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## APPLICATION OF THEMATIC ROLES IN URDU SENTENCE STRUCTURE

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### ABSTRACT

This research aims at exploring theta roles- theoretical entities in the Urdu language that are very crucial in enabling one to Account for relations between verbs and their associated arguments. This is explained by the elaborate framework of theta roles that are commonly used, and consist of the Agent, Theme, Goal, Source, Experiencer, Patient and Instrument. For instance, in the case of “He is reading the book,” while the Agent role refers to the performer of an action, the Experiencer role refers to the passive experience as it is illustrated in “I am hungry.” This paper provides a way of differentiating and studying the intricate relationship between various features of the Urdu language. However, in order to investigate this issue more vigorously, the research also applies Chomsky’s minimalist agenda.

Analyzing the studied theories in the given program, this investigation provides a more detailed interpretation of the structural and semantic characteristics of Urdu, greatly increasing the awareness of the language's sophistication.

### KEYWORDS

Thematic roles, Urdu sentence structure, Chomsky's agenda.

### INTRODUCTION

Language is a fundamental aspect of human communication, and its complexity has fascinated linguists for centuries. The study of language and its structure is crucial for understanding how humans communicate and interact with each other. This study focuses on the application of theta roles in the Urdu language sentence structure.

Urdu is also a language spoken in Pakistan, India, and parts of Afghanistan. It is the official language of Pakistan and is one of the 22 scheduled languages of India. Urdu belongs to the Indo-Aryan branch of languages and is closely related to Hindi, another language spoken in the region. The two languages share a common vocabulary and grammar, but differ in their writing systems and some aspects of pronunciation. Urdu is a member of the Indo-Aryan branch of the Indo-European language family, and it is closely related to Hindi. Urdu uses a modified version of the Arabic script, called Nastaliq, which is a cursive style of writing. The language is known for its rich literary tradition, including poetry, prose, and drama. Urdu poetry is particularly famous for its use of complex rhyming schemes and rich imagery. In addition to Pakistan and India, Urdu is also spoken by diaspora communities around the world, including in the United States, the United Kingdom, Canada, and the Middle East. Urdu is the national language of

Pakistan and is spoken by over 70 million people worldwide. It belongs to the Indo-Aryan branch of the Indo-European language family and has a complex grammar with a rich system of inflection and derivation. The sentence structure of Urdu is also unique, with different word orders used to convey different meanings. Understanding the grammar and syntax of Urdu is crucial for effective communication and language learning. When compared to other languages, Urdu has some unique features in its grammar and syntax. For example, it is a subject-object-verb (SOV) language, which means that the subject of a sentence typically comes before the object and the verb comes at the end. This is different from English, which is a subject-verb-object (SVO) language. Additionally, Urdu has a complex system of honorifics, which are used to show respect to the person being addressed. This system includes different verb forms and pronouns, depending on the social status and gender of the speaker and the listener. These are just a few examples of how Urdu compares to other languages in terms of morphology, syntax, script, and vocabulary

**Morphology:** Urdu is an inflectional language, which means that it changes the form of words to indicate tense, number, gender, and case. Other inflectional languages include Arabic, Persian, and Hindi. In

contrast, English is a derivational language, which means that it creates new words by adding prefixes or suffixes to existing ones.

**Syntax:** Urdu has a subject-object-verb (SOV) word order, which means that the subject usually comes first, followed by the object, and then the verb. Other languages with SOV word order include Japanese, Korean, and Turkish. In contrast, English has a subject-verb-object (SVO) word order.

**Script:** Urdu is written in a modified form of the Arabic script, called Nastaliq. This script is also used for writing Persian and Arabic. In contrast, Hindi is written in the Devanagari script, while English is written in the Latin script.

**Vocabulary:** Urdu has a rich vocabulary, which draws on Arabic, Persian, and Sanskrit. Some common words in Urdu are "salaam" (hello), "shukriya" (thank you), and "qalam" (pen). In contrast, English has a vocabulary that draws on Latin, Greek, and Germanic languages.

There is a lack of comprehensive research on the application of theta roles in Urdu language. Most of the research on Urdu language focuses on other areas such as phonetics, morphology, and syntax. Therefore, there is a need to conduct research on the application of theta roles in Urdu sentence structure. This study will fill the research gap and provide insights into the application of theta roles in Urdu language, which can contribute to the overall understanding of language structure and syntax. There is a problem to identify the theta markers in Urdu language. There is not a particular study in Urdu sentence structure while in English sentence structure. There are number of works on thematic roles and markers. This research intends to

describe the assignment and marking of theta roles in the Urdu language. This study aims to fill this gap by conducting a comprehensive analysis of the application of theta roles in Urdu sentence structure, which can contribute to the understanding of language processing and comprehension in Urdu-speaking populations. The application of theta roles in Urdu sentence structure has not been extensively studied, and there is a need for research to understand the mechanisms of theta role assignment in Urdu.

Therefore, this study aims to investigate the application of theta roles in Urdu sentence structure. Specifically, it seeks to explore how theta roles are assigned and marked in Urdu sentences, and to identify the theta role markers and assigners used in the language. The study has analyzed a sample of sentences from Urdu literature, with a focus on identifying patterns of theta role assignment and marking. The findings of this study will contribute to the overall understanding of Urdu sentence structure and the role of theta roles in natural language. It will also have implications for language learning and teaching, as a better understanding of the grammar and syntax of Urdu can aid in effective communication and language acquisition.

### Literature Review

Gruber (1965) and Fillmore (1968) (as cited in Everaert, Marelj, & Siloni, 2012) argued that thematic roles play an important part in the transformation of lexical items into sentence structure. Fatima (2012) opined that semantic role is assigned to argument on the basis of predicate's essence. It means that lexical property of verb decides the sort of theta role to the argument.

These roles create the relation between verb and arguments within the sentence. Theta theory discusses that the valency needs of verb or predicate. It consolidates a conglomeration of dependent roles known as Theta Roles. The Projection Principle and the Theta-Criterion serve as the main mediators for their placement in the sentence construction.

In linguistic theory, Theta Roles, also known as thematic roles, are relational concepts that play a crucial role in determining the structural organization of conceptual representations. According to Jackendoff (1990), Theta Roles have a significance similar to that of subject and object in different syntactic theories.

Theta Roles provide a way to understand the semantic relationships between participants in a sentence. They represent the different types of roles that nouns or noun phrases can play in relation to the action or event described by the verb. For example, in the sentence "John ate an apple," the noun phrase "John" can be assigned the Theta Role of "agent," indicating that John is the one performing the action. Similarly, the noun phrase "an apple" can be assigned the Theta Role of "theme," indicating that it is the object affected by the action.

Importantly, Jackendoff argues that Theta Roles are not explicitly stated or indicated at the level of specific representations, such as D-structure or verb argument structure. Instead, they are determined structurally within the conceptual structure. This means that the assignment of Theta Roles is based on the overall organization of the conceptual representation, considering factors such as semantic properties, syntactic patterns, and discourse context.

In summary, Theta Roles provide a way to represent the semantic relationships between participants in a sentence. They are determined structurally within the conceptual structure, and their significance is comparable to that of subject and object in various syntactic theories.

Trask (1993) claims that " $\theta$ -role" is the common term for one of the thematic roles identified in GB. It is allocated to arguments by verb in accordance with the needs of Theta Theory. Each predicate has a predetermined set of  $\theta$ -roles that must be expressed in order for the sentence to be grammatically correct. These roles are required to describe the argument structure of the verb.

The notion of semantic roles has received a great deal of attention since the late 1960s. The study of Noam Chomsky's syntactic theory at that period stimulated the linguistic discussion. The Generative Transformation Grammar was part of Chomsky's 1965 book 'Characteristics of the Theory of Syntax', which was published. In addition to some semantic details, he talked on the syntax's key role in language descriptions. Throughout this time, linguists like Gruber, Jackendoff and Andrew Radford made an effort to integrate semantics more deeply into the theory. According to Jackendoff (1972), Khuram is the agent in both lines given below since it starts and maintains the movement and theme but can be moved or replaced by the object. To further illustrate, here is an example;

- a. Khuram goes to school.
- b. Khuram loves his mother.

Khuram is playing the agent role in above two sentences (a and b).

The valency needs of verbs are addressed by the thematic theory, often known as theta theory, which is a branch of universal grammar. It comprises a set of rules that govern how thematic roles are assigned. According to Riemsdijk (1986), theta theory is the fundamental theoretical concept of "argument of," a concept that all theories of grammar must take into consideration. The purpose of this theory, he continues, is to identify which NP can serve as a verb's argument. Therefore, agent, goal, patient, etc. are frequently employed to denote verbal argument. Sadiqi (1992) affirms that the purpose of theta theory is to ascertain the semantic relationship between structures' constituent. This theory uses the theta criterion and the projection principle, two fundamental principles, to illustrate these relationships.

Sara hit the boy.

Theta theory states that the preceding structure is based on specific semantic correlations. As a result, the NP [Sara] plays the role of "agent," and the NP [The Boy] plays the part of "patient."

Carnie (2013) argued that there are certain semantic expressions. These are used to identify the roles that argument emulates with admire to the predicate. Roles make the thematic relations of predicate with its arguments in the phrase or sentence. These roles to be known such as thematic roles, semantics roles. It is underlying system and maintain the relationship within the structure of verb with its arguments. There are roles which have been shown in below.

**Categorization of Semantic Roles**

Role	Definition	Example
<b>Agent</b>	The doer or inaugurator of an action is called the agent. It often comes at subject position.	<i>Teacher</i> taught the class.
<b>Patient</b>	The object affected by a certain action, frequently experiencing a change in condition to be called as patient. It often comes at object position.	The dog bites <i>the man</i> .
<b>Experiencer</b>	Arguments that observe or endure the circumstances are called experiencer. It can come at both places such as subject and object.	<i>The child</i> frightened from ghost. The explosion was heard by <i>everyone</i> .
<b>Theme</b>	The entities that encounter some actions, movement,	Umar gave Tahir <i>the book</i> . The player kicked <i>the ball</i> .



	experienced or grasp are called theme.	
<b>Goal</b>	The movement takes place assisting to object is called goal. It might be involved in abstract motion. The action is directed toward the entity.	Students went to the park for a <i>picnic</i> . Ali throws the ball to <i>basket</i> .
<b>Source</b>	The entity acts from the source location, the thing that causes a physical experience and the initial transferee in a transaction is called source.	He got the pen from <i>Ali</i> . Uzma bought the cloth from <i>boutique</i> .
<b>Location</b>	The place where the action of predicate takes place or the acting place is called location	Mother cooked the food in the <i>kitchen</i> .
<b>Instrument</b>	The entity with the action of predicate to be execute is called instrument.	He broke the leg with a <i>stick</i> . He is writing a story with <i>black pen</i> .
<b>Beneficiary</b>	The entity of a referent which gets benefit or trouble by an action executed is called beneficiary.	She struggles for <i>her family</i> . Husband bought jewelry for <i>his wife</i> .

According to Chomsky's Theta Criterion, each argument in a sentence must be the sister of a  $\theta$ -assigner, and conversely, each  $\theta$ -assigner must be the sister of an argument. In syntactic theory, the concept of "sisterhood" refers to the hierarchical relationship between constituents within a sentence. A constituent is a group of words that together function as a single unit within a sentence.

An argument is a noun phrase or a constituent that plays a role in the event or action expressed by the verb. For example, in the sentence "Mary eats an apple," "Mary" and "an apple" are arguments.

A  $\theta$ -assigner, on the other hand, is a verb or other lexical item that assigns a theta role to an argument.

The theta role represents the semantic relationship between the argument and the verb, such as "agent," "theme," or "goal."

The Theta Criterion states that for every argument, there must exist a  $\theta$ -assigner that assigns a theta role to it. In the example sentence above, the verb "eats" serves as the  $\theta$ -assigner for the argument "Mary" and assigns it the theta role of "agent."

Furthermore, the Theta Criterion also states that each  $\theta$ -assigner must be the sister of an argument. This means that the  $\theta$ -assigner and the argument should be immediately connected in the syntactic structure of the sentence. For example, in the sentence "Mary eats an apple," the verb "eats" ( $\theta$ -assigner) is the sister of

the argument "an apple." In summary, according to Chomsky's Theta Criterion, each argument must be the sister of a  $\theta$ -assigner, and each  $\theta$ -assigner must be the sister of an argument. This principle reflects the hierarchical relationship between arguments and their corresponding theta roles in the syntactic structure of a sentence.

Lexical semanticists generally agree that a comprehensive theory of event depiction should be considered when examining the characteristics of thematic roles. This theory would establish natural classes of roles and take into account the schema of events. By doing so, it is hoped that a solution to the challenge of defining the attributes of certain thematic roles can be found.

However, it is not guaranteed that any of the event representations that have been explored thus far are the most relevant for syntactic structure. The relationship between the syntactic structures used to express structured events and how they are mapped onto semantics is an ongoing area of uncertainty and research. There are three ways of approaching the conception of events.

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According to Haiden (2005), Gruber talked about two main kinds of events: things that involve movement and things that involve location. He thought that all events could be thought of as being connected to space in some way. Later, Jackendoff expanded on this idea and called it the "Thematic Relation Hypothesis" (TRH). The study of spatial motion and location are employed by the subset of primary event, path, place and state in entire semantic field of events and location. Fields can be distinguished in three ways;

- I. Identifying the types of things that can appear as the main focus or theme in this context.
- II. Recognizing the types of things that can appear as reference points, such as specific locations.
- III. Understanding the expected connections or relationships between the roles played by location in the context of spatial metaphors.

The advantage of this approach is that it can take systematic polysemy into consideration. There are many thematic connotations experience by object NP of same predicate in following example, according to L&R 1996.

- I. Ali has served his time in the meeting. spend some time (in institution).
- II. They served many dishes on his marriage. provide.
- III. This way has served me well → be useful.

IV. My father serves in the Education department. work as.

The primary issue with the localist perspective is that it doesn't appear as the local relations are highly applicable in order to realize the lexical-semantic responsibilities in the syntax argument places. Jackendoff acknowledged this, it presents an action tier that determines which subjects and objects are chosen before the thematic tier. Local relationships are encoded by the thematic tier, whereas causal relationships, such as agent vs. patient, are encoded by the action tier. The causal approach is more suitable for studying the interaction between lexicon and syntax than the localist approach, according to the priority of the action tier in relation to grammatical functions.

According to the aspectual approach, argument realization received consideration for its initial plausibility, such as the idea of delimitation and measuring out are insufficient than theta roles inventory and event constituents make internal arguments to explain the lexicon-syntax interaction. Tenny (1994) argued "Aspectual Interface Hypothesis (AIH)" as 'Aspectual qualities determine the general rules for how semantic structure and syntax structure map out. The aspectual features of direct internal arguments are subject to restrictions. The syntactic structure and external arguments have a limit on the kinds of event participants that may use these slots. The universal linking principles can only see the aspectual portion of theme structure.'

The authors of "The Theta System" (2012) by Everaert, Marelj, and Siloni presented a theory on the Theta System, which is the mind's conceptual framework. This system includes several crucial parts, including: building blocks of the framework;

I. Lexical entries: These reflect encoded concepts with distinct characteristics that specify how verb entries and other linguistic categories relate to one another.

II. Marking techniques: These techniques set up written and vocal entries for syntactic derivation. They decide whether arguments are combined internally or externally and, when necessary, give the verb an accusative characteristic.

The Theta System additionally includes a number of lexical arity (valence altering) operations. This indicates that it has an active lexical element that enables these arity operations to be used to manipulate –grids. This theory emphasizes the importance of these components in understanding how language concepts are structured and processed within the mind.

Haiden (2008) argued that the compositional lexical semantic structure chewed up through underlying structure of lexical items into syntactic structure. Perlmutter and Postal (1984) and Lavin and Rapport (1996) proposed the Universal Alignment Hypothesis (UAH). The UAH discusses the Universal grammar rules that the relation with its meaning and each entity of the phrase's structure. It is realization of thematic relation. Rosen (1984) proposed the Little Alignment Hypothesis (LAH) that one predicate has fixed mapping in any language which aligns every semantic role with primary GR. It varies for all clauses with that predicate. It is nearer to Chomsky's Projection Principle. The LAH emphasizes the semantic role, while discussing the projection principle concerning structure as a sub categorization.

### Research Objectives



The study has the following research objectives:

- To describe the theta roles in the Urdu sentence structure
- To identify the theta markers in Urdu sentence structure
- To find the theta roles assigner on surface level text.

### Research Questions

The study has the following research questions:

1. How are the theta roles assigned in the Urdu sentence structure?
2. What are the theta roles markers and the theta roles assigners in the Urdu sentence structure?
3. How are the theta roles marked to the arguments?

### METHODOLOGY

This study has used a descriptive qualitative research design, which involves collecting and analysing data to describe and document the characteristics of a particular phenomenon. The study analyzed authentic Urdu sentences from literary books and Urdu grammars to identify the presence of theta markers and theta assigners. The population of the study is Urdu sentences, while the sample consists of 10 sentences for each of the theta roles.

This research is descriptive research. The purpose of this study is to explore the application of theta roles in Urdu sentence structure. Specifically, this study aims to investigate how theta roles are assigned and marked in Urdu, as well as the markers and assigners used to indicate theta roles in the language. By providing a

detailed description of theta roles in Urdu sentence structure, this study seeks to contribute to the understanding of the principles of sentence structure in this language.

### Research Design

A descriptive qualitative research design has been used to investigate how theta roles are assigned and marked in Urdu sentences, specifically focusing on the theta markers and assigners used in the language.

### The Research Paradigm

The research paradigm for this study is interpretivist, as the study seeks to understand the meaning and interpretation of theta roles in the context of Urdu language. The study aims to provide insights into the underlying structures of Urdu sentences and contribute to the broader field of linguistics.

Overall, this study aims to provide a comprehensive understanding of the application of theta roles in Urdu sentence structure. The research methodology has been carefully designed to ensure the validity and reliability of the findings and to provide a solid foundation for the study.

### Participants and Sampling

The participants in this study are Urdu books and native speakers that serve as the source of data for the study. The sampling strategy involves selecting books in Urdu and collecting five sentences for each theta role to describe the theta marker and theta assigner in the Urdu language.

### Data analysis methods:

The data collected in this study is analysed using qualitative content analysis, which involves identifying and categorizing the different types of theta markers and assigners used in the Urdu sentences.

### **Ethical considerations:**

Since this study involves the analysis of pre-existing data from published books, there are no ethical considerations that need to be addressed.

### **Limitations and delimitations:**

Limitations of this study include the sample size, which is limited to two books, and the fact that the sentences were not produced in a controlled setting. Additionally, this study is limited to the Urdu language, and the findings may not be generalizable to other languages.

### **Theta Theory**

Theta theory was first introduced and developed by Noam Chomsky and his colleagues in the early days of generative grammar. Chomsky and his followers were interested in understanding the rules that govern the structure of sentences in natural language, and theta theory was a significant part of this research program. Chomsky and others used theta theory as a way to describe the relationships between the arguments of a sentence and the roles that they play in the event or situation described by the sentence. Thus, Chomsky can be considered the pioneer of theta theory.

Theta theory is a key aspect of linguistic theory that addresses the relationship between words in a sentence and their semantic roles, which are referred to as "thematic roles". The goal of theta theory is to provide a way to describe the distribution of these

semantic roles in a sentence and to describe the grammatical rules that govern their assignment.

### **Theoretical Framework**

Theoretical frameworks such as the theta theory provide a useful framework for understanding the assignment of thematic roles in natural language. The theta theory proposes that each verb assigns thematic roles to its arguments based on their semantic properties, and these roles are then marked in the sentence structure using theta role markers or assigners. However, the application of theta theory in the Urdu language has not been well documented, and more research is needed to understand how theta roles are assigned and marked in Urdu sentence structure.

Theoretical frameworks like theta theory are valuable tools for understanding how thematic roles are assigned in natural language. The theta theory posits that verbs assign thematic roles to their arguments based on their semantic properties, and these roles are then expressed through sentence structure using theta role markers or assigners.

However, the application of the theta theory in the Urdu language has not been extensively documented. There is a need for further research to better understand how theta roles are assigned and marked in Urdu sentence structure. Conducting such research would involve analyzing Urdu sentences, studying the verbs and their corresponding argument structure, and examining how thematic roles are expressed.

By conducting thorough linguistic analysis and gathering empirical data, researchers can shed more light on the application of theta theory in Urdu and

contribute to our understanding of how thematic roles are assigned and marked in this language.

## Analysis

The thematic structure plays a crucial role in some syntactic structures; however, it's important to note that the theory of thematic roles, often referred to as theta theory, can be somewhat vague and lacks consensus regarding the specific number and labels of thematic roles. Thematic roles are often discussed in a general and informal manner, and there is no universally accepted set of definitions for them. The inventory of thematic roles provided below is tentative and not comprehensive.

### Theta Roles Assigned by Ne

1. "میں نے کتاب پڑھی"

/meɪn ne: ki'tɒ:b 'pərhɪ/

I read the book.

Thematic Roles:

Agent (Agentive Role): "میں" (main) - The doer of the action (reading).

Theme (Patient Role): "کتاب" (kitaab) - The object that is being read.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "میں" (main) - Assigns the agent role.

2. "امی نے کھانا بنایا"

/ami: ne: 'kʰa:na bə'naja/

Mother cooked the meal.

Thematic Roles:

Agent (Agentive Role): "امی" (Ami) - The doer of the action (cooking).

Theme (Patient Role): "کھانا" (khana) - The meal that was cooked.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "امی" (Ami) - Assigns the agent role.

3. "تم نے کیا کیا؟"

/tʊm ne: kja: kja:/

What have you done?

Thematic Roles:

Agent (Agentive Role): "تم" (Tum) - The doer of unspecified actions.

Theme (Patient Role): "کیا" (kya) - Placeholder for various actions.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "تم" (Tum) - Assigns the agent role.

4. "ملازمہ نے کام کیا"

/mai:d ne: ka:m 'kja:/'

The maid did the work.

Thematic Roles:

Agent (Agentive Role): "ملازمہ" (Maid) - The doer of the action (work).

Theme (Patient Role): "کام" (kaam) - The work that was done.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "ملازمہ" (Maid) - Assigns the agent role.

5. "عمر نے اپنے دوست کو بلایا"

/ɑ:'mi:r ne: ə'peɪne: 'dɒ:st ko: bə'la:ja/

I called my friend.

Thematic Roles:

Agent (Agentive Role): "عمر" (Aamir) - The doer of the action (calling).

Goal (Goal Role): "دوست" (dost) - The entity who was called (friend).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "عمر" (Aamir) - Assigns the agent role.

These explanations highlight the thematic roles (agent, theme, goal), markers (نے - "ne"), and assigners (میں - "main," امی - "Ami," تم - "tum," ملازمہ - "maid," عمر - "Aamir") in each sentence. The markers

indicate the agent and the past tense, while the assigners assign the agent role to the respective nouns.

6. "بچوں نے کھیل کھیلا"

/ 'ba:ʃo:n ne: khel kʰe:la/

The children played.

Thematic Roles:

Agent (Agentive Role): "بچوں" (Bachon) - The doers of the action (playing).

Theme (Patient Role): "کھیل" (Khel) - The action of playing.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "بچوں" (Bachon) - Assigns the agent role.

7. "شیر نے بکری کو کھایا"

/ʃer ne: bəkri ko: kʰa:ja/

The lion ate the goat.

Thematic Roles:

Agent (Agentive Role): "شیر" (Sher) - The doer of the action (eating).

Theme (Patient Role): "بکری" (Bakri) - The object that was eaten (goat).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "شیر" (Sher) - Assigns the agent role.

8. "میں نے اپنے بچوں کو اسکول بھیجا"

/me:n ne: ə pe:ne: 'ba:ʃo:n ko: əs 'ku:l bʰe:dʒa/

I sent my children to school.

Thematic Roles:

Agent (Agentive Role): "میں" (Main) - The doer of the action (sending).

Theme (Patient Role): "بچوں" (Bachon) - The entities who were sent (children).

Goal (Goal Role): "اسکول" (School) - The destination  
(school).

Marker: "نے" (ne) - Marks the agent and the past  
tense.

Assigner: "میں" (Main) - Assigns the agent role.

9. "والد نے بیٹی کو کہانی سنائی"

/'wa:ld ne: 'be:ʃi ko: kə'hɑ:ni sə'nɑ:i/

Father told a story to his daughter.

Thematic Roles:

Agent (Agentive Role): "والد" (Walid) - The doer of the  
action (telling).

Theme (Patient Role): "کہانی" (Kahani) - The story that  
was told.

Goal (Goal Role): "بیٹی" (Beti) - The recipient of the  
storytelling (daughter).

Marker: "نے" (ne) - Marks the agent and the past  
tense.

Assigner: "والد" (Walid) - Assigns the agent role.

10. "تم نے دوست کی مدد کی"

/tʊm ne: 'do:st ki: 'mədd ki:/

You helped your friend.

Thematic Roles:

Agent (Agentive Role): "تم" (Tum) - The doer of the  
action (helping).

Theme (Patient Role): "مدد" (Madad) - The help that  
was provided.

Goal (Goal Role): "دوست" (Dost) - The recipient of the  
help (friend).

Marker: "نے" (ne) - Marks the agent and the past  
tense.

Assigner: "تم" (Tum) - Assigns the agent role.

Table 1: Different roles assigned by *ne* in Urdu

Role	Clitic
Agent	ne
Experiencer	ne
Instrument	ne
Force	ne
Patient	ne
Theme	ne

Thus, *ne* assigns and marks different thematic roles. Its prototypical role is that of an agent but in addition to this role it also indicates the roles of an experience, instrument, force, patient and theme.

### Theta Roles Assigned by *ko*

Theta role of a recipient, which is a particular kind of objective, is the one that the clitic "*ko*" most frequently assigns. Usually, recipients are used with

verbs that denote a change in possession. An animated person who receives something is a beneficiary.

1. "میں نے کتاب کو پڑھا"

/meɪn ne: kɪ'ʈɑ:b ko: 'pəʃɦɑ/

I read the book.

Thematic Roles:

Agent (Agentive Role): "میں" (Main) - The doer of the action (reading).

Theme (Patient Role): "کتاب" (kitaab) - The object that is being read.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "میں" (Main) - Assigns the agent role.

2. "والد نے بچوں کو کھلکے دکھایا"

/'wa:ld ne: 'ba:tfo:n ko: 'kʰɪlke: d̪ɪ'kʰa:ja/

Father showed toys to the children.

Thematic Roles:

Agent (Agentive Role): "والد" (Walid) - The doer of the action (showing).

Theme (Patient Role): "کھلکے" (khillke) - The toys that were shown.

Goal (Goal Role): "بچوں" (bachon) - The recipients of the action (children).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "والد" (Walid) - Assigns the agent role.

3. "تم نے مجھ کو یاد کیسے کیا؟"

/tʊm ne: mudʒʰ ko: ja:d kə'se: ki:ja/

How did you remember me?

Thematic Roles:

Agent (Agentive Role): "تم" (Tum) - The doer of the action (remembering).

Theme (Patient Role): "یاد" (yaad) - The concept of memory.

Goal (Goal Role): "مجھ" (mujh) - The entity who is remembered (me).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "تم" (Tum) - Assigns the agent role.

4. "میں نے اس کو دیکھا"



/meɪn ne: əs ko: 'de:kʰa/

I saw it.

Thematic Roles:

Agent (Agentive Role): "میں" (Main) - The doer of the action (seeing).

Theme (Patient Role): "اس کو" (is ko) - The object that was seen (it).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "میں" (Main) - Assigns the agent role.

5. "سارہ نے گلاب کو مسک کر دیکھا"

/sara ne: gʊ'la:b ko: mʊsk kar 'de:kʰa/

Sara saw the rose while smiling.

Thematic Roles:

Agent (Agentive Role): "سارہ" (Sara) - The doer of the action (seeing).

Theme (Patient Role): "گلاب" (gulab) - The rose that was seen.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "سارہ" (Sara) - Assigns the agent role.

Theta roles are also marked by the clitic "ko," and an experiencer is one of these roles. An entity that changes its internal or psychological state or has an event stated by the predicate is referred to as an experiencer. Examples of such entities are perceivers and emoters. The subjects of verbs like "love," "think," "hate," "believe," and so on can be experiencers (Van Valin, 1999). Experiencers can also be subjects in Urdu when using verbs like "soṭn," "psd/mhsus hon/krn," "lgn," and "ykin hon/krn."

6. "میں نے تجھ کو پرچھائی دی"

/meɪn ne: tʊdʒʰ ko: pər'tʃa:i di:/

I gave you a shadow.

Thematic Roles:

Agent (Agentive Role): "میں" (Main) - The doer of the action (giving).

Theme (Patient Role): "تجھ" (tujh) - You (the recipient of the shadow).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "میں" (Main) - Assigns the agent role.

7. "طیب نے کتاب کو پڑھا"

/tayyab ne: ki 't̪a:b ko: 'pərf̪a/

Tayyab read the book.

Thematic Roles:

Agent (Agentive Role): "طیب" (Tayyab) - The doer of the action (reading).

Theme (Patient Role): "کتاب" (kitaab) - The book that was read.

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "طیب" (Tayyab) - Assigns the agent role.

8. "استاد نے بچوں کو کہانی پڑھائی"

/u:sta:d ne: 'ba:ʃo:n ko: kə'hɑ:ni pə'r̪hɑ:i/

Teacher taught a story to the children.

Thematic Roles:

Agent (Agentive Role): "استاد" (teacher) - The doer of the action (reading).

Theme (Patient Role): "کہانی" (kahani) - The story that was read.

Goal (Goal Role): "بچوں" (bachon) - The recipients of the storytelling (children).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "استاد" (teacher) - Assigns the agent role.

9. "میں نے بچوں کو گیتار سکھایا"

/meɪn ne: 'ba:ʃo:n ko: gi: 't̪a:r si'k̪hɑ:ja/

I taught the children to play the guitar.

Thematic Roles:

Agent (Agentive Role): "میں" (Main) - The doer of the action (teaching).

Theme (Patient Role): "گیتار" (guitar) - The guitar that was taught.

Goal (Goal Role): "بچوں" (bachon) - The recipients of the teaching (children).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "میں" (Main) - Assigns the agent role.

10. "بیگم نے تم کو پیغام بھیجا"

/begəm ne: tum ko: 'paɪɣa:m bhe:dʒa/

Wife sent you a message.

Thematic Roles:

Agent (Agentive Role): "بیگم" (Wife) - The doer of the action (sending).

Theme (Patient Role): "تم" (tum) - You (the recipient of the message).

Marker: "نے" (ne) - Marks the agent and the past tense.

Assigner: "بیگم" (Wife) - Assigns the agent role.

These sentences showcase the use of "کو" (ko) as a marker to indicate the direct object or goal of an action in various contexts, along with their thematic roles, markers, and assigners.

Table 2: Different roles assigned by ko in Urdu

Role	Clitic
Recipient	ko
Experiencer	ko

Patient	ko
Theme	ko
Goal	ko
Benefactive	Ko

## Theta Roles Assigned by se

An object that acts as the starting point for an event or activity is referred to as the source. It stands for the thing that is moved or comes from as a result of the action indicated by the predicate. The source role can be applied in a variety of circumstances, and this can occasionally lead to confusion between the recipient and goal roles (Haegeman, 1994).

The role of an instrument describes the thing or tool used to carry out or facilitate an action. It reflects the equipment or method used to carry out a specific task or action.

1. "مجھ سے یہ کام نہیں ہوگا"

/mudʒh se: jɛ ka:m nəhi:ŋ ho:ga:/

I won't do it

We can identify the theta marker, assigner, and roles as follows:

*Theta Marker* (سے-se): In this sentence, "سے" (se) serves as the theta marker. It indicates the relationship or source of the action.

*Theta Assigner*: The theta assigner is "مجھ" (mujh), which means "me" or "from me" in English. It assigns the role of the agent or doer of the action.

*Theta Roles*:

"مجھ" (mujh) is the agent, indicating that the action is being done by "me."

"یہ کام" (yeh kaam) is the theme or topic, representing the action or task.

"نہیں ہوگا" (nahin hoga) means "will not happen" and indicates the negative aspect of the action, suggesting that the task will not be accomplished.

So, in this sentence, "سے" (se) marks the source or origin of the action, "مجھ" (mujh) assigns the role of the agent, and "یہ کام" (yeh kaam) represents the action or task that is negated.

2. "میں علی سے بات کرنا چاہتا ہوں"

/meɪn ʔli seɪ ba:t kərnə tʃɑ:həta hu:n/

(I want to talk to Ali):

Theta roles:

"میں" (I) is the agent, indicating the doer of the action.

"علی" (Ali) is the recipient or goal, indicating the entity with whom the action is directed.

Theta markers and assigners: In this case, there are no explicit theta markers or assigners. The assignment of theta roles is implicit in the verb "کرنا" (to do) and its syntactic structure.

3. "ایم ٹو موٹروے لاہور سے اسلام آباد تک ہے"

/eɪm təu mo:tʃuroʊ la:ho:r seɪ ɪslɑ:m ɑ:ba:d tək hɛ:/

(M-2 Motorway connects Lahore to Islamabad):

Theta roles:

"ایم ٹو موٹروے" (M-2 Motorway) is the theme or topic, indicating the subject of discussion.

"لاہور" (Lahore) is the source or starting point, indicating where the action begins.

"اسلام آباد" (Islamabad) is the goal or destination, indicating where the action ends.

Theta markers and assigners: Similar to the previous sentence, these assignments are implicit in the verb "ہے" (is) and its syntactic structure.

4. "ڈاک خانے سے یہ خط پوسٹ ہوگا"

/dɑ:k xa:ne seɪ jɛ khəʊpoust ho:ga:/

This letter will be posted from the post office

*Theta roles:*

"ڈاک خانے" (the post office) is the source or starting point, indicating where the action of posting begins.

"یہ خط" (this letter) is the theme or topic, indicating the object being posted.

Theta markers and assigners: Similar to the previous sentences, these assignments are implicit in the verb "ہوگا" (will be) and its syntactic structure.

5. "مون سون سلسلے کا دوبارہ سے آغاز ہو رہا ہے"

/mu:n su:n salsale ka: doba:ra: se aɡʰa:z ho: rəha: he:/

The Monsoon season has started again

*Theta roles*

"مون سون سلسلے" (the Monsoon season) is the theme or topic, indicating the subject of discussion.

Theta markers and assigners: The assignment of the theta role for the subject (the Monsoon season) is implicit in the verb "ہو رہا ہے" (has started) and its syntactic structure.

In these sentences, the assignment of theta roles is typically implicit, and there are no explicit theta markers or assigners used. Theta roles are determined by the verbs and their associated arguments in the sentence structure.

6. Here are some more examples of sentences using the word "سے" (se) in Urdu, which is often used to indicate various relationships, such as "from," "to," "with," "by," and more:
- "میں کتابخانے سے آیا" (Main kutabkhane se aaya) - I came from the library.
  - "وہ کتاب میرے دوست سے ہے" (Woh kitaab mere dost se hai) - That book belongs to my friend.
  - "تم اپنے دوستوں کے ساتھ کھیلو" (Tum apne doston ke saath khelo) - Play with your friends.
  - "اس سفر کو میرے ساتھ کرو" (Is safar ko mere saath karo) - Do this journey with me.

- e) "میں گاڑی سے کام پر جاتا ہوں" (Main gaadi se kaam par jaata hoon) - I go to work by car.
- f) "وہ بچے بچوں کے ساتھ کھیل رہے ہیں" (Woh bachay bachon ke saath khel rahe hain) - They are playing with the children.

In these sentences, "سے" (se) is used to indicate different relationships, such as origin, ownership, companionship, means of transportation, and participation.

7. "وہ کتاب خانے سے کتاب لے آیا"

/wo: kuṭā:b xa:ne se kiṭā:b le: a:ja/

He brought the book from the library.

In this sentence, "سے" (se) indicates that the action of bringing the book is assigned to the library as its source. The library is the assigner of the action.

8. "میں نے اپنے دوست کے ساتھ کھیلا"

/meɪn neɪ ə'peɪneɪ 'dɔ:st keɪ 'sa:tʰ 'kʰeɪlə/

I played with my friend.

Here, "سے" (se) is used to mark the relationship between the action of playing and the friend. It assigns the role of the friend as a participant in the action.

9. "وہ گاڑی سے شہر آیا"

/wo: 'ga:ḍi se: 'ʃɛʰər 'a:ja/

He came to the city by car.

In this sentence, "سے" (se) assigns the means of transportation (car) to the action of coming to the city and also marks the car as the means by which the action is accomplished.

These examples (7-9), illustrate how "سے" (se) can serve as both an assigner and a marker, indicating the relationship between the action and the entities involved.

10. There are more examples demonstrate how "سے" (se) can be used to assign and mark various theta roles, indicating the relationships between actions and the

entities, means, sources, or manners

associated with those actions.

a) "وہ فلمی انداز سے اپنے کردار کو ادا کرتا ہے"

/wo: 'fɪlmi ən'da:z se ə'peɪne ki'r'da:r ko ə'da kərtɑ:

he:/'

He portrays his character with a cinematic style.

In this sentence, "سے" (se) assigns the style or manner of portraying (cinematic style) and marks it as the way in which the action of portraying is performed.

b) "وہ گاؤں سے گاؤں گیا"

/wo: ga:ʊn se: ga:ʊn ga:ja/

He went from one village to another.

Here, "سے" (se) assigns the starting point of the journey (one village) and marks it as the point from which the action of going begins.

c) "میں نے اس کتاب سے دیکھ کر سمجھا"

/meɪn neɪ ɪs ki'tɑ:b se: de:kʰ kar 'səmdʒʰɑ:/

I understood this book by looking at it.

In this sentence, "سے" (se) assigns the action of looking (dekh kar) and marks it as the means or method by which understanding is achieved. In conclusion, "se" is able to designate the roles of source and instrument, where source designates the starting point of an event and instrument designates the tool or method employed in an activity.

### Theta Roles Assigned by ke

1. "یہ کتاب ان کے لئے ہے"

/je: ki:tɑ:b ʊn ke: li:.e he:/'

"This book is for them."

Thematic Roles:

Possessor Role: "ان" (un) - They, the intended recipients.

Theme (Possession) Role: "کتاب" (kitaab) - The book being possessed.



Marker: "کے" (ke) - Marks the association or possession.

Assigner: "ان" (un) - Assigns the possessor role.

2. "اس شہر کے میئر نے نئے پارک کا افتتاح کیا"

/Is je:hr ke: 'maɪ.ər ne: 'nə.je: pa:rk ka: ɪf'tɪ.ta:h ki:jə/

"The mayor of this city inaugurated the new park."

Thematic Roles:

Possessor Role: "اس شہر" (Is shehr) - The city that the mayor is associated with.

Agent (Agentive Role): "میئر" (mayor) - The doer of the action (inaugurating).

Theme (Possession) Role: "نئے پارک" (naye park) - The new park being possessed.

Marker: "کے" (ke) - Marks the association or possession.

Assigner: "اس شہر" (Is shehr) - Assigns the possessor role.

3. "زاید کے دوست بہت اچھے ہیں"

/zɑ:hid ke: dɒ:st bo:hat ə'tʃe: he:n/

"Zahid's friends are very good."

Thematic Roles:

Possessor Role: "زاید" /zɑ:hid/- You, the possessor of the friends.

Theme (Possession) Role: "دوست" (dost) - The friends being possessed.

Marker: "کے" (ke) - Marks the association or possession.

Assigner: "زاید" /zɑ:hid/-Assigns the possessor role.

4. "اس کے پاس ایک گاڑی ہے"

/Is ke: pa:s e:k ga:ri: he:/

English: "He has a car."

Thematic Roles:

Possessor Role: "اس" (Is) - The owner of the car.

Theme (Possession) Role: "گاڑی" (gaari) - The car  
being possessed.

Marker: "کے" (ke) - Marks the association or  
possession.

Assigner: "اس" (Is) - Assigns the possessor role.

5. "اس شیر کے دانت تیز ہیں"

/Is je:r ke: 'dɑ:nt tez hɛn/

"The teeth of this lion are sharp."

Thematic Roles:

Possessor Role: "اس شیر" (Is sher) - This lion, the  
possessor of the teeth.

Theme (Possession) Role: "دانت" (daant) - The teeth  
being possessed.

Marker: "کے" (ke) - Marks the association or  
possession.

Assigner: "اس شیر" (Is sher) - Assigns the possessor  
role.

The word "" (ke) is employed in these phrases  
as a marker to denote possession or association. It  
interacts with thematic roles, markers, and assigners  
to express the meaning of possession or association  
in each sentence's context.

### Different 9-Roles Assigned by ki

1. "یہ کتاب عامر کی ہے"

/je: kita:b 'ɑ:mi:r ki: he:/

"This book belongs to Aamir."

Thematic Roles:

Possessor Role: "عامر" (Aamir) - The owner of the  
book.

Theme (Possession) Role: "کتاب" (kitaab) - The book  
being possessed.

Marker: "کی" (ki) - Marks the association or  
possession.

Assigner: "عامر" (Aamir) - Assigns the possessor role.

2. "وہ میچ کی تصویریں دیکھ رہا ہے"

/wo: mɛ:ʃ ki: tɔs'vi:re:n de:x 'ra:ha: he:

"He is looking at pictures of the match."

Thematic Roles:

Theme (Possession) Role: "میچ" (match) - The match.

Theme (Possession) Role: "تصویریں" (tasveerein) - The pictures being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "میچ" (match) - Assigns the possessor role.

3. "اس موسم کی ٹھنڈک بہت پسند ہے"

/Is maʊsəm ki: tʰən'ɖək bo: 'fət pə'sənd he:/

"I really like the coolness of this weather."

Thematic Roles:

Theme (Possession) Role: "موسم" (mausam) - The weather.

Theme (Possession) Role: "ٹھنڈک" (thandak) - The coolness being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "اس موسم" (Is mausam) - Assigns the possessor role.

4. "اس گاؤں کی سرسبزی دل کو خوشی دیتی ہے"

/Is ga:ʊŋ ki: sər'səbzɪ dɪl ko: xʊ'ʃi: de:ti: he:/

"The greenery of this village brings joy to the heart."

Thematic Roles:

Theme (Possession) Role: "گاؤں" (gaon) - The village.

Theme (Possession) Role: "سرسبزی" (sarsabzi) - The greenery being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "اس گاؤں" (Is gaon) - Assigns the possessor role.

5. "تمہارے انجام کی خبر سنی ہے"

/təm'ha:re: ən'dʒɑ:m ki: xə'bər'su:ni: he:/

"I heard news about your result."

Thematic Roles:

Possessor Role: "تمہارے" (Tumhare) - Your, the owner of the result.

Theme (Possession) Role: "انجام" (anjaam) - The result being possessed.

Theme (Possession) Role: "خبر" (khabar) - The news being associated with the result.

Markers: "کی" (ki) - Marks the association or possession.

Assigner: "تمہارے" (Tumhare) - Assigns the possessor role.

6. "ان کتابوں کی تعریفیں پڑھی ہیں"

/In ki 't̪ɑːboːŋ kiː t̪ə'riːfiːn 'p̪ərhiː heː/

"I have read praises of these books."

Thematic Roles:

Theme (Possession) Role: "کتابوں" (kitaabon) - The books.

Theme (Possession) Role: "تعریفیں" (tareefin) - The praises being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "ان کتابوں" (In kitaabon) - Assigns the possessor role.

7. "اس پارک کی جگہ خوبصورت ہے"

/Is paːrk kiː 'dʒgə xub.suːrət heː/

"The place of this park is beautiful."

Thematic Roles:

Theme (Possession) Role: "اس پارک" (Is park) - This park.

Theme (Possession) Role: "جگہ" (jagah) - The place being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "اس پارک" (Is park) - Assigns the possessor role.

8. "آپ کی موت کی خبر آئی ہے"

/a:p ki: mo:t ki: 'xabər 'a:ji: he:/

"The news of your death has come."

Thematic Roles:

Possessor Role: "آپ کی" (Aap ki) - Your, the owner of the death (referring to the news of death).

Theme (Possession) Role: "موت" (maut) - Death being possessed.

Theme (Possession) Role: "خبر" (khabar) - The news being associated with death.

Markers: "کی" (ki) - Marks the association or possession.

Assigner: "آپ کی" (Aap ki) - Assigns the possessor role.

9. "اس مکھی کی شہرت ہے"

/Is 'mækʰi: ki: jo:ʰrət he:/

"This fly is famous."

Thematic Roles:

Theme (Possession) Role: "مکھی" (makhi) - The fly.

Theme (Possession) Role: "شہرت" (shohrat) - Fame being possessed.

Marker: "کی" (ki) - Marks the association or possession.

Assigner: "اس مکھی" (Is makhi) - Assigns the possessor role.

10. "اس پارک کی جگہ خوبصورت ہے"

/Is pa:rk ki: 'dʒəgə xub.su:rət he:/

"The place of this park is beautiful."

Thematic Roles:

Theme (Possession) Role: "اس پارک" (Is park) - This park.

Theme (Possession) Role: "جگہ" (jagah) - The place being possessed.

Marker: "کی" (ki) - Marks the association or possession.

indicating the location, and "ke" (possessive marker) links "uss" (his/her) with "ghar" (house).

Assigner: "اس پارک" (Is park) - Assigns the possessor role.

2. "میز پر کاغذ ہے"

/meiz pər kɑ:ɡɪz he:/

### Different 9-Roles Assigned by par

1. "اس کے گھر پر کون ہے؟"

"There is paper on the table."

/ʊs ke: ɡʰɑr pər ko:n he:/

Thematic Roles:

Who is at his house?

Theme (Location) Role: "کاغذ" (kaaghaz) - The paper.

Thematic Roles:

Location Role: "میز" (mez) - The table.

Theme Role: "کون" (kon) - Who.

Marker: "پر" (par) - Indicates the location "on."

Location Role: "گھر" (ghar) - The house.

Assigner: None, as "پر" (par) directly associates the paper with the table.

Marker: "پر" (par) - Indicates the location "at" or "on."

3. "کرسی پر کتابیں ہیں"

Assigner: "کے" (ke) - Indicates possession or association. It links the possessive pronoun "اس" (uss) with the noun "گھر" (ghar).

/kər'si: pər kɪ'ʈɑ:be:n he:/

"There are books on the chair."

Thematic Roles:

In this sentence, "kon" (who) is the theme, "ghar" (house) is the location, "par" (at/on) is the marker

Theme (Location) Role: "کتابیں" (kitaaben) - The books.

Location Role: "کرسی" (kursi) - The chair.

Marker: "پر" (par) - Indicates the location "on."

Assigner: None, as "پر" (par) directly associates the books with the chair.

4. "کتاب میز پر ہے"

/kɪˈtɑːb meɪz pər heː/

"The book is on the table."

Thematic Roles:

Theme (Location) Role: "کتاب" (kitaab) - The book.

Location Role: "میز" (mez) - The table.

Marker: "پر" (par) - Indicates the location "on."

Assigner: None, as "پر" (par) directly associates the book with the table.

5. "چھت پر پرندے بیٹھے ہیں"

/tʃhət pər pərɪndeː bɛːtʰeː hɛː/

"Birds are sitting on the roof."

Thematic Roles:

Theme (Location) Role: "پرندے" (parinde) - The birds.

Location Role: "چھت" (chhat) - The roof.

Marker: "پر" (par) - Indicates the location "on."

Assigner: None, as "پر" (par) directly associates the birds with the roof.

6. "اس کے سر پر بال ہیں۔"

/ʊs keː sɪr pər bɑːl hɛː/

He has hair on his head

Thematic Roles:

Theme Role: "بال" (baal) - Hair.

Location Role: "سر" (sir) - The head.

Marker: "پر" (par) - Indicates the location "on" or "at."

Assigner: "کے" (ke) - Indicates possession or association. It links the possessive pronoun "اس" (uss) with the noun "سر" (sir).

In this sentence, "baal" (hair) is the theme,  
"sir" (head) is the location, "par" (on/at) is the marker  
indicating the location, and "ke" (possessive marker)  
links "uss" (his/her) with "sir" (head).

### Theta Roles Assigned by mein

1. "میں اس کتاب میں کہانی پڑھ رہا ہوں"

/meɪn ɪs kɪ'ta:b meɪn ka:'ħa:ni: pə'rħ rə'ħa: ħʊ/

"I am reading a story in this book."

Thematic Roles:

Theme (Location) Role: "کہانی" (kahani) - Story.

Location Role: "کتاب" (kitaab) - Book.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun

indicating "this."

2. "تم اس کمرے میں اسٹوڈی کرتے ہو"

/tʊm ɪs 'kəmrə: meɪn 'stʌdi 'kərtə: ħo/

"You study in this room."

Thematic Roles:

Theme (Location) Role: "اسٹوڈی" (study) - Study.

Location Role: "کمرے" (kamray) - Room.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun

indicating "this."

3. "وہ اس گاؤں میں رہتا ہے"

/vo: ɪs 'ga:ũ meɪn 'refta: ħe:/

"He lives in this village."

Thematic Roles:

Theme (Location) Role: "گاؤں" (gaon) - Village.

Location Role: None (In this case, "mein" already  
indicates location).

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun

indicating "this."

4. "اس کمپیوٹر میں ڈیٹا ہے"



/ɪs kəm'pjʊ:tər meɪn 'deɪtə: fe:/

"There is data in this computer."

Thematic Roles:

Theme (Location) Role: "ڈیٹا" (data) - Data.

Location Role: "کمپیوٹر" (computer) - Computer.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun

indicating "this."

5. "میرے خواب میں سمندر ہے"

/me:re xə'wɑ:b meɪn sə'mʊn,dər he:/

"There is an ocean in my dream."

Thematic Roles:

Theme (Location) Role: "سمندر" (samundar) - Ocean.

Location Role: "خواب" (khawab) - Dream.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "میرے" (mere) - Possessive pronoun

indicating "my."

6. "اس کتاب میں مضمون لکھا ہوا ہے"

/ɪs kɪ'tɑ:b meɪn məz'mu:n 'lɪk'hɑ: 'hu:ə he:/

English: "There is an essay written in this book."

Thematic Roles:

Theme (Location) Role: "مضمون" (mazmoon) - Essay.

Location Role: "کتاب" (kɪ'tɑ:b) - book

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun

indicating "this."

7. "تمہارے دل میں محبت ہوتی ہے"

/tʊm'hɑ:re dɪl meɪn mo'həb:ət 'ho:ti: he:/

"There is love in your heart."

Thematic Roles:

Theme (Location) Role: "محبت" (mohabbat) - Love.

Location Role: "دل" (dil) - Heart.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "تمہارے" (tumhare) - Possessive pronoun indicating "your."

8. "کراچی میں بہت گرمی ہوتی ہے۔"

/'kəra:tʃi me:n bo:'hət 'gərmi: 'ho:ti: he:/'

"There is a lot of heat in Karachi."

Thematic Roles:

Theme (Location) Role: "گرمی" (garmi) - Warmth.

Location Role: "کراچی" (Karachi) - Karachi (a city).

Marker: "میں" (mein) - Indicates the location "in."

Assigner: None, as "Karachi" is a proper noun representing the location.

In this sentence, "garmi" (warmth) is the theme, "Karachi" is the location, "mein" (in) is the marker indicating the location, and there's no assigner as "Karachi" is a proper noun.

9. "میں اس کافی ہاؤس میں کافی پیتا ہوں۔"

/meIn Is ka:fi: haʊs meIn 'ka:fi: 'pe:t̪ɑ: 'hu:n/

"I drink coffee in this coffee house."

Thematic Roles:

Theme (Location) Role: "کافی" (coffee) - Coffee.

Location Role: "کافی ہاؤس" (coffee house) - Coffee house.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun indicating "this."

10. "تم اس باغ میں کھیلتے ہو۔"

/tʊm Is ba:ɣ meIn kʰi:l̪ te: ho/

"You play in this garden."

Thematic Roles:

Theme (Location) Role: "کھیلتے" (play) - Play.

Location Role: "باغ" (garden) - Garden.

Marker: "میں" (mein) - Indicates the location "in."

Assigner: "اس" (iss) - Demonstrative pronoun indicating "this."

These sentences demonstrate how to use the pattern "mein...iss [object] mein [theme] hai" to describe actions or states within specific locations, along with their thematic roles, markers and assigners.

## RESULTS AND DISCUSSION

Theta roles are semantic relationships between a verb and its arguments, and they are assigned by the pronominal clitics in Urdu (Linguistics Network, .n.d.; Mohammadi & Shakeri, 2017). These roles determine the semantic relationships between the verb and its arguments, shaping the interpretation of the sentence (Linguistics Network, n.d.). The theta roles assigned by the clitics can include Agent, Experiencer, Theme, Patient, Instrument, Force, and more (Linguistics Network, .n.d.; Dearmond, n.d.). Each argument may receive one and only one theta role, and each theta

role may be assigned to one and only one argument (Linguistics Network, .n.d.). The theta roles are stored in a verb's theta grid, which is where we see all obligatory arguments and how they are semantically related to the verb (Linguistics Network, .n.d.; Wikipedia, n.d.)). The theta roles are named by the most prominent thematic relation that they contain (Wikipedia, n.d.). The semantic part of theta roles is treated in a special set of semantic restriction (RESTR) features, which typically express the semantic properties more directly than thematic relations (Wikipedia, n.d.). The theta roles are not inherent in the meanings of words, and the same words can have different meanings depending on the theta roles assigned by the clitics (Linguistics Network, .n.d.) in the Urdu Language.

Understanding the role of these clitics is essential for comprehending the argument structure and interpretation of sentences in Urdu (Mohammadi & Shakeri, 2017). The theta roles assigned by the clitics can include Agent, Experiencer, Theme, Patient,

Instrument, Force, and more. These roles determine the semantic relationships between the verb and its arguments, shaping the interpretation of the sentence.

Unlike some languages where theta roles are inherently encoded in the meanings of words, Urdu relies on the nominal clitics to assign these roles. The clitics play a crucial role in constructing the argument structure and contributing to the overall meaning of sentences.

Urdu is a free word order language, which means that major constituents can be reordered freely. However, unlike in some languages where the positions of the subject and object can be interchanged without affecting the meaning of a sentence, swapping the clitics with their corresponding DPs can lead to a change in meaning in Urdu. This is because the nominal clitics play a crucial role in assigning theta roles to different arguments in a sentence. The theta roles assigned by the clitics determine the semantic relationships between the verb and its arguments, shaping the interpretation of

the sentence. Therefore, if the clitics are swapped with their corresponding DPs, the theta roles assigned to the arguments will change, leading to a change in meaning. For example, consider the sentence "Mujhe kitab mili" which means "I received a book". If we swap the positions of the subject and object, the sentence becomes "Kitab mujhe mili" which still means "I received a book". However, if we swap the clitics with their corresponding DPs, the sentence becomes "Mili mujhe kitab" which means "The book received me". This is because the theta roles assigned to the arguments have changed, leading to a change in meaning.

The assignment of theta roles in Urdu is not solely determined by the structural position of the argument. Rather, it is a combination of the structures, verbs, and clitics that contribute to the overall meaning of the sentence (Wikipedia, n.d.). The verb choice determines the argument structure, while the syntactic positions of the subject and objects realize this structure (Wikipedia, n.d.). The clitics, such as "ne"

and "ko," mark the theta roles, creating a grammatical sentence (Wikipedia, n.d.).

The theta roles of each NP are stated in a verb's theta grid, which is where we see all obligatory arguments and how they are semantically related to the verb (Linguistics Network. n.d.). The format for this grid is an ordered list between angle brackets, with the argument associated with the external argument position written first and underlined (Wikipedia, n.d.).

The theta roles are named by the most prominent thematic relation that they contain (Kim, 2017). Major theta roles include Agent, Experiencer, Theme, Patient, Instrument, and Goal, among others (Linguistics Network. n.d.). Understanding the role of these clitics and theta roles is essential for comprehending the argument structure and interpretation of sentences in Urdu (Mohammadi, & Shokri, 2019). Theta roles also play an important role in NP raising and Case theory (Elies, n.d.; Dearmond, n.d.)

In Urdu, nouns plus clitics make the nominal arguments (Sadeghi, & Shiri, 2013). Sometimes nouns alone cannot realize the arguments of the predicates, and they need the clitics to realize the arguments (Bazyaft, 2017). The categorical status and nature of the clitics following Urdu nominal words are considered controversial on account of their morphological behavior (Bazyaft, 2017). Clitics work alongside nouns, inflections, and postpositions to express the relational aspect of the syntax. Clitics play a key role in constructing the argument structure and contributing to the overall meaning of sentences.

The cluster internal ordering of clitics is determined by argument hierarchy (A > O > R > POS) across Iranian languages (Gonzalez-Velazquez, 2020). The constituent structure of Urdu pronominal phrases has been analyzed using the X-bar structure of the Minimalist program (Sadeghi, & Shiri, 2013). This study investigates the hierarchical organization of the constituents formed by the Urdu pronouns plus clitics (Sadeghi, & Shiri, 2013). Nominal as such are clitics, and

their coexistence bolsters the argument that they are a syntactically independent constituent (Halliday, 1967). Understanding the role of these clitics is essential for comprehending the argument structure and interpretation of sentences in Urdu (Ali, & Khan, 2019).

## Theta Roles in the Urdu Language

Theta roles, also known as thematic roles, are concepts in linguistics that describe the relationship between a verb and its arguments. The most common theta roles include Agent, Theme, Goal, Source, and Experiencer, among others.

In the context of the Urdu language:

**Agent:** The entity that performs or carries out an action.

For example, in the Urdu sentence:

وہ کتاب پڑھ رہا ہے۔

(Woh kitaab parh raha hai.)

The English translation is: "He is reading the book."

Here, "وہ" (Woh), which means "He", is the Agent because he is the one performing the action of reading.

Just like in many other languages, the Agent in Urdu is the one who instigates or performs the main action described by the verb.

The theta (thematic) role of "**Recipient**" refers to the entity that receives something in an action or event. In linguistic terms, a recipient is especially prominent in ditransitive verbs, where there's an agent (someone doing the action), a theme (something being acted upon or transferred), and a recipient (the entity receiving the theme).

In the context of Urdu:

**Recipient:** The entity that receives something as a result of an action.

For instance, in the Urdu sentence:

میں نے اسے کتاب دی۔

(Main ne usay kitaab di.)

The English translation is: "I gave him/her the book."

Here, "اسے" (usay), which translates to "him/her", takes on the role of the Recipient. The agent in this case is "میں" (Main), or "I", and the theme is "کتاب" (kitaab), or "book". The action is the giving of the book, and the individual who receives the book (the recipient) is "اسے" (usay).

In Urdu, just as in many other languages, the Recipient often appears in sentences with verbs that involve a transfer or communication, such as give, tell, send, or show.

Theta roles, or thematic roles, describe the relationship between a verb and its arguments, detailing the specific function or role an argument plays within the event or action described by the verb.

In the context of Urdu, the "**Theme**" is a foundational theta role:

**Theme:** It's the entity that the action or event happens to or is concerned with. It's often the main focus or topic of the sentence and is usually what's being affected or experienced in some way.

For example, consider the Urdu sentence:

وہ کتاب پڑھ رہا ہے۔

(Woh kitaab parh raha hai.)

The English translation is: "He is reading the book."

In this sentence, "کتاب" (kitaab), which translates to "book", is the Theme. While "وہ" (Woh), or "He", is the Agent performing the action of reading, the book is what's being read—it's the entity the action is happening to.

Another example:

بلال نے چمچ سے خوراک کھایا۔

(Bilal ne chamch se khoraak khaya.)

The English translation is: "Bilal ate the food with a spoon."

Here, "خوراک" (khoraak), which translates to "food", is the Theme. "بلال" (Bilal) is the Agent who is doing the eating, and the food is what's being eaten. The spoon, indicated by "چمچ" (chamch), is an Instrument used in

the action, but the food remains the primary entity being affected by the verb.

In Urdu, as in other languages, the Theme is central to the action of the verb but isn't necessarily the one instigating the action (that's the Agent). The Theme is more about what's being acted upon or discussed.

In linguistics, the "Experiencer" is one of the thematic (theta) roles that refer to the entity that perceives or feels something. Unlike the "Agent" role, which typically involves a conscious action, the "Experiencer" is more passive and is subject to a sensation, emotion, or perception.

In the context of Urdu:

**Experiencer:** The entity that feels, perceives, or undergoes a psychological state or sensation.

Let's take a look at an example in Urdu:

مجھے بھوک لگی ہے۔

(Mujhe bhook lagi hai.)

The English translation is: "I am hungry."

In this sentence, the word "مجھے" (Mujhe) refers to "me" or "I". However, instead of being an active agent doing something, the "I" is experiencing a sensation, which in this case is hunger. Thus, "مجھے" (Mujhe) takes on the role of the Experiencer.

Another example:

اُسے ٹھنڈ لگ رہی ہے۔

(Usay thand lag rahi hai.)

The English translation is: "He/She feels cold."

Here, "اُسے" (Usay), which translates to "him/her", is the Experiencer who feels the cold.

In Urdu, sentences that revolve around feelings, sensations, perceptions, or psychological states often have the Experiencer as their primary focus. The structure often differs from English; for instance, while English would say "I am hungry," Urdu effectively says "Hunger has come to me," putting emphasis on the experience rather than the individual.



The "Patient" is a thematic (theta) role in linguistics that pertains to the entity which undergoes the effect of an action or is in some way affected by it. Unlike the "Agent" role, which actively performs an action, the "Patient" is more passive and undergoes a change or is impacted by the action.

In the context of Urdu:

**Patient:** The entity that is affected by an action or undergoes a change as a result of that action.

Let's delve into an example in Urdu:

وہ کتاب کو پھاڑ ڈالا۔

(Woh kitaab ko phaar daala.)

The English translation is: "He tore the book."

In this sentence, "کتاب" (kitaab), which translates to "book", is the Patient. While "وہ" (Woh), or "He", is the Agent performing the action of tearing, the book is the entity that gets torn or is affected by the action.

Another example:

میں نے درخت کو کاٹ دیا۔

(Main ne darakht ko kaat diya.)

The English translation is: "I cut the tree."

In this instance, "درخت" (darakht), which means "tree", is the Patient because it is the entity being cut or affected by the action. "میں" (Main), or "I", is the Agent who carries out the action of cutting.

In Urdu, as in many other languages, the Patient plays a crucial role in sentences where an entity is impacted or undergoes a change due to an action. This is particularly evident in transitive verbs where there's an agent doing an action and another entity (the patient) being affected by it.

In linguistics, the "Instrument" is a thematic (theta) role that refers to the entity that is used to perform an action. The instrument is not the agent carrying out the action but rather the means or tool by which the action is accomplished.

In the context of Urdu:

**Instrument:** The entity that is used to carry out or facilitate an action.

Let's explore an example in Urdu:

وہ کتاب چمچ سے کھا رہا ہے۔

(Woh kitaab chamch se kha raha hai.)

The English translation is: "He is eating the book with a spoon."

In this sentence, "چمچ" (chamch), which translates to "spoon", is the Instrument. "وہ" (Woh), or "He", is the Agent performing the action of eating, and "کتاب" (kitaab), or "book", is the Theme being affected by the action. The spoon is the means by which the action of eating is carried out.

Another example:

وہ قلم سے لکھ رہا ہے۔

(Woh qalam se likh raha hai.)

The English translation is: "He is writing with a pen."

Here, "قلم" (qalam), which means "pen", is the Instrument. The Agent "وہ" (Woh), or "He", is writing, and the pen is the tool or means used for this action.

In Urdu, as in various other languages, the Instrument plays a significant role in sentences where an external object or tool is employed to carry out an action. This is particularly evident in sentences describing how an action is performed or executed.

The "**Source**" is a thematic (theta) role in linguistics, referring to the starting point or origin from which movement or change originates. When discussing events that involve a change in location or state, the Source signifies the initial position or state.

In the context of Urdu:

Source: The initial location, state, or origin from which movement, transfer, or change begins.

Let's take a look at an example in Urdu:

میں لاہور سے کراچی آیا۔

(Main Lahore se Karachi aaya.)

The English translation is: "I came from Lahore to Karachi."

In this sentence, "لاہور" (Lahore) serves as the Source, representing the starting point of the journey. "میں" (Main), or "I", is the Agent undertaking the movement, and "کراچی" (Karachi) is the Goal or destination.

Another example:

وہ کتاب اس درج میں سے نکالی۔

(Woh kitaab is drawer mein se nikali.)

The English translation is: "She took the book out of the drawer."

Here, "اس درج میں" (is drawer mein), which translates to "from this drawer", signifies the Source or the original location of the book before the action.

In Urdu, the Source is often indicated by the postposition "سے" (se), which translates to "from" in English. The use of "سے" (se) clearly marks the starting point or origin in events or actions that involve transfer, movement, or change.

## CONCLUSION

This research concludes the concept of theta roles, or thematic roles, in the context of the Urdu language. Theta roles elucidate the relationship between verbs and their corresponding arguments, providing insight into the specific functions these arguments assume within the events or actions described by the verbs. The discussion covers the fundamental theta roles including Agent, Theme, Goal, Source, and Experiencer.

The Agent, being the entity performing an action, is exemplified in sentences like "وہ کتاب پڑھ رہا ہے" (Woh kitaab parh raha hai), translating to "He is reading the book."

The Recipient, a significant role particularly evident in ditransitive verbs, receives an action's outcome, illustrated in "میں نے اسے کتاب دی" (Main ne usay kitaab di), meaning "I gave him/her the book."

The Theme, which the action happens to or revolves around, is depicted in "بلال نے چمچ سے خوراک"

خایا" (Bilal ne chamch se khoraak khaya), conveying

"Bilal ate the food with a spoon."

The Experiencer, passive in the experience of a sensation, is explored in sentences such as "مجھے بھوک ہے" (Mujhe bhok lagi hai), signifying "I am hungry."

The Patient, the entity impacted by an action, finds representation in "میں نے درخت کو کاٹ دیا" (Main ne darakht ko kaat diya), meaning "I cut the tree."

The Instrument, employed to carry out an action, is demonstrated in "وہ قلم سے لکھ رہا ہے" (Woh qalam se likh raha hai), which translates to "He is writing with a pen."

The Source, serving as the starting point or origin of movement or change, is discussed in "میں لاہور سے کراچی آیا" (Main Lahore se Karachi aaya), representing "I came from Lahore to Karachi."

Incorporating these theta roles into the analysis of Urdu sentences enriches our understanding

of how arguments interact within linguistic structures and helps unravel the intricate nature of language.

Upcoming researchers should further explore theta roles, conduct comparative studies, and investigate the syntax-semantics interface, thus contributing to a comprehensive understanding of theta roles, theta markers, and assignment.

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