	Translation	I will take your interview in this our meeting.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **obj: توهان جو انترويو**=*tawhan jo interview*=your interview,**VP: ونندس**=*wathandus*=will take ,**PP: جيڪو هي اسان جي گڏجاڻي آهي اُن ۾**=*That this our of meeting have that in*=in this meeting)

The verb phrase of example 6.3 ‘**ونندس**=*wathandus*=will take’ is a transitive verb and it has two arguments to discuss about. The arguments are ‘**مان**=*maan*=I’ having an agent theta role and ‘ **توهان جو انترويو**=*tawhan jo interview*=your interview’ having a theme theta role. In addition, it has one more argument in the prepositional phrase ‘ **اسان جي گڏجاڻي آهي اُن ۾**=*our of meeting have that in*=in this meeting’.

The structure of example 6.3 shows that it satisfies the Projection Principle (PP) extended projection Projection Principle (EPP) and theta-criterion theory. The above

stated example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Haegeman, 1994).

The first argument is a first person singular pronoun '**مان**=*maan*=I' which is used at the place of proper noun (a person) and it tells about the agent of the sentence. This argument is the agent of the sentence as it shows that it will perform some function in future (will take interview). Therefore, it can be said that it is the agent of the sentence, and it has the agent theta role with an agentive thematic relation with other elements in the sentence.

The second argument of the sentence is '**توهان جو انٽرويو**=*tawhan jo interview*=your interview'. This is the argument which indicates that it will go through an action of being taken in the sentence. This is the argument which will undergo the action (will be taken) of the sentence. It is the theme of the sentence; the whole action is performed for this argument. It shows that subject will take their interview, thus the argument 'their interview' is the object or the theme of the sentence. It is therefore the object or theme of the sentence and has theme theta role with theme thematic relation in the sentence; because it shows that it has a theme relation in the argument structure of the verb phrase.

The third argument is in a prepositional phrase '**جيڪو هي اسان جي گڏجاڻي آهي اُن ۾**=*that this our of meeting have that in*=in this/our meeting'. It discusses about the common noun '**گڏجاڻي**=*gadjani*=meeting' accompanied by a possessive pronoun '**اسان جي**=*assan ji*=our'. It neither performs an action nor undergoes an action, because 'meeting' is an abstract noun which cannot be seen or touched but only felt. However, it is the third argument which is being discussed about by the first argument

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‘**مان**=*maan*=I’. It gives benefit to the subject of the sentence: subject (I) gets benefit from this meeting; he records somebody’s language.

Thus, it can be said that the argument ‘**گڈجاڻي**=*gadjani*=meeting’ in the above discussed prepositional phrase is the Giver/Donor of the sentence and has the giver/donor theta relation in the sentence (because it gives benefit to the agent of the sentence).

Besides, the first argument which is an agent of the sentence ‘**مان**=*maan*=I’ has also a beneficiary thematic relation, because it takes benefit from the argument ‘meeting’; meaning that the agent (I) takes benefit of taking interview in the meeting. The meeting gives benefit to the agent that is why it is giver/donor, and the agent takes benefit from the meeting that is why it is also the beneficiary. Thus, it can be said that the argument ‘**مان**=*maan*=I’ has one theta role that is ‘agent’ and two thematic relations agent and beneficiary. It is agent because it performs an action of recording and it is a beneficiary because it takes benefit from the meeting.

Table 6.4: Example 6.4..**هِتي آءُيونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**

Coding	Sentence Description	Sentence
M16	Arabic script	**هِتي آءُيونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**
	Roman script	Hity aaon University Malaya mein PhD kary rahyo aahiyan.
	Transliteration	Hity=here; aaon=I; University; Malaya; mein=in; PhD; kary=do; rahyo=ing; aahiyan=am.
	Translation	I am doing PhD here in University Malaya.
	Syntactic Analysis	(**Subj:** آءُ=*aaon*=I**, Obj:** پي ايڇ ڊي=PhD**, VP:** ڪري رهيو آهيان=*kary rahyo ahyan*=am doing**, PP:** يونيورسٽي ملايا ۾=*University Malaya mein*=in University Malaya**, AdvP:** هِتي=*hity*=here)

The verb of example 6.4 (discussed also in examples 5.4 and 5.26) is ‘**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing’. It is also a transitive verb having two arguments to

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discuss about. A transitive verb passes its action from its subject to object that is why it needs two arguments (noun phrases: subject and object) to give complete meaning of the sentence. It tells who (subject) is doing what (object) (Rashdi, 2008). Its arguments are ‘**آءُ**=*aaon*=I’ and ‘**پي ايچ ڊي**=PhD’, having agent and theme theta roles in the sentence.

The inflection ‘**رهيو**=*rahyo*=agreement to show person, number, gender and tense’ in the verb phrase shows that the subject must be a singular with masculine gender. The suffix ‘**و**=*wao*=agreement to show singular masculine argument’ in the verb is the one which shows gender and number of the subject of the sentence.

The structure of example 6.4 shows that it satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. The above stated example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Haegeman, 1994).

As discussed above, the sentence has two arguments both of them are singulars having masculine and feminine genders. The argument ‘**آءُ**=*aaon*=I’ is a first person singular pronoun which is used at the place of a proper noun (a person). This argument is the subject of the sentence having the agent theta role in the sentence. The other argument ‘**پي ايچ ڊي**=PhD’ is a third person singular but it has a feminine gender in Sindhi, and it does not have an animate qualities to do action in any sentence because it is just a name of a degree. Thus, it cannot be the subject of the sentence. Therefore, it can be said that the subject or the agent of the sentence is the argument ‘**آءُ**=*aaon*=I’, because it performs the action of ‘doing’ in the sentence. The other reason to prove it as agent is that it has a capability of doing something because the pronoun ‘**آءُ**=*aaon*=I’ is

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used at the place of a proper noun (a person). This argument is a personal pronoun in the Sindhi language which is used at the place of proper noun (a person), and a person has always capability of doing something in the sentence. Same is the case in this sentence; it performs an action of 'doing' in the sentence that is why it is the agent of the sentence.

The argument '**پي ايچ ڊي**=PhD' does not have capability of doing something, but it is a thing (proper noun: a degree) which can be done by someone else like first person pronoun (I, we), second person (you) or third person (he, she, they). Thus, it can be said that it is the object of the sentence. Keeping both reasons in mind, it can be said that the argument '**آءُ**=*aaon*=I' in the above sentence is the agent of the sentence. It has an agent theta role and an agentive thematic relation in the sentence. The thing which undergoes an action is '**پي ايچ ڊي**=PhD' which is the object or the theme of the sentence with theme theta role and the theme thematic relation in the sentence.

Table 6.5: Example 6.5..**تہ اسان ان کي واپس مينٽين ڪرڻ چاهيون تا**

Coding	**Sentence Description**	**Sentence**
M121	Arabic script	**تہ اسان ان کي واپس مينٽين ڪرڻ چاهيون تا.**
	Roman script	Ta assan una khy wapas maintain karan tha chahyon.
	Transliteration	Ta=that; assan=we; una=it; khy=have; wapas=back; maintain; karan=to do; tha=agreement; chahyon=want.
	Translation	We want to maintain it back.
	Syntactic Analysis	(**Subj**: **اسان**=*assan*=we, **Obj: اُن**=*una*=it, **VP: مينٽين ڪرڻ چاهيون تا**=*maintain karan chahyon tha*=want to maintain, **AdvP: تہ**=*ta*=that, **Adj: واپس**=*wapis*=back)

The verb phrase in the above presented example (also discuused in example 5.8) is '**مينٽين ڪرڻ چاهيون تا**=*maintain karan chahyon tha*=want to maintain'. It is a transitive verb having both subject and object. The inflection '**ون**=*woon*=agreement to show number' in the verb '**چاهيون**=*chahyon*=want' shows that the subject must be a plural

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one either masculine or feminine, because it is used for both genders. There are two arguments in the example 6.5 ‘ **اسان**=*assan*=we’ and ‘**اُن**=*una*=it’ having agent and theme theta roles along with agent and theme thematic relations.

The structure of example 6.5 shows that it satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. The above stated example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Chomsky, 1981).

The pronoun ‘**اسان**=*assan*=we’ is used at the place of a proper noun (persons or people) and it has capability to do action in the sentence. Same is the case in this sentence; it does an action ‘maintaining’ something in the sentence. Therefore, it can be said that the argument ‘**اسان**=*assan*=we’ in the above example is the subject or agent of the sentence which performs an action of maintaining something in the sentence, and it has an agentive thematic relation in the sentence.

The other argument of the sentence ‘**اُن**=*una*=it’ is the object of the sentence. This is the argument which undergoes the action (being maintained) of the sentence. It does not do an action but undergoes an action of the sentence. Thus, it can be said that it is the theme of the sentence and has the theme theta role in the sentence.

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Table 6.6: Example 6.6..جي آءُ اسيسمينٽ ڪندو هوس

Coding	Sentence Description	Sentence
M192	Arabic script	جي آءُ اسيسمينٽ ڪندو هوس.
	Roman script	Ji aaon assessment kando hos.
	Transliteration	Ji=yes; aaon=I; assessment; kando=do; hos=was.
	Translation	Yes, I used to do assessment.
	Syntactic Analysis	(**Subj:** ‘آءٌ=*aaon*=I’, **Obj:** اسيسمينٽ=assessment, **VP:** ڪندو هوس= *kando hos*=used to do)

The verb phrase ‘ڪندو هوس=*kando hos*=used to do/would do’ in example 6.6 has two arguments to discuss about; ‘آءٌ=*aaon*=I’ (subject/agent) and ‘اسيسمينٽ=assessment’ (object/theme). The inflection ‘و=*wao*=agreement’ in the verb ‘ڪندو=*kando*=will do’ shows that the subject of the sentence must be a singular with masculine gender. The gender and the number of the subject argument can be inferred through the last inflection of the verb phrase (Allana, 2010). This sentence satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. The above stated example is syntactically well represented (Chomsky, 1981).

The first argument ‘آءٌ=*aaon*=I’ is a personal pronoun with singular number and masculine gender. It is the argument which has a capability of doing action; it is a first person pronoun which is used at the place of a proper noun (a person). This is the argument which performs an action of doing assessment in the sentence. Therefore, it can be said that this argument is the subject or the agent of the sentence having an agent theta role with an agentive thematic relation in the sentence.

On the other hand, the second argument of the sentence ‘اسيسمينٽ=assessment’ is the one which undergoes an action (of being done) of the sentence. The context shows that subject of the sentence ‘I’ is doing an ‘assessment’ of something in the

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sentence. The argument '**اسيسمينٽ**=assessment' is the object or the theme of the sentence. Thus, it can be said that it is the object or the theme of the sentence having the theme role and a theme thematic relation in the sentence.

6.2.2 Experiencer Theta Role

Carnie (2007) defines an experiencer or perceiver of the event is called an experiencer. It is the one who experiences something in the sentence. People may or may not see what the experiencer experiences or goes through. People can see someone being beaten but they cannot see someone's dream. The examples from 6.7 to 6.12 analyse the Experiencer theta roles assigned by Sindhi verbs.

Table 6.7: Example 6.7.**هڪڙوتوهان کي خواب آيو.**

Coding	Sentence Description	Sentence
M159	Arabic script	**هڪڙوتوهان کي خواب آيو.**
	Roman script	Hikro tahan khy khuwab ayo.
	Transliteration	Hikro=one; tahan=you; khy=have; khuwab=dream; ayo=came.
	Translation	You saw a dream.
	Syntactic Analysis	(**Subj: توهان**=*tawhan*=you, **Obj: خواب**=*khuwab*=dream, **VP: آيو**=*aayo*=saw, **AdjP: هڪڙو**=*hikro*=*a*/one)

The verb phrase '**آيو**=*aayo*=came/saw' of example 6.7 is a transitive verb having two arguments. This verb can be used as transitively as well as intransitively, because some Sindhi verbs can be used transitively as well as intransitively (Allana, 2010). In this sentence, it is used as a transitive verb having two arguments (subject and object). The arguments are noun phrases (NPs) ' **توهان**=*tawhan*=you' and '**خواب**=*khuwab*=dream', having an experiencer and a theme theta role.

The structure of example 6.7 shows that it satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory. The above stated

example is syntactically well represented; it has an overt argument at subject position and it theta marks the arguments (Chomsky, 1981).

The first argument ' **توهان**=*tawhan*=you' is second person singular and it has capability to do an action in the sentence. The second person singular pronoun (you) either does an action (agent) or gets benefit (beneficiary) in the sentence. It is usually used either as a subject (agent) which performs an action or as an indirect object which gets benefit in the sentence. However, none of the case is here; it neither does an action nor gets benefit in the sentence, but it experiences something which we cannot see (he sees a dream). In this case thus, it can be said that the argument '**توهان**=*tawhan*=you' is the experiencer in the sentence (6.7), which experiences something (a dream), and it has the experiencer theta role in the sentence.

The second argument '**خواب**=*khuwab*=dream' is an abstract noun which cannot do anything on its own but can be seen/experienced by any other argument (a person). This is the argument that undergoes the action (being seen) of the sentence. It is the theme of the sentence; it is an object of the sentence, because it undergoes an action of the sentence (it is being seen/experienced by someone). Therefore, it can be said that this argument is the object or the theme of the sentence, and it has the theme theta role in the sentence.

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Table 6.8: Example 6.8 **يا هڪڙو توهان کي خيال آهي ته يار مون وٽ ڪروڙ رپيا بجيٽ پئي آهي آءُ چو نہ بنگلو سنو نهرايان.**

Coding	Sentence Description	Sentence
M160	Arabic script	**يا هڪڙو توهان کي خيال آهي ته يار مون وٽ ڪروڙ رپيا بجيٽ پئي آهي آءُ چو نہ بنگلو سنو نهرايان.**
	Roman script	Ya hikro tahan khy khayal aahy ta yar moon wat kiror rupya bajet pai aahy aaon cho na hikro bangle sutho thahrayan.
	Transliteration	Ya=or; hikro=one; tahan=you; khy=have; khayal=idea; aahy=is; ta=that; yar=friend; moon=I; wat=have; kiror=crore; rupya=rupees; bajet=budget; pai=agreement; aahy=is; aaon=I; cho=why; na=not; hikro=one; bangle=bunglow; sutho=good; thahrayan=build should.
	Translation	Or you have an idea that you have a crore rupees budget why should not you build a good bungalow.
	Syntactic Analysis	(**Subj: توهان**=*tawhan*=you**, Obj Comp: خيال**=*khayal*= an idea**, VP: آهي**=*aahy*=have**, AdjP: هڪڙو**=*hikro*= one/a**, CP: ته يار مون وٽ ڪروڙ رپيا بجيٽ پئي آهي آءُ چو نہ بنگلو سنو نهرايان**=*ta yar moon wat kiror rupya bajet pai aahy aaon cho na hikro bangle sutho thahrayan*=that you have a crore rupees budget why should not you build a good bungalow)

The verb phrase '**آهي**=*aahy*=have/has' of example 6.8 has two arguments to discuss about. This verb can be used as a possessive verb, helping verb as well main verb of the sentence (Baig, 2006). Here in this sentence, it is used as a possessive verb showing possession of idea in somebody's mind, and a possessive verb requires minimum two arguments to show possession of something and the one who/which possess it. Its arguments are '**توهان**=*tawhan*=you' and '**خيال**=*khayal*=an idea' having the experiencer and the theme theta roles. The structure of the above stated example shows that it satisfies the PP, EPP and theta-criterion theory. The sentence structure is syntactically well represented. The sentence has an overt argument at subject position. The verb of the sentence theta marks the arguments in the sentence; it assigns theta roles to the arguments (Carnie, 2007).

The first argument '**توهان**=*tawhan*=you' is the second person singular pronoun which is used at the place of a proper noun (a person). This argument is experiencing something rather than doing an action in the sentence. It neither does an action nor

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undergoes an action of the sentence, but experiences something abstract (an idea in the mind) which others cannot see, touch or feel. It is only the experiencer 'you' who can experience and feel it; others cannot see or feel unless he/she himself/herself tells others. In this case therefore it can be said that the argument '**توهان**=*tawhan*=you' is experiencer of the sentence, which experiences 'an idea' in his mind. It has the experiencer theta role in the sentence.

The other argument '**خيال**=*khayal*=an idea' is an abstract noun which cannot be seen or touched only felt in the mind. This is the argument which undergoes the action (being there in subject's mind) of the sentence. It is the theme of the sentence. It is the object of the sentence, because it undergoes an action of the sentence. Thus, it can be said that the argument '**خيال**=*khayal*=an idea' is the object or theme of the sentence (6.8), and it has the theme theta role in the sentence. This example has a complement phrase "**تہ يار مون وٽ ڪروڙ رپيا بجيٽ پئي آهي آءُ چو نہ بنگلو سنو ٺهرايان**=*ta yar moon wat kiror rupya bajet pai aahy aaon cho na hikro bangle sutho thahrayan*= that you have a crore rupees budget why should not you build a good bungalow". This complement phrase has nothing to do in the sentence except to additional information about the subject '**توهان**=*tawhan*=you' that he/she has '**خيال**=*khayal*=an idea' to make a bungalow.

Table 6.9: Example 6.9..**مونکي روز اُن ڳالهہ تان ڈاڍو ڊپُ ٿيندو هو**

Coding	Sentence Description	Sentence
M287	Arabic script	**مونکي روز اُن ڳالهہ تان ڈاڍو ڊپُ ٿيندو هو.**
	Roman script	Mokhy roz ina ghalh tan dadho dap theendo ho,
	Transliteration	Monkhy=I/me; roz=daily; ina=this; ghalh=thing; tan=from; dadho=very; dap=fear; theendo=will be; ho=was,
	Translation	I would feel fear from that thing every day.
	Syntactic Analysis	(**Subj: مونکي**=*monkhy=I/me*, **Obj: ڊپُ** =*dap*=fear, **VP: ٿيندو هو**=*theendo ho=would do*, **AdvP: روز**=*roz*=everyday, **PP: اُن ڳالهہ تان**=*ina ghalh taan*=from that thing)

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There are three arguments with the verb phrase '**تيندوهو**=*theendo ho*=*would do'* of example 6.9. The arguments are two noun phrases '**مونكي**=*monkhy*=*I/me*' and '**دپُ**=*dap*=fear' having the experiencer and the theme theta roles. Third argument of the example is in the prepositional phrase '**اُن گالِھ تان**=*ina ghalh taan*=from that thing'. This example satisfies the PP, EPP and theta-criterion theory (Carnie, 2007).

The first argument '**مونكي**=*monkhy*=*I/me*' is the first person pronoun singular which is used at the place of a proper noun (a person). However, it does not do action in the sentence but only feels or experiences something which we cannot see (an abstract thing 'fear'). It is something which is there in his/her mind; it is mental aspect to feel something. It does not do an action in the sentence but only feels 'the fear' of 'that thing'. Keeping this state of the subject in view, thus, it can be said that the subject or the argument '**مونكي**=*monkhy*=*I/me*' is the experiencer of the sentence having a nominative case and experiencer theta role.

The second argument '**دپُ**=*dap*=fear' is an abstract noun which cannot be seen and touched but only felt. This is the argument which is the focus or the theme of the sentence. It is the object of the sentence. This is the argument which undergoes the action (of feeling) of the sentence. Therefore, it can be said that the argument '**دپُ**=*dap*=fear' is the theme or object of the sentence having the theme theta role along with an accusative case.

The prepositional phrase '**اُن گالِھ تان**=*ina ghalh taan*=from that thing' qualifies the noun '**اُن گالِھ**=*una ghalh*=that thing' in the sentence. The prepositional phrase

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shows that the subject '**مونکي**=*monkhy*=I/me' used to feel '**ډپُ**=*dap*=fear' from 'that thing' (may be anything or any act or any other thing which makes him feel fear). The argument (NP) 'that thing' gets a theta role of source in the sentence. It can be noted that the verb assigns a theta to a noun phrase (argument) in the prepositional phrase. Thus, it can be argued that theta roles assignment is directly through the main verb and indirectly via a prepositional phrase in the sentence. According to Theta-Criterion Theory, a preposition is not assigned a theta role (Carnie, 2007; Chomsky, 1982). However, a noun within a prepositional phrase does get a theta role depending upon the role it plays in the sentence.

Table 6.10: Example 6.10.**اُن تائیم مونکي معنا ډاډو ډِپریس فِیل ټِیو**

Coding	Sentence Description	Sentence
M582	Arabic script	**اُن تائیم مونکي معنا ډاډو ډِپریس فِیل ټِیو.**
	Roman script	Una time mokhy mana dadho depress feel thio,
	Transliteration	Una=that; time; mokhy=I; mana=means; dadho=very; dipress=depress; feel; thio=agreement,
	Translation	That time I felt very depressed.
	Syntactic Analysis	(**Subj: مونکي**=*monkhy*=I/me**, Obj Comp: ډِپریس**=depress**, VP: فِیل ټِیو**=*feel thio*=felt**, AdvP: ډاډو** =*dadho*=very**, اُن تائیم**=*una time*=that time)

There are two arguments with the verb phrase '**فِیل ټِیو**=*feel thio*=felt' in example 6.10. The arguments are: '**مونکي**=*monkhy*=I/me' and '**ډِپریس**=*dipress*=depression' having the experiencer and the theme theta roles. This sentence satisfies the PP, EPP and theta-criterion theory (Carnie, 2007).

The first argument '**مونکي**=*monkhy*=I/me' is the first person singular pronoun having ability to do action in a sentence. However, it does not do an action in this sentence; it just feels some 'depression'. Though the argument '**مونکي**=*monkhy*=I/me' is the subject of the sentence with nominative case yet it does not do action but only

feels something (depression); the subject feels depressed. Therefore, it can be said that it the experiencer of the sentence (6.10), because it experiences 'depression', and it has the experiencer theta role in the sentence.

The other argument '**ڊِپريس**=*dipress*=depression' is an abstract noun which cannot be seen or touched but just felt by us. This is the argument which is the focus of the sentence; it is the theme of the sentence. This is the argument that is being talked about in the sentence; it is being felt by the subject. Thus, it can be said that this argument (depression) is object of the sentence. This is the argument which goes through an action (being felt by someone) of the sentence. Thus, it can be said that this argument is the theme or object of the sentence and it has the theme theta relation in the sentence.

Table 6.11: Example 6.11..**اُتي سائين اسان کي ڏاڍو ڪتيائين بنهي کي**

Coding	**Sentence Description**	**Sentence**
N272	Arabic script	**اُتي سائين اسان کي ڏاڍو ڪتيائين بنهي کي.**
	Roman script	Uty saaien assan khy dadho kutyaien binhin khy.
	Transliteration	Uty=there; saaien=sir; assan=we; khy=have; dadho=very; kutyaien=bate; binhin=both; khy=have.
	Translation	(He) bate us both there, sir.
	Syntactic Analysis	(**Subject:** zero**, Obj: اسان**=*assan*=we/us**, VP: ڪتيائين**=*kutyaien*= beat**, AdvP: ڏاڍو**=*dadho*=very**, اُتي**=*uty*=there, **بنهي کي**=*binhin khy*=both)

The verb phrase of the example 6.11 (discussed also in example 5.34) '**ڪتيائين**=*kutyaien*=bate' is a transitive verb. Apparently, the sentence has only one argument in the surface structure to discuss about. However, the deep structure of the sentence shows that it has two arguments both at subject and object position. The argument at subject position is hidden in the surface structure, but it is there in the deep structure which can be inferred from the verb inflection. It is one of the features of the Sindhi language that it hides its arguments either at subject position or at object position

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or sometime at both positions. The arguments of verbs are inferred through verb inflections (affixes).

The structure of the above stated example shows that it satisfies the Projection Principle (PP) by representing the sentence structure in PF and LF of the sentence. However, it violates the Extended Projection Principle (EPP) by having null/zero subjects in the PF of the sentence. This example also satisfies the theta-criterion theory by theta marking the arguments in the sentence.

The subject of the above sentence has been deleted in the Phonetic Form of the sentence which can be recovered through the verb inflections. According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988; 2002).

The argument of the above example is the noun phrase '**اسان**=*assan*=*we*'. This argument is the first person pronoun plural which is used at the place of a proper noun (persons/people). This argument has ability to do an action on its own in the sentence. However, in this example, it is not the subject of the sentence, because it does not do any action in the sentence but experiences and undergoes something. This is the argument which experiences the action of 'beating'. The argument '**اسان**=*assan*=*we*' is beaten by the subject which is hidden in the surface structure of the sentence. The context of the sentence shows that they are beaten by their father or grandfather. Thus, it can be said that this argument is the experiencer of the sentence (6.11), and it has the experiencer theta role along with an experiencer thematic relation in the sentence.

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In addition, this is the argument which undergoes an action of the sentence (being beaten by father/grandfather). Thus, it can be said that this argument is the object which goes through the action of the sentence. It is the focus or theme of the sentence. It is the object of the sentence and it has an accusative case, because it is used as an object of the sentence. Therefore, it can be said that the argument '**اسان**=*assan*=*we*' is the theme or object of the sentence, and it has the theme thematic relation in the sentence.

Table 6.12: Example 6.12..**ءِ توهان جي هِي ذندگي جيءِ هِن ذندگيءِ جِي جاکوڙِبڌي مونکي ڏاڍي خوشي ٿي**

Coding	Sentence Description	Sentence
N546	Arabic script	**ءِ توهان جي هِي ذندگي جيءِ هِن ذندگيءِ جِي جاکوڙِبڌي مونکي ڏاڍي خوشي ٿي.**
	Roman script	Ain tahan ji he zindgi ji ain hin zindgi ji jakhor budhi mokhy dadhi khushi thee.
	Transliteration	Ain=and; tahan=you; ji=of; hee=this; zindgi=life; ji=of; ain=and; hin=this; zindgi=life; ji=of; jakhor=struggle; budhi=heard; mokhy=I; dadhi=very; khushi=happiness; thee=agreement.
	Translation	Having heard your life and your life's struggle I felt happiness.
	Syntactic Analysis	(**Subj: مونکي**=*monkhy*=I/me**, Obj: خوشي** =*khushi*=happiness**, VP: ٿي**=*thee*=felt**, AdvP: ڏاڍي**=*dadhi*=very**, HC: ءِ توهان جي هِي ذندگي جيءِ هِن ذندگيءِ جِي جاکوڙِبڌي**=*ain tahan ji he zindgi ji ain hin zindgi ji jakhor budhi*=having heard your life and your life's struggle)

There are two arguments (noun phrases) and a complement phrase with the verb '**ٿي**=*thee*=felt' of example 6.12. The arguments/noun phrases are: '**مونکي**=*monkhy*=I/me' and '**خوشي**=*khushi*=happiness' having the experiencer and the theme theta roles in the sentence. The structure of this example shows that it satisfies the PP, EPP and theta-criterion.

The first noun phrase '**مونکي**=*monkhy*=I/me' is the first person pronoun singular which is used at the place of a proper noun (a person). It is subject of the sentence having nominative case and it has power to do an action in any sentence on its own. However, it does not do an action in the sentence but it just feels or experiences an action (of feeling) in the sentence; it feels 'happiness' in the sentence. Therefore, it can

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be said that this argument is the experiencer of the sentence, and it has the experiencer theta role in the sentence. In addition, this argument is also doing some action of 'hearing' the person's life's struggle. Thus, it can be said that the above discussed argument has one theta role of experiencer but two thematic relations of experiencer and agent in the sentence.

The second argument '**خوشي**=*khushi*=happiness' is an abstract noun which cannot be seen or touched but just felt. This is the argument which is focus or theme of the sentence, because it goes through the action (being felt by the subject 'I') in the subject of the sentence. It is object of the sentence and it has an accusative case, because it is used as an object of the sentence. Thus, it can be said that the argument '**خوشي**=*khushi*=happiness' is the theme or object of the sentence, and it has the theme theta role in the sentence.

6.2.3 Theme Theta Role

Carnie (2007) defines theme as the entity that undergoes actions, are moved, experienced or perceived by someone or something. The examples from 6.13 to 6.18 analyse the theme theta roles with the verbs in the Sindhi language.

Table 6.13: Example 6.13..**مان توهان جي بولي رکارڊ ڪندس**

Coding	**Sentence Description**	**Sentence**
N11	Arabic script	**مان توهان جي بولي رکارڊ ڪندس.**
	Roman script	Maan tahan ji boli record kandus.
	Transliteration	Maan=I; tahan=you; ji=of; boli=language; record; kandus=do will.
	Translation	I will record your language.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: توهان جي بولي**=*tahan ji boli*=your language, **VP**: **رکارڊ ڪندس**=*record kandus*=will record)

The verb phrase '**رکارڊ ڪندس**=*record kandus*=will record' of the example 6.13 (also explained as 5.1 and 6.2 in chapters 5 and 6) has two arguments to discuss about.

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The first argument '**مان**=*maan*=I' is a personal pronoun used at the place of proper noun. Proper noun mostly refers to a person who has ability to do any action in the sentence. The structure of this example shows that it satisfies the PP, EPP and theta-criterion.

The argument '**مان**=*maan*=I' is the subject of the sentence which performs an action of recording somebody's language in future, and it has nominative case in the sentence. Thus, it can be said that this argument is an agent of the sentence and has an agent theta role with an agentive thematic relation in the sentence.

The other argument '**توهان جي بولي**=*tahan ji boli*=your language' is an object of the sentence which undergoes an action of the sentence in the future. This is the argument that undergoes an action of the sentence (will be recorded by the subject) in the future. This is the argument that is focus or theme of the sentence and it has an accusative case in the sentence, because it is used as an object of the sentence. The argument '**مان**=*maan*=I' is performing an action (of recording) in the sentence that is why it is the agent, and the argument '**توهان جي بولي**=*tahan ji boli*=your language' undergoes an action (being recorded) of the sentence that is why it is the theme of the sentence. Thus, it can be said that this argument is a theme having a theme theta role in the sentence.

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Table 6.14: Example 6.14..**ءِ انترويو اسان جو سنڌي ٻولي جي باري ۾ آهي**

Coding	Sentence Description	Sentence
N9	Arabic script	**ءِ انترويو اسان جو سنڌي ٻولي جي باري ۾ آهي.**
	Roman script	Ain interview assan jo Sindhi boli je bary mei aahy.
	Transliteration	Ain=and; interview; assan=we; jo=of; Sindhi; boli=language; je=of; bary=about; mei=in; aahy=is.
	Translation	And our interview is about Sindhi Language.
	Syntactic Analysis	(**Subj**: zero, **Obj Comp: انترويو اسان جو**= *interview assan jo*=our interview, **PP: سنڌي ٻولي جي باري ۾**= *Sindhi boli je bary mei*=about Sindhi language)

The verb phrase of example 6.14 (also analysed in chapter 5 as 5.51) '**آهي**=*aahy*=have/has' is a 'to be verb' to show state of something or somebody (a thing/a person) in the present time (Rashdi, 2008). The verb phrase has two arguments to discuss about. The structure of the above stated example shows that it satisfies the PP and theta-criterion by representing the sentence and theta marking the arguments in the sentence. However, this example does not satisfy the EPP as it does not have an overt subject.

The first argument is a noun phrase of the sentence '**انترويو اسان جو**= *interview assan jo*= our interview' having theme theta role and theme thematic relation in the sentence. It is used at the place of subject, but it is not the subject of the sentence, as it does not perform any function; in fact it is something which is talked about in the sentence. This is the argument which is just being discussed in the sentence. It is the one which is the centre or theme of the sentence. The context of the sentence shows that the whole sentence is all about the argument '**انترويو اسان جو**= *interview assan jo*=our interview'. Thus, it can be said that this argument is the theme of the sentence with theme thematic relation in the sentence.

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Second argument is a proper noun '**سنڌي ٻولي**=*Sindhi boli*=Sindhi language' in the prepositional phrase. It is neither subject which does an action nor object which undergoes an action of the sentence, but this is the argument which takes benefit from the sentence. The hidden subject (may be 'he') is performing an action (of taking interview), and the object/theme of the sentence 'our interview' undergoes an action (of being taken). However, the benefit of the sentence is neither taken by the hidden subject nor by the object complement but by the third argument that is 'Sindhi language'.

The context of the sentence shows that the whole sentence is about the Sindhi language, and the interview is about the Sindhi language. Interviewer is taking interview for Sindhi language, thus in this way Sindhi language takes benefit in the sentence. The Sindhi language neither does an action nor undergoes an action of the sentence but takes benefit from the sentence. The noun phrase 'Sindhi language' takes benefit of being interviewed about in the sentence. Therefore, it can be said that this argument is beneficiary of the sentence, and it has a beneficiary theta relation in the sentence, because it benefits from the action of the sentence. The subject of the sentence is hidden in the sentence, but context of the sentence shows that it is the third person singular subject (the interviewer). Object complement '**انٽرويو اسان جو**=*interview assan jo*=our interview' is used at the place of object to show the theme of the sentence.

Table 6.15: Example 6.15..**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي**

Coding	Sentence Description	Sentence
N117	Arabic script	**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي.**
	Roman script	Taqreeban assan ji 9 baje mani wagera tayar thee weendi aahy.
	Transliteration	Taqreeban=almost; assan=we; ji=of; 9 baje=9 pm; mani=meal; wagera=etc.; tayar=ready; thee= be; weendi=will go; aahy= is.
	Translation	Our dinner gets ready almost around 9 pm.
	Syntactic Analysis	(**Subj:** zero**, Obj: اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc**, VP: تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready**, AdvP: تقريبن 9 بجي**=*taqreeban 9 baje*=almost 9:00 pm)

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The verb phrase of example 6.15 (presented previously as an example 5.39) is ‘ **تيار تي ويندي آهي**=*tayar tee weendi aahy*=gets ready’. The sentence is spoken in passive voice; thus, it has only one argument ‘ **اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc’ having a theme theta role. The inflection ‘**ي**=*ye*=agreement’ in the verb ‘**ويندي**=*weendi*=will go’ in the verb phrase shows that the argument has singular number and feminine gender. The structure of the sentence shows that it satisfies the PP and theta-criterion.

The argument ‘ **اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc’ is singular and has a feminine gender. This argument does not have any quality to perform an action in a sentence, because it is an inanimate object. It is simply discussing about ‘our dinner’ which gets ready by 9:00 pm, but it is not known who cooks the dinner; it may be the subject which is hidden in the sentence or it may be somebody else. This argument does not perform any actions but undergoes an action in the sentence. Therefore, it can be said that it is not the subject or agent of the sentence.

However, this is the argument which is being discussed about by the speaker (second person) in the sentence. It is the one which undergoes an action (getting ready) of the sentence. It does not do action rather it undergoes the action (of being cooked) of the sentence by the hidden subject. Thus, it can be said that this argument is the object or the theme of the sentence with theme thematic relation and accusative case, because it is the one which is being talked about by the speaker. It is the theme of the sentence.

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Table 6.16: Example 6.16..**تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن**

Coding	Sentence Description	Sentence
M120	Arabic script	**تہ هاڻي جيڪو آهي اُهي شيون وڏي ويون آهن.**
	Roman script	Ta hane jeko aahy uhy shayoon wadhee wayoon aahin.
	Transliteration	Ta=that; hane=now; jeko=that; aahy=is; uhy=those; shayoon=things; wadhee=increased; wayoon=went; aahin=are.
	Translation	That now those things have been increased.
	Syntactic Analysis	(**Subj:** zero**, Obj: اُهي شيون**=*uhy shayoon*=those things**, VP: وڏي ويون آهن**=*wadhee wayoon aahin*=have been increased/have increased**, AdvP: تہ هاڻي جيڪو آهي**=*ta hane jeko aahy*=that now)

The verb phrase of example 6.16 is '**وڏي ويون آهن**=*wadhee wayoon aahin*=have been increased/have increased'. This example is spoken in the passive voice form; presented previously in examples 5.30 and 5.43. Thus, the verb phrase has only one argument '**اُهي شيون**=*uhy shayoon*=those things'. It is combination of a common noun '**شيون** =*shayoon*=things' and a demonstrative pronoun '**اُهي**=*uhy*=those'. It has a feminine gender in the Sindhi language. It is a plural common noun argument telling about 'things' and making it particular by adding demonstrative pronoun 'those'. This is the only argument in this sentence. This argument does not do any action in the sentence rather it is the one which undergoes an action (have been increased/have increased) of the sentence.

Apparently, in the surface structure, it is not known who has increased 'those things', who is the subject or agent of the sentence, unless we see the deep structure of the sentence. The subject is hidden in the surface structure of sentence; may be subject is the speaker himself or the people or the government, because things cannot increase on their own but by a third person which can be the people or the government. It is probably the government which has increased 'those things' not the speaker, because speaker cannot increase anything generally, but the government can increase the things generally.

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Thus, it can be assumed that the subject of the sentence is 'the government' which is hidden in the sentence. All we know is that 'those things' have been increased. The theme of the sentence is the argument '**اُهي شيون**=*uhy shayoon*=those things', because it undergoes an action of being increased. Thus, it can be said that it is the object or the theme of the sentence 6.16 with theme thematic relation in the sentence and it has an accusative case.

Table 6.17: Example 6.17..**تہ آءُ اُنهي شيءِ کي هِي فالو کندس**

Coding	Sentence Description	Sentence
M830	Arabic script	**تہ آءُ اُنهي شيءِ کي هِي فالو کندس.**
	Roman script	Ta aaon unhe shae khy he follow kandus.
	Transliteration	Ta=that; aaon=I; unhe=that; shae=thing; khy=have; hee=also; follow; kandus=will do.
	Translation	I will follow only that thing.
	Syntactic Analysis	(**Subj:** **آءُ**=*aaon*=I**, Obj:** **اُنهي شيءِ**=*unhe shae*=that thing**, VP:** **فالو کندس**=*follow kandus*=will follow**, Conj:** **تہ**=*ta*=that**, AdvP:** **کي هِي**=*khy hee*=also/too)

The verb phrase '**فالو کندس**=*follow kandus*=will follow' of example 6.17 (discussed also as an example 5.3) has two arguments to discuss. The arguments are '**آءُ**=*aaon*=I' and '**اُنهي شيءِ**=*unhe shae*=that thing' having agent and theme theta roles in the sentence. The structure of the above stated sentence shows that it satisfies the PP, EPP and theta-criterion theory.

The argument '**آءُ**=*aaon*=I'is the first person singular pronoun and it is the subject of the sentence. This argument is performing the function of 'following' something in the sentence. Thus, it can be said that this argument is the subject or the agent of the sentence with nominative case, and it has an agent theta role in the sentence.

On the other hand, the other argument '**اُنهي شيءِ**=*unhe shae*=that thing' is an NP used as an object of the sentence, as it has capability of undergoing an action of

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something/somebody rather than doing any action. A thing cannot do any action on its own, but it can undergo an action of the sentence. The context of the sentence shows that it is the object or theme of the sentence and it has an accusative case; meaning that the whole sentence is focusing the argument '**اُنهي شيءِ**=*unhe shae*=that thing'. The inflection '**سُ**=su' in the verb '**كندس**=*kandus*=will do' shows that the subject will take an action (of following something) in the future. The argument which will take action is '**آءُ**=*aaon*=I'; it is the subject or agent of the sentence. The argument which will undergo an action of the subject is '**اُنهي شيءِ**=*unhe shae*=that thing'; it is the object or the theme of the sentence having the theme theta role and the theme thematic relation in the sentence.

Table 6.18: Example 6.18..**ءِان استبي جي كري مان توهان جو انترويو كيو**

Coding	Sentence Description	Sentence
M852	Arabic script	**ءِان استبي جي كري مان توهان جو انترويو كيو.**
	Roman script	Ain ina study je kary maan tahan jo interview kayo.
	Transliteration	Ain=and; ina=this; study; je=of; kary=do; maan=I; tahan=you; jo=of; interview; kayo= did.
	Translation	And due to this study I took your interview.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj: توهان جو انترويو**=*tawhan jo interview*= your interview**, VP: كيو**=*kayo*=did/took**, PP: ءِان استبي جي كري**=*ain ina study je kary*=and due to this study)

The verb phrase of the above presented example is '**كيو**=*kayo*=did/took'. There are two arguments in the sentence having agent and theme theta roles. The arguments are '**مان**=*maan*=I', '**توهان جو انترويو**=*tawhan jo interview*=your interview' and also a prepositional phrase '**ءِان استبي جي كري**=*ain ina study je kary*=and due to this study'. The inflection '**و**=*wao*=agreement to show to number and gender' in the verb '**كيو**=*kayo*=did/took' shows the object/theme of the sentence is singular with

masculine genders (Jatly, 2013). The structure of the above stated sentence shows that it satisfies the PP, EPP and theta-criterion theory.

The argument '**مان**=*maan*=I' is a first person pronoun which is used at the place of a proper noun (e.g. Ali), and this argument has capability of doing something (an action of taking interview). Therefore, it can be said that it is subject or agent of the sentence with an agent theta role and an agentive thematic relation, and it has a nominative case in the sentence, because it is performing an action of 'taking/doing' interview from someone for the Sindhi language.

The other argument '**توهان جو انترويو**=*tawhan jo interview*=your interview' discusses about a common noun '**انترويو**=interview' with a possessive pronoun '**توهان‌جو** =*tawhan jo*=your'. This argument is the one which undergoes an action (of being taken) of the sentence. This is the argument which is the centre or focus of the sentence; it is the one which is being focused (discussed about). It is the one which is the object or the theme of the sentence with an accusative case. Thus, it can be said that this argument is the theme of the sentence and has theme theta role with theme thematic relation in the sentence.

The common noun '**استبدي**=study' in the prepositional phrase '**ءِ ان استبدي جي كري**= *ain ina study je kary*=and due to this study' shows that it is the beneficiary of the sentence, because the subject '**مان**=*maan*=I' has taken interview from someone for the 'study'. Therefore, it can be said that the common noun '**استبدي**=study' in the prepositional phrase is a beneficiary of the sentence, and it has a beneficiary theta relation in the sentence.

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6.2.4 Goal Theta Roles/Relations

Carnie (2007) defines goal as the entity towards which motion takes place in the sentence. Goals may also involve abstract motion. The examples from 6.19 to 6.24 establish the argument structure and analyse the goal theta roles in the Sindhi language.

Table 6.19: Example 6.19..**اُنهيءَ کان پوءِ وري هليا ويندا هون آفيسِ.**

Coding	Sentence Description	Sentence
M55	Arabic script	**اُنهيءَ کان پوءِ وري هليا ويندا هون آفيسِ.**
	Roman script	Unhe khan poi wari halya wenda hon office mei.
	Transliteration	Unhe=that; khan=from; poi=then; wari=then; halya=go; wenda=will go; hyon=are; aafice=office; mei=in.
	Translation	Then (we) go back to the office.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: هليا ويندا هون**=*halya wenda hon*=go**, AdvP: اُنهيءَ کان پوءِ وري**=*unhe kahn poi wari*=then**, PP: آفيسِ**=*affice mei*=in office)

The verb phrase '**هليا ويندا هون**=*halya wenda hon*=go/get in' in the example 6.19 (discussed also as an example 5.19) has only one argument in its prepositional phrase '**آفيسِ**=*affice mei*=in office'. The structure of the above stated example shows it has zero/null arguments at subject and object position in the Phonetic Form of the sentences. However, the Logical Form or deep structure of the sentence shows that it does have argument at subject position but zero argument at object position because it is an intransitive verb. The intransitive verbs need only one argument that is subject to show complete action of the sentence. The subject of the above example is deleted in the PF of the sentence which is recoverable through the Recoverability Condition. The deleted subject can be recovered through verb inflections (INFL) and agreement (AGR) in the morphologically rich languages like Sindhi (Cowper, 1992). The inflections of the verb phrase in the above example show that the deleted subject is a first person plural masculine (we).

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The argument '**آفيس**=*aaffice*=office' shows the destination/goal of the action of the subject. It shows that the action of 'going/getting back' ends at the office. Thus, it can be said that the common noun '**آفيس**=*aaffice*=office' in the prepositional phrase is the goal of the sentence, and it has the goal theta role with the goal thematic relation.

The above discussed common noun also shows the place or location of the subject in the sentence. Therefore, it can be said that the argument '**آفيس**=*aaffice*=office' is also a locative of the sentence, and it has also a locative thematic relation in the sentence. Thus, it ca be argued that the argument 'office' in the above example has one theta role of goal and two thematic relations of goal and locative.

The subject of the sentence is hidden in the surface structure; it in not known who the subject of the sentence is, unless we see deep structure of the sentence, because no clear subject is spoken in surface structure of the sentence. However, the phonological inflection '**آ**=*aa*=agreement' in the verb '**ويندا**=*wenda*=will go' shows that the subject must be a first person plural masculine (we).

Table 6.20: Example 6.20..**واپس اچي گهر پوءِ بس ماني جو وارو هوندو آهي**

Coding	Sentence Description	Sentence
M61	Arabic script	**واپس اچي گهر پوءِ بس ماني جو وارو هوندو آهي.**
	Roman script	Wapis achi ghar poi bus maani jo waro hoondo aahy.
	Transliteration	Wapis=back; achi=come; ghar=home; poi=then; bus=enough; maani=meal; jo=of; waro=turn; hoondo=will be; aahy=is.
	Translation	Having come back home then it is (my) meal turn.
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: ماني جو وارو**=*maani jo waro*=meal turn**, VP: هوندو آهي**=*hondo aahy*=is**, HC: واپس اچي گهر**=*wapis achi ghar*=having come back home**, AdvP: پوءِ بس**=*poi bus*=then)

Example 6.20 is a bit complex sentence as it does not have clear noun phrases at subject and object positions (subject and object). This example is also presented in chapter 5 as an example 5.50. This sentence is spoken in a passive voice form where

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subjects are usually hidden in the sentence which can be understood from the context of the sentence. Same is the case with this sentence; subject is deleted in the PF or surface structure of the sentence.

The verb phrase of example 6.20 is '**هوندو آهي**=*hondo aahy*=is' having a prepositional phrase '**مانيجووارو**=*maani jo waro*=meal turn' and a having clause '**واپس اچي گهر**=*wapis achi ghar*=having come back home', which help us know who the subject and object are. Thus, it can be said that this sentence satisfies the Projection Principle and theta-criterion by representing the sentence structure and theta marking the arguments in the sentence.

The common noun '**مانيجو وارو**=*maani*=meal (dinner)' in the prepositional phrase '**مانيجو وارو**=*maani jo waro*=meal turn' shows that the sentence is all about cooking the 'dinner'. The word '**مانيجو وارو**=*maani*=meal (dinner)' is the theme or object of the sentence with the theme thematic relation. This is the only argument which is being addressed and focused in the sentence. It shows that whole sentence is about this argument. The simple meaning of the above sentence would be: 'having come back home I cook meal', where 'I' is the subject or agent and 'meal' is the object or the theme of the sentence.

The common noun '**گهر**=*ghar*=home' in the having clause '**واپساچيگهر**=*wapis achi ghar*=having come back home' shows the destination of the subject to come back and cook meal. It is the destination of the subject to come back to. It is the goal of the subject to come back to the home. Thus, it can be said that this argument is a goal having the goal theta role and thematic relation in the sentence.

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The above discussed common noun ‘**گھر**=*ghar*=home’ also shows a place or location in the sentence. It shows that the subject comes back home and cooks meal. Thus, it is also a locative in the sentence (because it shows location), and it has also locative thematic relation in the sentence. Thus, it can be argued that the argument ‘home’ has one theta role of goal and two thematic relations of goal and locative in the sentence.

Table 6.21: Example 6.21.. **2 بجي بابا سِڌو اسڪول مان کٹندو هو گھرِ**

Coding	Sentence Description	Sentence
M372	Arabic script	**2 بجي بابا سِڌو اسڪول مان کٹندو هو گھرِ.**
	Roman script	2 baje baba sidho school maan khanando ho ghar.
	Transliteration	2 baje=2 pm; baba=father; sidho=direct; iskool=school; maan=from; khanando=will take; ho=was; ghar=home.
	Translation	Father would take (us) direct to home from the school at 2 pm.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj Comp: گھرِ**=*ghar*= home**, VP: کٹندو هو**=*kanando ho*=used to take**, AdvP: بجي** 2=*2 baje*=at 2 pm**, AdjP: سِڌو**=*sidho*= direct**, PP: اسڪول مان**=*iskool maan*=from school)

The verb phrase ‘**کٹندو هو**=*kanando ho*=would take’ in example 6.21 has three arguments: ‘**بابا**=*baba*=father’, ‘**گھرِ**=*ghar*=home’ and ‘**اسڪول**=*iskool*=school’ having agent, goal and source theta roles in the sentence. The structure of the above stated example shows that it satisfies the PP, EPP and theta-criterion theory. The sentence has an overt subject, goal and source arguments in the PF of the sentence. However, it does not have an overt object in the PF; it is deleted. The deleted argument at subject or position can be recovered in the *pro*-drop language like Sindhi (Haegeman, 1994). The context of the verb phrase shows that hidden object is ‘me’ or ‘us’ which undergoes the action of being taken to the home.

The first argument ‘**بابا**=*baba*=father’ is a common noun having capability to do action in the sentence. Likewise, it is doing an action of ‘taking’ someone from the

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school to the home in the sentence. Since it is doing an action in the sentence, it is therefore the subject or the agent of the sentence, and it has an agent theta role with an agentive thematic relation along with the nominative case in the sentence.

The second argument '**گھرِ**=*ghar*=home' is an object complement which is used to show the subject (father) is taking someone (the direct object) to the home. We cannot say that this argument is the theme or direct object of the sentence. However, it can be said that it is the goal of the sentence, because it shows the destination of the action of the subject in the sentence. The context of the sentence shows that the subject starts the action from 'the school' and ends at 'the home'. Therefore, it can be said that this argument is the goal having the goal theta role in the sentence. The context of the sentence shows that this argument also shows the location or the place 'the home' in the sentence. Thus, it can be said that the argument '**گھرِ**=*gha*=home' is the locative of the sentence, and it has a locative thematic relation in the sentence.

The direct object is hidden in the sentence; it could either be first person singular '**مان**=*maan*=I' or plural '**اسان**=*assan*=we' or even third person singular as well as plural subject. However, the word '**بابا**=*baba*=father' is used by people to refer to their own father in the Sindhi language. Therefore, keeping this reason in mind, it can be argued that the direct object of the sentence is either first person singular pronoun 'I' or the first person plural pronoun 'we'.

The third argument is in the prepositional phrase '**اسکول مان**=*iskool maan*=from school' (because it qualifies a noun phrase). The preposition '**مان**=*maan*= from' shows the starting point of the action of the sentence. In this sentence, the prepositional phrase shows that the action (taking to someone) of the sentence starts from the 'school' to the

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'home'. Therefore, it can be said that the common noun '**اسڪول**=*iskool*=school' in the prepositional phrase is the source of the action in the sentence, and it has the source theta role with the source thematic relation in the sentence. It can also be called locative, because it also shows the location in the sentence.

Table 6.22: Example 6.22..**تہ اُتي اچي ويندا آهيون گهرينهنجي**

Coding	Sentence Description	Sentence
N107	Arabic script	**تہ اُتي اچي ويندا آهيون گهرينهنجي.**
	Roman script	Ta uty achi wenda aahyon ghar pahinje.
	Transliteration	Ta=that; uty=there; achi=come; wenda=will go; aahyon=are; ghar=home; pahinje=our/own.
	Translation	Then (we) come (back) there our home.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: اچي ويندا آهيون**=*achi wenda aahyon*=come**, AdvP: تہ اُتي**=*ta uty*=there then**, گهر پنهنجي**=*ghar pahinje*=our home)

The verb phrase '**اچي ويندا آهيون**=*achi wenda aahyon*=come' in example 6.22 has only one argument '**گهرِ پنهنجي**=*ghar pahinje*=our home'. The structure of the above stated example shows it has zero/null arguments at subject and object position in the Phonetic Form of the sentences. However, the Logical Form of the sentence shows that it does have argument at subject position but zero argument at object position because it is an intransitive verb. The subject of the above example is deleted in the PF of the sentence which is recoverable. The deleted subject can be recovered through verb inflections (INFL) and agreement (AGR) in the morphologically rich languages like Sindhi. The inflections of the verb phrase in the above example show that the deleted subject is a first person plural masculine (we).

The common noun '**گهرِ**=*ghar*=home' in the noun phrase '**گهرِ پنهنجي**=*ghar pahinje*=our home' shows the goal or destination of the action of 'coming' of the subject (we). The subject is hidden in the surface structure of the sentence; however,

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deep structure of the sentence shows that it has a subject which first person plural pronoun ‘we’, which can be inferred and recovered through verbal inflections. The hidden subject (we) comes from somewhere (may be office) to the home. Thus, it can be said that this argument is the goal of the sentence, and it has the goal theta role in the sentence. This argument also shows the location or place of the subject in the sentence. Therefore, it can be said that it is also a locative of the sentence, and it has also a locative thematic relation in the sentence.

Table 6.23: Example 6.23..**اسان كي بابا اسكول موكليندو هو**

Coding	**Sentence Description**	**Sentence**
N231	Arabic script	**اسان كي بابا اسكول موكليندو هو.**
	Roman script	Assan khy baba school mokleendo ho.
	Transliteration	Assan=we; khy=have; baba=father; iskool=school; mokleendo=will send; ho=was.
	Translation	Father would send us to the school.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj: اسان كي**=*assan khy*=us**, Obj Comp: اسكول**=*iskool*=school**, VP: موكليندو هو**=*mokleendo ho*=would send)

The verb phrase ‘ **موكليندو هو**=*mokleendo ho*=would send’ in example 6.23 has three arguments ‘ **بابا**=*baba*=father’, ‘**اسان كي**=*assan khy*=us’ and ‘**اسكول**=*iskool*=school’ having the agent, the theme and the goal theta roles in the sentence. The structure of the above sentence shows that it follows the PP, EPP and theta-criterion.

The first argument ‘ **بابا**=*baba*=father’ is the common noun. This is the argument which is the subject or the agent of the sentence having nominative case. It is doing an action of sending ‘them’ to ‘the school’. Therefore, it can be said that this argument is the subject or the agent of the sentence, and it has an agent theta role with an agentive thematic relation.

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The second argument '**اسان**=*assan*=we' is the direct object or the theme of the sentence. This is the argument which undergoes the action (sending) of the sentence. According to Carnie (2007), an entity which undergoes an action of the sentence is called a theme. Thus, it can be said that the argument '**اسان**=*assan*=we' is the theme of a sentence and it has a theme theta role and a theme thematic relation in the sentence. It has an accusative case in the sentence, because it is used at object position in the sentence. It is also the beneficiary of the sentence which takes benefit of the sentence. It gets benefit from the action (being sent to school) of the subject in the sentence. Therefore, it can be said that this argument is also the beneficiary of the sentence and has also the beneficiary thematic relation in the sentence.

The third argument '**اسکول**=*iskool*=school' is a common noun, and it does not have capability to do an action. It neither does an action nor undergoes an action in the sentence. It is an object complement which is used to complete the sentence. It cannot be said that it is the theme of the sentence. However, it can be said that this argument is goal of the sentence. The action starts may be from 'the home' and ends at 'the school' which is the destination in the sentence. Thus, it can be said that this argument is the goal in the sentence, and it has the goal theta role and goal thematic relation. The context of the sentence shows that it is also a locative of the sentence, because it shows location in the sentence. Thus, it can be said that this argument is also a locative of the sentence.

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Table 6.24: Example 6.24..**ناشتو کري اسان تياري کري پنهنجي يونيورستي ويندا آهيون**

Coding	Sentence Description	Sentence
N38	Arabic script	**ناشتو کري اسان تياري کري پنهنجي يونيورستي ويندا آهيون.**
	Roman script	Nashto kary assan tayari kary pahinji University weenda hyon.
	Transliteration	Nashto=breakfast; kary=do; assan=we; tayari=ready; kary=do; pahinji=our/own; University; weenda=will go; hyon=are.
	Translation	Having taken breakfast we get ready and go to our university.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we, **Obj Comp: پنهنجي يونيورستي** =*pahinji University*=our University, **VP: ويندا آهيون**=*weenda ahyon*=go, **HC: تياري کري ناشتو کري**=*nashto kary tayari kary*=having taken breakfast and get ready, **PP:پنهنجي يونيورستي** =*pahinji University*= our University)

The verb phrase '**ويندا آهيون**=*weenda ahyon*=go' in example 6.24 has two arguments '**اسان**=*assan*=we' and '**پنهنجي يونيورستي**=*pahinji University*=our University' having agent and goal theta roles in the sentence. The structure of the above sentence shows that it satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

The first argument '**اسان**=*assan*=we' is a first person plural masculine subject used at the place of a proper noun (persons/people). It can be seen that this argument is the subject or the agent of the sentence, and it has nominative case in the sentence. It does the action of 'going' to the university. Therefore, it can be said that this argument is agent of the sentence having an agent theta role and an agentive thematic relation.

The second argument '**پنهنجي يونيورستي**=*pahinji University*=our University' is a common noun along with possessive pronoun. It is the object complement or an indirect object of the sentence, because it does not undergo the action (going) of the sentence; it is used just to complete the sentence and to give additional information about the subject in the sentence. It shows what/who the subject is and also where the subject is. It does not show the theme of the sentence. However, it shows the goal or destination of

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the subject of the sentence. It shows that the goal of the action of the subject is the university. Therefore, it can be said that this argument is a goal of the sentence, and it has the goal theta role. This argument also shows the location of the sentence, because university is a place or location.

6.2.5 Recipient Theta Roles

Carnie (2007) defines recipient as a special kind of goal that involves a change of possession in the sentence.

The following examples from 6.25 to 6.29 analyse the recipient theta role assigned by the Sindhi verbs to their arguments.

Table 6.25: Example 6.25..**توهان‌مونکي‌تائيم‌ڏنو**

Coding	**Sentence Description**	**Sentence**
N17	Arabic script	**توهان‌مونکي‌تائيم‌ڏنو.**
	Roman script	Tahan mokhy time dino.
	Transliteration	Tahan=you; mokhy=me/I; time; dino=gave.
	Translation	You gave me the time.
	Syntactic Analysis	(**Subj: توهان**=*tawhan*=you**, Obj: تائيم**=time, **Indirect Obj: مونکي**=*monkhy*=me**, VP: ڏنو**=*dino*=gave)

The verb phrase '**ڏنو**=*dino*=gave' in example 6.25 (discussed also as an example 5.12) has three arguments to discuss about. The arguments are: '**توهان**=*tawhan*=you', '**مونکي**=*monkhy*=me' and '**تائيم**=time' having three theta roles agent, theme and recipient. The structure of the sentence shows that it satisfies the PP, EPP and theta-criterion theory.

The first argument '**توهان**=*tawhan*=you' is a second person pronoun (you). This is the argument which is doing the action of giving '**تائيم**=time' to '**مونکي**=*monkhy*=me' in the sentence. Thus, it can be said that this argument is the external argument or

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subject or agent of the sentence which is doing an action of giving time to somebody in the sentence, and it has an agent theta role with an agentive thematic relation in the sentence. It has the nominative case in the sentence, because it is used as a subject of the sentence. The context of the sentence shows that this argument has also the source thematic relation, the argument ‘time’ moves from the argument ‘you’ to ‘me’. Thus, this argument has also a source thematic relation in the sentence.

The argument which undergoes an action (being given) of the sentence is ‘**تائيم**=time’. It is the internal argument or direct object which undergoes an action of the sentence. It is an object or a theme of the sentence 6.25. Thus, it can be said that this argument is direct object or theme of the sentence with the theme theta role in the sentence. This argument has an accusative case in the sentence, because it is direct object of the sentence.

The argument which receives the ‘time’ from the subject is the second argument ‘**مونكي**=*monkhy*=me’. The subject (you) is doing an action of giving time, object (time) undergoes an action of the sentence (being given) and the object complement/indirect object ‘**مونكي**=*monkhy*=me’ is the one which receives time from the subject in the sentence and it have a dative case. Therefore, it can be said that this argument is recipient in the sentence (which receives time) and it has recipient theta role along with recipient thematic relation in the sentence. The context of the sentence shows that this argument has also a goal thematic relation, because the argument ‘time’ moves from the argument ‘you’ to the argument ‘me’. Thus, it can be argued that this argument has also a goal thematic relation.

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Table 6.26: Example 6.26..**تہ اُن مان مونکي پئسا ملندا آهن**

Coding	Sentence Description	Sentence
N177	Arabic script	**تہ اُن مان مونکي پئسا ملندا آهن.**
	Roman script	Ta una maan mokhy pesa milana aahin.
	Transliteration	Ta=that; una=it; maan=from; mokhy=I; pesa=money; milana=will meet; aahin=are.
	Translation	I get money from it.
	Syntactic Analysis	(**Subj:** zero**, Obj: پئسا**=*pesa*=money**, Indirect Obj: مونکي**=*monkhy*=me**, VP: ملندا آهن**=*milanda aahin*=get**, Conj: تہ**=*ta*=that**, PP: اُن مان**=*una maan*=from it)

There are two arguments and an additional argument in the prepositional phrase in example 6.26; also explained in chapter 5 as 5.13. The arguments are ‘ **پئسا** =*pesa*=money’, ‘**مونکي**=*monkhy*=me’ and ‘**اُن**=*una*=it’ having three theta roles of theme, recipient and source in the sentence. The structure of the sentence shows that it satisfies the PP, EPP and theta-criterion theory.

The first argument ‘**پئسا**=*pesa*=money’ does not have quality to do an action in the sentence rather this is the argument which undergoes an action of the sentence. It cannot do anything on its own, but it can be saved, spent, deposited, transferred and given by someone to someone else. This is the argument which undergoes an action of being given to the argument ‘**مونکي**=*monkhy*=me’. Thus, it can be said that it is the direct object having an accusative case or the theme of the sentence having a theme theta role.

The second argument ‘**مونکي**=*monkhy*=me’ is the one which receives ‘the money’, but it is not shown who is the one that gives ‘money’ to the indirect object ‘me’. This argument has a dative case in the sentence, because it shows possession of money. Thus, it can be said that it has the recipient theta role with the recipient thematic relation in the sentence. This argument has also the goal thematic relation, because the argument

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‘money’ moves from the argument ‘it’ to the argument ‘me’. Thus, it can be said that it has also the goal thematic relation in the sentence.

The context of the above sentence shows that the speaker uses argument ‘**اُن**=*una*=it’ for any firm, company or institution. This argument shows source of the action of the sentence. It is the source with source theta role in the sentence with an ablative case (which shows source of something), because the ‘money’ moves from ‘it’ to ‘me’. These both arguments ‘money’ and ‘me’ are the arguments of the verbal group: they are internal arguments of the sentence. The external argument (subject) of the sentence is hidden in the surface structure but the deep structure shows that it has a subject which can be either a person or a company from where the argument ‘me’ gets money.

Table 6.27: Example 6.27..**ايميل كئي ثن مونكي**

Coding	**Sentence Description**	**Sentence**
N525	Arabic script	**ايميل كئي ثن مونكي.**
	Roman script	Email kai thun monkhy.
	Transliteration	Email; kai=did; thun=they/them; monkhy=I.
	Translation	They sent me an email.
	Syntactic Analysis	(**Subj:** zero**, Obj: ايميل**=email**, Indirect Obj: مونكي**=*monkhy*=me**, VP: كئي ثن**=*kai than*=did)

The verb phrase ‘**كئي ثن**=*kai than*=did/sent’ in the example 6.27 (analysed also as an example 5.14) takes two arguments ‘**ايميل**=email’ and ‘**مونكي**=*monkhy*=me’ having the theme and recipient theta roles.

The structure of the above stated example shows it has zero/null arguments at subject position in the Phonetic Form of the sentences. However, the Logical Form of the sentence shows that it does have argument at subject position. The subject of the above example is deleted in the PF of the sentence. The deleted subject can be

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recovered through verb inflections (INFL) and agreement (AGR). The inflections of the verb phrase in the above example show that the deleted subject is a third person plural masculine (they).

The first argument '**ايميل**=email' is a common noun which can be any email. It is a direct object with an accusative case in the sentence. It does not have an animate quality to do something; it does not do action on its own in the sentence. However, it can be sent to someone or it can be received by someone, meaning that it cannot do action on its own but it can undergo an action of the sentence (being sent or received). Same is the case in this sentence, it does not do an action, but it undergoes the action (of receiving) of the sentence. Hence, it can be said that the argument '**ايميل**=email' is the internal argument or direct object or the theme of the verbal group in the sentence having the theme theta role and the theme thematic relation in the sentence.

The second argument '**مونكي**=*monkhy*=me' is an indirect object having a dative case, because it shows possession of something (an email). It does not do action in the sentence too, but it is the one which receives an 'email' from the hidden subject in the sentence. Therefore, it can be said that this argument is the receiver of an email, and it has the recipient theta role with recipient thematic relation in the sentence. The context of the sentence shows that it has also a goal thematic relation, because 'an email' comes from someone to 'me'; the goal of the action of the sentence is the argument 'me'. Thus, it can be argued that it has also goal thematic relation along with the recipient thematic relation.

The subject is hidden in the surface structure of the sentence; however, the inflection (INFL) '**تن**=*than*=agreement' in the verb phrase shows that the hidden subject must be a third person plural 'they'.

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Table 6.28: Example 6.28..**انهي کان پوءِ بابا کي وري** 1998 **۾ آردر ملي ويو ايڇ ايس ٽي جو**

Coding	Sentence Description	Sentence
M395	Arabic script	**انهي کان پوءِ بابا کي وري** 1998 **۾ آردر ملي ويو ايڇ ايس ٽي جو.**
	Roman script	Unhe khan poi baba khy wari 1998 mei order mili wayo HSC jo.
	Transliteration	Unhe=that; khan=from; poi=then; baba=father; khy=has; wari=then; 1998 mei=in 1998; aarder=order; mili=meet; wayo=gone; HSC=HSC; jo=of.
	Translation	Then father got an order of HSC in 1998.
	Syntactic Analysis	(**Subj:** zero**, Obj: آردر**=*aader*=order**, Indirect Obj: بابا**=*baba*= father**, VP: ملي ويو**=*mili wayo*=got**, PP: ۾** 1998=*1998 mei*=in 1998**,** **ايڇ ايس ٽي جو**=*HST jo*=of HST, **AdvP: انهي کان پوءِ**=*unhe khan poi*=then**, وري**=*wari*=again)

The verb phrase '**ملي ويو**=*mili wayo*=got' in the example 6.28 has two noun phrases (NPs) and two prepositional phrases (PPs). The noun phrases are '**آردر**=*aader*=order' and '**بابا**=*baba*=father' and prepositional phrases are '**ايڇ ايس ٽي جو**=*HST jo* of HST' and '**۾** 1998=*1998 mei*=in 1998'. This example is also explained in chapter 5 in examples 5.15 and 5.41.

The above presented example (also presented in chapter 5 as 5.15 and 5.41) is spoken in passive voice form; thus, it does not follow the Extended Projection Principle (EPP) because it does not have an overt subject. However, the sentence does satisfy the Projection Principle and theta-criterion theory by representing the sentence structure and theta marking the arguments.

The first argument/noun phrase '**آردر**=*aader*=order' does not have animate quality to do an action in the sentence, because it is an inanimate object. However, it is the argument which can be sent, given, received and got by someone from somebody else (like we give order, receive order or send order to someone to do something), meaning that it undergoes an action of the sentence rather than doing an action itself. Thus, it can be said that this argument is the theme or the direct object or internal argument of the

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verb phrase, because it comes in predicate with the verb phrase of the sentence. This argument has the theme theta role along with the theme thematic relation in the sentence. It has an accusative case because it is direct object in the sentence.

The other noun phrase or argument is '**بابا**=*baba*=father'; it neither does an action nor undergoes an action of the sentence, but it is the one which receives the '**آرډر**=*aader*=order' from an unknown or hidden subject in the sentence. Therefore, it can be said that this argument is the recipient, and it has the recipient theta role along with recipient thematic relation in the sentence. This argument is an indirect object thus it has a dative case in the sentence. The context of the sentence shows that the argument 'order' moves from somebody to the argument 'father'. Thus, it can be said that this argument has also the goal thematic relation along with the recipient thematic relation in the sentence.

The subject is hidden in the surface structure of the sentence, because it is a passive voice sentence where subjects are usually hidden in sentences. However, the prepositional phrase '**ايچ ايس ټي جو**=*HST jo*=of HST' shows that the subject must be an officer, institution or a government. The word '**ايچ ايس ټي**=*HST*' is used for Higher Secondary School Teacher and this job order is either given by the principal or the Education District Officer (EDO) or the Government. Thus, the subject in this sentence can be either the principal or the EDO or the government.

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Table 6.29: Example 6.29..هُتي مونكي ايدميشن هُنن ڈِني چوتين كلاس مِ

Coding	Sentence Description	Sentence
M331	Arabic script	هُتي مونكي ايدميشن هُنن ڈِني چوتين كلاس مِ.
	Roman script	Huty mokhy admission hunan dini chothei class mei.
	Transliteration	Huty=there; mokhy=I/me; admission; hunan=they/them; dini=gave; chothei=fourth; class; mei=in.
	Translation	They gave me admission there in fourth class.
	Syntactic Analysis	(**Subj: هُنن**=*hunan*=they**, Obj: ايدميشن**=*admission*, **Indirect Obj: مونكي**=*monkhy*=me**, VP: ڈِني**=*dini*=gave**, AdvP: هُتي**=*huty*=there**, PP: چوتين كلاس مِ**=*chothein class mei*=in fourth class)

The verb phrase '**ڈِني**=*dini*=gave' in example 6.29 (presented previously as as an example 5.16) takes three arguments to discuss about. The arguments are '**هُنن**=*hunan*=they', '**ايدميشن**=admission' and '**مونكي**=*monkhy*= me' having the three theta roles the agent, the theme and the recipient. The structure of the above sentence shows that it follows the PP, EPP and theta-criterion.

The first argument '**هُنن**=*hunan*=they' is a third person plural subject having capability of doing something. This argument is doing action of giving admission to somebody (me). Thus, it can be said that this argument is the subject of the sentence having the agent theta role and thematic relation in the sentence.

The second argument '**ايدميشن**=admission' cannot do action, but it can undergo the action (to be given, to be got, to be taken) of the subject in the sentence. Same is the case here, it undergoes an action of (to be given) the sentence. It is being given to somebody y somebody else in the sentence. Therefore, it can be said that this argument is the internal argument or the direct object having an accusative case or the theme of the sentence, because it is within the verbal group, and it has the theme theta role along with the theme thematic relation in the sentence.

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The third argument '**مونکي**=*monkhy*=me' is an indirect object having a dative case. It is first person singular used at the place of a proper noun (a person), and it has ability to do action in the sentence. However, it neither does an action nor undergoes an action of the sentence, but this is the one which gets 'admission', meaning that this is the argument which gets the 'admission' in the sentence. The external argument or subject does an action of giving admission to him. Therefore, it can be said that this argument is the recipient of the sentence and it has the recipient theta role in the sentence.

Unlike previous sentences, the arguments '**هُنن**=*hunan*=they' and '**مونکي**=*monkhy*=me' do not have source and goal thematic relations, because the argument '**ايډميشن**=admission, unlike the argument 'email', does not have quality to be sent from one place to another. Therefore, these arguments have only the agent and the recipient thematic relations in this sentence.

Table 6.30: Example 6.30..**کنسلټنټ چا کیو توهان کي چار پنج الګ الګ ډرائینګز ناهي ډِنیون**

Coding	Sentence Description	Sentence
M164	Arabic script	**کنسلټنټ چا کیو توهان کي چار پنج الګ الګ ډرائینګز ناهي ډِنیون.**
	Roman script	Consultant cha kayo tahan khy char panj alag alag drawings thahy dinion
	Transliteration	Consultant; cha=what; kayo=did; tahan=you; khy=have; char=four; panj=five; alag=separate; alag=separate; draings=drawings; thahy=draw; dinion= gave.
	Translation	What consultant did he made you four five separate drawings.
	Syntactic Analysis	(**Subj: کنسلټنټ**=consultant**, Obj: چار پنج الګ الګ ډرائینګز**=*char panj alag alag drawings*=four five various drawings**, Indirect Obj: توهان کي**=*tawhan khy*= you**, VP: ناهي ډِنیون**=*thaahy dinion*=drew, **CP: کنسلټنټ چا کیو**=*consultant cha kayo*=what consultant did)

The verb phrase of example 6.30 is '**ناهي ډِنیون**=*thaahy dinion*=made/drew'; it has three noun phrases and a complement phrase. The noun phrases are '**کنسلټنټ**=consultant', '**چار پنج الګ الګ ډرائینګز**=*char panj alag alag drawings*=four

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five different drawings' and '**توهان**=*tawhan*=you', having an agent, a theme and a recipient theta roles. The complement phrase is: '**کنسلتنٹ چا کیو**=*consultant cha kayo*=what consultant did'. The structure of the above sentence shows that it follows the PP, EPP and theta-criterion.

The first noun phrase or argument '**کنسلتنٹ**=consultant' is a common noun used for a person who has capability to do an action. This argument is doing an action of drawing various drawings for the argument '**توهان**=*tawhan*=you'. Thus, it can be said that this argument is subject or agent of the sentence having an agent theta role and a nominative case in the sentence.

The second noun phrase is '**چار پنج الگ الگ ڈرائینگز**=*char panj alag alag drawings*= four five different drawings'. It is a direct object of the sentence and it has an accusative case in the sentence. This is the argument which undergoes an action of the sentence (to be drawn). Therefore, it can be said that this argument is the direct object or the theme of the sentence having the theme theta role along with the thematic relation in the sentence.

The third argument is '**توهان**=*tawhan*=you' is an indirect object with a dative case. It is a second person singular used at the place of a proper noun having capability to do action in sentence. However, in this sentence, it neither does an action nor undergoes an action of the sentence, but it is the argument that receives the drawings drawn by the subject of the sentence. This is the argument which is the recipient of the sentence. Therefore, it can be said that this argument has the recipient theta role in the sentence.

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The context of the sentence shows that the argument 'four five different drawings' is given by the argument 'consultant' to the argument 'you'. Thus, it can be said that the arguments 'consultant' and 'you' have also the 'source' and the 'goal' thematic relations along with the agent and the theme thematic relation in this sentence.

6.2.6 Source Theta Roles

Carnie (2007) defines the source theta role as the opposite of goal; the entity from which movement occurs or something happens in a sentence, is called a source theta role. The examples from 6.31 to 6.36 analyse the Source theta roles in the Sindhi language.

Table 6.31: Example 6.31..**تہ جڏهن مان مدرسي کان ڪجهہ تائيم جي لاءِ موڪل تي آيُس ڳوٺ آيُس موڪل تي.**

Coding	Sentence Description	Sentence
N765	Arabic script	**تہ جڏهن مان مدرسي کان ڪجهہ تائيم جي لاءِ موڪل تي آيُس ڳوٺ آيُس موڪل تي.**
	Roman script	Ta jadahin maan maderse khan kujh time je lai mokal ty ahyus ghoth aayus mokal ty.
	Transliteration	Ta=that; jadahin=when; maan=I; maderse=school; khan=from; kujh=some; time; je=of; lai=for; mokal=leave; ty=on; ahyus=came; ghoth=village; aayus=came; mokal=leave; ty=on.
	Translation	That when I came to village from the madersah for some time on vacation.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj Comp: ڳوٺ**=*goth*=Village, **VP: آيُس**=*aayus*=came, **AdvP: تہ جڏهن**=*ta jadahin*=that when, **PP: مدرسي کان**=*maderse khan*=from Madersah, **ڪجهہ تائيم جي لاءِ**=*kujh time lai*=for some time, **موڪل تي**=*mokal ty*=on vacation)

The verb phrase '**آيُس**=*aayus*=came' of example 6.31 has two noun phrases and three prepositional phrases. The noun phrases are '**مان**=*maan*=I' and ' **ڳوٺ** =*goth*=village', having the theta roles of the agent and the goal. The prepositional phrases are '**مدرسي کان**=*maderse khan*=from Madersah', '**ڪجهہ تائيم جي لاءِ**=*kujh time lai*=for some time' and '**موڪل تي**=*mokal ty*=on vacation'. The structure of the above

example shows that it satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

The first noun phrase '**مان**=*maan*=I' is the first person singular masculine used at the place of a proper noun. It is doing an action of 'coming' to the village. Therefore, it can be said that this argument is subject/agent having a nominative case and agent theta role.

The second argument '**ڳوٺ**=*goth*=*v*illage' is a common noun which is used as an object complement just to complete the sentence. It is not a theme of the sentence; it just shows a place or location in the sentence. Thus, it cannot be said that it is the theme, because it does not undergo an action of the sentence. However, it can be said that it is the goal of the subject to come to. Therefore, it can be said that this argument is the goal of the sentence, and it has the goal theta role. The context of the sentence shows that this argument also shows the place or location of the subject (the village where subject is coming to). Thus, it can be said that it is also a locative of the sentence and has the locative.

The common noun '**مدرسي**=*maderse*=religious school' in the first prepositional phrase '**مدرسي کان**=*maderse khan*=from religious school' shows the 'source' of action of the sentence. This argument has an ablative case in the sentence, because it shows source in the sentence. Therefore, it can be said that this argument is a source of the sentence, and it has the source theta role with the source thematic relation in the sentence. In addition, this argument also shows the location/place called 'a religious school'. Thus, it can be said that this argument has also the locative thematic relation in the sentence.

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Table 6.32: Example 6.32. **مڙس جي گھرمان صِرف هُن کي ڪپڑو لتي ۽ ماني معنا جيڪِي هُن جون ضرورت جُون شيون آهن اُهي ملندیون آهن.**

Coding	Sentence Description	Sentence
N656	Arabic script	**مڙس جي گھرمان صِرف هُن کي ڪپڑو لتي ۽ ماني معنا جيڪِي هُن جون ضرورت جُون شيون آهن اُهي ملندیون آهن.**
	Roman script	Murs je ghar maan srif hun khy kapro lati ain maani mana jeke hun jon zaroorat jon shayon hin uhy milandion hin.
	Transliteration	Murs=husband; je=of; ghar=house; maan=from; srif=only; hun=her; khy=have; kapro=cloth; lati=cloth; ain=and; maani=bread; mana=means; jeke=that; hun=her; jon=of; zaroorat=need; jon=of; shayon=things; hin=are; uhy=those; milandion=will meet; hin=are.
	Translation	She gets only clothing and food from her husband's house means she gets only those (things) of her needs.
	Syntactic Analysis	(**Subj:** zero**, Indirect Obj: هُن**=*hun*=she**, Obj: کپڑو لتي ۽ ماني** =*kapro lati ain maani*=clothing and food**, CP: جيڪِي هُن جون ضرورت جُون شيون آهن**=*jeke hun jon zaroorat jon shayoon aahin*=those things of her need**, VP: ملندیون آهن**=*milandion aahin*=get**, PP: مڙس جي گھرمان** =*murs je ghar maan*=from her husband's house**, AdvP: صِرف**=*srif*=only)

The verb phrase '**ملندیون آهن**=*milandion aahin*=get' of example 6.32 has two noun phrases, one prepositional phrase and a complement phrase. The noun phrases are: '**هُن**=*hun*=she', '**کپڑو لتي ۽ ماني**=*kapro lati ain maani*=clothing and food' and '**اُهي**=*uhy*=those', and the prepositional phrase is '**مڙس جي گھر مان**=*murs je ghar maan*=from her husband's house'.

The first noun phrase '**هُن**=*hun*=she' is a third person singular pronoun which is used for referring a third person singular feminine subject. However, in this sentence, it is an indirect object having a dative case. It neither does an action nor undergoes an action of the sentence, but takes benefit and also shows goal in the sentence. This is the argument which takes benefit in the sentence; thus, it can be said that this argument is the beneficiary of the sentence, and it has the beneficiary theta role in the sentence.

The structure of the sentence also shows that the direct object (food and clothing) goes from the hidden subject (husband) to the argument 'she'. Thus, it can be said that

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the argument ‘**هُن**=*hun*=she’ has also a goal thematic relation along with the beneficiary thematic relation in the sentence.

The second argument ‘**ڪپڑولٽي ۽ مانيَ**=*kapro lati ain maani*=clothing and food’ is a combination of two common nouns ‘clothing’ and ‘food’. This is the argument which is direct object or the theme of the sentence, and it has an accusative case. This is the argument which undergoes an action (getting) in the sentence. Thus, it can be said that this argument is the theme of the sentence, and it has the theme theta role along with the theme thematic relation in the sentence.

The third noun phrase ‘**اُهي**=*uhy*=those’ is demonstrative pronoun which is used to refer to things that are far in the Sindhi language (Allana, 2010). It is used in this sentence to refer to the complement phrase ‘**جيڪِي هُن جون ضرورت جُون شيون آهن**=*jeke hun jon zaroorat jon shayoon aahin*=those that are the things of need’ before it. The complement phrase is also used to give additional information about the direct object.

The noun phrase ‘**مڙس جي گهر**=*murs je ghar*=husband’s house’ prepositional phrase ‘**مڙس جي گهر مان**=*murs je ghar maan*=from husband’s house’ shows the source of the things she gets from, meaning that ‘she’ gets things from her ‘husband’s house’. Therefore, it can be said that this argument is the source having the source theta role and an ablative case.

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Table 6.33: Example 6.33..**۽مان بيسيڪلي پاڪستان مان آهيان**

Coding	Sentence Description	Sentence
N21	Arabic script	**۽مان بيسيڪلي پاڪستان مان آهيان.**
	Roman script	Ain basically maan Pakistan maa aahiyan.
	Transliteration	Ain=and; basically; maan=I; Pakistan; maa=from; aahiyan=am.
	Translation	And basically I am from Pakistan.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, VP: آهيا** =*ahiyan*=am**, AdvP: بيسيڪلي**=basically**, Conj: ۽**=*ain*=and**, PP: پاڪستان مان**=*Pakistan maan*=from Pakistan)

The verb phrase of example 6.33 '**آهيان**=*aahiyan*=am' has a noun phrase '**مان**=*maan*=I' and a prepositional phrase '**پاڪستان مان**=*Pakistan maan*=from Pakistan'. The structure of the above example shows that it satisfies the PP, EPP and theta-criterion.

The first argument '**مان**=*maan*=I' is a first person singular pronoun. Apparently, this argument does not do any actions in the sentence, but inwardly it does the action of 'telling' that he is from Pakistan. Keeping this in view, it can be said that this argument is the subject or the agent of the sentence with a nominative case having an agent theta role and an agentive thematic relation in the sentence. The context of the sentence shows that the subject is trying to show possession that he is having nationality of Pakistan.

The prepositional phrase '**پاڪستان مان**=*Pakistan maan*=from Pakistan' has been used to do three functions; 1) it is used like an object complement (used to complete a sentence), 2) used to show the source of the subject (where the subject is from) and 3) it also shows the location or place of the subject in the sentence. The proper noun '**پاڪستان**=*Pakistan*' in the prepositional phrase is the source of the sentence, because the subject (I) is from Pakistan. It is also locative in the sentence, because it shows

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location of the subject. Thus, it can be said that the proper noun ‘**پاڪستان**=*Pakistan*’ is the source and also locative of the sentence, and it has the source theta roles along with the source and the locative thematic relations in the sentence, and it has an ablative case in the sentence.

Table 6.34: Example 6.34.2**بجي بابا سِڌو اسڪول مان ڪٽندو هو گهرِ**.

Coding	Sentence Description	Sentence
M372	Arabic script	2**بجي بابا سِڌو اسڪول مان ڪٽندو هو گهرِ**.
	Roman script	2 baje baba sidho school maan khanando ho ghar.
	Transliteration	2 baje=2 pm; baba=father; sidho=direct; iskool=school; maan=from; khanando=will take; ho=was; ghar=home.
	Translation	Father would take (us) direct to home from the school at 2 pm.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj Comp: گهرِ**=*ghar*= home**, VP: ڪٽندو هو** =*kanando ho*=used to take**, AdvP: بجي** 2=*2 baje*=at 2 pm**, AdjP: سِڌو**=*sidho*= direct**, PP: اسڪول مان**=*iskool maan*=from school)

The verb phrase ‘ **ڪٽندو هو**=*kanando ho*=would take’ in example 6.34 (explained also in 6.21) has three arguments to discuss about. The augments are ‘ **بابا** =*baba*=father’, ‘**گهرِ**=*ghar*=home’ and ‘ **اسڪول**=*iskool*=school’ having agent, goal and source theta roles in the sentence. The structure of the above stated example shows that it satisfies the PP, EPP and theta-criterion theory. The sentence has an overt subject, goal and source arguments in the PF of the sentence. However, it does not have an overt object in the PF; it is deleted. The deleted argument at subject or position can be recovered in the *pro*-drop language like Sindhi (Haegeman, 1994). The context of the verb phrase shows that hidden object is ‘me’ or ‘us’ which undergoes the action of being taken to the home.

The first argument ‘ **بابا**=*baba*=father’ is a common noun having an ability to do action in the sentence. It is doing an action of ‘taking’ someone from the school to the home in the sentence. It is therefore the subject or the agent of the sentence having an

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agent theta role and an agentive thematic relation along with the nominative case in the sentence.

The second argument '**گھرِ**=*ghar*=home' is an object complement which is used to show the subject (father) is taking someone (the direct object) to the home. We cannot say that this argument is the theme or direct object of the sentence. However, it can be said that it is the goal of the sentence, because it shows the destination of the action of the subject in the sentence. The context of the sentence shows that the subject starts the action from 'the school' and ends at 'the home'. Therefore, it can be said that this argument is the goal having the goal theta role in the sentence.

The context of the sentence shows that this argument also shows the location or the place 'the home' in the sentence. Thus, it can be said that the argument '**گھرِ**=*gha*=home' is the locative of the sentence, and it has a locative thematic relation in the sentence.

The direct object is hidden in the sentence; it could either be first person singular '**مان**=*maan*=I' or plural '**اسان**=*assan*=we' or even third person singular as well as plural subject. However, the word '**بابا**=*baba*=father' is used by people to refer to their own father in the Sindhi language. Therefore, keeping this reason in mind, it can be argued that the direct object of the sentence is either first person singular pronoun 'I' or the first person plural pronoun 'we'.

The third argument is in the prepositional phrase '**اسڪول مان**=*iskool maan*=from school' (because it qualifies a noun phrase). The preposition '**مان**=*maan*= from' shows the starting point of the action of the sentence. In this sentence, the prepositional phrase

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shows that the action (taking to someone) of the sentence starts from the 'school' to the 'home'. Therefore, it can be said that the common noun '**اسڪول**=*iskool*=school' in the prepositional phrase is the source of the action in the sentence, and it has the source theta role with the source thematic relation in the sentence. It can also be called locative, because it also shows the location in the sentence.

Table 6.35: Example 6.35.**ع ننڈو ياءُ منهنجو جيڪو هاڻي ايم ايس سي ڪئي ٿس ڪيمسٽري ۾ فائنل سِنڌ يونيورسٽي مان.**

Coding	Sentence Description	Sentence
M614	Arabic script	**ع ننڈو ياءُ منهنجو جيڪو هاڻي ايم ايس سي ڪئي ٿس ڪيمسٽري ۾ فائنل سِنڌ يونيورسٽي مان.**
	Roman script	Ain nandho bha mohinjo jeko hane MSc kai thas Chemistry mei final Sindh University maan.
	Transliteration	Ain=and; nandho=younger; bha=brother; mohinjo=mine; jeko=that; hane=now; MSc; kai=did; thas=agreement; Chemistry; mei=in; final; Sindh University; maan=from.
	Translation	And my younger brother has recently done his final in Chemistry from Sindh University.
	Syntactic Analysis	(**Subj: ننڈو ياءُ منهنجو**=*nandho bha mohinjo*=my younger brother**, Obj: ايم ايس سي فائنل**=MSc final**, VP: ڪئي ٿس**=*kai thas*=did**, Conj: ع**=*ain*=and**, AdvP: جيڪو هاڻي**=*jeko hane*=that now**, PP: ڪيمسٽري ۾**= *Chemistry mei*=in Chemistry**, سِنڌ يونيورسٽي مان**=*Sindh University maan*=from Sindh University)

The verb phrase '**ڪئي ٿس**=*kai thas*=did/has done' of example 6.35 has two noun phrases and two prepositional phrases. The noun phrases are: '**ننڈو ياءُ منهنجو**=*nandho bha mohinjo*=my younger brother' and '**ايم ايس سي فائنل**=MSc final', having the agent and the theme theta roles. The prepositional phrases are '**ڪيمسٽري ۾**=*Chemistry mei*=in Chemistry' and '**سِنڌ يونيورسٽي مان**=*Sindh University maan*=from Sindh University'. The structure of the above example shows that it satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

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The first noun phrase ‘**نندیوپاءُمنھنجو**=*nandho bha mohinjo*=my younger brother’ is a common noun with a possessive pronoun ‘**منھنجو**=*mohinjo*=my’. This argument is the subject of the sentence who does an action of ‘doing’ the MSc final in Chemistry. Thus, it can be said that it is the agent of the sentence having an agent theta role with an agentive thematic relation in the sentence, and it has a nominative case in the sentence.

The second argument ‘**ايم ايس‌سي فائنل**=MSc final’ is the one which undergoes an action of the sentence (being done by the subject). Therefore, it can be said that this argument is the theme of the sentence, because it undergoes the action (doing) of the sentence, and it has the theme theta role with an accusative case in the sentence.

The prepositional phrase ‘**سِنڌ يونيورسٽي مان**=*Sindh University maan*=from Sindh University’ shows the source of the sentence that is the University of Sindh. Thus, it can be said that the proper noun ‘ **سِنڌ يونيورسٽي**=Sindh University’ in the prepositional phrase is source of the sentence, and it has the source theta role with an ablative case in the sentence. This argument is also the locative of the sentence, because it shows the location of the action in the sentence.

The proper noun ‘**ڪيمسٽري**=*Chemistry*’ in the prepositional phrase ‘**ڪيمسٽري ۾**= *Chemistry mei*=in Chemistry’ does not have any function in the sentence except to tell about the goal of the subject in the sentence. It shows that the goal of the subject in the Sindh University was to do MSc in Chemistry; Chemistry was goal of the subject. Thus, it can be said that this argument is a goal having a goal theta role in the sentence.

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Table 6.36: Example 6.36. **وري تقريبن سادي چار پوڻي پنجين ڌارين وچين اصرواري نماز پڙهي اُن کان پوءِ پنج سوا پنج نکرڻ ٿيندو آهي آفيس کان گهرڏانهن.**

Coding	Sentence Description	Sentence
M58	Arabic script	**وري تقريبن سادي چار پوڻي پنجين ڌارين وچين اصرواري نماز پڙهي اُن کان پوءِ پنج سوا پنج نکرڻ ٿيندو آهي آفيس کان گهرڏانهن.**
	Roman script	Wari tqreeban sadhe char pone panje dharei wichien asar wari namaz parhi unhe khan poi panj sawa panj nikran theendo aa office khan ghar danhn.
	Transliteration	Wari=then; tqreeban=almost; sadhe char=half past 4 pm; pone panje=quarter to five; dharei=pm; wichien=middle; asar=middle prayer; wari=then; namaz=prayers; parhi=pray; unhe=that; khan=from; poi=then; panj=5 pm; sawa panj=quarter after 5 pm; nikran= to leave/go; theendo=will be; aa=is; afice=office; khan=from; ghar= home; danhn= to/towards.
	Translation	Having prayed the middle prayers (ASAR) around half past four or quarter to five (we) then go to the home from the office around five or quarter past five pm.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: نکرڻ ٿيندو آهي**=*nikran theendo aahy*=go**, AdvP: وري تقريبن سادي چار پوڻي پنجين ڌارين**=*wari taqreeban sadhe char pone panje dharein*=then around half past four or quarter to five**, ان کان پوءِ پنج سوا پنج**=*unhe khan poi panj sawa panj*=then around five or quarter past five pm, **HC: وچين اصرواري نماز پڙهي**=*wichien asar wari namaz parhi*=Having prayed the middle prayers (ASAR)**, PP: آفيس کان**=*affice khan*=from office**, گهرڏانهن**=*ghar danhn*=to home)

Example 6.36 has neither overt subject nor overt object; both are hidden in the surface structure of the sentence. The sentence has two adverbial phrases, two prepositional phrases and a complement phrase. The prepositional phrases are: '**آفيس کان** =*affice khan*=from the office' and '**گهرڏانهن**=*ghar danhn*=to home'.

The context of the verb phrase shows that it is an intransitive verb; it requires only one argument at subject position to give a complete sense of the sentence. The structure of the sentence shows that the subject has been deleted in the PF of the sentence which is recovered in the LF of the sentence. In *pro*-drop language, a deleted subject can be recovered through the rich morphological inflections (INFL) and agreement (AGR). The inflections of the verb show that the deleted subject is first person plural (we).

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The first prepositional phrase ‘**آفيس‌کان**=*affice khan*=from the office’ shows the source of the sentence. The preposition ‘**کان**=*khan*=from’ in the prepositional phrase shows that the action of ‘going’ starts from the common noun ‘**آفيس**=*affice*=office’. Therefore, it can be said that the common noun ‘office’ is source of the sentence having the source theta role and an ablative case in the sentence. The argument ‘office’ also shows the location in the sentence. Thus, it can be argued that it is also a locative having locative thematic relation in the sentence.

The other prepositional phrase ‘**گھرڏانھن**=*ghar danhn*=to home’ shows the goal of the sentence. The preposition ‘**ڏانھن**=*danh*=to/towards’ shows the ‘direction’ or ‘goal’ of the action of the sentence. The goal in this sentence is the ‘home’. Hence, it can be said that the common noun ‘home’ is the goal having the goal theta role in the sentence. The context of the sentence shows that this argument also shows a location where the hidden subject (we) goes to. Therefore, it can be said that the common noun ‘home’ is also a locative in the sentence, and it has also a locative thematic relation.

6.2.7 Locative Theta Roles

Carnie (2007) defines locative to be the place where action occurs. The examples from 6.37 to 6.42 analyse the Locative theta roles assigned by Sindhi verbs.

Table 6.37: Example 6.37..**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان**

Coding	Sentence Description	Sentence
M16	Arabic script	**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**
	Roman script	Hity aaon University Malaya mei PhD kary rahyo aahiyan.
	Transliteration	Hity=here; aaon=I; University; Malaya; mei=in; PhD; kary=do; rahyo=agreement; aahiyan=am.
	Translation	I am doing PhD here in University Malay.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I, **Obj: پي ايڇ ڊي**=PhD, **VP: ڪري رهيو اهيان**=*kary rahyo ahyan*=am doing, **PP: يونيورسٽي ملايا ۾**=University Malaya mei=in University Malaya, **AdvP: هِتي**=*hity*=here)

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Example 6.37 (discussed previously in examples 5.4, 5.26 and 6.4) presents the verb phrase having two noun phrases, a prepositional and an adverbial phrase. The noun phrases '**آءٔ**=*aaon*=I' and '**پي ايچ دي**=PhD' are having an agent and a theme theta role in the sentence. It has also a third argument in the prepositional phrase. This sentence satisfies the Projection Principle (PP) extended Projection Principle (EPP) and theta-criterion theory (Haegeman, 1994).

The first argument (NP) '**آءٔ**=*aaon*=I' is a first person singular pronoun. It does something in the sentence; it is doing 'PhD' at University of Malaya. This argument is the agent having the agent theta role along with the nominative case in the sentence.

The second argument '**پي ايچ دي**=PhD' is a proper noun, a name of a higher degree, and it does not have capability to do an action on its own. In fact, it is the one which can be done by someone. This is the argument which undergoes an action (being done) of the sentence. Thus, keeping the above reason in view, it can be said that this argument is the object or the theme of the sentence, and it has theme theta role in the sentence. This argument has an accusative case in the sentence.

The prepositional phrase '**يونيورستي ملايا ۾**=University Malaya mein=in University Malaya' shows the place where the subject 'I' is doing PhD. A prepositional phrase always qualifies a noun in it. The noun in the above prepositional phrase is '**يونيورستي ملايا**= University Malaya'; it is a proper noun showing a place or a location. Therefore, it can be said that this argument is a locative having a locative theta role and a locative case in the sentence.

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Table 6.38: Example 6.38..**جي فرسٽ يئرم مون ايڊميشن ورتي گورمينٽ بوائز ڊگري ڪاليج عُمرڪوٽم.**

Coding	Sentence Description	Sentence
M460	Arabic script	**جي فرسٽ يئرم مون ايڊميشن ورتي گورمينٽ بوائز ڊگري ڪاليج عُمرڪوٽم.**
	Roman script	Ji, first year mei moon admission warti Government Boys Degree College Umar Kot mei.
	Transliteration	Ji=yes; first; year; mei=in; moon=I; admission; warti=took; government; boys; degree; college; Umar Kot; mei=in.
	Translation	Yes, I got admission in first year in Government Boys Degree College Umar Kot.
	Syntactic Analysis	(**Subj: مون**=*moon*=I, **Obj: ايڊميشن**=admission, **VP: ورتي**=*warti*=got, **PP: فرسٽ يئر م**=*first year mei*=in first year, **گورمينٽ بوائز ڊگري ڪاليج عُمرڪوٽم**=*government boys degree college Umar Kot in*=in Government Boys Degree College Umar Kot, **AdvP: جِي**=*ji*=yes)

Example 6.38 presents the verb '**ورتي**=*warti*=got' having two noun phrases, two prepositional phrases and an adverbial phrase. The noun phrases are: '**مون**=*moon*=I' and '**ايڊميشن**=admission' having the agent and the theme theta roles in the sentence. The prepositional phrases are '**گورمينٽ بوائز ڊگري ڪاليج عُمرڪوٽم**=*government boys degree college Umar Kot in*=in Government Boys Degree College Umar Kot' and '**فرسٽ يئرم** =*first year mei*=in first year'. The adverbial phrase is '**جي**=*ji*=yes'. The structure of the above stated example satisfies the PP, EPP ns theta-criterion.

The first argument '**مون**=*moon*=I' is the first person singular personal pronoun. This argument is doing the action of getting admission in the sentence. Hence, it can be said that this argument is the subject having nominative case (because it performs an action), and it has an agent theta role in the sentence.

The second argument is '**ايڊميشن**=admission' which does not have capability to do an action. However, this is the argument which undergoes an action (getting admission) of the sentence. Thus, it can be said that this argument is the object having an accusative

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case or the theme having the theme theta role and the theme thematic relation in the sentence.

The proper noun '**گورمينٽ بوائز ڊگري ڪاليج عُمرڪوٽ**=*government boys degree college Umar Kot*=Government Boys Degree College Umar Kot' in the prepositional phrase shows the place or location in the sentence. Therefore, it can be said that this argument is locative of the sentence having the locative theta role and locative case in the sentence.

Table 6.39: Example 6.39..**واپس اچي گھر پوءِ بس ماني جو وارو ھوندو آھي**

Coding	Sentence Description	Sentence
M61	Arabic script	**واپس اچي گھر پوءِ بس ماني جو وارو ھوندو آھي.**
	Roman script	Wapis achi ghar poi bus maani jo waro hoondo aahy.
	Transliteration	Wapis=back; achi=come; ghar=home; poi=then; bus=enough; maani=meal; jo=of; waro=turn; hoondo=will be; aahy=is.
	Translation	Having come back home then it is (my) meal turn.
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: ماني جو وارو**=*maani jo waro*=meal turn**, VP: ھوندو آھي**=*hondo aahy*=is**, HC: واپس اچي گھر**=*wapis achi ghar*=having come back home**, AdvP: پوءِ بس**=*poi bus*=then)

Example 6.39 (also analysed in examples 5.50 and 6.20) does not have overt noun phrases at subject and object positions. This sentence is spoken in a passive voice form where subjects are usually hidden in the sentence which can be understood from the context of the sentence. Same is the case with this sentence; subject is deleted in the PF or surface structure of the sentence.

The verb phrase of example 6.39 is '**ھوندو آھي**=*hondo aahy*=is'. This example has a prepositional phrase '**ماني جو وارو**=*maani jo waro=turn of meal/*meal turn' and a having clause '**واپس اچي گھر**=*wapis achi ghar*=having come back home', which help us know who the subject and object are. Thus, it can be said that this sentence satisfies the Projection Principle and theta-criterion.

The common noun ‘ماني=*maani*=meal (dinner)’ in the prepositional phrase ‘ماني جو وارو=*maani jo waro*=meal turn’ shows that the sentence is all about cooking the ‘dinner’. The word ‘ماني=*maani*=meal (dinner)’ is the theme or object of the sentence with the theme thematic relation. This is the only argument which is being addressed and focused in the sentence. It shows that whole sentence is about this argument. The simple meaning of the above sentence would be: ‘having come back home I cook meal’, where ‘I’ is the subject or agent and ‘meal’ is the object or the theme of the sentence.

The common noun ‘گهر=*ghar*=home’ in the having clause ‘واپس اچي گهر=*wapis achi ghar*=having come back home’ shows the destination of the subject to come back and cook meal. It is the destination of the subject ‘مان=*maan*=I’ to come back to. It is the goal of the subject to come back to the home. Thus, it can be said that this argument is the goal of the subject, and it has the goal theta role along with goal thematic relation in the sentence.

The above discussed argument also shows a place or location in the sentence. It shows that the subject comes back home and cooks meal. The argument ‘home’ is a locative in the sentence (because it shows location), and it has also locative thematic relation in the sentence. Thus, it can be argued that the argument ‘home’ has one theta role of goal and two thematic relations of goal and locative in the sentence.

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Table 6.40: Example 6.40..**اسان اُن گوٹھ ۾ رهون پيا**

Coding	Sentence Description	Sentence
N28	Arabic script	**اسان اُن گوٹھ ۾ رهون پيا.**
	Roman script	Assan una goth mei rahon paya.
	Transliteration	Assan=we; una=that; goth=village; mei=in; rahon=live; paya=agreement.
	Translation	We are living in that village
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero, **VP رهون پيا**=*rahoon paya*=are living**, PP: اُن گوٹھ ۾**=*una ghoth mei*=in that village)

Example 6.40 presents the verb phrase '**رهون پيا**=*rahoon paya*=are living' having a noun phrase and a prepositional phrase. The noun phrase '**اسان**=*assan*=we' is having the agent theta role. The prepositional phrase of the sentence is '**اُن گوٹھ ۾**=*una ghoth mei*=in that village. The structure of the sentence shows that it has an intransitive verb. This example satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

The argument '**اسان**=*assan*=we' is a second person plural which is used for plural proper noun (people), and this argument has capability to do any action in the sentence. In this sentence, this argument is the external argument or agent who is doing action of 'living' in that village. Thus, it can be said that this argument is the subject or the agent of the sentence with a nominative case and the agent theta role in the sentence.

The prepositional phrase '**اُن گوٹھ ۾**=*una ghoth mei*=in that village' is used like an object complement in the sentence, which is used to complete the sentence. It is not a direct or proper object but just an object complement to complete the sentence. The prepositional phrase shows the place where subject is living. The common noun '**گوٹ**=*goth*=village' in the prepositional phrase shows the place or the location where subject is living. Therefore, it can be said that this argument is the locative having the

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locative theta role and locative thematic relation along with the locative case in the sentence.

Table 6.41: Example 6.41..**اُن وقت اسان جيڪو آهي سو گهوٽڪي هليا وياسين.**

Coding	Sentence Description	Sentence
N298	Arabic script	**اُن وقت اسان جيڪو آهي سو گهوٽڪي هليا وياسين.**
	Roman script	Una waqt assan jeko aahy so Ghotki halya wayasein.
	Transliteration	Una=that; waqt=time; assan=we; jeko=that; aahy=is; so=that Ghotki; halya=went; wayasein=went/gone.
	Translation	We went to Ghotki at that time.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj Comp: گهوٽڪي**= Ghotiki**, VP: هليا وياسين**=*halya wayasein*=went**, AdvP: اُن وقت**=*una waqt*=at that time**, جيڪو آهي سو**= *jeko aahy so*=that is that)

Example 6.41 presents the intransitive verb phrase '**هليا وياسين**=*halya wayasein*=went' having two arguments (noun phrases) along with two adverbial phrases to discuss about. The noun phrases are: '**اسان**=*assan*=we' and '**گهوٽڪي**=Ghotiki' having the theta roles of agent and locative. The adverbial phrases are '**اُن وقت**=*una waqt*=at that time' and '**جيڪو آهي سو**=*jeko aahy so*=that is that'. The structure of the sentence shows that it satisfies the Projection Principle, Extended Projection Principle and theta-criterion.

The argument '**اسان**=*assan*=we' is a second person personal pronoun having plural number and masculine gender. This argument is the subject or agent who is doing action of 'going' to '**گهوٽڪي**=Ghotiki' in this sentence. Thus, it can be said that this argument is the subject having nominative case and the agent theta role in the sentence.

The second argument '**گهوٽڪي**=Ghotiki' is a proper noun which is used as an object complement to complete the sentence. This argument does not undergo the action (going) of the sentence, because it is name of the city and it just tells the destination of

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the action in the sentence. Therefore, it cannot be argued that this argument is the theme of the sentence (6.41). However, the context of the sentence shows that this argument shows the place or location where the subject is going to. The word '**گھوٹڪي**=Ghotiki' is a proper noun which is the name of the city in Sindh, Pakistan. Thus, it can be said that this argument is the locative of the sentence, and it has the locative theta role along with the locative case.

Besides, this argument also shows the action of going from one place to another. It shows the destination of the subject of the sentence; the subject or the agent 'we' goes from somewhere to the city 'Ghotiki'. Therefore, it can be said that the argument 'Ghotiki' is the goal of the sentence, and it has also goal thematic relation in the sentence.

Table 6.42: Example 6.42..**ڳوٺ ڀڄي آيُس مان**

Coding	**Sentence Description**	**Sentence**
N347	Arabic script	**ڳوٺ ڀڄي آيُس مان.**
	Roman script	Goth bhaji aayus maa.
	Transliteration	Goth= village; bhaji=run; aayus=came; maa= I.
	Translation	I came to the village.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, VP: ڀڄي آيُس**=*bhaji aayus*= came**, AdvP: ڳوٺ**=*goth*=village)

Example6.42 (discussed previously as 5.18 and 5.42) shows an intransitve verb '**ڀڄي آيُس**=*bhaji aayus*=came' having two arguments '**مان**=*maan*=I' and '**ڳوٺ**=*goth*=village' with an agent and a locative theta roles in the sentence. The structure of the sentence shows that satisfies the PP, EPP and theta-criterion.

The first argument '**مان**=*maan*=I' is first person singular pronoun. It is doing action of 'coming' in this sentence. This argument is the subject with nominative case

or the agent of the sentence who is doing the action of coming (from somewhere to his village).

The other argument '**ڳوٺ**=*goth*=village' is an object complement to complete a sentence. It is not an object of the sentence, because it does not undergo the action (coming) of the sentence. However, it shows the location or place where the subject of the sentence is coming to. Since it shows location, thus, it can be said that it is locative of the sentence and it has the locative theta role along with the locative case in the sentence.

Like the argument '**گھوٽڪي**=Ghotiki' in the previous example, the argument '**ڳوٺ**=*goth*=village' also shows the destination of action of the subject. The subject 'I' is coming from somewhere to the village. The argument 'village' is a goal of the subject Therefore, it can be said that this argument is also the goal of the subject, and it has also the goal thematic relation along with the locative thematic relation in the sentence.

6.2.8 Instrument Theta Roles

Carnie (2007) gives a brief definition of instrument as the entity with which action occurs or with which subject does an action in the sentence. The following examples from 6.43 to 6.47 analyse the Instrument theta role assigned by Sindhi verbs.

Table 6.43: Example 6.43..**ٽيڪسي جي ذريعي اسان جيڪو آهي سو يونيورسٽي ويندا آهيون**

Coding	Sentence Description	Sentence
N44	Arabic script	**ٽيڪسي جي ذريعي اسان جيڪو آهي سو يونيورسٽي ويندا آهيون.**
	Roman script	Taxi je zarie assan jeko aa so university weenda aahyon.
	Transliteration	Taxi; je=of; zarie=through; assan=we; jeko=that; aa=is; so=that; university; weenda=will go; aahyon=are.
	Translation	We go to the university through taxi.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj Comp: يونيورسٽي**=University**, VP: ويندا آهيون**=*weenda aahyon*=go**, PP: ٽيڪسي جي زريعي**=*taxi je zarie*=through taxi**, AdvP: جيڪو آهي سو**=*jeko aahy so*=that is that)

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Example 6.43 presents a verb phrase '**ويندا آهيون**=*weenda aahyon*=go' having two noun phrases, one prepositional phrase and one adverbial phrase. The noun phrases are: '**اسان**=*assan*=we' and '**يونيورسٹي**=University, having an agent and goal theta roles in the sentence. The prepositional phrase '**ٹيڪسي جي ذريعي**=*taxi je zarie*=through taxi' of the sentence is having the instrument theta role. This sentence satisfies the Projection Principle by syntactically representing the sentence structure; Extended Projection Principle by having an overt subject and theta-criterion by theta marking the arguments at theta-positions.

The first argument or noun phrase '**اسان**=*assan*=we' is a first person plural (we). It is doing the action of 'going' to the University. This argument is a subject/agent of the sentence having an agent theta role and agentive thematic relation along with a nominative case.

The second argument '**يونيورسٹي**=University' is an object complement of the sentence. This argument neither does an action nor undergoes an action of the sentence, but it is used at the place of the object in the sentence that is why it is an object complement as it helps to complete the sentence; meaning that it just tells the location or place where subject goes to in the sentence. Therefore, it cannot be said that it is the theme of the sentence. However, it can be said that this argument is a goal of the sentence; because it shows the goal of the action in the sentence (i.e. subject goes to the university). Thus, it can be said that it has the goal theta role in the sentence.

The word '**ٹيڪسي**=*taxi*' in the prepositional phrase is a common noun. It neither does an action nor undergoes an action of the sentence; however, it is being used as an instrument to do an action (of going) in the sentence. It is used as an instrument to go to

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the University. Therefore, it can be said that the common noun '**ٹيڪسي**=*taxi*' is the instrument in the sentence having an instrument theta role along with the instrumental case.

Table 6.44: Example 6.44..**ڪڈهن ڪڈهن نہ ملندي آهي تہ وري ساڳو ٹيڪسي**

Coding	Sentence Description	Sentence
N105	Arabic script	**ڪڈهن ڪڈهن نہ ملندي آهي تہ وري ساڳو ٹيڪسي.**
	Roman script	Kadahin kadahin na milandi aahy ta wari sago taxi.
	Transliteration	Kadahin=when; kadahin=when; na=not; milandi=will meet; aahy=is; ta=that; wari=then; sago=same; taxi.
	Translation	Sometimes (we) do not get (the bus) then again (we come) by taxi.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, Obj Comp: ٹيڪسي**=taxi**, VP: ملندي آهي**=*milandi aahy*=get**, AdvP: ڪڈهن ڪڈهن**=*kadahin kadahin*= sometimes**, تہ وري ساڳو=***ta wari sago*= then again)

Example 6.44 has non-overt subject and object; both subject and object are hidden in the sentence. The verb phrase '**ملندي آهي**=*milandi aahy*=get' of the sentence has one noun phrase '**ٹيڪسي**=taxi' and two adverbial phrases '**ڪڈهن ڪڈهن**=*kadahin kadahin*=sometimes' and '**تہ وري ساڳو=***ta wari sago*=then again'.

The structure of the above stated sentence shows that it does not have arguments at subject an object positions in the Phonetic Form of the sentence. However, the deep structure or the Logical Form of the sentence shows that it does have an argument at subject position which is deleted in the PF of the sentence. The deleted subject is recoverable in the LF; it can be recovered through the agreement (AGR) and inflections (INFL) of the verb. The speaker uses ellipsis in this sentence, it is related to the previous sentence. One can use ellipsis in a sentence if there is a straightforward way for the hearer to identify and recover the deleted arguments in the sentence (Chomsky, 1988). The context of the sentence shows that the deleted subject of the sentence is a first person plural 'we'.

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The noun phrase '**ٹيکسي**=taxi' is neither the subject nor the object of the sentence. This is the argument which is used as an instrument to do an action in the sentence (may be action of going or coming from one place to another). Therefore, it can be said that this argument is the instrument in the sentence having an instrument theta role and an instrumental case.

The context of the sentence shows that the subject and the object are hidden in the surface structure of the sentence. Let us assume that the subject of the sentence 6.44 is '**اسان**=*assan*=we' which is doing an action of 'going' to home. The verb 'go/come' is an intransitive verb which does not have an object but an object complement to complete the sentence. We can use the argument '**گھر**=*ghar*=home' as the object complement of the supposed subject '**اسان**=*assan*=we' of the sentence. It is structurally an incomplete sentence, but gives complete sense from the context. The complete sentence with the supposed subject and object would be: 'Sometimes we do not get the bus then we go home by taxi'.

Table 6.45: Example 6.45..**اُن جو اسان کي جواب ڏيو ايميل جي ذريعي**

Coding	Sentence Description	Sentence
N530	Arabic script	**اُن جو اسان کي جواب ڏيو ايميل جي ذريعي.**
	Roman script	Una jo assan khy jawab dio email je zarie.
	Transliteration	Una=that; jo=of; assan=we; khy=have; jawab=answer; dio=give; email; je=of; zarie= through.
	Translation	Give us its reply through an email.
	Syntactic Analysis	(**Subj:** zero**, Obj: جواب اُن جو**=*una jo jawab*=its reply**, Indirect Obj: اسان کي**=*assan khy*=us**, VP: ڏيو**=*dio*=give**, PP: ايميل جي ذريعي**=*email je zarie*=through an email)

Example 6.45 presents a verb phrase '**ڏيو**=*dio*=give' having two noun phrases '**جواب اُن جو**= *una jo jawab*=its answer/reply' and '**اسان کي**=*assan khy*=us' and

prepositional phrase '**ایمیل جي ذریعي**=*email je zarie*=through an email'. The structure of the above stated example shows that it follows the sentence structure for sentences having a ditransitive verb. This example satisfies the PP, EPP and theta-criterion by theta marking the arguments.

The first argument '**جواب اُن جو**=*una jo jawab*=its answer/reply' is the direct object of the sentence. The speaker tells that he was asked by someone to answer them through email. This is the argument that undergoes the action of the sentence: it is being given. Thus, it can be said that this argument is the direct object having the theme theta role and an accusative case in the sentence.

The second argument '**اسان کي**=*assan khy*=us' is the second person plural with possessive form. This argument is an object complement/indirect object of the sentence as it helps to complete the sentence. It shows who is to be given an answer. It is neither a focus nor a theme of the sentence. Thus, it cannot be said that this argument is direct object or the theme of the sentence. However, it can be said that this argument is a goal of the sentence, because it shows the goal of the answer to be given. Therefore, it can be said that it has the goal theta role in the sentence. This argument has an ablative case because it is an indirect object in the sentence.

The common noun '**ایمیل**=email' in the prepositional phrase ' **ایمیل جي ذریعي**=*email je zarie*=hrough an email' does not do any action in the sentence except to be used as an instrument to do an action of 'giving' the answer/reply. Therefore, it can be said that the argument '**ایمیل**=email' is used as an instrument to do action of replying in the sentence, and it has an instrument theta role along with an instrumental case.

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Table 6.46: Example 6.46..**بائيک تي ويندا ها سين بابا سان گڏ سِڌو اسکول**

Coding	Sentence Description	Sentence
M371	Arabic script	**بائيک تي ويندا ها سين بابا سان گڏ سِڌو اسکول.**
	Roman script	Bike ty wenda haa sein baba saan gad sidho iskool.
	Transliteration	Bike; ty=on; wenda=will go; haa=were; sein=agreement; baba=father; saan=with; gad=together; sidho=direct; iskool=school.
	Translation	(We) used to go direct to the school on the bike with father.
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: اسکول**=*iskool*=school**, VP: ويندا ها سين**=*weend ahaa sein*=used to go**, PP: بائيک تي** =*bike ty*=on the bike**, بابا سان**=*baba saan*=with father, **AdvP: گڏ**=*gad*=together**, AdjP: سِڌو**=*sidho*=direct)

Example 6.46 presents a verb phrase '**ويندا ها سين**=*weend ahaa sein*=used to go' having one noun phrase and two prepositional phrases. The noun phrase '**اسکول**=*iskool*=school' is having a goal theta role in the sentence. The prepositional phrases '**بائيک تي**=*bike ty*=on the bike' and '**بابا سان**=*baba saan*=with father' are having nouns which are used as instruments in the sentence.

The structure of the above example shows that it has null/zero arguments at subject an object positions in the Phonetic Form of the sentence. However, the Logical Form of the sentence shows that it does have an argument at subject position which is deleted in the PF of the sentence. The verb inflections show that the deleted subject of the sentence is a first person plural 'we'.

The first argument '**اسکول**=*iskool*=school' is an object complement of the sentence; it is used just to complete the sentence; to show that where the subject is going to. It shows goal of the subject in the sentence. Thus, it can be said that this argument is a goal of the sentence having a goal theta role and a goal thematic relation in the sentence.

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The subject of the sentence is hidden in the surface structure of the sentence. Like Bur'ro, (2004) argues that sometimes subjects are understood from the verb inflections in the Sindhi language. The ending inflection '**سين**=*sein*=agreement' in the verb phrase is used to show first person plural subject '**اسان**=*assan*=we'. In the Sindhi language, the inflection '**سين**=*sein*' is used with the verb phrase to show the first person plural subject 'we'. Therefore, it can be said that the subject of the sentence is deleted in the PF of the sentence.

The common noun '**بائيڪ**=*baike*=bike' in the prepositional phrase shows that it is an instrument of the sentence. It neither does an action nor undergoes an action of the sentence, but it is being used by the hidden subject as an instrument to do an action of 'going' to the school. The argument '**بائيڪ**=*baike*=bike' is used just as a means to go to the school. Therefore, it can be said that this argument is an instrument having an instrument theta role and an instrumental case in the sentence.

The common noun '**بابا**=*baba*=father' in the second prepositional phrase is also used as an instrument in the sentence. The prepositional phrase shows that the common noun '**بابا**=*baba*=father' is used as an instrument to do action of 'going with' to the school on the bike. Therefore, it can be said that this argument is also an instrument having an instrument theta role and an instrumental case in the sentence.

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Table 6.47: Example 6.47. **جنهن ۾ اسان پنهنجي چاچا جي بابا جي محنت سان اسان پنهنجي گھر الله جي فضُل ڪرم سان لائبريري آهي.**

Coding	Sentence Description	Sentence
M415	Arabic script	**جنهن ۾ اسان پنهنجي چاچا جي بابا جي محنت سان اسان پنهنجي گھر الله جي فضُل ڪرم سان لائبريري آهي.**
	Roman script	Jahin mei assan pahinje chacha ji baba ji mehnat saan assan pahinje ghar Allah je Fazul karam saan library aa.
	Transliteration	Jahin=that/which; mei=in; assan= pahinje=our; chacha=uncle; ji=of; baba=father; ji=of; mehnat=hard working; saan=with; assan=we; pahinje=our; ghar=home; Allah; je=of; Fazul=blessing; karam=blessing; saan=with; library; aa= is.
	Translation	With the blessing of Almighty Allah and struggle of our uncle and father (we) have a library.
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: لائبريري**=library**, اسان پنهنجي گھر**=*assan pahinje ghar*=our home**, VP: آهي**=*aahy*=is/have**, PP: اسان پنهنجي چاچا جي بابا جي محنت سان**=*assan pahinje chacha ji baba ji mehnat saan*=with the struggle of our uncle and father**, الله جي فضُل ڪرم سان**=*Allah je Fazul karam saan*=with the blessing of Almighty Allah, **AdvP: جنهن م**=*jahin mei*=wherein)

The verb phrase '**آهي**=*aahy*=is/have' of example 6.47 (also analysed in example 5.48) has two noun phrases, two prepositional phrases and an adverbial phrase to discuss about. The noun phrases are: '**لائبريري**=library' and '**اسان پنهنجي گھر**=*assan pahinje ghar*=our home', and the prepositional phrases are: '**اسان پنهنجي چاچا جي بابا جي محنت سان**=*assan pahinje chacha ji baba ji mehnat saan*=with the struggle of our uncle and father' and '**الله جي فضُل ڪرم سان**=*Allah je Fazul karam saan*=with the blessing of Almighty Allah'. The structure of the above example shows that it has a possessive verb to show possession of something. The sentence follows the PP, EPP and thet-criterion by theta markng the arguments.

The first noun phrase '**لائبريري**=library' is a common noun and it is used as an object complement of the sentence. It is the theme of the sentence; subject wants to tell that they have a library. Structurally, it does not undergo an action of the sentence, because there is no action verb in the sentence. The verb in the sentence is a possessive

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verb which shows possession of something. The argument ‘library’ is the one which is being discussed and stressed in the sentence; it is the theme of the sentence. Thus, it can be said that this argument is the theme of the sentence having the theme theta role.

The other argument ‘**اسان پنهنجي گهر**=*assan pahinje ghar*=our home’ is also an object complement of the sentence which is used to show the location of the library. It is not the theme of the sentence. However, it can be said that this argument is the locative of the sentence, and it has the locative theta role in the sentence.

The noun phrase ‘**چاچا جي بابا جي محنت**=*chacha ji baba ji mehnat*=uncle and father’s struggle’ in the prepositional phrase shows that it is an instrument of the sentence, meaning that ‘uncle and father’s struggle’ is an instrument to have a library at their home. It is used to show the means of possession of the library, which means they have a library with the help of their uncle and father’s struggle. Thus, it can be said that this argument is an instrument having an instrument theta role along with an instrumental case in the sentence. The noun phrase ‘**الله جي فضُل ڪرم**=*Allah je fazul ain karam*= God’s blessings’ in the second prepositional phrase is also an instrument in the sentence. The context of the sentence shows that they have a library with the blessings of Almighty. Thus, it can be said that this argument is also an instrument having an instrument theta role and an instrumental case in the sentence.

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6.2.9 Beneficiary Theta Roles

Carnie (2007) defines beneficiary theta role as the entity for whom the action occurs in the sentence.

The following examples from 6.48 to 6.52 illustrate the discussion and analysis of the Beneficiary theta roles assigned by the Sindhi verbs to their arguments.

Table 6.48: Example 6.48..**۽انترويو اسان جو سنڌي ٻولي جي باري ۾ آهي**

Coding	Sentence Description	Sentence
N9	Arabic script	**۽انترويو اسان جو سنڌي ٻولي جي باري ۾ آهي.**
	Roman script	Ain interview assan jo Sindhi boli je bary mei aahy.
	Transliteration	Ain=and; interview; assan=we; jo=of; Sindhi; boli=language; je=of; bary=about; mei=in; aahy=is.
	Translation	And our interview is about Sindhi Language.
	Syntactic Analysis	(**Subj**: zero, **Obj Comp**: **انترويو اسان جو**=*interview assan jo*=our interview, **PP: سنڌي ٻولي جي باري ۾**=*Sindhi boli je bary mei*=about Sindhi language)

The verb phrase of example 6.48 (discussed also in examples 5.51 and 6.14) '**آهي**=aahy=is' is used to show state of something or somebody (a thing/a person) in the present time (Rashdi, 2008). The verb phrase has two arguments to discuss about. The structure of the above stated example shows that it satisfies the PP and theta-criterion by representing the sentence and theta marking the arguments in the sentence. However, this example does not satisfy the EPP as it does not have an overt subject.

The first argument '**انترويو اسان جو**=*interview assan jo*=our interview' is having theme theta role and theme thematic relation in the sentence. It is used at the place of subject, but it is not a subject, as it does not perform any function; in fact it is something which is talked about in the sentence. This is the argument which is being discussed and focused in the sentence. The context of the sentence shows that the whole sentence is all

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about the argument ‘our interview’. Thus, it can be said that this argument is the theme of the sentence with theme thematic relation in the sentence.

Second argument is a proper noun ‘**سنڌي ٻولي**=*Sindhi boli*=Sindhi language’ in the prepositional phrase. It is neither subject which does an action nor object which undergoes an action of the sentence, but this is the argument which takes benefit from the sentence. The hidden subject (he) is performing an action (of taking interview), and the object/theme of the sentence ‘our interview’ undergoes an action (of being taken). However, the benefit of the sentence is neither taken by the hidden subject nor by the object complement but by the third argument ‘Sindhi language’.

The context of the sentence shows that the whole sentence is about the Sindhi language, and the interview is about the Sindhi language. Interviewer is taking interview for Sindhi language. The Sindhi language neither does an action nor undergoes an action of the sentence but takes benefit from the sentence. The argument ‘Sindhi language’ takes benefit of being interviewed in the sentence. Therefore, it can be said that this argument is beneficiary of the sentence having a beneficiary theta role. The subject of the sentence is hidden in the sentence, but context of the sentence shows that it is the third person singular subject (he).

Table 6.49: Example 6.49..**تہ اُتي هُو مونکي گڏوڻي ويو**

Coding	**Sentence Description**	**Sentence**
N383	Arabic script	**تہ اُتي هُو مونکي گڏوڻي ويو.**
	Roman script	Ta uty hoo monkhy gad wathee wayo.
	Transliteration	Ta=that; uty=there; hoo=he; monkhy=I/me; gad=together; wathee=take; wayo=went.
	Translation	That he took me there together with himself.
	Syntactic Analysis	(**Subj: هُو**=*hoo*=he**, Indirect Obj: مونکي**=*monkhy*=me**, VP: وڻي ويو**=*wathee wayo*=took**, Conj: تہ**=*ta*=that**, AdvP: اُتي**=*uty*=there**, گڏ**=*gad*=together)

Example 6.49 presents a verb phrase '**وني ويو**=*wathee wayo*=took' shows two arguments '**هُو**=*hoo*=he' and '**مونکي**=*monkhy*=me', having an agent and beneficiary theta roles. The structure of the sentence shows that it follows the Projection Principle, Extended Projection Principle and theta-criterion.

The argument '**هُو**=*hoo*=he' performs an action of taking somebody (the speaker) to somewhere else in the sentence. It is an external argument or the subject of the sentence, because it does not come in the predicate of the sentence. This argument is a subject of the sentence which is performing an action of taking someone to somewhere in the sentence. Therefore, it can be said that it has an agent theta role and agentive thematic relation along with a nominative case in the sentence.

According to Carnie (2007), there are two arguments in almost every sentence; external and internal argument. External argument is one which comes at subject position, which is out of predicate. On the other hand, internal argument is the one which comes at object position and it is comes in the predicate of the sentence.

The second argument '**مونکي**=*monkhy*=me' is the indirect object of the sentence which is used at the place of the direct object. This argument neither performs an action nor undergoes an action of the subject. However, this is the argument which takes benefit from the action of the agent of the sentence. The argument '**هو**=*hoo*=he' is the agent of sentence which performs the action of taking the argument '**مونکي**=*monkhy*=me' from one place to another (not mentioned in the sentence, but context of the sentence shows from village to the city). The argument '**مونکي**=*monkhy*=me', without doing anything, takes the benefit of being taken by the agent from one place to another. Therefore, it can be said that this argument is the

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beneficiary of the sentence, and it has the beneficiary theta role along with beneficiary thematic relation in the sentence. It is used as an indirect object; it has a dative case in the sentence.

Table 6.50: Example 6.50..**معنا اُن جا پي كاغز جمع كرايا**

Coding	**Sentence Description**	**Sentence**
N516	Arabic script	**معنا اُن جا پي كاغز جمع كرايا.**
	Roman script	Mana una ja bhee kagaz jama karaya.
	Transliteration	Mana=means; una=him/his; ja=of; bhee=also; kagaz=documents; jama=submit; karaya=did.
	Translation	Means I submitted his documents too.
	Syntactic Analysis	(**Subj:** zero**, Indirect Obj: اُن جا**=*una ja*=his**, Direct Obj: كاغز**=*kagaz*=documents**, VP: جمع كرايا**=*jama karaya*=submitted**, AdvPh: پي**=*bhee*=also)

The verb phrase in example 6.50 is '**جمع كرايا**=*jama karaya*=submitted'. It has two arguments '**اُن جا**=*una ja*=his' and '**كاغز**=*kagaz*= documents'. The structure of the above stated example shows that it does not have an overt subject in the PF of the sentence; it is deleted. However, the deleted argument at subject or object positions (an NP or a *pro*) can be recovered through agreement (AGR) and inflections (INFL). The inflection of the verb shows that the hidden or deleted subject of the sentence is the first person singular (I).

The argument '**اُن جا**= *una ja*=his' is an indirect object of the sentence. This argument is an object complement of the sentence which is used to give more information about the direct object. It is not a theme of the sentence. However, it can be said that this argument is a beneficiary of the sentence, and it has a beneficiary theta role in the sentence. It is used as an indirect object, thus it has a dative case in the sentence.

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The direct object of the sentence is '**کاغز**=*kagaz*=documents', it undergoes the action of the sentences directly. This is the argument which undergoes the action (of submission) of the sentence. This argument is a direct object and thus it has an accusative case in the sentence. Therefore, it can be said that this argument is a direct object or theme of the sentence having a theme theta role along with a theme thematic relation in the sentence.

The subject of the sentence is hidden in the surface structure of the sentence; which can be first person, second person as well as third person singular pronoun. It can be either the speaker itself or any other third person, but from the inflection '**یا**=*yaa*=agreement' in the verb '**کرایا**=*karaya*=did' shows that the subject of the sentence can be either first person or second person or the third person singular as well as plural. However, the context of the sentence shows that the deleted subject is 'I'.

Table 6.51: Example 6.51.**باباهُن کي فورس کیو هو تہ پنجین کلاس ۾ هِن کي ڏیو.**

Coding	Sentence Description	Sentence
M351	Arabic script	**باباهُن کي فورس کیو هو تہ پنجین کلاس ۾ هِن کي ڏیو.**
	Roman script	Baba hun khy force kayo ho ta panjein class mei hin khy dio,
	Transliteration	Baba=father; hun=him; khy=have; force; kayo=did; ho=had; ta=that; panjein=fifth; class; mei=in; hin=him; khy=have; dio=give.
	Translation	Father had forced him to give him (admission) in the fifth class.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Direct Obj: هُن کي**=*hun khy*=him**, Indirect Obj: هِن کي**=*hin khy*=him**, VP: فورس کیو**=*force kayo*=forced**, ڏیو**=*dio*=give, **Conj: تہ**=*ta*=that, **PP: پنجین کلاس ۾**=*panjein class mei*=in fifth class)

Example 6.51 has two clauses; dependent and independent clause. The dependent clause cannot convey meaning on its own, while independent clause does not need anything to depend on to covey meaning; it can convey meaning itself. In this sentence, they are used as one clause to give complete meaning of the sentence. The

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structure of the above stated sentence shows that it satisfies the PP, EPP and theta-criterion.

Independent Clause:

'بابا هُن کي فورس کيو هو.'

Baba hun khy force kayo ho. (Sindhi in Roman script)

Father him forced had. (Transliteration)

Father had forced him. (English Translation)

There are two arguments with the verb phrase '**فورس کيو هو**=*force kayo ho*=had forced' in the independent clause. The arguments are: '**بابا**=*baba*=father' and '**هُن کي**=*hun khy*=him'. The argument '**بابا**=*baba*=father' is a common noun which is used for a person who has power to do action in a sentence. It is a subject or an agent of the clause who is doing an action of forcing the other argument '**هُن کي**=*hun khy*=him' for something. Therefore, it can be said that the argument '**بابا**=*baba*=father' is the external argument or subject or agent with a nominative case in the clause, and it has the agent theta role with an agentive thematic relation in the clause.

On the other hand, the other argument '**هُن کي**=*hun khy*=him' is the internal argument or object or the theme with an accusative case in the clause. This is the argument which undergoes an action of the agent in the sentence. Therefore, it can be said that the argument '**هُن کي**=*hun khy*=him' has a theme theta role with theme thematic relation in the independent clause.

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Dependent Clause:

"تہ پنجين ڪلاس ۾ هِن کي ڏيو"

Ta panjein class mei hin khy dio. (Sindhi in Roman script)

That fifth class in him give. (Transliteration)

That give him (admission) in the fifth class. (English Translation)

There is one noun phrase and one prepositional phrase with the verb phrase '**ڏيو**=*dio*=give' in the dependent clause. The noun phrase is '**هِن کي**=*hin khy*=him' and the prepositional phrase is '**پنجين ڪلاس ۾**=*panjein class mei*=in the fifth class'.

The subject (the speaker) and the object (the admission) are hidden in this clause. The argument '**هِن کي**=*hin khy*=him' is used as an object complement at the place of object in the clause. It is an indirect object which is used at the place of direct object in the clause. It can be said that this argument is used like a theme at the place of a theme of the sentence. However, the context of the sentence shows that it is not the theme but the beneficiary of the sentence because it takes the benefit of taking admission in fifth class; meaning that the subject is forcing 'someone' to give admission to 'him'. Thus, it can be said that the argument '**هِن کي**=*hin khy*=him' has a beneficiary theta role with a beneficiary thematic relation. It is used as an indirect object, thus it has a dative case in the sentence. The other argument which is used in the prepositional phrase is telling us about the class five. The dependent clause cannot stand alone on its own; it always needs an independent clause to give a complete sense. However, both clauses cannot be separated otherwise the meaning of the sentence would be incomplete.

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Table 6.52: Example 6.52..**مهراڻ جي اندر بلڊنگز ۽ ڊپارٽمينٽس ٺهيا پئي**

Coding	Sentence Description	Sentence
M141	Arabic script	**مهراڻ جي اندر بلڊنگز ۽ ڊپارٽمينٽس ٺهيا پئي.**
	Roman script	Mehran je ander buildings ain department thahya pae.
	Transliteration	Mehran; je=of; ander=inside; bildings=buildings; ain=and; departments; thahya=built; pae=were.
	Translation	Buildings and departments were built inside Mehran.
	Syntactic Analysis	(**Subj:** zero**, Obj: بلڊنگز ۽ ڊپارٽمينٽس**=*bildings ain dipartments*=buildings and departments**, VP: ٺهيا پئي**=*thahya pae*=were built**, PP: مهراڻ جي اندر**=*Mehran je ander*=inside Mehran

There are two arguments with the verb phrase '**ٺهيا پئي**=*thahya pae*=were built' in example 6.52 (discussed also in example 5.40). The first argument is a noun phrase '**بلڊنگز ۽ ڊپارٽمينٽس**=*bildings ain departments*=buildings and departments', having a theme theta role in the sentence. The other argument is in the prepositional phrase '**مهراڻ جي اندر**=*Mehran je ander*=inside Mehran (University)' having a beneficiary theta role. The structure of the sentence shows that it has a zero/null subject. The sentence has been spoken in the passive voice form that is why it does not have an overt subject in the PF of the sentence. However, LF of the sentence shows that it does have an argument at subject position in the sentence.

The argument '**بلڊنگز ۽ ڊپارٽمينٽس**=*bildings ain departments*=buildings and departments' is used at the place of subject, but it is not a subject/agent of the sentence, because it does not do action in the sentence. In fact, it is a direct object of the sentence which undergoes an action of the sentence (were being built). It is a theme or object of the sentence with an accusative case, because it is an object of the sentence. Thus, it can be said that this argument is a theme and it has a theme theta role in the sentence.

Subject of the sentence is hidden in the surface structure, because the sentence has been used in the passive voice form. It is not known what/who the subject of the

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sentence is; it can be either a contractor or university administration, because it is either a contractor or university administration which can build buildings in the university. Neither agent nor theme of the sentence takes benefit from the action. It is the third argument which takes benefit from the action of the sentence.

The argument which takes benefit from the action of the sentence is the 'مهراڻ=Mehran' (University). It does not do any action in the sentence yet it takes benefit from the sentence; it is beneficiary of the sentence which benefits from the sentence. Let's say for example, a contractor is constructing buildings for Mehran University. Thus, it can be said that the argument 'مهراڻ=Mehran' is a beneficiary of the sentence having a beneficiary theta role along with beneficiary thematic relation in the sentence.

6.3 Other Theta Roles/Thematic Relations in the Sindhi Language

One new theta role has been found in Sindhi language which is given and explained below.

6.3.1 Giver/Donor theta role in Sindhi

One theta role/relation has been found during the analysis which has not been discussed in Carnie's Theta roles and Thematic Relations. Therefore, present study assigns it a 'Giver/Donor' theta role, because it gives/donates/contributes something to other arguments in the main event. It is usually found in the predicate; it can be a situation or a person which gives something to others consciously or unconsciously in the sentence. Such theta role can be seen in the following Sindhi examples. The examples from 6.53 to 6.55 give detailed discussion and analysis of the new theta role in the Sindhi language.

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Table 6.53: Example 6.53..**جيڪو هي اسان جي گڏجاڻي آهي اُن ۾ مان توهان جو انترويو وندس.**

Coding	Sentence Description	Sentence
N7	Arabic script	**جيڪو هي اسان جي گڏجاڻي آهي اُن ۾ مان توهان جو انترويو وندس.**
	Roman script	Jeko hee assan ji gadjani aa una mei maan tahan jo interview wathandus.
	Transliteration	Jeko=that; hee=this; assan=we; ji=of; gadjani=meeting; aa=is; una=that; mei=in; maan=I; tahan=you; jo=of; interview; wathandus=do will.
	Translation	I will take your interview in this meeting.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: توهان جو انترويو**=*tawhan jo interview*=your interview, **VP**: **وندس**=*wathandus*=will take , **PP: جيڪو هي اسان جي گڏجاڻي آهي اُن ۾**=*that this our of meeting have that in*=in this meeting)

Example 6.53 (presented previously as an example 6.3) presents a verb phrase '**وندس**=*wathandus*=will take' having three arguments and a prepositional phrase. The arguments are: ' **مان**=*maan*=I' and ' **توهان جو انترويو**=*tawhan jo interview*=your interview'. The sentence is following the PP, EPP and theta criterion.

The first argument is a first person pronoun ' **مان**=*maan*=I'; it tells about an agent of the sentence. The argument 'I' is an agent of the sentence as it tells that it will perform some function in future (will take interview). Therefore, it can be said that it has an agent theta role with an agentive thematic relation having a nominative case in the sentence.

The second argument of the sentence is ' **توهان جو انترويو**=*tawhan jo interview*=your interview'. This is the argument which indicates that it will go through an action of the sentence, because it is used as an object which undergoes an action of the sentence. It is therefore a theme of the sentence and has a theme theta role and a theme thematic relation along with an accusative case in the sentence.

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The third argument is in the prepositional phrase ‘**جيڪو هي اسان جي گڏجاٽي آهي اُن**= *that this our of meeting have that in*=in this meeting’. It tells about a common noun ‘**گڏجاٽي**=*gadjani*=meeting’ accompanied by a possessive pronoun ‘ **اسان جي**=*assan ji*=our’. It neither performs an action nor undergoes an action rather it is the third argument which is being talked about by subject ‘I’. This argument gives benefit to the subject of the sentence; subject takes benefit of taking interview in this meeting. The argument ‘meeting’ directly or indirectly gives benefit to the subject of the sentence. Thus, it can be said that it has a giver/donor theta role in the sentence.

The first argument ‘ **مان**=*maan*=I’ has also a beneficiary theta role as it takes benefit from the argument ‘**گڏجاٽي**=*gadjani*=meeting’. Thus, it can be said that this argument has one theta role of agent and two thematic relations of agent and beneficiary in the sentence.

Table 6.54: Example 6.54. **ءِيونيورسٽي جي لائيف گذرڻ کان پوءِ جيڪو آهي سو مان وري جيڪو آهي سو نندي ياءُ کان پي ونڊ شروع ڪيا مطلب.**

Coding	Sentence Description	Sentence
N687	Arabic script	**ءِيونيورسٽي جي لائيف گذرڻ کان پوءِ جيڪو آهي سو مان وري جيڪو آهي سو نندي ياءُ کان پي ونڊ شروع ڪيا مطلب.**
	Roman script	Ain university ji life guzran khaon poi jeko aahy so maan wari jeko aahy so nandhy bha khan be wathan shoro kaya matlb.
	Transliteration	Ain=and; university; ji=of; life; guzran=to pass; khaon=from; poi=then; jeko=that; aahy=is; so=that; maan=I; wari=then; jeko=that; aahy=is; so=that; nandhy=younger; bha=brother; khan=from; bhee=also; wathan=to take; shoro=start; kaya=did; matlb=means.
	Translation	After spending the university life then I started taking (money) from my younger brother too.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj:** zero**, VP: وڻڊ شروع ڪيا**= *wathan shoro kaya*=started taking**, PP: يونيورسٽي جي لائيف گذرڻ کان پوءِ**=university ji life guzran khaon poi=after spending the university life**, نندي ياءُ کان**=*nandhe bha khan*=from younger brother**, AdvP: جيڪو آهي سو** =*jeko aahy so*=that is)

Example 6.54 shows a verb phrase ‘ **ونڻ شروع ڪيا**=*wathan shoro kaya*=started taking’ having three arguments. It has one noun phrase ‘**مان**=*maan*=I’ and two prepositional phrases ‘**۽يونيورسٽي جي لائيف گذرڻ کان پوءِ**=ain university ji life guzran khaon poi=after spending the university life’ and ‘**ننڍي ڀاءُ کان**=*nandhe bha khan*=from younger brother’.

The first argument ‘**مان**=*maan*=I’ is a first person singular used at a place of a proper noun. It is doing the action of ‘taking’ (money) from his younger brother. Thus, it can be said that this argument is the subject with nominative case, and it has an agent theta role along with an agentive thematic relation in the sentence. This argument has also a beneficiary thematic relation in the sentence, because it takes benefit of taking money from his younger brother. Thus, it can be said that it is also a beneficiary having a beneficiary thematic relation in the sentence. This argument has also a goal thematic relation, because the money goes from brother to the argument ‘I’. Thus, it can be argued that this argument has also a goal thematic relation in the sentence.

The object of the sentence is hidden; it could be ‘money’ or any other thing. However, the context of the sentence shows that the object of the sentence is ‘money’ which is taken by the subject (I) from his younger brother.

The second prepositional phrase ‘**ننڍي ڀاءُ کان**=nandhe *bha khan*=from younger brother’ shows the source of the sentence (where money is coming from). It shows that the subject ‘I’ takes ‘money’ from his ‘younger brother’. Therefore, it can be said that the noun phrase ‘**ننڍي ڀاءُ**=nandhe bha=younger brother’ is a source of the sentence having a source theta role, because ‘money’ transfers from him to his brother.

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The structure of the sentence shows that the subject is an agent as well as beneficiary of the sentence; it does an action of getting 'money' from his brother and it also takes benefit of taking money. The inward meaning of the sentence is that the subject 'I' is taking 'money' from 'his younger brother' and his younger brother is giving him 'the money'. Though the noun phrase 'younger brother' is not the subject of the sentence, but inwardly it is giving the money to his brother. Thus, it can be said that the argument 'younger brother' is not only the source of the sentence but also giver/donor of the sentence. It has not only the source thematic relation but also giver/donor thematic relation in the sentence.

Table 6.55: Example 6.55..**اُن کان پي ونندو آهيان**

Coding	**Sentence Description**	**Sentence**
N689	Arabic script	**اُن کان پي ونندو آهيان.**
	Roman script	Una khan bhe wathando ahyan.
	Transliteration	Una=him/that; khan=from; bhe=also; wathando=take; ahyan=am.
	Translation	(I) take (money) from him too.
	Syntactic Analysis	(**Subj:** zero**, Obj:** object**, VP: ونندو آهيان**=wathando ahyan=take**, PP: اُن کان**=una khan=from him**, AdvP: پي**=bhe=also)

Example 6.55 is a complex sentence. Its verb phrase '**ونندو آهيان**=*wathando ahyan*=take' has only one argument in the prepositional phrase '**اُن کان**=*una khan*=from him'. The structure of the above stated example shows that it has zero/null subjects and objects. The verb phrase has empty categories at subject and object positions in the Phonetic Form of the sentence. The subject and object are deleted in PF of the sentence which can be recovered through agreement (AGR) and verbal inflections (INFL) in LF of the sentence.

The context of the sentence shows that the subject is a first person singular pronoun '**مان**=*maan*=I' and the object is '**پئيسا**=*pesa*=money'. The inflection

‘**و**=*wao*=agreement’ in the verb ‘**وڃندو**=*wathando*=take’ shows that the subject must be a singular with masculine gender. The inflection ‘**آن**=*aan*=agreement’ in the verb phrase ‘**وڃندو آهيان**=*wathando ahyan*=take’ shows that the subject must be the first person singular ‘I’. Therefore, it can be said that the deleted subject of the sentence is ‘I’ and the deleted object is ‘money’.

The prepositional phrase ‘**اُن کان**=*una khan*=from him’ shows the source of the subject; it shows that ‘money’ comes from ‘him’. Thus, it can be said that the noun phrase ‘**اُن**=*una*=him’ in the prepositional phrase is the source of the sentence, and it has a source theta role along with a source thematic relation in the sentence. However, the deep structure of the sentence shows that the deleted subject ‘I’ is taking ‘money’ from him, and he (him) is giving money to the subject (I). Therefore, it can be said that the noun phrase ‘**اُن**=*una*=him’ is also a giver of the sentence and it has a giver thematic relation in the sentence. This argument has one theta role of ‘source’ and two thematic relations of ‘source’ and ‘giver’ in the sentence.

6.4 Unusual Structures in Sindhi

During the analysis, we came across some unusual sentential structures in Sindhi which are presented below. The speakers used sentences without subjects, objects and there are some other sentences which do not have subjects and objects at all yet they give meaning and their deep structure or Logical Form features subjects and objects.

Sindhi language is a *pro*-drop language where *pro* can be deleted at subject or object position in the Phonetic Form (PF) of the sentences. Like Italian and Spanish languages (Haegeman, 1994), Sindhi also omits the arguments (NPs) at subject and object positions in the PF of the sentence. However, such deleted *pro* or omitted NPs or hidden

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arguments at subject and object positions can be recovered through agreement (AGR) and verbal inflections (INFL) in the sentence. Every deleted argument in the *pro*-drop languages has straightforward way to be identified and recovered in the sentences (Chomsky, 1988).

One of the Sindhi language features/properties is that its speakers can use sentences without subjects, objects and even without subjects and objects both. The PF or the surface structure of the sentence may not have subjects, objects or both, but the LF or the deep structure shows that they have subjects and objects both which can be inferred, identified and recovered through rich agreement and verb inflections (Jokhio, 2010; Bur'ro, 2004).

The person, number and gender of the subject as well object are inferred through verbs and their inflections (Trump, 1972). This is what we came across in the analysis; we found sentences without subjects, sentences without objects and sentences without subjects and objects both.

6.4.1 Sentences with Zero/Null Subjects

The examples from 6.56 to 6.61 show the verb phrases having zero argument (NP) at subject position in surface structure of the sentence. They show null/zero subject argument in the surface structure; however, their deep structure shows that they do have argument at subject position having an agent theta role and a nominative case.

The hidden or deleted subject of the sentence is inferred and recovered through verbal group of the sentence in the Sindhi language. It is a verb phrase of a sentence which shows person, number and gender of a subject as well as object in Sindhi.

The following six examples show that they do not have any arguments at subject positions in the Phonetic Form (PF) of the sentence. However, their Logical Form (LF)

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or the deep structure shows that they do have arguments at their subject positions having the agent theta roles in the sentences.

Table 6.56: Example 6.56.**خيالُ گهٹ ڪيو هُئَس.**

Coding	Sentence Description	Sentence
N210	Arabic script	**خيالُ گهٹ ڪيو هُئَس.**
	Roman script	khayal ghat kayo huwas.
	Transliteration	Khayal=care; ghat=less; kayo=did; huwas=was/were.
	Translation	(He) did less care (for us). Or (He) gave (us) less care.
	Syntactic Analysis	(**Sub:** zero**, Obj: خيالُ**=*khayal*=care**, VPh: ڪيو هُئَس**=*kayo huwas*=did**, AdjP: گهٹ**=*ghat*=less)

Example 6.56 presented above shows the structure of the Sindhi sentences where the speaker uses '**خيالُ**=*khayal*=care' as an object at the initial position and '**ڪيو هُئَس**=*kayo huas*=did' as a verb at the end of the sentence.

The structure of the above stated example shows that it has a transitive verb. It is a transitive as well as an action verb to do an action in the sentence. The action of such sentences (having transitive verbs) passes from subject to the object (Rashdi, 2008). However, the speaker does not do so; he deletes the subject argument in the PF of the sentences which otherwise should have been shown in the sentence. The deleted subject can be recovered through the sentence agreement (AGR) and verb inflections (INFL) in the sentence (Chomsky, 1988). The verb inflections in the above stated sentence show that the hidden subject of the sentence is a third person singular masculine subject (he). Thus, structurally, it can be said that this example satisfies the Projection Principle (PP) and theta-criterion.

The structure of the sentence shows that it has only one argument to discuss about. The argument '**خيالُ**=*khayal*=care' is an abstract noun which is used to show emotions, feelings and care. This argument does not have ability to do action in the sentence,

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because it is an abstract noun. It does not do action in the sentence, because it is an object and objects do not do actions in the sentences. However, this is the argument which shows ability to undergo the action of the sentence.

The context of the sentence shows that the hidden subject (may be speaker's father) in the sentence who has given less care to the unknown indirect object (the speaker). This is the argument which undergoes an action of the sentence. Therefore, it can be said that the argument '**خيالٌ**=*khayal*=care' is the theme or the object having the theme theta role and an accusative case in the sentence.

Structurally, in the surface structure, the subject is hidden or deleted in the Phonetic Form of the sentence; it is not known what/who the subject is, unless we see the Logical Form or the deep structure of the sentence. The person, number and gender of the hidden subject are also unknown; which can be inferred through the verb phrase of the sentence. However, semantically, in deep structure, the context of the transitive verb in the above sentence shows that it has a subject which is a third person singular masculine/feminine (he/she); it is doing an action of taking less 'care' of someone in the sentence.

The inflection '**هُئَس**=*huas*=agreement' is an agreement which is used with transitive verbs to show third person singular masculine as well feminine subject in the past simple tense. The hidden subject (he/she) is doing an action in the sentence; it is subject or agent of the sentence and it has an agent theta role in the sentence. Therefore, it can be said that structurally the verb phrase of the sentence has only one argument '**خيالٌ**=*khayal*=care' which is a theme of the sentence; however, semantically it has two arguments 'care' and the third person singular subject 'she/he'.

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Table 6.57: Example 6.57..**گڏوگڏاُتي سپلايَرکي پي ڳولدوآن**

Coding	Sentence Description	Sentence
M49	Arabic script	**گڏوگڏاُتي سپلايَرکي پي ڳولدوآن.**
	Roman script	Gadogad uty supplier khy bhee gholdo aan.
	Transliteration	Gadogad=together; uty=there; supplier; khy=have; bhee=also; gholdo=find; aan=am.
	Translation	I also look for the supplier.
	Syntactic Analysis	(**Subj:** zero**, Obj: سپلايَر**=supplier**, VP: ڳولدو آن**=*gholdo aan*=look/search**, AdvP: گڏوگڏ**=*gado gad*=together**, اُتي**=*uty*=there**, کي پي**=*khy bhee*=also)

Example 6.57 presents a structure of the Sindhi sentence where the speaker uses '**سپلايَر**=supplier' as an object at the initial position and '**ڳولدو آن**=*gholdo aan*=look/search' as a verb at the end of the sentence. It is a transitive and an action verb that needs an agent to perform action in the sentence. The structure of the above sentence satisfies Projection Principle (PP) but violates Extended Projection Principle (EPP). The sentence is syntactically well represented but it does not have a subject in the Phonetic Form of the sentence. The sentence also satisfies the theta-criterion by theta marking the arguments.

The structure of the sentence shows that it has an empty category (EC) or a null subject in the PF of the sentence. The empty category or the null subject in the PF can be recovered in the LF of the sentence. According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988). The verb infections in the verb phrase of the above sentence show that the deleted subject is the first person singular masculine (I).

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The structure of the sentence shows that its verb phrase has only one argument to discuss about. The argument is '**سپلایَر**=supplier'; it is a common noun which is normally used for a person to do action in the sentence. However, it does not do an action in the sentence, but undergoes an action of the sentence, because it is used at object position in the sentence. This is the argument which is being searched/looked for in the sentence; it is a theme or object of the sentence. Therefore, it can be said that this argument is a theme of the sentence having a theme theta role and an accusative case in the sentence.

The subject of the sentence is deleted or hidden in the surface structure of the sentence; which should be shown in case of transitive verbs. Structurally, subject of the sentence is hidden in the surface structure; it has only one argument which is the object in the sentence.

Structurally, the verb phrase has only one argument '**سپلایَر**=supplier' which is a common noun and a theme of the sentence. However, in Logical Form, the context of the sentence shows that its verb phrase has two arguments '**سپلایَر**=supplier' and '**مان**=*maan*=I'. The inflection '**آن**=*aan*=agreement' in the verb phrase '**ګولدوآن**=*gholdo aan*=look/search' is used to show first person singular masculine subject 'I'. Therefore, it can be said that the verb phrase of the sentence has structurally only one argument but semantically two arguments '**سپلایَر**=supplier' and '**مان**=*maan*=I'. The hidden subject (I) is doing an action of 'looking/searching' in the sentence; it is the subject or the agent of the sentence.

Table 6.58: Example 6.58..**ميٽرڪ ڪليئر ڪئي**

Coding	Sentence Description	Sentence
N332	Arabic script	**ميٽرڪ ڪليئر ڪئي.**
	Roman script	Matric clear kai.
	Transliteration	Matric; clear; kai=did.
	Translation	(I) cleared matric.
	Syntactic Analysis	(**Subj:** zero**, Obj: ميٽرڪ**=*matrik*=matric**, VP: ڪليئر ڪئي**=*clear kai*=cleared)

Example 6.58 presents the Sindhi sentence where the speaker uses '**ميٽرڪ**=*matrik*=matric' as an object at the initial position and '**ڪليئر ڪئي**=*clear kai*=cleared' as a verb at the end of the sentence. It is also a transitive and an action verb which requires an agent to do action in the sentence.

The structure of the sentence shows that it has an empty category (EC) or a null subject in the PF of the sentence. The null subject in the PF is recovered in the LF of the sentence. The deleted argument (e.g. subject) is inferred and recovered through the verb inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988). The verb infections in the verb phrase of the above sentence show that the deleted subject could be any of these subjects: I, we, you, he, she, they or any noun.

The structure of the sentence shows that it has only one argument '**ميٽرڪ**=*matrik*=matriculation', which is a name of the degree, a proper noun. Since it is a name of a degree, it can be said that this argument does not have animate qualities and it does not have capability to do action in the sentence, because it is just a name of a degree. The argument '**ميٽرڪ**=matriculation' cannot do anything on its own, but someone can do the degree 'matriculation'. This is the argument which undergoes an action of the sentence (being done). It is a theme or object of the sentence. Thus, it can be said that this argument is a theme having a theme theta role and an accusative case in

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the sentence. The sentence does not have subject; it has zero argument (NP) at subject position. However, in the Logical Form or semantically, it does have an argument at subject position which is hidden in the sentence that can be can be inferred and recovered through the verb inflections in the sentence. The inflection '**ئي**=*ee*=agreement' in the verb phrase '**ڪليئر ڪئي**=*clear kai*=cleared' shows that the action took place in the past, and the subject can be either a first person, second person or a third person singular subject with feminine as well masculine gender in the past simple tense.

Thus, it can be said that the verb phrase in the above sentence has two arguments at subject and object positions, because it is a transitive verb. The subject of the sentence is hidden in the surface structure of the sentence. However, the deep structure of the sentence shows that it does have an argument at the subject position which is the agent of the sentence, and it has an agent theta role in the sentence. The deleted or hidden subject in the context of this sentence is the first person singular subject 'I'.

Table 6.59: Example 6.59.**يا ايم ئي ۾ ڪا داخلا ڪري نہ سَگھيُس**

Coding	Sentence Description	Sentence
N444	Arabic script	**يا ايم ئي ۾ ڪا داخلا ڪري نہ سَگھيُس**
	Roman script	Ya ME mei ka dakhila kary na saghyus.
	Transliteration	Ya= or; ME; mei=in; ka=any; dakhila=admission; kary=do; na=not; saghyus=could do.
	Translation	Or (I) could not get admission in Master of Engineering.
	Syntactic Analysis	(**Subj:** zero**, Obj: ڪا داخلا**=*ka dakhila*=an admission**, VP: ڪري نہ سگھيُس**=*kar na saghyus*=could not do)

Example 6.59 (discussed also in chapter 5 as an example 5.9) shows the Sindhi sentence having '**ڪا داخلا**=*ka dakhila* =an admission' as an object in the middle and '**ڪري نہ سگھيُس**=*kar na saghyus*=could not do' as a verb at the end of the sentence. It is

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combination of two morphemes ‘**ڪري**=*kare*=do’ and ‘**سگهيُس**=*saghiyus*=could do’ along with a sign of negation ‘**نہ**=*na*=not’.

The structure of the sentence shows that it has a null subject in the PF of the sentence. The null subject in the PF can be recovered in the LF of the sentence. The deleted argument is recovered through the verb inflections and agreement (Chomsky, 1988). The verb infections in the verb phrase of the above sentence show that the deleted subject is a first person singular masculine ‘I’.

The morpheme ‘**ڪري**=*kare*=do’ is a bound morpheme which cannot come alone in the sentence. It can be used as a main verb in present simple tense but even then it cannot be called a free morpheme, because it does not give complete meaning unless another morpheme is added to it.

The second morpheme in the verb phrase ‘**سگهيُس**=*saghyus*=could do’ is also a bound morpheme which cannot come alone in a sentence to give meaning unless it is attached to other morphemes. It is used as a main verb of the sentence which shows ability of the subject to continue work in the past time. It is used as like a modal verb, which is used to show to ability to work. The internal structure of this morpheme shows that it has been derived from a common noun ‘**سَگهہ**=*sagha*=ability’.

The sign of negation in the verb phrase is used to show that the work of the sentence could not take place; meaning that subject of the sentence could not get admission in Master of Engineering. The prepositional phrase in the sentence qualifies the noun ME that the subject of the sentence could not get admission in ME.

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The surface structure or PF of the above stated example shows that the verb phrase of the sentence has only one argument '**کا داخلا**=*ka dakhila*=an admission'. However, semantically, the Logical Form of the sentence shows that the verb phrase has two arguments '**کا داخلا**=*ka dakhila*=an admission' and the first person singular masculine pronoun '**مان**=*maan* =I'. Thus, it can be said that the hidden subject of the above sentence is 'I'; having an agent theta role and a nominative case.

Table 6.60: Example 6.60.**اُتي گَڏُوڻي ويندوهو.**

Coding	Sentence Description	Sentence
N206	Arabic script	**اُتي گَڏُوڻي ويندوهو.**
	Roman script	uty gad wathee weendo ho.
	Transliteration	Uty=there; gad=together; wathee=took; weendo=will go; ho=was.
	Translation	(He) would take (us) there.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: وڻي ويندو هو**=*wathee weendo ho*=would take**, AdvP: اُتي**=*uty*=there**, گَڈُ**=*gad*=together)

Example 6.60 shows the structure of the Sindhi sentence where the speaker uses zero subjects, zero objects and '**وڻي ويندوهو**=*wathee weendo ho*=used to take' as a verb at the end of the sentence. The structure of the above example shows that it has zero/null subject and object in the Phonetic Form of the sentence. The PF of the sentence shows that it has neither subject nor object in it. However, the Logical Form of the sentence shows that it does have arguments at subject and object positions which are deleted in the PF of the sentence. The deleted or hidden arguments can be inferred and recovered through the agreement (AGR) and verb inflections (INFL) in the sentence.

The context of the sentence shows that someone is taking someone to somewhere else, but who is taking whom to where is not mentioned in the sentence. The subject and object are hidden in PF of the sentence. However, semantically, the LF of the sentence shows that the sentence has a subject which is a third person singular

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masculine subject ‘he’. The inflectional morpheme ‘**هو**=*ho*=agreement’ in the verb phrase ‘**وڃي ويندو هو**=*wathee weendo ho*=used to take’ shows that the deleted subject is the third person singular with masculine gender and tense of the sentence is past simple tense. In this regard, therefore, it can be said that verb phrase of the above sentence has a deleted argument which is the subject (He) or agent of the sentence having an agent theta role and a nominative case in the sentence.

The context of the verb phrase shows that the hidden or deleted object of the sentence could be first, second or third person singular or plural. However, in this sentence, the hidden argument at object position is either ‘me’ or ‘us’, having a theme theta role and an accusative case in the sentence. It is one of the morphosemantic features of the Sindhi language that it deletes or omits its arguments at subject and/or object positions. Mostly, people hide subject and object arguments in the surface structure of the spoken Sindhi sentences, but their deep structure shows that they do have arguments at subject and object positions which are recovered through verb phrases and their inflections.

Table 6.61: Example 6.61..**هليوويندوهوس ٻنيءَ تي**

Coding	**Sentence Description**	**Sentence**
M490	Arabic script	**هليوويندوهوس ٻنيءَ تي.**
	Roman script	Halyo wendo hos bhani ty.
	Transliteration	Halyo=went; wendo=will go; hos=was; bhani=field/land; ty=on.
	Translation	(I) used to go to the fields.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: هليوويندوهوس**=*halyo wendo hos*=used to go**, PP: ٻنيءَ تي**=*bhani ty*=go to the fields)

Example 6.61 presented above shows the Sindhi sentence where the speaker uses zero subjects, zero objects and ‘**هليو ويندوهوس**=*halyo wendo hos*=used to go/would go’ as a verb at the end of the sentence. The verb phrase is combination of three

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morphemes ‘**هليو**=*halyo*=came/went’, ‘**ويندو**=*wendo*=will go’ and ‘**هوس**=*hos*=would’. This verb is an intransitive and action verb having a hidden agent who is going to the fields.

Structurally, the verb phrase does not have any arguments at both subject and object positions in the sentence. The structure of the sentence shows that it has neither subject nor object in it. Thus, keeping this point in view, it can be said that the sentence has zero arguments at subject position in the PF of the sentence. However, the Logical Form of the sentence shows that it does have an argument which is deleted in the PF of the sentence. The deleted argument at subject position in the PF of the above sentence is recoverable through agreement (AGR) and inflections (INFL) of the verb phrase (Haegeman, 1994). The context of the verb phrase shows that the hidden or deleted subject of the sentence is the first person singular having masculine gender ‘I’.

The inflection ‘**و**=*wao*=agreement’ in the morphemes ‘**هليو**=*halyo*=came/went’, ‘**ويندو**=*wendo*=will go’ and ‘**هوس**=*hos*=used to’ of the verb phrase show that the subject of the sentence is singular and it has masculine gender. The inflection or a sound ‘**س**=*/s/ sound*=agreement’ is used with the verb phrase to show the first person singular feminine as well as masculine subject in the past habitual tense. Therefore, it can be said that the hidden subject of the sentence is first person singular masculine subject in the past habitual tense which is hidden in the surface structure of the sentence. The sentence shows that the subject used to do something habitual in the past time.

The context of the sentence shows that the subject is going from an unknown place (may be from his home) to the fields, but who is going from where is not mentioned in the sentence; subject is deleted in PF of the sentence. However, semantically, the verb phrase of the sentence shows that it has a subject which is the

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first person singular masculine subject (I). Therefore, it can be said that verb phrase of the above sentence has a hidden argument at subject position which is a subject or an agent of the sentence and it is a first person singular masculine subject '**مان**=*maan*=I'.

The hidden subject (I) is doing an action of 'going' from home to the fields. Thus, it can be said that the hidden subject is an agent of the sentence having an agent theta role and an agent thematic relation along with a nominative case in the sentence.

6.4.2 Sentences with Zero/Null Objects

The examples from 6.62 to 6.67 show verb phrases having null/zero arguments at object position in the Phonetic Form of the sentences. They show zero object argument in the PF; however, their Logical Forms show that they do have object arguments having theme theta roles.

The subject and object of the sentence are inferred, identified and recovered through a verbal group of the sentence in the Sindhi language. It is a verb phrase which shows person, number and gender of the subject and object in the Sindhi language.

The following six sentences show that they do not have any arguments at the object position yet in deep structure they do have arguments having theme theta roles with an accusative case.

Table 6.62: Example 6.62..**پرباباکونہ کندوھو**

Coding	**Sentence Description**	**Sentence**
N204	Arabic script	**پرباباکونہ کندوھو.**
	Roman script	Per baba ko na kando ho.
	Transliteration	Per=but; baba=father; ko=any; na=not; kando=will do; ho=was.
	Translation	But father would not do.
	Syntactic Analysis	(**Subj: باپا** =*baba*=father**, Obj:** zero**, VP: کو نہ کندو ھو**=*ko na kando ho*=would not do**,Conj: پر**=*per*=but)

Example 6.62 shows the structure of the Sindhi sentence where the speaker uses '**بابا**=*baba*=father' as a subject at initial position and '**کو نہ کندو هو**=*ko na kando ho*=would not do' as a verb at the end of the sentence. It has a transitive verb which requires subject and object to give a complete sense of the sentence. However, the speaker does not do so; he deletes the object argument in the PF of the sentence which should otherwise be shown in the sentence. The deleted argument at object position in the PF of the above sentence can be recovered through agreement (AGR) and inflections (INFL) of the verb phrase (Haegeman, 1994). The context of the verb phrase shows that the deleted object of the sentence is 'work'.

The structure of the above stated example shows that it has only one argument to discuss about. Its argument '**بابا**=*baba*=father' is a common noun used for the third person singular masculine subject. It has an ability to do action in the sentence. Same is the case in this sentence; it is doing an action of 'not doing' something in the sentence. It is a doer of the action in the sentence. Thus, it can be said that this argument is a subject or an agent having an agent theta role along with a nominative case in the sentence. The sign of negation '**کو نہ**=*ko na*=not' is used to show that subject is not doing something particular (may be work) in the sentence.

The sign of negation (not) shows that subject is not doing something in the sentence; may be someone asks him to do something and he denies to do that, maybe he is doing something against them. The context of the verb phrase does not show the thing that subject is not doing in the sentence and what makes the subject not to do that thing. The speaker tries to show that subject denies doing a particular action, like he would send his children to school rather than sending them to the fields.

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The theme of the sentence is hidden in surface structure of the sentence. It can be seen that subject is not doing something in the sentence; a work. Therefore, keeping the context and structure of the sentence, it can be said that the above sentence has a hidden object or theme (a work, a job or any other thing) which is not known to us and the hidden argument (object) is a theme of the sentence having a theme theta role.

Table 6.63: Example 6.63.**مانوَيُس**

Coding	**Sentence Description**	**Sentence**
N486	Arabic script	**مانوَيُس**
	Roman script	Maan wayus.
	Transliteration	Maan=I; wayus=went.
	Translation	I went.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj:** zero**, VP:وَيُس**=*wayus*= went)

Example 6.63 shows the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as a subject at the initial position and '**وَيُس**=*wayus*=went' as a verb at the end of the sentence. The structure of the above example shows that it has an intransitive verb which requires only subject to show action in the sentence. Thus, above example has only one argument the first person singular '**مان**=*maan*=I' which is used at the place of a proper noun. The sentence satisfies the PP, EPP and theta-criterion by theta marking the arguments.

The verb '**وَيُس**=*wayus*=went' is an intransitive verb which shows that the subject '**مان**=*maan*=I' went from one place to another. It is also an action verb which requires an agent to do action in the sentence. It has only one argument which is an agent of the sentence; it does an action of 'going' from one place to another. Thus, it can be said that the argument '**مان**=*maan*=I' is a subject with a nominative case, and it has an agent theta role with an agentive thematic relation in the sentence.

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Besides, the phonological inflection ‘ ُ=*pesh*=phonological agreement’ in the verb phrase ‘**وَيُس**=*wayus*=went’ shows that the subject of the sentence must be a first person singular masculine. Therefore, one has to be careful while pronouncing the morpheme ‘**وَيُس**=*wayus*=went’. A slight mistake or change in the pronunciation will lead to a new form with different meaning. Structurally and semantically, the verb phrase of this sentence has only one argument which is a first person singular masculine ‘I’ having agent theta role inn the sentence.

Table 6.64: Example 6.64..**۽سڄي دُنيا فوڪَس ڪري پئي**

Coding	Sentence Description	Sentence
M102	Arabic script	**۽سڄي دُنيا فوڪَس ڪري پئي.**
	Roman script	Ain sajee dunya focus kary pai.
	Transliteration	Ain=and; sajee=whole; dunya =world; focus; kary=do; pai=is.
	Translation	And the whole world is focusing.
	Syntactic Analysis	(**Subj: سڄي دُنيا**=*sajee dunya*=the whole world**, Obj:** zero**, VP: فوڪَس ڪري پئي**=*focus kary pai*=is focusing**, Conj: ۽**=*ain*=and)

Example 6.64 shows the Sindhi sentence where the speaker uses ‘**دُنيا**=*dunya*=the world’ as a subject at initial position, zero argument at object position and ‘ **فوڪَس ڪري پئي**=*focus kary pai*=is focusing’ as a verb at the end of the sentence. The structure of the sentence shows that it has a transitive verb which requires subject and object to show its complete action. However, the sentence has only one argument at the subject position. The argument at the object position is deleted in the PF of the sentence. The deleted argument at object position can be recovered through agreement and verb inflections in the sentence. The sentence satisfies the PP, EPP and theta-criterion by theta marking the arguments.

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The argument '**دُنيا**=*dunya*=the world' is used for the people in this sentence; meaning that the people are focusing on 'something' and that 'something' is unknown in this sentence. It could be something particular like linguistics, novels or research, etc. The context of the sentence shows that the whole world (the people) is focusing on something which is unknown in this sentence. The argument '**دُنيا**=*dunya*=the world' is a subject or an agent of the sentence which is doing an action of focusing on something. Therefore, it can be said that this argument is a subject or an agent having a nominative case and an agent theta role with an agentive thematic relation in the sentence.

The object or the theme of the sentence is hidden in the sentence; it is not known which thing undergoes an action of the sentence, what is the thing that the whole world is focusing on. It can be seen that the object of the sentence is hidden/deleted in the PF of the sentence; it can be a particular thing, a game, a research, etc. It is not known what/who is an object or a theme of the sentence; all is known is that the object of the sentence is hidden. However, the context of the verb phrase of the sentence shows that the whole world is focusing on research; meaning that everyone is focussing on the research. Therefore, it can be said that the hidden object of above the sentence is 'research' which is being focused by the whole world. It is an object or a theme of the sentence having a theme theta role and an accusative case in the sentence.

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Table 6.65: Example 6.65.امان ڈي پي جيڪو آهي سو موڪليَم

Coding	Sentence Description	Sentence
N644	Arabic script	**امان ڈي پي جيڪو آهي سو موڪليَم.**
	Roman script	Amman dy bhee jeko aahy so mokliam.
	Transliteration	Amman=mother; dy=to; bhee=also; jeko=that; aahy=is; so=that; mokliam=sent.
	Translation	(I) also sent (money) to mother.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: موڪليَم**=*mokliam*=sent**, PP: امان ڈي**=*amman dy*=to mother**, AdvP: پي جيڪو آهي**=*bhee jeko aahy so*=also)

Example 6.65 shows the structure of the Sindhi sentence where the speaker uses zero subjects, zero objects, '**امان**=*amman*=mother' as an indirect object at initial position and '**موڪليَم**=*mokliam*=sent' as a verb at the end of the sentence. The verb phrase of this sentence is a ditransitive verb which needs to have three arguments subject, a direct object and an indirect object to show complete action of the sentence. However, the structure of the sentence shows that it has only one argument in the prepositional phrase of the sentence '**امان ڈي**=*amman dy*=to mother'. Structurally, this sentence satisfies PP and theta-criterion, but violates EPP by not having an overt subject.

The structure of the above stated example shows that it has only one argument that is an indirect object of the sentence. The empty categories (ECs) or null arguments are used at the subject and object positions in the sentence. The subject and object arguments are deleted in the Phonetic Form (PF) of the sentence that can be recovered in the Logical Form (LF) of the sentence. The deleted arguments can be recovered through agreement (AGR) and verb inflections (INFL) in the sentence (Chomsky, 1988). The context and the verb inflections show that the hidden or deleted subject and object are 'I' and 'money'.

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The argument '**امان**=*amman*=mother' in the prepositional phrase is a common noun which is used for a third person singular feminine (mother). It has capability to do any action in the sentence, it is used for humans and humans are capable of doing actions. However, it does not do action in this sentence; it neither does an action nor undergoes an action of the sentence. This argument does not do action in the sentence, because it is used as an indirect object; the indirect objects do not do actions but get benefits in the sentences. Therefore, it can be said that this argument is a beneficiary of the sentence, and it has a beneficiary theta role along with a dative case in the sentence.

The context of the sentence shows that something is being sent to the argument '**امان**=*amman*=mother' by the hidden subject (I), but we do not know what is the thing that is sent to the mother and who is the sender in the sentence. Structurally, the sentence shows it has zero subjects and zero objects. However, semantically, the deep structure of the sentence shows that the sentence has hidden subject and object.

The inflection '**يَم**=*yam*=agreement' in the verb '**موكليَم**=*mokliam*=sent' shows that the subject of the sentence is a first person singular feminine as well as masculine in past simple tense. This inflection shows that the person, number and gender of the hidden object is third person plural with masculine gender. Therefore, it can be said that the hidden subject of the sentence is the first person singular '**مان**=*maan*=I' and the object is anything third person plural masculine (money). The context shows that the argument 'I' sends 'money' to his mother.

The object of the sentence is hidden in PF of the sentence; it is hidden/deleted, all that is known is that it is a third person plural masculine. However, the context of the verb phrase shows that it is the ditransitive verb which needs at least three arguments to show complete action of the sentence. The context of the sentence shows that its hidden

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subject is ‘I’ having an agent theta role, hidden object is ‘money’ having a theme theta role and a beneficiary is ‘mother’ having a beneficiary theta role in the sentence.

Table 6.66: Example 6.66.**اسانڈئوسين**

Coding	**Sentence Description**	**Sentence**
N794	Arabic script	**اسانڈئوسين.**
	Roman script	Assan dithosein.
	Transliteration	Assan=we; dithosein=saw.
	Translation	We saw.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: ڈئوسين**=*dithosein*= saw)

Example 6.66 shows the structure of the Sindhi sentence where the speaker uses ‘**اسان**=*assan*=we’ as a subject at the initial position and ‘**ڈئوسين**=*dithosein*=saw’. It is a transitive verb which needs subject and object to show complete action in the sentence. However, sometimes, it can also be used as intransitively as well.

The structure of the sentence shows that it has only one argument at subject position. As stated above, this verb can be used transitively as well as intransitively. In case of intransitive verb, it follows the standard Sindhi sentence structure by having only subject in the Phonetic Form of the sentence. In case of transitive, the above sentence violates the sentence structure by having a zero/null subject. However, such violations are allowed in the *pro*-drop languages like Italian, Spanish (Haegeman, 1994) and Sindhi language where *pro* is usually deleted in the PF of the sentence. The context of the verb phrase shows that the hidden object could be a person, a book, a thing, etc. The sentence satisfies the PP, EPP and theta-criterion by theta marking the arguments.

This verb is an action verb which needs an agent to perform an action in the sentence. The verb phrase has only one argument to discuss about in this sentence. The argument of the above verb phrase is ‘**اسان**=*assan*=we’; it is a first person plural

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pronoun having feminine as well masculine gender. It has ability to do action in the sentence. Same is the case in this sentence; it is doing an action of 'seeing' something or someone. The context of the sentence shows that the argument is doing an action of 'seeing' something in the sentence. Thus, it can be said that it is an agent having a nominative case and an agent theta role in the sentence.

The structure of the sentence shows that the sentence does not have argument at the object position. However, the Logical Form of the sentence shows that it does have an argument at the object position which can be a person or an object that was seen by the subject (we). The object of the sentence is deleted in PF of the sentence, which can be inferred and recovered from the verb phrase of the sentence. The verb inflection shows that the deleted object is either a person or a thing which is seen by the subject. Thus, it can be said that the hidden object is a theme of the sentence having a theme theta role and an accusative case.

Table 6.67: Example 6.67..**بابا هُن کي فورس کيو هو تہ پنجين کلاس ۾ هِن کي ڏيو**

Coding	**Sentence Description**	**Sentence**
M351	Arabic script	**بابا هُن کي فورس کيو هو تہ پنجين کلاس ۾ هِن کي ڏيو.**
	Roman script	Baba hun khy force kayo ho ta panjein class mei hin khy dio,
	Transliteration	Baba=father; hun=him; khy=have; force; kayo=did; ho=had; ta=that; panjein=fifth; class; mei=in; hin=him; khy=have; dio=give.
	Translation	Father had forced him to give him (admission) in the fifth class.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Direct Obj: هُن کي**=*hun khy*=him**, Indirect Obj: هِن کي**=*hin khy*=him**, VP: فورس کيو**=*force kayo*=forced**, ڏيو**=*dio*=give, **Conj: تہ**=*ta*=that, **PP: پنجين کلاس ۾**=*panjein class mei*=in fifth class)

Example 6.67 (presented previously as 6.51) has two clauses; dependent and independent clause. The dependent clause cannot convey meaning on its own, while independent clause conveys meaning itself. In this sentence, they are used as one clause to give complete meaning of the sentence. The structure of the above stated sentence shows that it satisfies the PP, EPP and theta-criterion.

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Independent Clause:

'بابا هُن کي فورس کيو هو.'

Baba hun khy force kayo ho. (Sindhi in Roman script)

Father him forced had. (Transliteration)

Father had forced him. (English Translation)

There are two arguments with the verb phrase '**فورس کيو هو**=*force kayo ho*=had forced' in the independent clause. The arguments are '**بابا**=*baba*=father' and '**هُن کي**=*hun khy*=him'. The argument '**بابا**=*baba*=father' is a common noun which is used for a person (father). It is a subject of the clause doing an action of forcing someone for something. Therefore, it can be said that this argument is an external argument having an agent theta role and an agentive thematic relation along with a nominative case in the clause.

The argument '**هُن کي**=*hun khy*=him' is an internal argument with an accusative case in the clause. This is the argument which undergoes an action of the agent in the sentence. Therefore, it can be said that this argument has a theme theta role in the independent clause.

Dependent Clause:

"تہ پنجين ڪلاس ۾ هِن کي ڏيو"

Ta panjein class mei hin khy dio. (Sindhi in Roman script)

That fifth class in him give. (Transliteration)

That give him (admission) in the fifth class. (English Translation)

There is one noun phrase and one prepositional phrase with the verb phrase '**ڏيو**=*dio*=give' in the dependent clause. The noun phrase is '**هِن کي**=*hin khy*=him' and the prepositional phrase is '**پنجين ڪلاس ۾**=*panjein class mei*=in the fifth class'. The

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subject and the object are hidden in this clause. The deleted arguments are recovered through agreement (AGR) and verb inflections (INFL).

The argument '**هِن کي**=*hin khy*=him' is used as an object complement at the place of object in the clause. It is an indirect object which is used at the place of direct object in the clause. It can be said that this argument is used like a theme in the sentence. However, the context of the sentence shows that it is not a theme but a beneficiary of the sentence, because it takes the benefit of taking admission in the fifth class. Thus, it can be said that the argument '**هِن کي**=*hin khy*=him' has a beneficiary theta role with a beneficiary thematic relation in the sentence. It is used as an indirect object, thus it has a dative case in the sentence. The dependent clause cannot stand alone on its own; it always needs an independent clause to give a complete sense. These clauses cannot be separated otherwise the meaning of the sentence would be incomplete.

6.4.3 Sentences with Zero/Null Subjects and Objects

The examples from 6.68 to 6.73 show the verb phrases having zero/null arguments at both subject and object positions in the surface structures of the sentences. They show zero subject and zero object arguments in the Phonetic Form; however, their Logical Form shows that they have subject and object arguments having an agent and a theme theta roles positively. The subjects and objects of the sentences are inferred, identified and recovered through the verb phrases in the Sindhi language. It is the verb phrase which shows person, number and gender of the subject and object in the Sindhi language. The following six sentences show that they do not have any arguments at both subject and objects position in the Phonetic Form of the sentence; however, their Logical Form features the presence of subject and object arguments having an agent and a theme theta roles.

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Table 6.68: Example 6.68..**اُتي گَڏُونيويندوهو**

Coding	Sentence Description	Sentence
N206	Arabic script	**اُتي گَڏُونيويندوهو.**
	Roman script	uty gad wathee weendo ho.
	Transliteration	Uty=there; gad=together; wathee=took; weendo=will go; ho=was.
	Translation	(He) would take (us) there.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: وني ويندوهو**=*wathee weendo ho*=would take**, AdvP: اُتي**=*uty*=there**, گَڏُ**=*gad*=together)

Example 6.68 presents the structure of the Sindhi sentence where the speaker uses zero subjects, zero objects and '**وني ويندو هو**=*wathee weendo ho*=used to take' as a verb at the end of the sentence. The structure of the above example shows that it has zero/null arguments at subject and object positions in the PF of the sentence. The PF of the sentence shows that it has neither subject nor object in it. However, the LF shows that it does have arguments at subject and object positions which are deleted in PF. This sentence satisfies PP and theta-criterion, but violates EPP.

The context of the sentence shows that someone is taking someone to somewhere else. The subject and the object are deleted in LF of the sentence. However, LF features the presence of a subject which is a third person singular masculine 'he'. The inflection '**هو**=*ho*=agreement' in the verb phrase '**وني ويندو هو**=*wathee weendo ho*=used to take' shows that the hidden subject is the third person singular with masculine gender and tense of the sentence is past. Therefore, it can be said that the above sentence has a deleted subject (He) having an agent theta role and a nominative case in the sentence.

The context of the verb phrase shows that the deleted object of the sentence could be first, second or third person singular or plural. However, in this sentence, the hidden argument at object position is either 'me' or 'us', having a theme theta role and an accusative case in the sentence.

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Table 6.69: Example 6.69.**ڈَئي آيُس**

Coding	Sentence Description	Sentence
N642	Arabic script	**ڈَئي آيُس.**
	Roman script	Dai aayus.
	Transliteration	Dai=give; aayus=came.
	Translation	(I) gave (money).
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: ڈَئي آيُس**=*dai aayus*= gave)

Example 6.69 presents the Sindhi sentence where the speaker uses zero subjects, zero objects and '**ڈَئي آيُس**=*dai aayus*=gave' as a verb at the end of the sentence. It is combination of two words or morphemes '**ڈَئي**=*dai*=gave' and '**آيُس**=*aayus*=came'. It is a transitive verb whose action passes from subject to object in the sentence. This verb phrase is also a ditransitive verb which requires three arguments to give a complete sense of the sentence. However, the case is reverse in this sentence; the speaker does not do so; he deletes the arguments at subject and object positions in the sentence which should otherwise be shown in the sentence. The sentence satisfies Projection Principle and theta-criterion, but violates Extended Projection Principle.

The structure of the above presented example shows that the verb phrase has zero arguments or empty categories at subject and object positions; it has zero subjects and objects. The structure of the verb phrase shows that it has neither agent nor theme and nor any other argument. The deleted subject and object can be inferred and recovered through the agreement (AGR) and verb inflections (INFL) in the sentence. According to Recoverability Condition, an argument (subject) which is deleted in PF can be recovered in LF. The deleted argument can be recovered through the verb inflections (Chomsky, 1988). Like Italian (Haegeman, 1994), Sindhi also drops its *pros* at subject positions in the sentences.

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The surface structure of the sentence shows that it has zero subjects and objects means zero theta roles. However, the deep structure shows that the sentence has arguments at the position of subject and object. In other words, semantically, the verb phrase of the sentence has hidden arguments in the sentence which are inferred and recovered through the verbal group in the Sindhi language (Baig, 2006; Allana, 2010 & Jokhio, 2013).

The inflection '**آيُس**=*aayus*=came' used in the verb phrase '**ڏَئي آيُس**=*dai aayus*= gave' is used to show person, number and gender of the subject and also tense of the sentence. The phonological inflection ' ُ=*pesh*=phonological agreement' in the inflection '**آيُس**=*aayus*=came' shows that the subject of the sentence is a first person singular masculine subject '**مان**=*maan*=I'. Thus, it can be said that the deleted subject of the sentence is the first person singular masculine subject having the agent theta role and the nominative case in the sentence.

Semantically, the context of the sentence shows that the agent of the sentence is doing an action of giving something to someone, but it is not shown what is that thing and to whom the agent is giving it in the sentence. As stated above, the phrase in this sentence is a ditransitive verb which must have three arguments to give a complete sense of the sentence. The context of the sentence shows that the thing that the subject is giving in the sentence could be 'money', 'books', 'pens', etc. However, in this sentence, the thing which is being given (the object) is 'money'; meaning that subject 'I' gave 'money'. The context of the sentence shows that the subject 'I' gave 'money' to 'someone' in the sentence. The argument 'someone' could be subject's mother, sister or younger brother who got money from the subject 'I'. Therefore, it can be said that the PF of the sentence shows that it has zero arguments, but LF of the sentence features the

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presence of a subject, an object and a beneficiary having an agent, a theme and a beneficiary theta roles along with a nominative, accusative and a dative case in the sentence.

Table 6.70: Example 6.70..**بِنهي کي اَصُل**

Coding	Sentence Description	Sentence
N274	Arabic script	**بِنهي کي اَصُل.**
	Roman script	Bbinhi khy asaul.
	Transliteration	Bbinhi=both; khy=have; asaul=original.
	Translation	(He beat us) both.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP:** zero**, AdvP: بِنهي کي اَصُل**=*binhi khy asaul*=both)

Example 6.70 presented above shows the structure of the Sindhi sentence where the speaker uses zero subject, zero object, zero verb and '**بِنهي کي اَصُل**=*binhi khy asaul*=both' as an adverb in the sentence. Example 6.70 is complex sentence as it has neither subject nor predicate but only an adverbial phrase. This sentence has only an adverbial phrase which is linked to the previous sentence. Such sentences are used in Sindhi to qualify the verb and predicates in their preceding sentences; they qualify to what comes before them. The English translation of this sentence is 'both', which qualifies something which comes before this sentence. Such sentences are translated according to the context of these sentences and paragraphs; they mean according to the context as well.

The structure of the above stated example shows that it has only an adverbial phrase which qualifies its preceding sentence. The speaker ellipsis in this sentence; he leaves the sentence half complete. An argument or other element can only be left or deleted if it has a straightforward way for the hearer to identify and recover the deleted arguments (Chomsky, 1988). Such constructions in Sindhi are used to qualify the preceding predicates, phrases, clauses and sentences.

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Apparently, in the surface structure, it shows this example does not have verb phrase, subject and object. However, the deep structure of the sentence shows that it is connected to the previous sentence which has a VP along with arguments at subject and object positions. Thus, it can be said that this sentence is linked to the previous sentence; it qualifies the preceding sentence.

Table 6.71: Example 6.71.**واپسِ اچي وياسي**

Coding	**Sentence Description**	**Sentence**
M293	Arabic script	**واپسِ اچي وياسي.**
	Roman script	Wapis achi wayase.
	Transliteration	Wapis=back; achi=come; wayase=went.
	Translation	(We) came back.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: واپسِ اچي وياسي**=*wapis achi wayase*=came back)

Example 6.71 shows the structure of the Sindhi sentence where the speaker uses zero subject, zero object and '**واپسِ اچي وياسي**=*wapis achi wayase*=came back' as a verb in the sentence. The verb phrase is combination of three morphemes '**واپسِ**=*wapis*=back' and '**اچي**=*achi*=agreement' and '**وياسي**=*wayase*=went'. It is an intransitive and action verb which requires an agent to do an action in the sentence. However, the case is reverse here in this sentence; it is an intransitive verb and also an action verb yet it has structurally zero subject or agent; subject is deleted in PF of the sentence.

The structure of the sentence shows that it has an empty category (EC) at subject position in PF of the sentence. However, this deleted subject is recovered through agreement and verb inflections in the sentence. As stated earlier, Sindhi is a *pro*-drop language where subjects or objects are dropped in the PF of the sentence. The deleted arguments are recovered through AGR and INFL in LF of the sentence. The context of the sentence shows that the hidden or deleted subject of the above example is a first person plural masculine subject 'we'.

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The PF of the sentence shows that the verb phrase has zero arguments; it has null subject and object. The structure of the verb phrase shows that it has neither agent nor theme and nor any other argument in PF of the sentence. The PF of the sentence shows that it has zero subjects and objects. However, LF shows that the verb phrase has deleted arguments which are inferred and recovered through verb inflections. The verb inflections help to infer and identify the person, number and gender of the arguments (Allana, 2010).

The inflectional morpheme '**وياسي**=*wayase*=went' used in the verb phrase is used to show person, number and gender of the subject and also tense of the sentence. The phonological inflection '**آ**=*aa*=phonological agreement' in the inflectional or bound morpheme '**وياسي**=*wayase*=went' shows that the subject of the sentence is a first person plural masculine subject '**اسان**=*assan*=we'. Thus, it can be said that the hidden subject or agent of the sentence is the first person plural masculine subject 'we' having an agent theta role and a nominative case in the sentence.

Semantically, the context of the sentence shows that the agent of the sentence is doing an action of coming back from somewhere, but it is not known which place the subject (we) is coming from; all is known is that the hidden subject is coming back from somewhere in the sentence. It may be coming from the office, school, university, etc. Therefore, it can be said that structurally the verb phrase of the sentence has zero arguments, but semantically it has one hidden argument which is the agent of the sentence and it has the agent theta role in the sentence.

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Table 6.72: Example 6.72..**روز کندو آهيان**

Coding	Sentence Description	Sentence
M735	Arabic script	**روز کندو آهيان.**
	Roman script	Roz kando aahyan.
	Transliteration	Roz=daily; kando=do; aahyan=am.
	Translation	(I) do every day (job).
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: کندو آهيان**=*kando aahyan*=do**, AdvP: روز**=*roz*=every day)

Example 6.72 shows the Sindhi sentence where the speaker uses zero subject, zero object and '**کندو آهيان**=*kando aahyan*=do' as a verb in the sentence. This verb is a combination of two morphemes '**کندو**=*kando*=will do' and '**آهيان**=*aahyan*=am'. It is a transitive and an action verb which needs an agent to do an action in the sentence. However, we have a different case in this sentence; it is a transitive verb yet it has structurally (in the surface structure) neither subjects nor objects. This sentence satisfies PP and theta-criterion, but violates EPP.

The structure of the sentence shows that the verb phrase has zero arguments in the Phonetic Form of the sentence. The structure of the verb phrase shows that it has neither agent nor theme and nor any other theta role. However, the Logical Form of the sentence shows that it does have arguments at subject and object positions which are deleted in PF of the sentence. The deleted arguments can be recovered through agreement (AGR) and inflections (INFL). The context of the verb phrase shows that the deleted subject and object are a first person singular masculine 'I' and a third person singular masculine 'work'.

The morpheme '**کندو**=*kando*=will do' used in the verb phrase is used to show person, number and gender of the subject and also tense of the sentence. The inflection

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‘**و**=*wao*=agreement’ in the morpheme ‘**کندو**=*kando*=will do’ shows that the hidden subject of the sentence is singular and it has masculine gender.

The morpheme ‘**آهیان**=*aahyan*=am’ is used to show that the subject of the sentence is a first person singular masculine ‘**مان**=*maan*=I’. Therefore, it can be said that the hidden subject of the sentence is a first person singular masculine subject ‘I’. The context of the sentence shows that the hidden subject (I) does something every day. The argument ‘something’ could be a work, a routine habit, a job, etc. Thus, it can be said that the subject ‘I’ does ‘a work’ everyday; where ‘I’ is subject having an agent theta role and a nominative case and ‘a work’ is an object having a theme theta role and an accusative case.

Semantically, the context of the above sentence shows that the agent of the sentence is doing an action of doing something, but we do not know what work or action the subject is doing in the sentence; all we know is that the hidden subject does something. The work may be a job, any habitual action (like taking bath) or any other routine work (like taking breakfast at 7 am). Therefore, it can be said that the verb phrase of the above sentence has zero arguments in the PF; however, semantically, the LF of the sentence shows arguments at subject and object positions having an agent and a theme theta roles in the sentence.

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Table 6.73: Example 6.73..**هليوويندوهوس ٻنيءَ تي**

Coding	Sentence Description	Sentence
M490	Arabic script	**هليوويندوهوس ٻنيءَ تي.**
	Roman script	Halyo wendo hos bhani ty.
	Transliteration	Halyo=went; wendo=will go; hos=was; bhani=farm; ty=on.
	Translation	(I) used to go to the fields.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: هليوويندوهوس**=*halyo wendo hos*=used to go**, PP: ٻنيءَ تي**=*bhani ty*=go to the fields)

Example 6.73 (discussed also previously as 6.61) presents the Sindhi sentence where the speaker uses zero subjects, zero objects and '**هليو ويندو هوس**=*halyo wendo hos*=used to go' as a verb at the end of the sentence. The verb phrase is combination of three morphemes '**هليو**=*halyo*=came/went', '**ويندو**=*wendo*=will go' and '**هوس**=*hos*=would'. This verb is an intransitive and an action verb having a hidden agent doing an action of going to the fields. The sentence satisfies the PP and theta-criterion by theta marking the arguments, but it violates EPP.

Structurally, the verb phrase does not have any arguments at both subject and object positions PF of the sentence. The structure of the sentence shows that it has neither subject nor object in it. Thus, it can be said that the sentence has zero arguments at subject position in the PF of the sentence. However, LF of the sentence shows that it does have an argument which is deleted in the PF of the sentence. The context of the verb phrase shows that the deleted subject of the sentence is a first person singular having masculine gender 'I'.

The inflection '**و**=*wao*=agreement' in the morphemes '**هليو**=*halyo*=came/went', '**ويندو**=*wendo*= will go' and '**هوس**=*hos*=used to' of the verb phrase show that the subject of the sentence is singular having masculine gender. The inflection '**س**=*/s/ sound*=agreement' is used with the verb phrase to show the first person singular

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feminine as well as masculine subject in the past habitual tense. Therefore, it can be said that the deleted subject of the sentence is a first person singular masculine subject in the past habitual tense. The sentence shows that the subject used to do something habitual in the past time.

The context of the sentence shows that the subject is going from an unknown place to the fields, but who is going from where is not mentioned in the sentence; subject is hidden in surface structure of the sentence. However, semantically, in LF, the verb phrase shows that it has a subject which is a first person singular masculine (I). Therefore, it can be said that verb phrase of the above sentence has a deleted subject. The deleted subject (I) is doing an action of 'going' from home to the fields. Thus, it can be said that the deletd subject is an agent of the sentence having an agent theta role and an agent thematic relation along with a nominative case in the sentence.

6.5 Summary

This chapter attempted to establish the Argument Structure and the Thematic Structure of Sindhi verbs. The chapter presented the analysis of the theta roles and the thematic relations in the Sindhi language. The data (Sindhi sentences) were analysed with the help of Carnie's (2007) theory of 'Thematic Relations and the Theta Roles'. The theta roles have been analysed and discussed in detail according to the above stated Carnie's theoretical framework. The data confirmed that the Sindhi language has all the theta roles which are proposed by Carnie (2007).

According to the Theta-criterion theory, each argument is assigned one and only one theta role and each theta role is assigned to one and only one argument (Chomsky, 1988; Haegeman, 1994; Bobaljik, 1995; Carnie, 2007 & Radford, 2009). One argument can have only one theta role but it can have more than one thematic relations. Thus, in

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this regard, each argument in the above Sindhi examples has been analysed and discussed in detail in terms of the theta roles and the thematic relations.

During the analysis, an argument was seen which does not fit in any of Carnie's proposed theta roles. Therefore, it has been given a new theta role according to the Sindhi language 'giver/donor' which consciously or unconsciously gives/donates something to other arguments in the sentence (see examples 6.53-6.56).

Some unusual structures were seen in the data which have been discussed in detail in chapter 6. The unusual structures are like verb phrases without subjects, verb phrases without objects and there are some verb phrases which are without subjects and objects. These unusual structures apparently show zero/null arguments at subject and object positions in the Phonetic Form (PF) or the surface structure of the sentence. However, the Logical Form (LF) or the deep structure of these sentences shows that they do have hidden or deleted arguments (subjects and objects) which are deleted in the PF of the sentences.

The deleted or hidden arguments can be inferred, identified and recovered through the agreement (AGR) and the verb inflections (INFL) in the sentence. According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verbal inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988; Cowper 1992; Haegeman, 1994; Culicover, 1997 & Carnie, 2007).

The structures of the above presented examples (from 6.57 to 6.74) showed zero arguments or empty categories at subject and object positions; they had zero subjects

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and objects. However, their LF or the deep structures showed that they do have arguments at subject and object positions which are deleted in the PF of the sentences. The deleted subjects and objects were inferred, identified and recovered through the agreement (AGR) and verb inflections (INFL) in the sentences. The inflections of the verb phrases featured the deleted arguments at different positions with different theta roles.

Like Italian (Haegeman, 1994), Sindhi is also permitted to drop its *pro* argument at subject and object positions in the sentences. Despite of dropping or deleting the arguments at subject and object positions, the above discussed Sindhi sentence satisfy the Projection Principle (PP), Extended Projection Principle (EPP) and the theta-criterion. The sentences are syntactically well represented, they have overt and non-overt subject and they theta mark the arguments at theta positions.

The surface structure or PF of the sentences shows one argument or zero arguments at all; however, the deep structure of the LF of the examples shows that the verb phrases do have the arguments at subject and object positions which feature them the theta roles. It is the verb phrase in the Sindhi language which shows number, person and gender of the arguments. It is the verb phrase in Sindhi through which arguments and their person, number and gender are inferred and recovered. The verb phrases and their morphological and phonological inflections in the Sindhi confirm the presence or absence of arguments at any positions in the sentences.

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CHAPTER 7: ANALYSING THE MOST PROMINENT THETA ROLES USED IN SINDHI

7.1 Introduction

Chapter 07 addresses the prominence/hierarchy of theta roles in Sindhi. This chapter addresses the research question number 3: How are the theta roles prominently used in the Sindhi language?

The prominence/hierarchy of theta roles differs from language to language; languages have their own ways to use arguments with their verbs. Some languages give prominence to an agent theta role, some languages prefer a theme theta role than source and goal theta roles, while others prefer source and goal roles than that of the theme theta role (Fillmore, 1968; Jackendoff, 1972 & 1990; Dowty, 1991). The data are analysed in terms of theta roles and the most prominent theta roles in Sindhi. The data show that there are six theta roles which have been prominently used in the Sindhi language.

7.2 Prominent Theta-roles in Sindhi

There is no fixed or permanent hierarchy of the theta roles (Dowty, 1991). Linguists are just trying their best to study theta roles and thematic relations according to their languages and their perspectives. However, they agree that agent theta role is structurally and thematically higher (prominent and frequent in use) than other theta roles. In this chapter, it is therefore analysed to see the most prominent theta roles used in Sindhi.

The analysis of the data shows that there are six prominent theta roles in the Sindhi language, which are discussed below.

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7.2.1 Agent Prominent Theta Roles in Sindhi

Carnie (2007) defines agent as an initiator of the action, could be capable of volition. The following examples from 7.1 to 7.6 establish the argument structure and analyse the prominent agent theta roles in Sindhi.

Table 7.1: Example 7.1..**ڳوٺ ڀڄي آيُس مان**

Coding	Sentence Description	Sentence
N347	Arabic script	**ڳوٺ ڀڄي آيُس مان.**
	Roman script	Goth bhaji aayus maan.
	Transliteration	Goth=village; bhaji=run; aayus=came; maan=I.
	Translation	I came to the village.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, VP: ڀڄي آيُس**=*bhaji aayus*=came**, AdvP: ڳوٺ**=*goth*=village)

Example 7.1 presented above shows the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as a subject, ' **ڳوٺ**=*goth*=village' as an object complement and '**ڀڄي آيُس**=*bhaji aayus*=came' as a verb in the sentence. This example is also explained in chapter 5 and 6 in examples 5.18, 5.45 and 6.46. The verb phrase shows some action of coming; it shows someone is coming from somewhere that is why it needs a person to do an action of coming in the sentence, which makes the speaker to use agent theta role prominently, in order to show the prominent agent theta role.

The verb phrase in the above sentence is an action verb showing some action in the sentence. Thus, it requires an agent (having agent theta role) to do action in the sentence. In order to show action of the sentence, agent theta role is prominently used by the speaker. It is the context of the sentence which makes the speaker use agent theta role prominently to show action of the sentence and also to show agent as prominent theta role in the sentence.

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The context of the sentence shows that the speaker wants to show that he came from somewhere to his village (maybe he came from other village). The context of the sentence pushes the speaker to use such a verb which shows action of coming (from somewhere) and also shows location of action in the sentence. The speaker does not have a variety of the theta roles but to prominently use an agent theta role in the sentence. This verb is an intransitive verb in Sindhi language; thus, it does not need object/theme in the sentence. The speaker is trying to show that he came from somewhere to his village; where 'I' is the agent/subject of the sentence and 'village' is locative and goal of the sentence. Therefore, it can be said that it is the context of the sentence which makes the speaker to prominently use the agent theta role in the sentence.

The first argument '**مان**=*maan*=I' is the subject or the agent having a prominent agent theta role in the sentence. It is doing action of coming (from somewhere to his village). The other argument '**ڳوٺ**=*goth*=village' is an object complement showing goal as well as location of the sentence. It has a goal and locative thematic relations in the sentence. However, the goal thematic relation is more prominent one than that of locative in the above sentence. Thus, it can be said that the above discussed argument has one prominent theta role of agent and two thematic relations of a goal and a locative.

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Table 7.2: Example 7.2..**جيءُاسيسمينٽ ڪندوهوس**

Coding	Sentence Description	Sentence
M192	Arabic script	**جيءُاسيسمينٽ ڪندوهوس.**
	Roman script	Ji aaon assessment kando hos.
	Transliteration	Ji=yes; aaon=I; assessment; kando=will do; hos=was.
	Translation	Yes, I used to do assessment.
	Syntactic Analysis	(**Subj:** ‘**آءُ**=*aaon*=I**, Obj: اسيسمينٽ**=assessment**, VP: ڪندو هوس=** *kando hos*=used to do)

Example 7.2 (also discussed as an example 6.6) shows the structure of the Sindhi sentence having ‘**آءُ**=*aaon*=I’ as a subject at initial position, ‘**اسيسمينٽ**=assessment’ as an object at middle positon and ‘**ڪندوهوس=** *kando hos*=used to do/would do’ as a verb at the end of the sentence. The verb phrase of the above stated example is a transitive verb and it has two arguments (subject and object) to discuss about. It is an action verb which shows someone is doing something that is why it needs an agent to do action in a sentence, which makes the speaker use agent theta role prominently.

The context of the sentence shows that subject (I) used to do assessment in the past time; meaning that subject of the sentence used to do an assessment of something. It is context of the sentence which makes the speaker to use such a verb which prominently shows an agent theta role in the sentence. The speaker does not have a variety of theta roles but to use an agent and theme theta roles in the sentence. The context of the sentence pushes the speaker to use agent theta role more prominently than that of theme theta role, in order to show prominent agent theta role in the sentence. The structure of the sentence shows that the speaker (I) (agent) would do an assessment (object); where ‘I’ is an agent of the sentence and an ‘assessment’ is a theme of the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to prominently use an agent theta role in the sentence.

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The argument '**آءُ**=*aaon*=I' is the subject/agent having an agent theta theta role with an agent thematic relation in the sentence. The second argument of the sentence '**اسيسمينٽ**=assessment' is a theme of the sentence. The context of the sentence shows that an agent theta role is more prominent than that of theme theta role. In addition, it is context of the sentence (transitive verb) which pushes the speaker use an agent theta role prominently.

Table 7.3: Example 7.3..**تہ اُهي هُو مونکي وَن مَنٽ ۾ پُرووائيڊ ڪندو**

Coding	Sentence Description	Sentence
M753	Arabic script	**تہ اُهي هُو اسان کي وَن مَنٽ ۾ پُرووائيڊ ڪندو.**
	Roman script	Ta uhy hoo one month mei assan khy provide kando.
	Transliteration	Ta=that; uhy=those; hoo=he; one; month; mei-in; assan=we; khy=have; provide; kando=will do.
	Translation	That he will provide us those (things) in one month.
	Syntactic Analysis	(**Subj: هُو**=*hoo*=he**, Obj: اُهي**=*uhy*=those**, Indirect Obj: اسان کي**=*assan khy*=us**, VP: پُرووائيڊ ڪندو**=*provide kando*=will provide**, PP: وَن مَنٽ ۾**=*one month mei*=in one month**, AdvP: تہ**=*ta*=that)

Example 7.3 presents the Sindhi sentence showing '**هُو**=*hoo*=he' as a subject at middle position, '**اُهي**=*uhy*=those' as an object at an initial positon, '**اسان کي**=*assan khy*=us' as an indirect object and '**پُرووائيڊ ڪندو**=*provide kando*=will provide' as a verb at the end of the sentence.

The morpheme '**پُرووائيڊ**=provide' is an English free morpheme which is used in the Sindhi language commonly for the word '**مهيا**=*mohya*=provide' which is also a free morpheme in Sindhi. The verb '**مهيا**=*mohya*=provide' is an action verb and always shows who 'provides' what; meaning that it is a transitive verb which requires subject and object to give complete meaning of a sentence. It needs an agent to perform an action that is why the verb phrase uses an agent prominently in the sentence.

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The context of the sentence shows that the speaker wants to show that someone will provide them something in future. The speaker is pushed to use such a verb which shows action of providing something in the sentence. The speaker does not have varieties of the theta roles but to use one theta role prominently which shows an agent in the sentence. This verb is transitive verb in Sindhi; thus, it needs both subject and object to show complete action in the sentence. The speaker is trying to show that someone will provide them something; where 'he' is a subject having an agent theta role and 'those (things)' is an object having a theme theta role in the sentence. Therefore, it can be said that it is context of the sentence that pushes the speaker to use a verb which prominently shows an agent theta role in the sentence.

The above stated sentence has three arguments: '**هُو**=*hoo*=he', '**اُهي**=*uhy*=those' and '**اسان کي**=*assan khy*=us'. The argument '**هُو**=*hoo*=he' is prominently used by the speaker to show an agent of the sentence. The second argument '**اُهي**=*uhy*=those' is the demonstrative pronoun (Martin, 2004); it is used at the place of a proper noun as a theme of the sentence. The third argument '**اسان کي**= *assan khy*=us' is the beneficiary of the sentence and it is also less prominent than the agent theta role in the sentence.

Table 7.4: Example 7.4..**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**

Coding	Sentence Description	Sentence
M16	Arabic script	**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**
	Roman script	Hity aaon University Malaya mei PhD kary rahyo aahiyan.
	Transliteration	Hity=*Here;* aaon=*I; University Malaya;* mei =*in; PhD;* kary rahyo= *doing;* aahiyan =*am.*
	Translation	I am doing PhD here in University Malaya.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I**, Obj: پي ايڇ ڊي**=PhD**, VP: ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing**, PP: يونيورسٽي ملايا ۾**=University Malaya mei=in University Malaya**, AdvP: هِتي**=*hity*=here)

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Example 7.4 presents the Sindhi sentence having ‘آءُ=*aaon*=I’ as a subject at the initial position, ‘**پي ايڇ ڊي**=PhD’ as an object at the middle positon and ‘ **ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing’ as a verb at the end of the sentence. This example is previously discussed and explained in chapter 5 and 6 in examples 5.4, 5.26, 6.4 and 6.37. It has a transitive verb (Rashdi, 2008) having two arguments to discuss. It is a verb which shows someone is doing something that is why it needs an agent to do action in a sentence, which makes the speaker to use agent theta role prominently. It requires an agent and a theme to give a complete meaning of a sentence, but agent is more prominent than theme theta role in the sentence.

The progressive verb shows continuous action of doing PhD at University of Malaya; meaning that the subject of the sentence is still doing PhD at University of Malaya. The structure of the sentence shows that the speaker (agent) is still doing PhD; where ‘I’ is a subject having an agent theta role and ‘PhD’ is a theme having a theme theta role in the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to use such verb phrase in order to show clearly and prominently an agent theta role in the sentence.

As discussed, there are two arguments in this sentence and both of them are singular but have different genders. The argument ‘آءُ=*aaon*=I’ is a subject having a nominative case in the sentence. The other reason to prove it as prominent argument (or a prominent theta role) is that it has a capability of doing something. The argument ‘آءُ=*aaon*=I’ is a personal pronoun in the Sindhi language which is used at the place of proper noun (a person), and a person has always capability of doing something. Thus, it can be said that it is the context of the sentence which forces the speaker use agent theta role prominently in the sentence.

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The argument '**پي ايچ دي**=PhD' is a direct object having an accusative case in the sentence, and it has a theme theta relation in the sentence. Keeping both reasons in mind, it can be said that the argument '**آءُ**=*aaon*=I' in the above sentence has an agent theta role and it is more prominent than that of theme theta role in the sentence.

Table 7.5: Example 7.5..**تہ اُن جي ڪري معنا مان هِتي جوب ڪندو آهيان**

Coding	Sentence Description	Sentence
N176	Arabic script	**تہ اُن جي ڪري معنا مان هِتي جوب ڪندو آهيان.**
	Roman script	Ta una je kary mana maan hity job kando ahyan.
	Transliteration	Ta=that; una=that; je=of; kary=do; mana=means; maan=I; hity=here; job; kando=will; ahyan=am.
	Translation	That is why I do job here.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: جوب**=job, **VP: ڪندو آهيان**=*kando aahiyan*=do, **AdvP: تہ اُن جي ڪري معنا**=*ta una je kary mana*=that is why, **هِتي**=*hity*=here)

Example 7.5 presented above shows the structure of the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as a subject at the initial position, '**جوب**=job' as an object at the middle positon and '**ڪندو آهيان**=*kando aahiyan*=do' as a verb at the end of the sentence. The verb of the above stated example is a transitive which shows who is doing what in the sentence. It is an action verb which requires an agent to do something in the sentence.

The structure of the sentence shows that someone does a job somewhere; meaning that a subject does a job somewhere that is why the speaker uses this verb to show agent theta role prominently in the sentence. The argument '**مان**=*maan*=I' is a first person singular pronoun which is used at the place of a proper noun (a person). It is a subject or doer of an action in the sentence. It performs an action of 'doing' something (a job) in the sentence.

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The context of the sentence shows that there can be three reasons behind using agent theta role prominently. Firstly, the verb phrase '**کندو آهيان**=*kando aahiyan*=do' is a transitive verb which needs minimum two arguments (subject and object) to give complete meaning of the sentence. Thus, in this way, verb phrase of the above sentence makes the speaker use subject prominently to show action in the sentence. Secondly, this verb is an action verb which requires an agent to do action that is why the speaker uses agent prominently. Thirdly, it is the context of the sentence which makes the speaker to prominently use an agent in the sentence. Thus, it can be said that it is context of the sentence which pushes the speaker to use agent theta role prominently in order to show agent theta role as a prominent theta in the sentence.

The verb phrase of the sentence has two arguments. The argument '**مان**=*maan*=I' is a subject which performs an action of 'doing' a job, and it has an agent theta role in the sentence. The second argument '**جوب**=job' is an object having a theme theta role.

Table 7.6: Example 7.6..**اسان اِنهن بِنهي شيُن تي ڪنترول ڪندا هون**

Coding	Sentence Description	Sentence
M204	Arabic script	**اسان اِنهن بِنهي شيُن تي ڪنترول ڪندا هون.**
	Roman script	Assan inhan binhi shayun ty control kanda hon.
	Transliteration	Assan=we; inhan=these; binhi=both; shayun=things; ty=on; control; kanda=will do; hon=are.
	Translation	We control on these two things.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: ڪنترول ڪندا هون**=*control kanda aahyon*=control**, PP:اِنهن بِنهي شيُن تي**= *inhan binhee shayun ty*=on these two things**)**

Example 7.6 presents the structure of the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as a subject at the initial position, '**اِنهن بِنهي شيُن**=*inhan binhee shayun ty*=on these two things' as an object at the middle positon and '**ڪنترول ڪندا هون**=*control kanda aahyon*=control' as a verb at the end of the sentence. The verb '**ڪندا هون**=*kanda*

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aahyon=do’ is a transitive verb in the Sindhi language. The verb of this sentence is also an action verb which requires an agent to do action in the sentence. The speaker uses agent theta role prominently because of the transitive verb in the sentence; it is a verb which makes the speaker use agent theta role prominently.

In addition, it is the context of the sentence which makes the speaker to use agent theta role prominently and to show it as a prominent theta role in the Sindhi language. The speaker does not have variety of theta roles but only to use agent theta role prominently in the sentence. The use of verb shows that the argument ‘**اسان**=*assan*=we’ has been used as a prominent theta role in the sentence.

The verb phrase of the sentence 7.6 has two arguments to discuss about. The argument ‘**اسان**=*assan*=we’ is an agent having an agent theta role and the argument ‘**اِنهن بِنهي شيُن**= *inhan binhee shayun*=these two things’ is a theme with a theme theta role in the sentence.

7.2.2 Theme Prominent Theta Roles in Sindhi

Carnie (2007) defines a theme as the entity that undergoes actions, are moved, experienced or perceived by someone or something.

The examples from 7.7 to 7.12 analyse theme theta roles in Sindhi. We can see how Sindhi verbs assign theme theta roles to their arguments.

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Table 7.7: Example 7.7..**اسان کي بابا اسکول موکليندو هو**

Coding	Sentence Description	Sentence
N231	Arabic script	**اسان کي بابا اسکول موکليندو هو.**
	Roman script	Assan khy baba iskool mokleendo ho.
	Transliteration	Assan=we; khy=have; baba=father; iskool=school; mokleendo=will send; ho=was.
	Translation	Father would send us to school. Or Father used to send us to school.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj Comp: اسان کي**=*assan khy*=us**, VP: موکليندو هو**=*mokleendo ho*=used to send**, PP: اسکول**=*iskool*=to school)

Example 7.7 presents the structure of the Sindhi sentence where the speaker uses '**بابا**=*baba*=father' as a subject at the middle position, '**اسان**=*assan*=we' as an object at the initial positon and '**موکليندو هو**=*mokleendo ho*=used to send' as a verb at the end of the sentence.

The morpheme '**موکليندو**=*mokleendo*=will send' is a transitive and an action verb which needs an agent to do action in the sentence. The sentence shows that the father used to send his kids to school. The speaker is compelled (because of the context) to use agent and theme theta roles prominently in order to show the action of sending someone from somewhere to somewhere else. However, in this sentence, the speaker gives more prominence to the theme than the agent of the sentence.

The context of the sentence shows that the speaker is trying to show that his father would not send them somewhere (e.g. markets, fields, etc.). The context of the sentence compels the speaker to use a verb which prominently shows a theme theta role in the sentence. The speaker wants to show that his father used to send them to school; where 'father' is the agent and 'us' is theme of the sentence. Therefore, it can be said that it is context of the sentence which makes the speaker to use a verb which shows prominently a theme theta role in the sentence. The sentence shows that the argument

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‘**بابا**=*baba*=father’ is the subject or agent with a nominative case in the sentence, and it has an agent theta role. The second argument ‘**اسان کي**=*assan khy*=us’ is an object having a theme theta role with an accusative case in the sentence.

Table 7.8: Example 7.8.**مان هِتي پي ايچ ڊي ڪندو آهيان**

Coding	Sentence Description	Sentence
M5	Arabic script	**مان هِتي پي ايچ ڊي ڪندو آهيان.**
	Roman script	Maan hity PhD kando aahiyan.
	Transliteration	Maan=I; hity=here; PhD; kando=do; aahiyan=am.
	Translation	I do PhD here.
	Syntactic Analysis	(**Subj: مان**=*maan*=I**, Obj: پي ايچ ڊي**=PhD**, VP: ڪندو آهيان**=*kando aahiyan*=do**, Adv: هِتي**=*hity*=here)

Example 7.8 presents the Sindhi sentence where the speaker uses ‘**مان**=*maan*=I’ as a subject at initial position, ‘**پي ايچ ڊي**=PhD’ as an object at middle positon and ‘**ڪندو آهيان**= *kando aahiyan*=do’ as a verb at the end of the sentence. This verb is a transitive and an action verb. It IS used to show some action of doing something in the sentence; it shows someone is doing something, thus the verb needs a person (an agent) to do action and an object to undergo the action in the sentence. The context of the sentence shows that the speaker is being pushed by the context to show the thing that undergoes an action of the sentence. The context of sentence makes the speaker use such verb to show the thing (object/theme) that undergoes an action of the agent. Thus, it can be said that it is the context of the sentence which makes the speaker use a theme theta role prominently in the sentence.

The structure of the sentence shows that the speaker tries to show that the speaker does PhD somewhere. The context of the sentence compels the speaker to use a verb which shows action of doing PhD and also to show PhD as a prominent theme theta role

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in the sentence. The speaker wants to show that he is doing PhD; where 'I' is a subject and 'PhD' is a theme of the sentence.

The argument '**مان**=*maan*=I' is a subject or agent with a nominative case, an agent theta role and an agentive thematic relation in the sentence. The argument ' **پي ايڇ ڊي**=PhD' is a theme having a theme theta role and an accusative case in the sentence.

Table 7.9: Example 7.9..**تہ آءُ اُنهي شيءِ کي هِي فالو ڪندُس**

Coding	Sentence Description	Sentence
M830	Arabic script	**تہ آءُ اُنهي شيءِ کي هِي فالو ڪندُس.**
	Roman script	Ta aaon unhe shae khy he follow kandus.
	Transliteration	Ta=that; aaon=I; unhe=that; shae=thing; khy=have; hee=also; follow; kandus=do will.
	Translation	I will follow only that thing.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I**, Obj: اُنهي شيءِ**=*unhe shae*=that thing**, VP: فالو ڪندُس**=*follow kandus*=will follow**, Conj: تہ**=*ta*=that**, AdvP: کي هِي**=*khy hee*=also)

Example 7.9 (also discussed in examples 5.3 and 6.17) presents the structure of the Sindhi sentence where the speaker uses '**آءُ**=*aaon*=I' as a subject at initial position, '**اُنهي شيءِ**=*unhe shae*=that thing' as an object at middle positon and '**فالو ڪندُس**=*follow kandus*=will follow' as a verb at the end of the sentence.

The structure of the sentence shows that this verb is a transitive verb. If we write one argument let's say subject and omit object, we will have incomplete meaning; the sentence will not clarify who is following what. If we omit subject from the sentence, we will not understand who the follower (agent) is. Thus, it can be said that it is the context of the sentence which makes the speaker use agent and theme theta roles prominently. However, the speaker focuses more on the theme theta role to show the

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particular thing that will be followed in the future. It is the context that pushes the speaker to use theme theta role prominently.

The argument '**آؤ**=*aaon*=I' is an agent having an agent theta role with an agentive thematic relation in the sentence. This argument is an external argument or subject that is why it has a nominative case in the sentence. The second argument '**اُنهي شيءِ**=*unhe shae*=that thing' is an object with an accusative case having a theme theta role in the sentence.

Table 7.10: Example 7.10..**اُن جو ريزنُ اُن جي وجهہ اِها آهي تہ باباکي نوڪري ملي هُئي**

Coding	Sentence Description	Sentence
N197	Arabic script	**اُن جو ريزنُ اُن جي وجهہ اِها آهي تہ باباکي نوڪري ملي هُئي.**
	Roman script	Una jo reason una ji wajah iha hai ta baba khy nokiri mili hui.
	Transliteration	Una=that; jo=of; reason; una=that; ji=of; wajah=reason; iha=this; hai=is; ta=that; baba=father; khy=have; nokiri=job; mili=got; hui=had.
	Translation	Its reason is that father had got job.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj: نوڪري**=*nokiri*=job**, VP: ملي هُئي**=*mili hui*=had got**, CP: اُن جو ريزنُ اُن جي وجهہ اِها آهي تہ**=*una jo reason una ji wajah iha hai* ta=its reason is that)

There are two clauses in example 7.10 sub-ordinate clause '**اُن جو ريزنُ اُن جي وجهہ اِها آهي تہ**=*una jo reason una ji wajah iha hai* ta=its reason is that' and a main clause '**باباکي نوڪري ملي هُئي**=*baba khy nokiri mili hui*=father had got job'.

The sub-ordinate clause is also known as dependent clause (Merphy, 2011) which depends on the main clause to give complete meaning in the sentence. On the other hand, independent or main clause gives complete meaning without depending on any other clause in the sentence.

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The verb phrase of the main clause of the example 7.10 is '**ملي هُئي**=*mili hui*=had got'. The structure of the verb phrase shows that it is a regular and a transitive verb. The speaker tells about his father that he had got a job; due to this reason the speaker uses the theme theta role prominently. It is the context of the sentence and situation of the conversation which makes the speaker use such a verb to show clearly subject and object. The speaker uses an agent and a theme theta role prominently in order to give complete meaning of the sentence. However, the speaker is pushed to use a theme theta role more prominently than agent theta role in the sentence.

Therefore, it can be said that the verb phrase of the above '**ملي هُئي**=*mili hui*=had got' has two arguments to discuss about in the main clause of the sentence 7.10. The first argument '**بابا**=*baba*=father' is used at the place of the subject; however, it is not the subject of the sentence because it does not perform any actions in the sentence. The structure of the sentence shows that this argument is the beneficiary which takes benefit in the sentence, and it has a dative case. The subject takes a job and of course gets benefit from the job. Therefore, it can be said that it is also a beneficiary of the sentence and has also a beneficiary theta role in the sentence. This argument also shows the possession of job, thus it can also have a genitive case in the sentence.

The second argument of the verb phrase of the main clause of the sentence is '**نوکري**=*nokiri*=job'. It is an object with an accusative case having a theme theta role in the sentence.

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Table 7.11: Example 7.11..**مان توهان جي بولي رکارڊ کندس**

Coding	Sentence Description	Sentence
N11	Arabic script	**مان توهان جي بولي رکارڊ کندس.**
	Roman script	Maan tahan ji boli record kandus.
	Transliteration	Maan=I; tahan=your; ji=of; boli=language; record; kandus=do will.
	Translation	I will record your language.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: توهان جي بولي**=*tahan ji boli*=your language, **VP**: **رکارڊ کندس**=*record kandus* =will record)

Example 7.11 shows the Sindhi sentence having '**مان**=*maan*=I' as a subject at initial position, '**توهان جي بولي**=*tahan ji boli*=your language' as an object at middle positon and '**رکارڊ کندس**=*ecord kandus*=will record' as a verb at the end of the sentence. This example is also explained in chapter 5 and 6 in examples 5.1, 6.2 and 6.13. The verb shows some action of doing something; it shows someone is going to record someone's language that is why it needs a person (an agent) to do action and a theme to undergoe an action in a sentence, which makes the speaker to use agent and theme theta roles prominently.

The context of the sentence shows that it is the context which makes the speaker to prominently use the agent and the theme theta roles in the sentence. However, the speaker gives more prominence to a theme in the sentence. The theme theta role is more prominent than the agent in the sentence. Besides, the context of the sentence does not give the speaker a variety of theta roles to use. It shows that it is because of the situation of the conversation the speaker uses such verb phrase to show a theme theta role prominently. The argument '**مان**=*maan*=I' is a subject which performs an action of recording somebody's language in future. The other argument '**توهان جي بولي**=*tahan ji boli*=your language' is a theme having a theme theta role and an accusative case.

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Table 7.12: Example 7.12..**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي.**

Coding	Sentence Description	Sentence
N117	Arabic script	**تقريبن اسان جي 9 بجي ماني وغيره تيار ٿي ويندي آهي.**
	Roman script	Taqreeban assan ji 9 baje mani wagera tayar thee weendi aahy.
	Transliteration	Taqreeban=almost; assan=we; ji=of; 9 baje=9:00 pm; mani=dinner; wagera=etc; tayar=ready; thee=was/were; weendi=will go; aahy=is.
	Translation	Our dinner gets ready almost around 9 pm.
	Syntactic Analysis	(**Subj:** zero**, Obj: اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc**, VP: تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready**, AdvP: تقريبن 9 بجي**=*taqreeban 9 baje*=almost 9:00 pm)

Example 7.12 (presented also in examples 5.39 and 6.15) shows the structure of the Sindhi sentence where the speaker use zero subject, ‘ **اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc’ as an object at initial positon and ‘**تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready’ as a verb at the end of the sentence. The verb shows action of doing something; it shows someone is cooking dinner that is why it needs a person (an agent) to do action and a theme to undergo an action in a sentence. The above sentence is spoken in passive voice; it has only one argument ‘**اسان جي ماني وغيره**=*assan ji maani wagera*=our dinner etc’ to discuss about.

The context of the sentence shows that a theme theta role is more prominent than other theta roles in the sentence. As stated earlier, the sentence has been used in passive voice, where subject is passive and object is active. It shows that the object/theme of the sentence is more active than the subject/agent of the sentence. It is the context of the sentence which pushes the speaker to use theme theta role more prominently than other theta roles in the sentence.

In addition, the verb ‘**تيار ٿي ويندي آهي**=*tayar tee weendi aahy*=gets ready’ can be used as transitively and intransitively. Therefore, it can be said that it is context of the

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sentence and situation which make the speaker to use theme theta role more prominently than an agent in the sentence.

7.2.3 Recipient Prominent Theta Roles in Sindhi

Carnie (2007) defines recipient as a special kind of goal that involves a change of possession in the sentence. The following examples from 7.13 to 7.18 analyse the recipient theta role assigned by the Sindhi verbs to their arguments.

Table 7.13: Example 7.13..**تقريبن صُبح تائين مونکي اُنهن جو ميسيج اچي ويو موبائيل تي**

Coding	Sentence Description	Sentence
N495	Arabic script	**تقريبن صُبح تائين مونکي اُنهن جو ميسيج اچي ويو موبائيل تي.**
	Roman script	Taqreeban subho taien monkhy unhan jo message achi wayo mobile ty.
	Transliteration	Taqreeban=almost; subho=morning; taien=till; monkhy=I/me; unhan=them; jo=of; message; achi=come; wayo=went; mobile; ty=on.
	Translation	I got their message on my mobile in the morning.
	Syntactic Analysis	(**Subj: مونکي**=*monkhy*=I/me**, Obj: اُنهن جو ميسيج**=*unhan jo message*= their message**, VP: اچي ويو**=*achi wayo*=received**, PP:موبائيل تي**=*mobile ty*=on mobile**, Adv: تقريبن**=*taqreeban*=almost**, صُبح تائين**=*subho taien*= till morning)

Example 7.13 presents the Sindhi sentence having zero subject, '**مونکي**=*monkhy*=I' as an indirect object at middle positon, '**اُنهن جو ميسيج**=*unhan jo message*=their message' as a direct object also in middle position and '**اچي ويو**=*achi wayo*=received/got' as a verb at the end of the sentence. The verb phrase of the example 7.13 is a compound verb having two morphemes '**اچي**=*achi*=agreement' and '**ويو**=*wayo*=went'. Individually as well collectively, these morphemes are used as intransitive verbs. However, it has been used transitively in this sentence having two overt and one non-overt argument.

The verb shows action of coming something to someone; it shows something (a message) comes to someone from someone else that is why the verb needs a person (a

recipient) who receives a message in the sentence. The context makes the speaker to prominently use a recipient theta role.

The context of the sentence shows that the speaker tries to show that someone sent him a message on his mobile phone number. It shows that the hidden subject (they) sent a message (object/theme) to him (recipient); where 'their message' is a theme and 'me' is a recipient of the message and the hidden subject is 'they' in the above sentence. It is context of the situation which makes the speaker use such verb to prominently show the theme theta role in the sentence. The sentence has also an agent and a theme theta role, but they are less prominent than that of the recipient theta role.

The first argument '**مونکي**=*monkhy*=me' is the one which receives the 'message'; it is a recipient having a recipient theta role in the sentence. The second argument of the verb phrase '**اُنهن جو ميسيج**= *unhan jo message*=their message' is an object having a theme theta role and an accusative case in the sentence.

Table 7.14: Example 7.14..**انهي کان پوءِ بابا کي وري** 1998ع **آرڊر ملي ويو ايڇ ايس ٽي جو**

Coding	Sentence Description	Sentence
M395	Arabic script	**انهي کان پوءِ بابا کي وري** 1998ع **آرڊر ملي ويو ايڇ ايس ٽي جو.**
	Roman script	Unhe khan poi baba khy wari 1998 mei order mili wayo HSC jo
	Transliteration	Unhe=that; khan=from; poi=then; baba=father; khy=have; wari=again/then; 1998 mei=in 1998; arder=order; mili=meet; wayo=went; HSC; jo=of.
	Translation	Then father got an order of HSC in 1998.
	Syntactic Analysis	(**Subj:** zero**, Obj: آرڊر**=*aader*=order**, Indirect Obj: بابا**=*baba*=father**, VP: ملي ويو**=*mili wayo*=got**, PP:** ع1998=*1998 mei*=in 1998**, ايڇ ايس ٽي جو**=*HST jo*=of HST, **AdvP: انهي کان پوءِ**=*unhe khan poi*=then**, وري**=*wari*=again)

Example 7.14 (presented also in examples 5.15, 5.41 and 6.37) presents the structure of the Sindhi sentence showing use zero subject, '**آرڊر**=*aader*=order' as a direct object at middle positon, '**بابا**=*baba*=father' as an indirect object also at middle position and

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‘**ملي ويو**=*mili wayo*=got’ as a verb at the end of the sentence. The verb shows action of getting something from someone. It shows someone (father) receives a job order from someone else (may be from the government) that is why the verb needs an argument (a recipient) who receives the job order in the sentence.

The context of the senetence shows that the speaker tries to tell that his father got a job order from the government; where ‘father’ is recipient, ‘government’ is a hidden or deleted subject and ‘an order’ is a theme of the sentence. The context shows that ‘father’ receives ‘a job order’ from someone (may be the government) in the sentence. The sentence has been used in a passive voice in order to make theme theta role more prominent than that of agent theta role, while receiver of the job (father) has been used to make recipient theta role more prominent than that of theme theta role. Therefore, it can be said that it is context of the sentence and situation of the conversation that make the speaker to prominently show a recipient theta role in the sentence. It is the context which pushes the speaker to show recipient theta role as a prominent one.

Thus, it can be said that the sentence has two arguments/NPs. The first noun phrase/argument ‘**آرڈر**=*aader*=order’ is the direct object having a theme theta role and an accusative case in the sentence. The other argument ‘**بابا**=*baba*=father’ is a recipient having a recipient prominent theta role and a dative case in the sentence.

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Table 7.15: Example 7.15..**ہنھي پائرن کان پئسا مان ورتا اُتي**

Coding	Sentence Description	Sentence
N693	Arabic script	**ہنھي پائرن کان پئسا مان ورتا اُتي.**
	Roman script	Binhee bhairan khan pesa maan warta uty.
	Transliteration	Binhe=both; bhairan=brothers; khan=from; pesa=money; maan=I; warta=took; uty=there.
	Translation	I took money there from both brothers.
	Syntactic Analysis	(**Subj: مان**=*maan*=I, **Obj: پئسا**=*pesa*=money, **VP: ورتا**=*warta*=took, **PP: ہنھي پائرن کان**=*binhee bhairan khan*=from both brothers, **AdvP: اُتي**=*uty*=there)

Example 7.15 shows the Sindhi sentence where the speaker uses '**مان**=*maan*=I' as a subject at middle position, '**پئسا**=*pesa*=money' as a direct object at middle positon, and '**ورتا**=*warta*=took' as a verb at the end of the sentence. The sentence has a transitive verb whose action passes from subject to the object of the sentence. The verb shows action of getting something from someone. The structure of the sentence shows that someone (the speaker) receives money from his brothers that is why the verb needs an argument/a person (a recipient) to show who receives money in the sentence; making the speaker to prominently use a recipient theta role in the sentence.

The context of the sentence shows that the speaker tries to convey that his elder brothers support him; he takes money from them. It shows that speaker is getting money from his brothers; where 'me' is the agent and recipient of money, 'money' is direct object or theme and 'brothers' is the source of the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to prominently use a recipient in the sentence.

There are three arguments with the verb phrase of the above example. The first argument '**مان**=*maan*=I' is an agent as well as recipient of the sentence. The second argument '**پئسا**=*pesa*=money' is an object having an accusative case and a theme theta

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role in the sentence. The third argument '**پائرن**=*bhairan*=brothers' in the prepositional phrase is a source of the money having a source theta role in the sentence.

Table 7.16: Example 7.16..**مونکي سِول انجنئيرنگ ڊپارٽمينٽ مليو**

Coding	Sentence Description	Sentence
M217	Arabic script	**مونکي سِول انجنئيرنگ ڊپارٽمينٽ مليو.**
	Roman script	Monkhy Civil Engineering Department milyo.
	Transliteration	Monkhy=I; Civil; Engineering; Department; milyo=got
	Translation	I got the Civil Engineering department.
	Syntactic Analysis	(**Subj: مونکي**=*monkhy*=I, **Obj: سِول انجنئيرنگ ڊپارٽمينٽ**=*Civil Engineering Department*, **VP: مليو**=*milyo*=got)

Example 7.16 presents the structure of the Sindhi sentence where the speaker uses zero subject, '**مان**=*maan*=I' as an indirect object at initial position, ' **سِول انجنئيرنگ ڊپارٽمينٽ**=*Civil Engineering Department*' as a direct object at middle positon, and '**مليو**=*milyo*=got' as a verb at the end of the sentence.

The structure of the above stated sentence shows that it has an action verb which requires an agent to do an action in the sentence. The verb shows action of getting something from someone. It shows someone (the speaker) receives a department from someone else (may be from any university) that is why the verb needs an argument/a person (a recipient) who receives the Civil Engineering Department in the sentence.

The context of the sentence shows that the speaker tries to mean that his university gave him the Civil Engineering Department. It shows that speaker is receiving the Civil Engineering Department from any university; where 'Civil Engineering Department' is a direct object or a theme and 'I/me' is an indirect object or a recipient of the department in the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to promeinently use a recipient theta role in the sentence.

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The first argument '**مونکي**=*monkhy*=me/I' is a recipient of the sentence and it has a recipient theta role in the sentence. This argument is used at the place of subject but it is not a subject of the sentence. The second argument of the verb phrase is '**سِوِل انجنئيرنگ ڊپارٽمينٽ**=*Civil Engineering Department*' is an object having an accusative case and a theme theta role.

Table 7.17: Example 7.17..**توهان مونکي ٽائيم ڏنو**

Coding	Sentence Description	Sentence
N17	Arabic script	**توهان مونکي ٽائيم ڏنو.**
	Roman script	Tahan mokhy time dino.
	Transliteration	Tahan=you; mokhy=me/I; time; dino=gave.
	Translation	You gave me the time.
	Syntactic Analysis	(**Subj: توهان**=*tawhan*=you**, Obj: ٽائيم**=time, **Indirect Obj: مونکي**=*monkhy*=me**, VP: ڏنو**=*dino*=gave)

Example 7.17 (presented also in previous examples 5.12 and 6.25) presents the structure of the Sindhi sentence where the speaker uses '**توهان**=*tawhan*=you' as a subject at initial position, '**مونکي**=*monkhy*=me' as an indirect object at middle position, '**ٽائيم**=time' as a direct object also at middle positon, and '**ڏنو**=*dino*=gave' as a verb at the end of the sentence. The verb phrase of this example shows action of giving something to someone by someone.

The structure of the sentence shows that someone is getting something from someone else. It shows someone (the speaker) receives the time from the second person that is why the speaker uses such a verb which needs an argument/a person (a recipient) who receives the time in the sentence in order to show prominent recipient theta role in the sentnece. The context of the sentence shows that the speaker tries to show that his friend (the interviewee) gave him the time. It shows that speaker is receiving the time

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from the second person (the interviewee); where ‘you (the interviewee)’ is an agent of the sentence, ‘time’ is a direct object or a theme and ‘speaker (I/me)’ is an indirect object or a recipient of the time in the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to prominently use the recipient theta role in the sentence.

The verb phrase of this sentence has three arguments. The first argument ‘**توهان**=*tawhan*=you’ is an external argument having an agent theta role and a nominative case in the sentence. The second argument ‘**تائيم**=time’ undergoes an action (being given) is a direct object having an accusative case and a theme theta role in the sentence. The third argument ‘**مونکي**=*monkhy*=me’ is a recipient having a dative case and a recipient theta role.

Table 7.18: Example 7.18. **هُتي مونکي ايڊميشن هُنن ڏِني چوٿين ڪلاس ۾.**

Coding	Sentence Description	Sentence
M331	Arabic script	**هُتي مونکي ايڊميشن هُنن ڏِني چوٿين ڪلاس ۾.**
	Roman script	Huty mokhy admission hunan dini chothei class mei.
	Transliteration	Huty=there; mokhy=I/me; admission; hunan=they; dini=gave; chothei=fourth; class; mei=in.
	Translation	They gave me admission there in fourth class.
	Syntactic Analysis	(**Subj: هُنن**=*hunan*=they, **Obj: ايڊميشن**=admission, **Indirect Obj: مونکي**=*monkhy*=me, **VP: ڏِني**=*dini*=gave, **AdvP: هُتي**=*huty*=there, **PP: چوٿين ڪلاس ۾**=*chothein class mei*=in fourth class)

Example 7.18 (also explained in examples 5.16 and 6.29) shows the structure of the Sindhi sentence having ‘**هُنن**=*hunan*=they’ as a subject, ‘**مونکي**=*monkhy*=me’ as an indirect object, ‘**ايڊميشن**=admission’ as a direct object, and ‘**ڏِني**=*dini*=gave’ as a verb at the end of the sentence.

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The verb phrase of the above example shows action of getting something from someone. It shows someone (the speaker) receives admission from them. The speaker uses a verb which requires an argument (a recipient) who receives the admission in the sentence. The context of the sentence makes the speaker to use a recipient theta role prominently to show a recipient of the sentence. The context of the sentence shows that the speaker tries to show that 'they' (the school administration/the principal) gave him admission in the fourth class. It shows that speaker is getting admission in fourth class by them; where 'they' is an agent of the sentence, 'admission' is direct object or theme of the sentence and 'I/me' is an indirect object or a recipient of the time in the sentence. Thus, it can be said that it is the context of the sentence which makes the speaker to prominently use the recipient theta role in the sentence.

The first argument '**هُنن**=*hunan*=they' is a subject having a nominative case and an agent theta role in the sentence. The second argument '**ايڊميشن**=admission' is an internal argument having an accusative case and a theme theta role. The third argument '**مونکي**=*monkhy*=me' is a recipient having a dative case and a recipient theta role.

7.2.4 Locative Prominent Theta Roles in Sindhi

Locative theta roles show location of something/somebody (Carnie, 2007).

The following examples from 7.19 to 7.24 analyse Locative theta role assigned by the Sindhi verbs to their arguments.

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Table 7.19: Example 7.19..ءِاسان رهُون پيا پَنتائي هِلپارڪ ۾

Coding	Sentence Description	Sentence
N106	Arabic script	ءِاسان رهُون پيا پَنتائي هِلپارڪ ۾.
	Roman script	Ain assan rahon paya pantai hillpark mei.
	Transliteration	Ain=and; assan=we; rahon=living; paya=are; pantai hillpark; mei=in.
	Translation	And we are living in Pantai Hill park.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: رهُون پيا**=*rahon paya*=are living**, PP: پَنتائي هِلپارڪ ۾**=in Pantai Hill park, **Conj: ءِ**=*ain*=and)

Example 7.19 (discussed also in examples 5.27 and 5.46) presents the structure of the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as a subject at initial position, '**رهون پيا**=*rahoon paya*=are living' as a verb in the middle position and '**پَنتائي هِلپارڪ**=Pantai Hill park' as an object complement at the end of the sentence.

The structure of the above example shows that it has an intransitive and an action verb whose action does not pass from subject to the object rather it remains only to the subject of the sentence. The verb shows action of living somewhere by someone; it shows someone (the speaker) is living somewhere called Pantai hillpark. The speaker uses a verb that needs an argument (an area) to be shown as location of living in the sentence. It is the context of the sentence which makes the speaker to prominently use a locative to show locative prominent theta role in the sentence.

The context of the sentence shows that the speaker is trying to show the he and his friends are living in the place called Pantai Hillpark. The context of the sentence pushes the speaker to use such a verb which shows action of living and shows a location of living. The speaker does not have variety of the theta roles but to use one theta role prominently which shows location in the sentence. As stated above, this verb is an intransitive verb in Sindhi language; thus, it does not need object/theme in the sentence. However, such verb does need an argument which shows location of action in the

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sentence. The speaker is trying to show that they are living in Pantai Hillpark; where 'we' is an agent and 'Pantai Hillpark' is a locative of the sentence. Therefore, it can be said that it is context of the sentence which makes the speaker to prominently use a locative theta role in the sentence.

The verb phrase of the sentence has two arguments to discuss about. The argument '**اسان**=*assan*=we' is a subject having a nominative case and an agent theta role in the sentence. The second argument '**پَنتائي هِلپارڪ**=Pantai Hill park' is a locative having a locative theta role in the sentence.

Table 7.20: Example 7.20..**ڳوٺ ڀڄي آيُس مان**

Coding	Sentence Description	Sentence
N347	Arabic script	**ڳوٺ ڀڄي آيُس مان.**
	Roman script	Goth bhaji aayus maan.
	Transliteration	Goth=village; bhaji=run; aayus=came; maan=I.
	Translation	I came to the village.
	Syntactic Analysis	(**Subject: مان**=*maan*=I**, VP: ڀڄي آيُس**=*bhaji aayus*=came**, AdvP: ڳوٺ**=*goth*=village)

Example 7.20 presents the Sindhi sentence having '**مان**=*maan*=I' as a subject at final position, '**ڳوٺ**=*goth*=village' as an object complement at the initial position and '**ڀڄي آيُس**= *bhaji aayus*=came' as a verb in the middle position of the sentence. This example is also explained previously in chapter 5, 6 and 7 in examples 5.18, 5.45, 6.46 and 7.1. The verb phrase shows an action of coming from somewhere to some other place; it shows someone (the speaker) is coming from somewhere to his village. The speaker uses a verb which needs an argument/a place (a village) to be shown as location of action in the sentence. It is context of the sentence which makes the speaker to prominently use the locative theta role in the sentence.

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The context of the sentence shows that the speaker wants to show that he came from somewhere to his village. The context of the sentence pushes the speaker to use a verb which shows location of action in the sentence. The speaker does not have a variety of the theta roles but to use only locative theta role prominently. This verb is an intransitive verb in Sindhi language; thus, it does not need object. However, it does require an argument which shows location in the sentence. The speaker is trying to show that he came from somewhere to his village; where 'I' is an agent and 'village' is a locative of the sentence.

The verb phrase has two arguments to discuss about. The first argument '**مان**=*maan*=I' is a subject having a nominative case and an agent theta role in the sentence. The other argument '**ڳوٺ**=*goth*=village' is a locative of the sentence having a locative case and a locative theta role in the sentence.

Table 7.21: Example 7.21..**اُنهي کان پوءِ وري هَليا ويندا آهيون آفيسِ.**

Coding	Sentence Description	Sentence
M55	Arabic script	**اُنهي کان پوءِ وري هَليا ويندا آهيون آفيسِ.**
	Roman script	Unhe khan poi wari halya wenda hyon aafice mei.
	Transliteration	Unhe=that; khan=from; poi=then; wari=then; halya=go; wenda=will go; hyon=are; aafice=office; mei=in.
	Translation	After that we go to/in the office.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: هَليا ويندا آهيون**=*halya wenda hyon*=go**, AdvP: اُنهي کان پوءِ وري**=*unhe khan poi wari*=after that**, PP: آفيسِ** =*aafice mei*=to/in the office)

Example 7.21 (discussed also in examples 5.19 and 6.19) shows the structure of the Sindhi sentence where the speaker uses zero subject, zero object and '**هليا ويندا هون**=*halya wenda hon*=go' as a verb at the end of the sentence. The verb of this sentence is an intransitive and an action verb requiring only a subject do action in the sentence. However, the speaker does not do so; he hides the subject in the Phonetic

Form of the sentence. The hidden or deleted subject argument can be recovered through the verb inflections (INFL) and agreement (AGR). The verb shows action of going from one place to another; it shows someone is going from one place to the office that is why the speaker uses a verb that needs an argument to be shown as location of action in the sentence. It is the context of the sentence which makes the speaker to prominently use a locative theta role in the sentence.

The context of the sentence shows that the speaker wants to show that they go to the office. The context of the sentence pushes the speaker to use such a verb which shows action of going (from somewhere) to the office. The speaker is trying to show that he and his friends go to the office; where 'we' is an agent and 'office' is a locative of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to use a verb which shows prominently a locative theta role.

The verb phrase of this sentence has only one argument to discuss about. The common noun '**آفيس**=*aafice*=office' shows a place or location of something. Therefore, it can be said that this argument is a locative having locative case and a locative prominent theta role in the sentence. This argument has also a goal thematic relation because it also shows a goal in the sentence.

Table 7.22: Example 7.22..**اسان جو چور ڪينٽ جي پاسي ۾ اسان جو ڳوٺ آهي**

Coding	**Sentence Description**	**Sentence**
M248	Arabic script	**اسان جو چور ڪينٽ جي پاسي ۾ اسان جو ڳوٺ آهي.**
	Roman script	Assan jo Chor Cant je pase mei assan jo ghoth aahy.
	Transliteration	*Our Chor Cant of beside in our village is.*
	Translation	Our village is near Chor Cant.
	Syntactic Analysis	(**Obj Comp: اسان جو ڳوٺ**=*assan jo ghoth*=Our village**, PP: چور ڪينٽ جي پاسي ۾**=*Chor Cant je pase mei*=near Chor Cant**, VP: آهي**=*aahy*=is)

Example 7.22 presents the Sindhi sentence showing zero subject, ‘ **اسان جو گوٺُ**=*assan jo ghoth*=our village’ as an object complement, ‘**چور ڪينٽ جي پاسي ۾**=*Chor Cant je pase mei*=near Chor Cant’ as a prepositional phrase and ‘**آهي**=*aahy*=is’ as a verb at the end of the sentence. The verb phrase of this example is used as a helping verb to make tense of the sentence. This verb is used to show either state or existence of the subject of the sentence or possessive form of the subject in a Sindhi sentence. It is usually used in present to be tense to show third person singular masculine as well as feminine subject of the sentence.

The context of the sentence shows that this verb has been used as a helping verb which helps to make tense of the sentence. It does not have any work except to show the tense of the sentence. The speaker uses such verb to show to tense of the sentence and also to show possession of the village near Chor Cant. The speaker wants to show that he has a village which is near Chor Cant; trying to show possession of the village.

The use of the proper noun ‘Chor Cant’ is to strengthen his statement and also to give proof that his village is near the place called Chor Cant. The speaker uses ‘Chor Cant’ just to justify his statement that he has village, because his village might not be that much famous like Chor Cant. Therefore, it can be said that it is the context of the sentence which pushes the speaker to use such a verb to show possession as well as location of the village. It is the context which makes the speaker to prominently use a locative theta role.

The verb phrase has two arguments to discuss about. The argument ‘ **اسان جو گوٺُ**= *assan jo ghoth*=**o**ur village’ is a theme of the sentence having a theme theta role and a theme thematic relation. In addition, this argument is also a locative having a

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locative thematic relation. The other argument '**چور ڪينٺ**=Chor Cant' is also a locative in the sentence, and it has also a locative theta role in the sentence.

Table 7.23: Example 7.23..**اُن وقت اسان جيڪو آهي سو گھوٽڪي هليا وياسين**

Coding	Sentence Description	Sentence
N298	Arabic script	**اُن وقت اسان جيڪو آهي سو گھوٽڪي هليا وياسين.**
	Roman script	Una waqt assan jeko aahy so Ghotki halya wayasein.
	Transliteration	Una=that; waqt=time; assan=we; jeko=that; aahy=is; so=that Ghotki; halya=went; wayasein=went/gone.
	Translation	We went to Ghotki at that time.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj Comp: گھوٽڪي**=Ghotiki**, VP: هليا وياسين**=*halya wayasein*=went**, AdvP: اُن وقت**= *una waqt*=at that time**, جيڪو آهي سو**=*jeko aahy so*=that**)**

Example 7.23 (analysed also in 6.41) shows the structure of the Sindhi sentence having '**اسان**=*assan*=we' as a subject, '**گھوٽڪي**=Ghotiki' as an object complement and '**هليا وياسين**=*halya wayasein*= went' as a verb at the end of the sentence. The verb shows an action of going somewhere by someone. It shows someone (the speaker) is going somewhere called Ghotki which makes the speaker to use a locative theta role prominently in the sentence. The speaker does not have any option but to use an argument prominently which shows location of an action in the sentence.

The context of the sentence shows that the speaker tries to show that they went to the city called Ghotiki. The context of the sentence makes the speaker to use such a verb which shows action of going to Ghotiki. The speaker does not have a variety of theta roles but to use one theta role prominently which shows a location in the sentence. The speaker is trying to show that he and his friend went to Ghotiki; where 'we' is an agent and 'Ghotiki' is a locative of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to prominently use a locative theta role in the sentence.

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There are two arguments in the above example. The argument '**اسان**=*assan*=we' is a subject having a nominative case and an agent theta role in the senetence. The second argument '**گھوٽڪي**=Ghotiki' is a locative having a locative case and a locative theta role in the sentence.

Table 7.24: Example 7.24..**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**

Coding	Sentence Description	Sentence
M16	Arabic script	**هِتي آءُ يونيورسٽي ملايا ۾ پي ايڇ ڊي ڪري رهيو آهيان.**
	Roman script	Hity aaon University Malaya mei PhD kary rahyo aahiyan.
	Transliteration	Hity=here; aaon=I; University; Malaya; mei=in; PhD; kary=do; rahyo=agreement (ing form); aahiyan=am.
	Translation	I am doing PhD here in University Malay.
	Syntactic Analysis	(**Subj: آءُ**=*aaon*=I**, Obj: پي ايڇ ڊي**=PhD**, VP: ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing**, PP: يونيورسٽي ملايا ۾**=University Malaya mei=in University Malaya**, AdvP: هِتي**=*hity*=here)

Example 7.24 presents the structure of the Sindhi sentence showing '**آءُ**=*aaon*=I' as a subject at initial position, '**پي ايڇ ڊي**=PhD' as an object at middle position and '**ڪري رهيو آهيان**=*kary rahyo ahyan*=am doing' as a verb at the end of the sentence. This example is also discussed previously in chapter 5, 6 and 7 in examples 5.4, 5.26, 6.4, 6.37 and 7.4. The verb of this sentence is a transitive and an action verb which needs an agent to be actively doing some action in the sentence. The verb shows action of doing something by someone at somewhere; it shows someone (the speaker) is doing PhD at University Malaya. The speaker uses such a verb that needs an argument (University Malaya) to be shown as a location of the action in the sentence. Thus, it can be said that it is context of the sentence which makes the speaker to prominently use a locative theta role in the sentence.

The context of the sentence shows that the speaker is doing PhD at University Malaya. The use of progressive form of the verb in present time shows that the speaker

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is still doing PhD at University Malaya. It is the context of the sentence and situation of the conversation that push the speaker to show the location of the action in the sentence. The context of the sentence shows that the speaker (first person 'I') is doing PhD at University Malaya; where 'I' is an agent, 'PhD' is a theme and 'University Malaya' is a locative of the sentence. The context of the sentence does not give any options to the speaker but to use prominently a locative (University Malaya) theta role.

7.2.5 Beneficiary Prominent Theta Roles in Sindhi

Carnie (2007) defines beneficiary theta role as an entity for whom the action occurs in the sentence. The following examples from 7.25 to 7.30 illustrate the discussion and analysis of the beneficiary theta roles assigned by the Sindhi verbs to their arguments.

Table 7.25: Example 7.25..**پوءِهُنَ جيڪو آهي سو مونکي پاڻ سان گَڏُ ڪنيو**

Coding	Sentence Description	Sentence
N381	Arabic script	**پوءِهُنَ جيڪو آهي سو مونکي پاڻ سان گَڏُ ڪنيو.**
	Roman script	Poi hun jeko aahy so monkhy pan saan gad kanyo.
	Transliteration	Poi=then; hun=him; jeko=that; aahy=is; so=that; monkhy=me; pan=himself; saan=with; gad=together; kanyo=took.
	Translation	Then he took me together with himself.
	Syntactic Analysis	(**Subj: هُنَ**=*hun*=he**, Indirect Obj: مونکي**=*monkhy*=me**, VP: ڪنيو**=*kanyo*=took**, AdvP: پوءِ**=*poi*=then**, جيڪو آهي سو**=*jeko aahy so*=that**, پاڻ سان گَڏُ**=*pan saan gad*=together with himself)

Example 7.25 presented above shows the structure of the Sindhi sentence where the speaker uses '**هُنَ**=*hun*=he' as a subject at initial position, '**مونکي**=*monkhy*=me' as an indirect object at middle position and '**ڪنيو**=*kanyo*=took' as a verb at the end of the sentence. The sentence has a transitive verb which needs an agent to do an action in the sentence. The verb shows some action of an agent; it shows someone is taking someone else to some place that is why the verb needs two persons (an agent and a beneficiary) to show action of the sentence.

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The context of the sentence shows that the speaker tries to show that someone took him from one place to another. The use of past simple tense is to mean that something happened in the past time; the speaker narrates his past story. It is the situation of the talk and context of the sentence that push the speaker to use such a verb which clearly and prominently shows an agent and a beneficiary theta role in the sentence. It shows that he (subject/agent) took him (beneficiary) somewhere; where 'he' is an agent and 'me' is a beneficiary in the sentence. It is context of the situation which makes the speaker use a verb which prominently shows a beneficiary theta role in the sentence. The context of the sentence shows that the argument having beneficiary theta role (me) is used prominently.

There are two arguments with the verb phrase of this sentence. The first argument '**هُنَ**=*hun*=he' is a subject having a nominative case and an agent theta role in the sentence. The second argument of the verb phrase '**مونکي**=*monkhy*=me' is a beneficiary having a dative case and a beneficiary theta role in the sentence.

Table 7.26: Example 7.26..**تہ اُتي هُو مونکي گَڈُ وڃي ويو**

Coding	Sentence Description	Sentence
N383	Arabic script	**تہ اُتي هُو مونکي گَڈُ وڃي ويو.**
	Roman script	Ta uty hoo monkhy gad wathee wayo.
	Transliteration	Ta=that; uty=there; hoo=he; monkhy=me; gad=together; wathee=take; wayo=went.
	Translation	That he took me there together.
	Syntactic Analysis	(**Subj: هُو**=*hoo*=he**, Indirect Obj: مونکي**=*monkhy*=me**, VP: وڃي ويو**=*wathee wayo*=took**, AdvP: تہ**=*ta*=that**, اُتي**=*uty*=there**, گَڈُ**=*gad*=together)

Example 7.26 (also presented as an example 6.49) presents the structure of the Sindhi sentence having '**هُو**=*hoo*=he' as a subject at initial position, '**مونکي**=*monkhy*=me' as an indirect object at middle position and '**وڃي ويو**=*wathee*

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wayo=took' as a verb at the end of the sentence. The verb phrase of example 7.26 is a transitive and an action verb which requires an agent to do action in the sentence. It is context of the sentence which makes the speaker to prominently use an agent and a beneficiary theta role in the sentence.

The context of the sentence shows that the speaker wants to show that someone took him from one place to another; may be his father/brother took him from his home town to another place. The use of past simple tense is to show that the action of the sentence took place in the previous time. It is the situation and context of the sentence which compel the speaker to use such a verb which shows prominently an agent and a beneficiary theta role in the sentence. The speaker does not have any options but to use only an agent and a beneficiary theta role in the sentence. The structure of the sentence shows that someone (he) took him (the speaker) somewhere; where 'he' is an agent and 'me' is a beneficiary in the sentence. The context of the sentence shows that the beneficiary argument (me) is used prominently to show the beneficiary theta role.

There are two arguments with the verb phrase of this sentence. The first argument '**هُو**=*hoo*=he' is a subject having a nominative case and an agent theta role in the sentence. The second argument '**مونکي**=*monkhy*=me' is a beneficiary having a dative case and a beneficiary theta role in the sentence.

Table 7.27: Example 7.27..**اُنَ جو فارم يي ڀريو**

Coding	**Sentence Description**	**Sentence**
N517	Arabic script	**اُنَ جو فارم يي ڀريو.**
	Roman script	Una jo form bhee bharayo.
	Transliteration	Una=his/him; jo=of; form; bhee=also; bharayo=filled.
	Translation	(I) filled up his from too.
	Syntactic Analysis	(**Subj:** zero**, Obj: اُنَ جو فارم**=*una jo form*=his from**, VP: ڀريو**=*bharayo*=filled**, AdvP: يي**=*bhee*=too/also)

Example 7.27 shows the Sindhi sentence having zero subject, ‘**اُنَ جو فارم**=*una jo form*=his from’ as an object and ‘**ڀريو**=*bharayo*=filled’ as a verb at the end of the senetence. The verb of this example is a transitive and an action verb. The verb ‘**ڀريو**=*bharayo*=filled’ requires two arguments subject and object to do action in the sentence. This verb shows some action of filling something for someone; it shows someone is filling a form for someone else in the sentence. The verb phrase needs a person (an agent) to do action, a theme to undergo an action and a beneficiary to benefit in a sentence.

The context of the sentence shows that someone (subject) filled up a form (object) for someone else. The use of past simple tense shows that the action of the sentence took place in the previous time. It is the situation of the talk and context of the sentence which push the speaker to use such a verb that prominently shows a beneficiary theta role in the sentence. The structure of the sentence shows that the speaker (agent) filled up a form (theme/object) for someone else (may be speaker’s friend); where ‘he’ is an agent, ‘a form’ is a theme and ‘him’ is a beneficiary in the sentence. It is the context of the situation which makes the speaker use beneficiary theta role prominently in the sentence, in order to show the prominent beneficiary theta role in the sentence.

There are two arguments with the verb phrase of the sentence 7.27. The argument ‘**فارم**=*form*’ is the one which undergoes an action of the sentence (being filled). It is an object having an accusative case and a theme theta role in the sentence. The second argument ‘ **اُنَ جو**=*una jo*=his’ is a beneficiary having a beneficiary theta role in the sentence.

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Table 7.28: Example 7.28..**تہ اُنهي کي بہ ايکڙ مون وڌيڪ پوکرايا**

Coding	Sentence Description	Sentence
M492	Arabic script	**تہ اُنهي کي بہ ايکڙ مون وڌيڪ پوکرايا.**
	Roman script	Ta unhe khy bha acre moon wari wadheek pokhraya.
	Transliteration	Ta=that; unhe=him; khy=have; ba=two; acres: moon=I; wari=then;wadheek=more; pokhraya=farmed
	Translation	That I asked him cultivate two more acres.
	Syntactic Analysis	(**Direct subj: اُنهي کي**=*unhe khy*=him**, Obj: بہ ايکڙ**=*ba acre*=two acres**, Indirect Subj: مون**=*moon*=I**, VP: پوکرايا**=*pokhraya*=asked to cultivate**, AdvP: تہ**=*ta*= that**, وڌيڪ**=*wadheek*=more)

Example 7.28 (also presented in chapter 5 as 5.22) shows the Sindhi sentence having '**اُنهي کي**=*unhe khy*=him' as a direct subject, '**بہ ايکڙ**=*ba acre*=two acres' as an object, '**مون**=*moon*=I' as an indirect subject and '**پوکرايا**=*pokhraya*=asked to cultivate' as a verb at the end of the sentence. The verb phrase of this example is a causative verb which requires at least three arguments to discuss about in the sentence. The verb shows some action of doing something; it shows someone is making someone else to cultivate fields for him.

The structure of the sentence shows that someone (subject) cultivated two acres (object) for someone else (beneficiary) in the sentence; meaning that someone (a landlord) asked someone else (a farmer) to cultivate two acres for him. The use of past simple tense shows that the action of the sentence took place in the past time. It is context of the sentence which pushes the speaker to use a causative verb showing prominently a beneficiary (indirect subject) in the sentence. The structure of the sentence shows that he (farmer) cultivated two acres (theme/object) for someone else (speaker); where 'he' is an agent, 'two acres' is a theme and 'I/me' is a beneficiary in the sentence. The context of the sentence shows that the argument having beneficiary theta role (him) is used prominently in the sentence.

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The verb phrase of the sentence has three arguments to discuss about in the sentence. The first argument '**مون**=*moon*=I' is an indirect subject and a beneficiary having a beneficiary theta role in the sentence. The argument '**اُنهي کي**=*unhe khy*=him' is a direct subject having a nominative case and an agent theta role in the sentence. The third argument of the verb phrase '**ٻہ ايڪڙ**=*ba acra*=two acres' is an object having an accusative case and a theme theta role in the sentence.

Table 7.29: Example 7.29..**عٕانترويو اسان جو سنڌي ٻولي جي باري ۾ آهي.**

Coding	Sentence Description	Sentence
N9	Arabic script	**عٕانترويو اسان جو سنڌي ٻولي جي باري ۾ آهي.**
	Roman script	Ain interview assan jo Sindhi boli je bary mei aahy.
	Transliteration	Ain=and; interview; assan=we; jo=of; Sindhi; boli=language; je=of; bary=about; mei=in; aahy=is.
	Translation	And our interview is about Sindhi Language.
	Syntactic Analysis	(**Subj**: zero, **Obj: انترويو اسان جو**=*interview assan jo*=our interview, **PP: سنڌي ٻولي جي باري ۾**=*Sindhi boli je bary mei*=about Sindhi language)

Example 7.29 presents the structure of the Sindhi sentence showing a zero/null subject, '**انترويو اسان جو**=*interview assan jo*=our interview' as an object complement at initial position, '**سنڌي ٻولي جي باري ۾**=*Sindhi boli je bary mei*=about Sindhi language' as a prepositional phrase at middle position and '**آهي**=*aahy*=have/has' as a verb at the end of the sentence. This sentence is also presented and explained previously in chapter 5 and 6 in examples 5.51, 6.14 and 6.48. The verb of example 7.29 is an intransitive verb (Allana, 2010). This verb shows some action of doing something; it shows someone is taking an interview for the Sindhi language. This sentence is a bit complex in a sense that it does not clearly show a beneficiary theta role in the sentence. However, context of the sentence shows that this whole sentence is all about the Sindhi language; it takes

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benefit of the sentence. Thus, Sindhi language has a beneficiary theta role in the sentence.

The context of the sentence shows that someone (interviewer) is taking an interview from someone about the Sindhi language; meaning that the interviewer interviews someone for the Sindhi language. The speaker uses present tense to show the action takes place in the current time. It is the situation of the interview which pushes the speaker to use this verb in order to show a beneficiary theta role in the sentence. Consciously or unconsciously, the speaker does not have any options but to use a beneficiary theta role prominently in the sentence. The structure of the sentence shows that he (the speaker) interviews someone (the interviewee) for Sindhi language (beneficiary); where 'he' is an agent, 'their interview' is a theme and 'Sindhi language' is a beneficiary in the sentence. It is context of the situation which makes the speaker use beneficiary theta role prominently in the sentence.

The verb has two arguments to discuss about. The first argument '**انترويو اسان جو**=*interview assan jo*=our interview' is an object complement having a theme theta role in the sentence. The second argument '**سنڌي ٻولي**=*Sindhi boli*=Sindhi language' is a beneficiary having a beneficiary theta role in the sentence.

Table 7.30: Example 7.30..**مهراڻ جي اندر بلڊنگز ۽ ڊپارٽمينٽس ٺهيا پئي**

Coding	Sentence Description	Sentence
M141	Arabic script	**مهراڻ جي اندر بلڊنگز ۽ ڊپارٽمينٽس ٺهيا پئي.**
	Roman script	Mehran je ander buildings ain department thahya pae.
	Transliteration	Mehran; je=of; ander=inside; bildings=buildings; ain=and; departments; thahya=built; pae=were.
	Translation	Buildings and departments were being built inside Mehran.
	Syntactic Analysis	(**Subj:** zero**, Obj: بلڊنگز ۽ ڊپارٽمينٽس**=*bildings ain diparmens*= buildings and departments**, VP: ٺهيا پئي**=*thahya pae*=were built**, PP: مهراڻ جي اندر**=*Mehran je ander*=inside Mehran

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Example 7.30 (presented previously in examples 5.40 and 6.52) shows the structure of the Sindhi sentence where the speaker uses zero subject, ‘**بلڊنگز۽ ڊپارٽمينٽس** *=bildings ain diparmens*=buildings and departments’ as an object at middle position, ‘**مهراڻ جي اندر**=*Mehran je ander*=inside Mehran (University)’ as a prepositional phrase at initial position and ‘**ٺهيا پئي**=*thahya pae*=were built’ as a verb at the end of the sentence. The structure of the sentence shows that it is used in a passive voice form that is why a subject is deleted in the Phonetic Form (PF) of the sentence. However, the deleted subject in the PF can be recovered in the Logical Form (LF) through the verb inflections (INFL) and agreement (AGR) in the sentence.

The verb phrase of example 7.30 shows some action of constructing something; it shows someone is constructing buildings and departments in Mehran University. The verb needs a person (an agent) to do action, something (a theme) to undergo the action and a beneficiary who benefits from the sentence. Thus, it can be said that it is context of the sentence which makes speaker to use beneficiary theta role prominently in the sentence to show beneficiary prominent theta role in the sentence.

The context of the sentence shows that someone (constructor) was constructing buildings and departments (object) in Mehran University. The use of past progressive tense shows that the action of the sentence was taking place in the previous time, and it was not completed. It is context of the sentence which pushes speaker to use such a verb which shows a beneficiary theta role in the sentence. The structure of the sentence shows that the constructor (agent) was constructing buildings and departments (object) for Mehran University (beneficiary); where ‘constructor’ is an agent, ‘buildings and departments’ is a theme and ‘Mehran University’ is a beneficiary in the sentence. It is

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the context of the situation which makes the speaker use beneficiary theta role prominently.

7.2.6 Goal Prominent Theta Roles in Sindhi

Carnie (2007) defines goal as the entity towards which motion takes place in the sentence. Goals may also involve abstract motion.

The examples from 7.31 to 7.36 establish the argument structure and analyse the theme theta roles in the Sindhi language.

Table 7.31: Example 7.31..**اُن وقت اسان جيڪو آهي سو گهوٽڪي هليا وياسين**

Coding	Sentence Description	Sentence
N298	Arabic script	**اُن وقت اسان جيڪو آهي سو گهوٽڪي هليا وياسين.**
	Roman script	Una waqt assan jeko aahy so Ghotki halya wayasein.
	Transliteration	Una=that; waqt=time; assan=we; jeko=that; aahy=is; so=that Ghotki; halya=went; wayasein=went/gone.
	Translation	We went to Ghotki at that time.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj Comp: گهوٽڪي**= Ghotiki**, VP: هليا وياسين**=*halya wayasein*=went**, AdvP: اُن وقت**=*una waqt*=at that time**, جيڪو آهي سو**=*jeko aahy so*=that is that)

Example 7.31 (analysed also in examples 6.41 and 7.23) presents the Sindhi sentence where the speaker uses '**اسان**=*assan*=we' as a subject, '**گهوٽڪي**=Ghotiki' as an object complement and '**هليا وياسين**=*halya wayasein*=went' as a verb at the end of the sentence. The verb shows an action of going somewhere by someone. It shows someone (the speaker) is going somewhere called Ghotki which makes the speaker to use goal theta role prominently in the sentence. The speaker does not have any option but to use an argument prominently which shows goal of the action in the sentence.

The context of the sentence shows that the speaker tries to show that they went to the city called Ghotiki. The context of the sentence makes the speaker to use such a verb which shows action of going (from somewhere) to Ghotiki. The speaker does not have a

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variety of theta roles but to use one theta role prominently which shows goal in the sentence.

This verb is an intransitive verb in Sindhi language. This verb does need an argument to show a location of action in the sentence. The speaker is trying to show that he and his friends went to Ghotiki; where 'we' is an agent and 'Ghotiki' is a goal of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to prominently use a goal theta role in the sentence.

There are two arguments in the above example. The argument '**اسان**=*assan*=we' is the subject having a nominative case and an agent theta role in the senetence. The second argument '**گھوٽڪي**=Ghotiki' is a goal having a goal theta role in the sentence.

Table 7.32: Example 7.32..**اسان هِتي يونيورسٽي ملايا ۾ اچي پُهتاسين**

Coding	**Sentence Description**	**Sentence**
N544	Arabic script	**اسان هِتي يونيورسٽي ملايا ۾ اچي پُهتاسين.**
	Roman script	Assan hity University Malaya mei achi pohtasein.
	Transliteration	Assan=we; hity=here; University Malaya; mei=in; achi=come; pohtasein=arrived.
	Translation	We arrived here in University Malaya.
	Syntactic Analysis	(**Subj: اسان**=*assan*=we**, Obj:** zero**, VP: اچي پُهتاسين**=*achi pohtasein*=arrived**, AdvP: هِتي**=*hity*=here**, PP: يونيورسٽي ملايا ۾ =***University Malaya mei***=**in University Malaya)

Example 7.32 presents the structure of the Sindhi sentence having '**اسان**=*assan*=we' as a subject at initial position, '**يونيورسٽي ملايا ۾**=*University Malaya mei*=in University Malaya' as a prepositional phrase in the middle position and ' **اچي پُهتاسين**=*achi pohtasein*=arrived' as a verb at the end of the sentence. The verb phrase of example 7.32 is an intransitive verb. It is also an action verb which requires an agent to do an action in the sentence. The verb shows action of coming from one place to another; it

shows someone (the speaker) is coming somewhere called University Malaya. The speaker uses the verb that needs an argument/a place (University Malaya) to be shown as goal or destination of the agent of the sentence. It is context of the sentence which makes the speaker to prominently use a goal theta role in the sentence.

The context of the sentence shows that they arrived at University Malaya (may be they came from somewhere else). The context of the sentence makes the speaker to use a verb which shows action of coming (from somewhere) to University Malaya. The speaker does not have a variety of the theta roles but to use one theta role prominently to show a goal in the sentence. As stated above, this verb is an intransitive verb in Sindhi language, and it does not require an object or a theme to be used at the object position in the sentence. However, such verb does need an argument which shows goal of action in the sentence. The speaker wants to show that they (he and his friend) arrived at University Malaya; where 'we' is an agent and 'University Malaya' is a goal of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to prominently use a goal theta role in the sentence.

The verb phrase of the above sentence has two arguments to discuss. The first argument '**اسان**=*assan*=we' is a subject having a nominative case and an agent theta role in the sentence. The second argument of the verb phrase '**يونيورسٽي ملايا**=University Malaya' is a goal having a goal theta role along with a goal and a locative thematic relations.

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Table 7.33: Example 7.33..**ڪڏهن ڪڏهن حيدرآباد پي وڃڻو پوَندو هو سامان وٺڻ جي لاءِ**

Coding	Sentence Description	Sentence
M640	Arabic script	**ڪڏهن ڪڏهن حيدرآباد پي وڃڻو پوَندو هو سامان وٺڻ جي لاءِ.**
	Roman script	Kadahin kadahin Hyderabad bhee wanjno pawando ho saman wathan je lai.
	Transliteration	Kadahin=when; kadahin=when; Hyderabad; bhee=also; wanjno=go; pawando= will be; ho=was; saman=things; wathan=to buy; je=of; lai=for.
	Translation	Sometimes (I) had to go to Hyderabad for buying things too.
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: حيدرآباد**=Hyderabad**, VP: وڃڻو پوَندو هو**=*wanjno pawando ho*=had to go**, AdvP: ڪڏهن ڪڏهن**=*kadahin kadahin*=Sometimes**, پي**=*bhee*=too/also**, PP: سامان وٺڻ جي لاءِ**=*saman wathan je lai*=for buying things)

Example 7.33 shows the Sindhi sentence where the speaker uses zero subject, zero object, '**حيدرآباد**=Hyderabad' as an object complement and ' **وڃڻو پوَندو هو**=*wanjno pawando ho*=had to go' as a verb at the end of the sentence. The verb phrase of the example 7.33 is an intransitive and an action verb which requires only subject to perform an action in the sentence. However, the speaker does not do so; he hides the subject in the PF of the sentence which is recovered in LF of the sentence. The verb shows action of going somewhere by someone; it shows someone (the speaker) is going to Hyderabad. The speaker uses a verb that needs an argument to be shown as a goal or destination of the agent of the sentence. It is context of the sentence which makes the speaker to prominently use a goal theta role in the sentence.

The context of the sentence shows that the speaker had to go to the city called Hyderabad. The context of the sentence makes the speaker to use such a verb which shows action of going to Hyderabad. The speaker does not have a variety of the theta roles but to use one theta role prominently which shows a goal in the sentence. The speaker is trying to show that sometimes he had to go to Hyderabad to buy things; where 'he' is an agent and 'Hyderabad' is a goal of the sentence.

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The verb phrase of the above sentence has only one argument to discuss. The argument ‘**حيدرآباد**=Hyderabad’ does not do any action in the sentence but only shows a goal of someone (the agent) to go to. Therefore, it can be said that this argument has a goal theta role in the sentence.

Table 7.34: Example 7.34..**واپس اچي گهر پوءِ بس ماني جو وارو هوندو آهي**

Coding	**Sentence Description**	**Sentence**
M61	Arabic script	**واپس اچي گهر پوءِ بس ماني جو وارو هوندو آهي.**
	Roman script	Wapis achi ghar poi bus maani jo waro hoondo aahy.
	Transliteration	Wapis=back; achi=come; ghar=home; poi=then; bus=enough; maani=meal; jo=of; waro=turn; hoondo=will be; aahy=is.
	Translation	Having come back home then it’s (my) meal turn (cooking turn).
	Syntactic Analysis	(**Subj:** zero**, Obj Comp: ماني جو وارو**=*maani jo waro*=meal turn**, VP: هوندو آهي**=*hondo aahy*=is**, HC: واپس اچي گهر**=*wapis achi ghar*=having come back home**, AdvP: پوءِ بس**=*poi bus*=then)

Example 7.34 presents the structure of the Sindhi sentence having zero subject, zero object, ‘**ماني جو وارو**=*maani jo waro*=meal turn’ as an object complement and ‘**هوندو آهي**= *hondo aahy*=is’ as a verb at the end of the sentence. This sentence is also discussed previously in examples 5.50, 6.20 and 6.39. The verb phrase of this example shows action of coming somewhere by someone; it shows someone (the speaker) is coming from somewhere to his home. The speaker uses a verb that requires an argument/a place (the home) to be shown as a goal or destination of the agent of the sentence. It can be said that it is context of the sentence which makes the speaker to prominently use a goal theta role in the sentence.

The context of the sentence shows that the speaker comes home and cooks meal (dinner); maybe he comes from his university to his home. The context of the sentence makes the speaker to use such a verb which shows action of going to the home. The speaker does not have a variety of the theta roles but to use one theta role prominently

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which shows a goal in the sentence. As discussed earlier, this verb is an intransitive verb in Sindhi language. The speaker is trying to show that having come back to home he cooks meal; where ‘he’ is an agent and ‘home’ is a goal of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to use a verb which shows prominently a goal theta role in the sentence.

The verb phrase of this sentence has two arguments ‘**ماني**=*maani*=meal’ having a theme theta role and ‘ **گهر**=*ghar*=home’ a goal theta role in the sentence. This argument has one theta role of goal and two thematic relations of goal and locative in the above sentence.

Table 7.35: Example 7.35..**2بجي بابا سِڌو اسڪول مان کڻندو هو گهرِ**

Coding	**Sentence Description**	**Sentence**
M372	Arabic script	**2بجي بابا سِڌو اسڪول مان کڻندو هو گهرِ.**
	Roman script	2 baje baba sidho school maan khanando ho ghar.
	Transliteration	2 baje=2 pm; baba=father; sidho=direct; iskool=school; maan=from; khanando=will take; ho=was; ghar=home.
	Translation	Father would directly take (us) to home from the school at 2 pm.
	Syntactic Analysis	(**Subj: بابا**=*baba*=father**, Obj Comp: گهرِ**=*ghar*=home**, VP: کڻندو هو** =*khanando ho*=used to take**, AdvP: بجي**2=*2baje*=at 2:00pm**, AdjP: سِڌو**=*sidho*=direct**, PP: اسڪول مان**=*iskool maan*=from school)

Example 7.35 (discuused also in examples 6.21 and 6.34) presents the structure of the Sindhi sentence where the speaker uses ‘**بابا**=*baba*=father’ as a subject, zero object and ‘**کڻندو هو**=*khanando ho*=used to take’ as a verb at the end of the sentence. The verb phrase of the sentence shows an action of taking someone to somewhere; it shows that someone (father) is taking someone (his son) to their home. The speaker uses a verb that requires an argument/a place (the home) to be shown as a goal or a destination of the agent of the sentence.

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The context of the sentence shows that the speaker wants to show that his father would take him from their school to the home at 2 pm. It is the context of the sentence which makes the speaker to use such a verb which shows action of going from the school to the home. The speaker does not have a variety of the theta roles but to use one theta role prominently which shows a goal of the action in the sentence. The speaker is trying to show that his father used to take him from the school to the home at 2 pm; where 'father' is an agent of the sentence and 'home' is a goal of the sentence. Therefore, it can be said that it is the context of the sentence which pushes the speaker to use a verb which shows prominently a goal theta role in the sentence.

There are three arguments with the verb pharse of the above sentence. The first argument '**بابا**=*baba*=father' is a subject having an accusative case and an agent theta role in the sentence. The second argument '**گھرِ**=*ghar*=home' is a goal having a goal theta role in the sentence. The third argument '**اسڪول**=*iskool*=school' is a source having a source theta role in the sentence.

Table 7.36: Example 7.36..**تہ اُتي اچي ويندا آهيون گھرپنهنجي**

Coding	Sentence Description	Sentence
N107	Arabic script	**تہ اُتي اچي ويندا آهيون گھرپنهنجي.**
	Roman script	Ta uty achi wenda aahyon ghar pahinje.
	Transliteration	Ta=that; uty=there; achi=come; wenda=will go; ahyon=are; ghar=home; pahinje=our.
	Translation	Then (we) come (back) there our home.
	Syntactic Analysis	(**Subj:** zero**, Obj:** zero**, VP: اچي ويندا آهيون**=*achi wenda aahyon*=come**, AdvP: تہ اُتي**=*ta uty*=then**, Obj Comp: گھرپنهنجي**=*ghar pahinje*=our home)

Example 7.36 (presented previously in 6.22) shows the structure of the Sindhi sentence having zero subject, zero object, '**گھرپنهنجي**=*ghar pahinje*=our home' as an object complement and '**اچي ويندا آهيون**= *achi wenda aahyon*=come' as a verb at the end

of the sentence. The verb phrase of this example is an intransitive verb which has only subject to give a complete sense of the sentence. However, the speaker does not do so; he hides the subject in the PF of the sentence which should otherwise be shown in the sentence. The deleted argument at subject position can be recovered through verb inflections and agreement. The verb phrase shows action of coming somewhere by someone; it shows someone is coming to their home. The speaker uses such a verb that needs an argument/a place (the home) to show as a goal of the agent in the sentence.

The context of the sentence shows that the speaker and his friends come home from somewhere; maybe they come from the university or office to their home. It is context of the sentence which makes the speaker to show action of coming to the home. The speaker does not have a variety of the theta roles but to use one theta role prominently which shows a goal in the sentence. The speaker is trying to show that he and his friends come to the home; where 'we' is an agent and 'home' is a goal of the sentence. Therefore, it can be said that it is context of the sentence which pushes the speaker to prominently use a goal theta role in the sentence. The sentence has only one argument. The argument '**گھر**=*ghar*=home' in a noun phrase '**گھرِپنھنجي**=*ghar pahinje*=our home' shows a goal of the action of 'coming' of the hidden subject (we).

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7.3 Summary

The analysis shows that the Sindhi language has six theta roles which are prominently and frequently used. They analysis of the data shows that that there are certain places where certain theta roles are prominently used in the Sindhi language. The analysis shows that it is the context of the sentences which makes theta roles prominent or less prominent than the other theta roles in Sindhi. It is a verb phrase of a sentence which makes theta roles prominent or less prominent theta roles in a sentence.

The analysis shows that there are six theta roles which are prominently used in Sindhi language. The theta roles which are used prominently in Sindhi language are: *Agent, Theme, Beneficiary, Recipient, Locative and Goal*. Sindhi language uses mostly action verbs to show action of an agent and a theme in sentences, that is why it uses agents prominently than other theta roles. It has some arguments which are beneficiaries to take benefits from sentences, and recipient to receive something in sentences. Sindhi verbs have some arguments which are prominently used as locatives to show locations in sentences, and goals to show goals or destination of action in sentences.

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CHAPTER 8: DISCUSSION AND CONCLUSION

8.1 Discussion of Findings in Relation to Research Questions

The aim of this study is to apply the X' Theory (Culicover, 1997), Theta Role and Thematic Relations (Carnie, 2007) and a model or a fact The Rules for Standard Sindhi Sentence Structure (Allana, 2010) to the verb of the Sindhi language. The above mentioned two theories and a model are used in the current study to present and discuss natural spoken Sindhi sentences in relation to the morphosematic and morphosyntactic properties of the verbs and the roles performed by different arguments (NPs) of the verbs.

A number of key findings are found from the analysis of the data. These findings are discussed in relation to the three research questions which reflect the three objectives that are set to achieve in this research work.

8.2 Discussion of Findings in Relation to Research Question 1: What are the Morphosemantic and syntactic properties of verbs in the Sindhi language?

The following key findings are found from the analysis of the data with respect to research question 1 of the study.

8.2.1 Tree Diagram Analysis of Sindhi Verbs

The X' Theory by Culicover (1997) is used to draw Tree Diagrams to answer research question 1 in the chapter 5. The Tree Diagrams are drawn to represent Sindhi sentences especially focusing on verb pharses. The X-bar Theory is employed in this study as a representation of the sequential order of elements (words, phrases and clauses) in the surface (S-Structure) only without any bearing or implication to any theory of syntax especially the deeper D- Structure. The data have been analysed to see major types of the verbs in the chapter 5; which are: transitive, monotransitives,

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ditransitive, active voice, passive voice, compound verbs, intransitives and helping/to be verbs in the Sindhi language. Using Culicover's X-Bar theory (1997), tree diagrams of the examples are drawn especially focussing on the verbal group of the sentence. However, concerning the projection and computational analysis of the Sindhi VP, it is found that the syntactic analysis of the selected sentences from the data indicates that VP in Sindhi is divided into two branches: NP and V', while the V' shell is further branched into AGRP, NP2 and PP in the case of transitive and ditransitive verbs. The result found from the analysis shows that it is possible in the Sindhi language to generate VP shell under the V'. (See the tree diagram analysis in chapter 5.

8.2.2 Standard Sindhi Sentence Structure

The analysis of the data shows that the spoken Sindhi does not always follow the standard Sindhi sentence structure. To verify this, the model/fact of 'Standard Sindhi Sentence Structure' by Allana (2010) is adapted to see sentence structure in the data. Allana's fact/model is employed to see and justify whether spoken Sindhi follows the standard Sindhi sentence structure which is used in the written Sindhi. According to Allana (2010), a Sindhi sentence structure must have a subject at initial position, an object in the middle and a verb at the end of a sentence.

During the analysis, it was found in the data that Sindhi spoken language mostly follows the above standard Sindhi sentence structure. However, there are certain places where spoken Sindhi language does not follow the standard sentence structure. They place a subject at the end of a sentence rather than at initial position, sometimes an object at the end than in the middle, sometimes they just use verb phrase deleting both subject and object in sentences; which otherwise must have been shown in sentences.

However, such violations do not affect the structure and the meaning of the spoken Sindhi sentences. The basic sentence structure (SOV) is same in written as well

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as in spoken Sindhi. The difference found in between them is that the spoken Sindhi sometimes violates the placement rules for subject and subject expansion, object and object expansion and verb and verb expansion. Despite such violations of the placement rules, the spoken Sindhi sentences are still syntactically, semantically and grammatically accepted.

Secondly, sometimes, spoken Sindhi does not follow rules for subject, object and verb expansions; they place them at different places than the typical places in sentences, which is a violation. The interesting finding is that despite of violating sentence structure and placement rules, the sentences are able to give complete meaning. As stated above, sometimes spoken Sindhi violates the rules for placement of subject, object and verb and also their expansion yet it does not affect the meaning of the sentence at all. Violation in the structure, especially in the placement of subject, object and verb, does not affect meaning of sentences in spoken Sindhi language. It can be seen in the examples 5.2, 5.5, 5.9, 5.11, 5.14, 5.31, 5.44, 6.27, 6.42, 6.56, 6.67, 7.1, 7.15 and 7.21 in chapters 5, 6 and 7.

8.2.3 Morphological Inflections in Sindhi

With regard to the first research question, the analysis shows that the argument structure in Sindhi is determined by the verbs, and in most cases morphology, specifically suffixation (inflections) plays a vital role in the structure of Sindhi verbs, where subject, direct object, indirect object and tense marker is attached to the verb base for introducing new theta roles. For example, such morphological inflections can be seen in examples 5.1 to 5.6 in chapter 5 and also in chapters 6 and 7. Sindhi verbs are classified into intransitive and transitive verbs. Transitive verbs are further divided into monotransitive, ditransitive, compound verbs, causative verbs, active voice and passive voice. Intransitive verbs are classified into ‘to be’ verbs, helping verbs and active voice

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form respectively (Allana, 2010, Baig, 2006, Rashdi, 2008, Dada, 2010, Jokhio, 2012b, 2012c, 2012d).

The analysis shows that the Sindhi verbs change according to the inflectional and derivational morphemes; a slight morphological and lexical change in form of the verbs leads to a complete new form and meaning of the verb. A slight change in the verb form will also change a number, a person and a gender of a subject as well as an object of a sentence. The Sindhi verbs include morphological, lexical and phonological changes which bring out new a form of the verbs with new meaning. The morphological and lexical changes in the verbs can be seen in almost all examples in chapter 5 and can also be seen in chapters 6 and 7. This validates the studies of previous writers/linguists (Baig, 1925 & 2006; Adwani, 1985; Trump, 1872; Stack, 1849; Allana, 2010 &) who argued that in Sindhi verb changes according to inflectional and derivational morphemes to make the person, number and gender differences, to make tense differences as well as to show aspect and mood of the sentence.

8.2.4 Phonological Inflections in Sindhi

The phonological morphemes (inflections) play a crucial role in the forms and meanings of the Sindhi verbs (Bur'ro, 2004; Jokhio, 2010). Phonological morphemes are crucial to be properly used in spoken as well as written Sindhi. A slight mistake or slip of tongue (in spoken language) can result in a new word with new form and meaning. These phonological inflectional changes can be seen in examples 5.1, 5.2, 5.3, 5.9, 5.10, 5.18, 5.26, 5.30, 5.31 and 5.32. This validate the results of previous researchers (Baig, 2006; Adwani, (1985) 1926; Allana, 2010 & Jokhio, 2010) who argued that in Sindhi, phonological inflections (*zair, zabar, pesh and jazam*) play a vital role in the Sindhi language like Arabic language. It is found in the analysis of the data that a verb changes according to phonological, inflectional and derivational morphemes

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to show a person, a number and a gender of subject as well as object in the Sindhi language.

8.2.5 Unusual structures in Sindhi

The analysis showed some unusual rare constructions like sentences having null/zero arguments at subject or object positions. There were some sentences where the speakers have deleted subjects and objects in the Phonetic Form (PF) of the sentences, yet the sentences were grammatically accepted. The deleted or omitted or dropped arguments at subject and object positions are inferred and recovered through the rich morphological inflections and agreement in the Sindhi language. The deep structure or Logical Form (LF) shows that there is an argument with a verb which is either hidden or deleted in the PF of the sentence. It is one of the morphosemantic and morphosyntactic features of the Sindhi language that its arguments are frequently hidden or deleted in the Phonetic Form or the surface structure of sentences in the spoken form (Baig, 2006). However, their Logical Form shows that they do have arguments at subject and object position, which are inferred and recovered through verb inflections. It is a verb phrase and especially verb inflections (lexical, morphological or phonological) which show feautures the presence of an argument in the deep structure which is hidden in the surface structure of a sentence. The analysis of such unusual constructions can be seen in examples 6.56 to 6.73 in chapter 6.

Like the English language, the findings of the study indicate that the Sindhi language does not differ significantly from English in the sense that verbs are inflected for number, person, gender, tense and tense-aspect-mood, and these inflections are indicated by using free and bound morphemes. This validates the views of (Hussain, 2009; 2010; 2011; Khoso, 2005, Rashdi, 2008) who argued that the Sindhi verb changes

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according to inflectional and the derivational morphemes to make tense differences in sentences in written as well as spoken language.

8.2.6 *Pro*-drop Parameters in Sindhi

The analysis of the data shows that Sindhi verbs are like Italian and Spanish verbs; semantically loaded verbs. The analysis shows that Sindhi is also a *pro*-drop language where *pro(s)* are normally dropped at subject or object positions in the Phonetic Form (PF) of the sentences. However, the dropped pronouns or deleted arguments can be recovered through the verb inflections (INFL) and rich agreement (AGR) in the Logical Form (LF) or deep structure of the sentences (Chomsky, 1988 & Haegeman, 1994).

The analysis of the data in chapter 5, 6 and 7 shows that Sindhi sentences satisfy the Projection Principle (PP), the Extended Projection Principle (EPP) and the theta-criterion (Chomsky, 1981; 1982; 1988). The sentences are syntactically well represented; they have overt subjects and their verbs theta mark the arguments. Some sentences do not have a subjects in the Phonetic Form of the sentence; thus, violating the EPP. The deleted arguments at subject and object positions are recovered through the Recoverability Condition. The *pro*-drop features can be seen throughout the examples in the study.

According to Recoverability Condition, an argument (subject) which is deleted in Phonetic Form of the sentence (PF) can be recovered in the Logical Form (LF) of the sentence. The deleted argument (e.g. subject) can be recovered through the verb inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988).

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8.3 Discussion of Findings in Relation to Research Question 2: What are the Argument Structure/Thematic Structures of verbs in Sindhi language?

The following key findings are found from the analysis of the data with respect to research question 2 of the study.

8.3.1 Theta Role (s) Assignment in Sindhi

According to the Theta-criterion theory, each argument is assigned one and only one theta role and each theta role is assigned to one and only one argument (Chomsky, 1988; Haegeman, 1994; Bobaljik, 1995; Carnie, 2007 & Radford, 2009). One argument can have only one theta role but it can have more than one thematic relations. Thus, in this regard, each argument in the above Sindhi examples in chapters 6 and 7 is analysed and discussed in detail in relation to the theta roles, thematic relations and prominent theta roles.

The current study finds in the analysis that Sindhi language has all theta roles and thematic relations which are proposed by Carnie (2007). It is found that an argument of a verb must be its syntactic sister (syntactic element in the same sentence). However, the arguments bearing the role of Instrument, Locative and Goal in most of the cases are not verb's sister, but are the sisters of preposition when analysed in tree diagram (see Tree Diagram Analysis in chapter 5). In other words, Sindhi is like English, the argument structure of a given thematic role is determined by the types of verb, and the direct internal argument (direct object) is the argument that receives its theta role directly from the verb, while the so called indirect internal argument (indirect object) is an argument that is assigned its theta role not by the verb directly but by a governing preposition as shown previously in chapter 6 under headings (Recipient) and (Beneficiary). However, concerning the projection and computational analysis of the Sindhi VP, the syntactic analyses of the selected sentences from the data indicate that

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VP in Sindhi is divided into two branches: NP and V', while the V' shell is further branches into AGRP (Agreement Phrase), NP2 and PP in the case of transitive and ditransitive verbs. The result found from the analysis shows that it is possible to generate a VP shell under the V' (V-bar) in the Sindhi language. (See the Tree Diagram Analysis in chapter 05).

8.3.2 Arguments with Dual Thematic Relations in Sindhi

The analysis of the data shows some arguments having dual thematic relations and even three thematic relations in a sentence (Dowty, 1991 & Jackendoff, 1994). It is seen in the examples of locative, goal and source theta roles where each argument is having at least one theta role and two thematic relations, and sometimes one argument has three thematic relations in a sentence. The analysis of some examples of the argument structure of Source, Goal and Locative theta roles shows that same argument can have one theta role of Source and two thematic relations of source and locative. Some arguments have a Goal theta role along with a goal and locative thematic relations. Sometimes such arguments can also have a Beneficiary theta role in the sentences. (See the examples of Source, Goal and Locative in chapters 6 and 7.

8.3.3 New Theta Role/Thematic Relation(Giver/Donor) in Sindhi

During the analysis, an argument is seen which does not fit in any of Carnie's proposed theta roles. Therefore, it is assigned/given a new theta role of a 'giver/donor' which consciously or unconsciously gives/donates something to other arguments in the sentence. Though very rare and least frequent but it is seen in the data. The analysis of such examples can be seen in example 6.53 to 6.55. It is an argument which consciously or unconsciously gives or donates something to another argument in the sentence. It can be an argument (NP), a situation (a phrase) or a complete clause giving some benefit to other arguments in a sentence. Therefore, the current study assigns it a theta role named

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'giver/donor'. In addition, these roles in Sindhi language have never been analysed and discussed before.

8.3.4 Theta Role(s) Assignment by verbs having zero/null arguments

The result of the analysis shows that in Sindhi there are some sentential constructions like subjectless verbs, objectless verbs and sentences having just a verb phrase, and there are also some sentential constructions having zero verbs; having just an adverbial phrase. However, all of these constructions are grammatically accepted and theta roles are still featured in such constructions.

Some unusual structures are seen in the data which are discussed in detail in chapter 6. The unusual structures are like verb phrases without subjects, verb phrases without objects and there are some sentences having only verb phrases; null subjects and objects. These unusual structures apparently show zero/null arguments at subject and object positions in the Phonetic Form (PF) or the surface structure of the sentence. However, the Logical Form (LF) or the deep structures of these sentences show that they do have hidden or deleted arguments (subjects and objects) which are deleted in the PF of the sentences. The deleted argument (e.g. subject) is recovered through the verb inflections in the morphologically rich languages where the deleted argument in PF is governed by INFL (inflections) and AGR (agreement) (Chomsky, 1988; Cowper 1992; Haegeman, 1994; Culicover, 1997 & Carnie, 2007).

The structures of the above presented examples (from 6.56 to 6.73) show zero arguments or empty categories (EC) at subject and object positions; they have zero subjects and objects in the Phonetic Form (PF). However, their Logical Form (LF) or the deep structures features the presence of arguments at subject and object positions which are deleted in PF of the sentences. The deleted subjects and objects are inferred, identified and recovered through the agreement (AGR) and verb inflections (INFL) in

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the sentences. The inflections of the verb phrases feature the deleted arguments at different positions with different theta roles.

Like Italian (Haegeman, 1994), Sindhi is also permitted to drop its *pro* argument at subject and object positions in a spoken sentence. Despite of dropping or deleting arguments at subject and object positions, the above discussed Sindhi sentences satisfy the Projection Principle (PP), Extended Projection Principle (EPP) and the theta-criterion. The sentences are syntactically well represented, they have an overt and non-overt subject and they theta mark the arguments at theta positions. Some sentences violate EPP by not having an overt subject in the Phonetic Form of the sentence. However, their Logical Forms recover and also theta marks the non-overt or deleted subjects or objects to satisfy the EPP.

The surface structure or PF of the sentences shows one argument or zero arguments at all; however, the deep structure or the LF of the examples shows that the verb phrases do have arguments at subject and object positions which feature them theta roles. It is a verb phrase in the Sindhi language which shows number, person and gender of arguments in a sentence. It is a verb phrase in Sindhi through which arguments and their person, number and gender are inferred and recovered. The verb phrases and their morphological and phonological inflections in Sindhi confirm the presence or absence of arguments at any positions in the sentences. Sindhi verbs are semantically loaded verbs carrying tense aspect, mood, case and person, number and gender of subjects as well as objects.

One of the special features of the Sindhi language is that it deletes/hides verb's argument(s) in the surface structure, but the deep structure shows that it does have argument(s) with the verb phrase which are deleted in the surface structure of a sentence. It is a verb phrase especially verb inflections (morphological or phonological)

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which help us identify person, number and gender of a subject and tense of a sentence in the Sindhi language. These verb inflections also help us feature a theta role to any arguments in various situations/contexts in a sentence.

Like the English language, Sindhi verbs are inflected for tense, tense-aspect-mood, and these are indicated by using free and bound morphemes. However, the data analysis shows that Sindhi verbs and prepositions assign a thematic role to an argument as in examples 6.54, and 6.55 in chapter 6. Thus, the theta roles can be assigned directly by a verb or indirectly assigned by a verb with the help of a preposition in a prepositional phrase which qualifies a noun phrase (an argument) in it. A role assigned by a verb to an argument is called a direct assignment of a role, and a role assigned by a preposition in between a verb and an argument is called an indirect assignment of a role, especially in the case of Locative, Instrument, Source and Goal theta roles. See the examples under locative, source, goal and instrument theta roles in chapters 6 & 7.

8.4 Discussion of Findings in Relation to Research Question number 3: How are the theta roles prominently used in the Sindhi Language?

The data show the appearance of different theta roles in the analysis of the data in chapter 7 using frequency and percentage of the theta roles in Sindhi. It is found that the most prominent and frequent thematic roles that exist in the Sindhi language are: *agent, theme, beneficiary, recipient, locative and goal*. The results of the analysis show that the most prominent and frequent theta role that occurs in the data is the theta role of Agent, which has more than one thousand and three hundred times (1,300) appearance (75%) in the data (1, 679 sentences). The analysis shows that an Agent theta role is most prominently used in the Sindhi language, and it is found in almost every sentence in the language. Sindhi language mostly uses action verbs to show some action in the sentence; there is an action going on in the sentence. It is either performed by a vivid

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subject (Agent) in the surface structure of the sentence or by the hidden agent in the deep structure of the sentence.

The next most prominent theta role is Theme which appears around one thousand times with 60%. As discussed earlier, the Sindhi language mostly uses action verbs showing someone doing something and something is undergoing through some action. An argument which undergoes an action of the sentence is known as a Theme and it has a theme theta role. When agent is doing something then there is an argument which undergoes an action of an agent and that argument is a theme.

With regard to the third prominent theta role in terms of appearance is the theta role of Recipient respectively with around 70 appearances in the data, which represents around 4%. The speakers used direct and indirect objects in the sentences. The findings show that the use of the direct object is more prominent than an indirect object. In Sindhi, the analysis shows that the fourth prominent theta role is the theta role of Locative with around 65 appearances, which represents around 4%. The fifth theta role in term of appearance is the theta role of Beneficiary with around 60 appearances in the data, which represents around 3.6%. The role of beneficiary is like the role of recipient in Sindhi; recipient and beneficiary theta roles are somehow related to each other. However, the use of Recipient theta role has been noticed to be higher than that of Beneficiary.

The sixth prominent theta role is Goal which is found in 40 sentences equivalency to 2.5%. The Goal theta role is used only when speaker wants to show the destination of the action in the Sindhi language. A close observation shows that the seventh prominent theta role in Sindhi is Experiencer with 35 appearances having 2%. The eighth prominent theta role is Source which is found in around 30 sentences with 2%. Source and goal theta roles normally come together in Sindhi to show the starting (source) and

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ending point (goal) of an action in a sentence. However, the use of a Goal theta role is found higher than Source.

The data analysis shows that the theta role of Instrument is found to be a very less prominent role in the Sindhi language, which appears less than 20 times in the data that is equivalent to around 1%. This theta role is very rarely used in the Sindhi language. The theta role that has the least frequency in the data is the theta role of Instrument with just 20 appearances out of (1679) sentences representing 1% only. Last but not least, the theta of Giver is found to be the least prominent one in Sindhi. It is seen in the data, but it occurs very rarely. It has very less frequency and prominence in Sindhi; occurring only in four to five sentences in the whole data. Thus, the prominence or hierarchy of the theta roles in Sindhi language based on Levin & Hovav (2005) is as follows:

(Agent>Theme>Recipient>Locative>Beneficiary>Goal>Experiencer>Source>Instrument>Giver)

According to the above hierarchy, an agent is higher than a theme, a theme is higher than a recipient, a recipient is higher than a locative, a locative is higher than a beneficiary, a beneficiary is higher than a goal, a goal is higher than an experiencer, an experiencer is higher than an instrument and an instrument is higher than a giver theta role in Sindhi.

The figure 8.1 shows the hierarchy of the prominent theta roles in Sindhi language.

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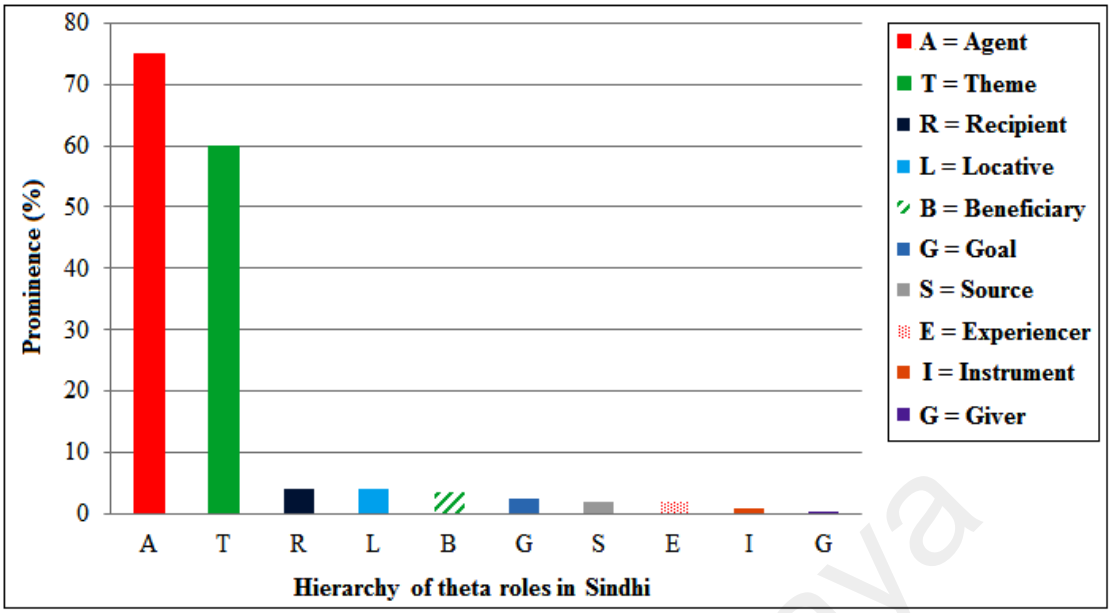

Figure 8.1: Prominence of Theta Roles in Sindhi

8.5 Conclusion

The primary aim of this study is to analyse the morphosemantic and syntactic properties of Sindhi verbs with regard to the theta roles and thematic relations using the frameworks of Culicover (1997), Carnie (2007) and Allana (2010). This study has successfully applied the above mentioned theories (Culicover, 1997 & Carnie, 2007) and a model/fact (Allana, 2010) on verbs of the Sindhi language in terms of morphosemantic and syntactic properties and theta roles and thematic relations. During analysis, it is found that a slight morphological, lexical and phonological change in the form of a verb leads to a complete new form and meaning; it changes one form to other, it changes even class of the word, such morphemes are called derivational morphemes. Such morphemes and verb inflections play a crucial role in determining the structure and meaning of verbs in the Sindhi language. Therefore, one has to be careful while writing or pronouncing the Sindhi verbs otherwise the meaning would be mistaken.

Sindhi verbs and their types are analysed in chapter 5. The Sindhi verbs are classified into transitive and intransitive verbs. Transitive verbs are further classified into their types: monotransitives, ditransitive, aspectual verbs, compound verbs,

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causative verbs having two forms active voice and passive voice. On the other hand, intransitive verbs are divided into: to be verbs and helping verbs. The results show that a slight morphological, lexical and phonological change in the form of a verb leads us to a complete new form and meaning; it changes one form to other, it even changes the class of the word.

Allana's model/fact of Sindhi Sentence Structure (2010) is adapted to see whether the spoken Sindhi sentences follow the standard Sindhi sentence structure. It is found that the spoken Sindhi language mostly follows the standard Sindhi sentence structure. There are certain sentential constructions where spoken Sindhi violates the standard Sindhi sentence structure. However, such violations do not affect the structure and meaning of the sentence at all. These violations are allowed in spoken form and poetic language (Baig, 2006). Thus, it can be argued that Standard Sindhi Sentence Structure is successfully followed in the written Sindhi but sometimes violated in the spoken one.

Using Culicover's X-Bar theory (1997), the tree diagrams of the examples have been drawn; especially focusing on the verbal group of the sentence. It is also found that it is possible in Sindhi to generate a VP shell under V-bar. It is usually found in sentences having long verb phrases.

The current study finds that like Italian and Spanish (Chomsky, 1988; Haegeman, 1994) Sindhi is also a *pro*-drop language, where *pro*(s) are normally dropped or deleted in the Phonetic Form (PF) of the sentence. However, the deleted *pro*(s) or arguments at subject and object positions are recovered through the verb inflections (INFL) and the sentence agreement (AGR) in Sindhi. As discussed above, it is one of the morphosematic and syntactic features of the Sindhi language that it's some arguments (first person singular and plural and third person plural subject: I, We and They) can be

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deleted or hidden at subject position in the surface structure of sentence (Baig, 2006). Some arguments at object position can be omitted in Phonetic Form of the spoken Sindhi sentences. However, their Logical Form (LF) shows that they do have arguments at subject or object positions in the sentences, which are inferred, identified and recovered through verb inflections.

The current study finds all types of theta roles and thematic relations proposed by Carnie (2007). The analysed and discussed theta roles are: *agent, experiencer, theme, recipient, locative, source, goal, instrument and beneficiary.* These roles in Sindhi language have never been analysed and discussed before. A new theta role is seen in the data that has not been assigned any theta roles in the theory of Carnie (2007). Such theta role is seen in the data which directly or indirectly contributes something to other syntactic elements in sentences. However, such theta role(s) has/have not been discussed by Carnie (2007) in his 'Theta Roles and Thematic Relations'. Therefore, it is assigned a theta role of 'giver/donor' in the analysis which consciously or unconsciously gives something to other arguments or to whole sentence in general. It can be seen in the examples 6.53 to 6.57.

The result of the analysis shows that in the Sindhi language there are sentential constructions like verbs with zero/null subjects, verbs with zero/null objects and verbs with both zero/null subjects and objects and sometimes zero verbs. Such sentential constructions are grammatically accepted and their overt or non-overt arguments are theta marked by satisfying Projection Principle (PP), Extended Projection Principe (EPP) and theta Theta-Criterion Theory. Apparently, in Ponetic Form (PF), such constructions do not have an argument in the spoken Sindhi sentences. However, a theta role is still featured in such construction; the deep structure or Logical Form (LF) of such constructions (sentences) features an argument with their verb phrases. It is found

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in the data analysis that spoken Sindhi has also some sentential constructions e.g. subjectless verbs, objectless verbs and sentences having just verb phrases and sometimes sentences having zero verb phrases. These all sentential constructions are grammatically accepted and theta roles are still featured in such construction which can be seen in the examples 6.56 to 6.73 in chapter 6.

The study finds that there six prominent theta roles which are frequently and prominently used in the Sindhi language. The prominence and frequency of the prominent theta roles is shown in figure 8.1.

Based on the hierarchy by Levin & Hovav (2005), the Sindhi language has following hierarchy of theta roles:

(Agent>Theme>Recipient>Locative>Beneficiary>Goal>Experiencer>Source>Instrument>Giver)

8.6 Contribution of the Study

The verbs in Sindhi have never been studied and analysed in terms of morphosemantic and syntactic properties and theta roles and thematic relations especially at PhD level (Hussain, 2010; Jokhio, 2013). The literature also shows that the theta roles and thematic relations have not been analysed and investigated using the theories applied to the current study. Thus, this study contributes towards the study of Morphology, Syntax and Semantics of Sindhi verbs in terms of morphosemantic and syntactic properties, theta roles and thematic relations and prominent theta roles.

The current study contributes generally to the study of Syntax and particulary to the study of Syntax of Sindhi verbs. It also contributes to Morphology and Semantics of verbs in the Sindhi language. Sindhi verbs are classified into intransitive and transitive verbs. Transitive verbs are further divided into monotransitive, ditransitive, compound verbs, causative verbs, active voice and passive voice. Intransitive verbs are classified

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into ‘to be’ verbs, helping verbs and active voice form. It is found in the analysis that inflections in Sindhi play a vital role in the syntax, semantics and morphology of the verbs. The morphological, lexical and phonological inflections identify the person, number and gender of the subject as well as object in the sentence. The verb inflections also help us to identify, infer and recover a deleted or hidden argument in the surface structure of the sentence. The verb inflections are used to show tense of the sentence. These are also used to change one tense into another in the sentence (see helping verbs, and aspectual verbs).

This study also contributes that like Italian and Spanish (Chomsky, 1988; Haegeman, 1994) Sindhi is also a *pro*-drop language where *pro*(s) are dropped in the Phonetic Form (PF) of the sentence. However, the deleted *pro*(s) or arguments are recovered through verb inflections (INFL) and agreement (AGR) in Logical Form (LF) of the sentence.

The current study contributes to the study of theta roles and thematic relations in Sindhi. The study finds a new argument (NP) that has not been assigned any theta roles in the theory of Carnie (2007). This argument is seen in the data which directly or indirectly contributes something to other syntactic elements in sentences. However, this argument has not been discussed by Carnie (2007) in his ‘Theta Roles and Thematic Relations’. Therefore, the current study assigns this argument a new theta role of ‘giver/donor’ in the analysis which consciously or unconsciously gives something to other arguments or to the whole sentence in general.

The current study contributes to the prominence or hierarchy of the theta roles in the Sindhi language which is given as follows:

(Agent>Theme>Recipient>Locative>Beneficiary>Goal>Experiencer>Source>Instrument>Giver)

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This study serves as a scientific and systematic study in the area; it gives way for conducting similar research on the area in future. The same research can be replicated in the syntax of other languages in the world, especially in Malaysia and Pakistan where this research study is conducted. Moreover, the research has contributed to the preservation of the language with the current study in the areas of morphosemantics and morphosyntax.

Finally, this research to the best of its capacity contributes toward the morphosemantic and morphosyntactic analysis of Sindhi verb phrase (VP) and sentences using the Projection Principle, Extended Projection Principle and Theta-Criterion. The study also contributes towards the sentence structure used in spoken Sindhi language which is more flexible as compare to the one used in the written Sindhi language.

8.7 Implication for Further Study

Many studies have been conducted in the field of syntax and semantics, but studies that are related to morphosemantic and syntactic properties and thematic roles in relation to Sindhi verb using the framework of scholars such as: Radford (2009); Carnie, (2007); Van Valin & Lapolla (1997); Ohaula (1997); Culicover (1997); Haegeman (1994); Cowper (1992); Chomsky (1988) and many other are yet to be investigated. Thus, the current research applied the X'-Bar Theory of Culicover (1997) to draw Tree Diagrams of the Sindhi sentences in order to see the verbs phrases and their elements in the sentences. This theory has been employed in chapter 5 to draw tree diagrams of the Sindhi sentences.

Allana's (2010) modal 'Rules for Sindhi Standard Sentence Structure' is also adapted to answer the research question 1 in chapter 5. It is applied to see sentence structure in spoken Sindhi and compare it with standard Sindhi sentence structure in the

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written language. The third theory which has been applied on the data is 'Thematic Relations and Theta Roles' by Carnie (2007). This theory is employed in chapters 6 and 7 for the analysis of theta roles and the prominent theta roles in Sindhi language.

Other researchers might investigate the X-bar theory in Sindhi and compare it with English. Secondly, other researchers might investigate the theory using one of the aforementioned frameworks. Finally, this study focuses only on verb phrase and the theta roles assigned by verbs in Sindhi, other researchers should look other syntactic feature of the language, like topic, subject movement, object movement, Projections Principles in Sindhi, Argument structure using Minimalist Approach by Chomsky, wh-question NP, wh-movement and V movement in Sindhi or any other languages of the world.

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