

## SEMANTIC INTERPRETATION OF THEMATIC ROLES IN MULTILINGUAL PUNJAB

Huria Zainab<sup>\*1</sup>, Muhammad Tayyab Azhar<sup>2</sup>

<sup>\*1</sup>BS English Language and Literature, University of Central Punjab;

<sup>2</sup>M. Phil Scholar, University of Central Punjab

<sup>\*1</sup>zenabhuria@gmail.com; <sup>2</sup>tayyabhappy15@gmail.com

Corresponding Author: \*

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### ABSTRACT

This research has investigated the interpretation of semantic roles across languages of Punjab. This study has foregrounded the thematic roles with respect to semantic and syntactic interface, plurality and compounding. Moreover, this study incorporates both qualitative and quantitative methodology as it encompasses role of thematic expressions in English, Urdu, Jhangwi and Rangri languages. The finding has been analyzed with the help of pie charts to accentuate on the frequency of thematic roles in languages of Punjab. Lastly, this research also inculcates the pivotal use of thematic roles for understanding real life situations.

**Keywords:** Thematic roles, diverse languages, real-life based examples, semantic and syntactic interpretation.

### INTRODUCTION

The main purpose of language is to communicate, to express information, perception and feelings. (Risman and Majid, 2019). We can never acquire language instinctively because it required to be learned (Erciyes, 2021). Moreover, in syntax, this research paper have picked up thematic roles as they are used to highlight the role of specific participant in particular event or situation. The main purpose of this research is to analyze agent as a deliberate performer, theme as a recipient of action, goal and source as location markers defined with the help of “to and from” prepositions in sentence. This research inculcates how thematic roles are marked by prepositions, how subject plays the role of agent and experiencer in a sentence.

Thematic roles highlight central relationship of participator in the sentence. (Baker, 1996). This research paper also elaborated that each argument is the participants and carry one thematic role. Apart from Agent and patient, we have other thematic roles such as Theme (The entity moved by action

denoted by predicate), Experiencer (The living entity that experiences the action denoted by predicate), Beneficiary (The entity that benefits from the action), Source (The location or entity from which something moves) Goal (he location or entity in the direction of which something moves) and Instrument (The medium by which action denoted by the predicate is carried out). For example, John fell from the stairs so in this case John is the Experiencer.

### Literature Review:

Greg and Michael (1998) investigated in their study “Thematic role and language comprehension” that the ideology of the thematic roles has always played an important role in linguistics since last 20 years. There has been a diverse variety of different point of views about thematic roles as compare to the previous researches done by Gruber, 1965 and Fillmore, 1968, despite of all the researches the status related to theory of thematic roles is still unresolved

so as the important fundamental questions about individuation and identification are also unresolved. In fact, questions have not been even considered regarding that either the thematic roles semantic, syntactic or conceptual. The purpose of this research is to throw light on other perspectives on some questions. The ideology in this paper basically explores the thematic role in language comprehension. It is suggested that thematic roles actually provide a mechanism for interaction terminologies between syntactic processor, discourse model and real world knowledge. The basic ideologies that were extracted from this paper are as followed:

1. Only the most contextually appropriate sense of verb with its thematic grid remains active.
2. Lexical access makes the availability of all the sense of ambiguous verbs in parallel manner as well as it makes sets of the thematic roles that are associated with each sense. For example, “a thematic grid” is a set of such roles (Stowell, 1981).
3. These roles are assigned to the arguments related to verb and any in compatible active thematic role becomes in active.
4. The inactive thematic roles that have not been assigned to any of the argument remain open thematic roles in the model such as a free variable.

Anthony R. Davis wrote research paper in 2019 whose topic of research was “Thematic roles”. This paper comprehensively describes thematic roles, their nature in theories and how they act specifically or generally to their exclusive predicates. Further, this article brings light on the relationship of thematic roles with object, event aspect and plurality. Moreover, it particularly focuses on the properties, inventories and relationships of thematic roles across the other domains speculated by thematic relationship hypothesis. The writer of this paper along with other researchers who worked within the same domain (thematic roles) had adeptly developed the idea of thematic role uniqueness (Davis, 2019). The thematic uniqueness speculates on the idea that if a role is given to any participant in a particular situation it will be heard by only that participant”. This constraint was discussed at lexical level as well by Carlson and Parsons. Carlson stated thematic

uniqueness as the most fundamental constraint (Carlson, 1984). This constraint put limitation on verbs, as then no verb can allocate similar thematic roles to two or more of its contentions whereas Parson defined thematic roles with regard to participants and events (Davis 2019). He stated that in one of these relations no event can stand for more than one thing (Parsons, 1990). This interpretation somehow subverts few models of lexical representations (Davis, 2019) because according to those models sub events can be there to which numerous roles can be associated. That is why motivations are varied for uniqueness of roles. Moreover, this paper discusses application of thematic roles in detail along highlighting the significance of thematic roles in theory of linguistics. Greg N. Carlson wrote research paper in 1984 whose topic of research was “Thematic roles and their role in semantic interpretation”. This paper sketches a new system of semantic interpretation alternate to the latter models. This system specifically deals with information that is provided by the thematic roles. Instead of taking derived elements from the previous model writer takes in events and objects as a basis of the system that he presents. The type of system considered by him is event-based system (Carlson, 1984). He proposed this system after being inspired from Davidson (1967), Creswell (1973), Kamp (1979) and Whitehead (1920) but major influences were from the works of Perry and Bar Wise’s (Carlson,1984). Though perspective of all these sources was very distinct but the thing that was mutual between them was all took objects and events as basic entities in their models. Further, he brings light on status of thematic roles by creating distinct arguments as well as examples that are highly convincing and considerable in nature. He regards them to be of intermediate status (Carlson, 1984) rather than declaring thematic roles as semantic or syntactic in nature. Moreover, he concludes by providing a comprehensive and speculative account of what it means when he regards status of thematic roles as intermediate and why he considers them as a form of language rather than an element of syntactic vocabulary or semantic phenomenon.

Another Research “Thematic Roles and Compounds” written by Ferenc Kiefer in 2012 encompass the argument with instruments in compound words. He took some examples to

illustrate the role of thematic roles in compounding. Use of Compounding with the instrument argument is his main domain in which he chose some examples such as wood cutting and pig killing, in these words cut and kill can be consider as an agent, theme, or instrument but most efficiently it is recognized as a patient but when we add words such as knife for pig killing as he kill the pig with knife or and saw for wood cutting then these compound words involve instrument argument. Again, if he has taken a verb heat so it can be an agent, instrument and theme in a compound word “coal heating” but this head “heating” from the word heat and this whole procedure with the example of compounding are considered as an instrument argument. He emphasized on the difference between typical agent and actor agent with the help of compounds. In addition, there is no specific compounding in actor agents' argument and typical agents are associated with intransitive verbs. For instance, falling of leaves, opening of buds, now in these sentences leaves and buds are patients and, in this example, “heads” incorporates intransitive verbs. Similarly, laughing of a child and crying of a child, laughing and crying are also not conventional intentions to act therefore it is a typical agent as this action is not intentionally performed. On the other hand, street sweeping, car repairing, these swapping and repairing are actions performed intentionally so they can be considered as actor agents. (Kiefer, 2012) said in his paper that actor agents can never be demonstrated in the realm of compounding.

Another research on narration including thematic roles by Ririn Marlina “The analysis of thematic role in narrative texts of senior high school textbooks” published in 2012 reveals about the whole phenomenon that how in a narrative text we can see the use of preposition, action verbs, intensive verb, emotion and sensation within the thematic roles. (O’ Grady et al, 1991). Accentuates that thematic roles are important for grammatical function because to understand the message or meaning it is essential to understand detailed information for which thematic roles are important. He also said with the help of verbs we can identify agents and experiencers. Therefore, (Marlin, 2012) associated verbs and numerous phrases with thematic roles. By specifying agent with use of action verbs, role of experiencer is determined by the use of emotion and intensive verbs

here. Meanwhile, by keeping beneficiary as a simple thematic function he focused more on goal, source and instrument. Accentuated on prepositions while depiction of source and goal. He has demonstrated stupendous examples incorporating prepositions in them such as with, by, to and from within this paper. “He went to Clinic to take medicines from his doctor”. As doctor is the source marked by the preposition and its use in goal too as he went to the Clinic so this example is also marked by preposition. In addition, for the experiencer he has demonstrated the narrative technique with the addition of possession and feelings by an illustrating specific example “They had no children in this example “they” refers to people and as an experienced “they” shows possession. Moreover, It is necessary for language comprehension to use verbs through which we can we express our feelings within the thematic roles. On the whole, according to Gruber (1965), Fillmore (1968), Jackendoff (1987) “Thematic role is a most important persona of the meaning of the word”.

#### **Research Questions:**

This research is answering a major concern that focus on the function of thematic roles in various languages.

- How do multilingual languages represent semantic interpretations of thematic roles?

#### **Methodology:**

Data in this research has been analyzed qualitatively and quantitatively on the basis of examples that we took from different languages. The data of this research is primary in nature. Predominantly, this research is responsible in assembling several examples from English, Urdu and Jhangwi language. In other words, this research has been passed through different phases that are: assembling, identification and classification of different thematic roles. Lastly, this research added thematic information about predicates as well.

#### **Data Analysis:**

Data has been gathered by extracting thematic roles from 4 major languages English, Urdu, Jhangwi, and Rangri. We have 40 sentences of English language consisting 98 different thematic roles. Out of 98, 29

are agents, 13 are themes, 3 are instrument, 10 are patient, 8 are source, 6 are time, 3 are goal, 3 are beneficiary, 9 are experiencer, and 14 perform the role of location. Moreover, In Urdu language there are 24 sentences of Urdu language. Out of which 22 plays the role of agent, 16 are playing the role of theme, 5 are recipient, 5 are instruments, 4 are beneficiary, 4 are playing the role goal. 4 are source and 2 act as experiencer. Proceeding towards

jhangwi language, there are 10 sentences in jhangwi and in each sentence the subject is acting as an agent whereas there is only one experiencer, 2 beneficiaries are also highlighted in jhangwi sentences, 4 are theme and 2 words are classified as patient. Lastly, the fourth language is Rangri comprising of 20 sentences, 17 are agents, 9 are patients, 1 is instrument, 10 are themes, 4 are goals, 6 are beneficiaries, 2 are experiencer and 3 are source.

**[1] Sentences in English Language:**

Below presented table encompasses English sentences and extricated thematic roles.

| <b>Examples</b>   | <b>Extracted Thematic Roles</b> |
|---|---------------------------------|
| 1. <u>Spiderman</u> (A) jumped <u>into the window</u> (L).                                    | Agent, Location                 |
| 2. <u>Share</u> (A) kicked the sand (T) near the fire (L).                                    | Agent, Theme, Location          |
| 3. She (A) bought two roses (T) from the market (L).  | Agent , Theme, Location         |
| 4. <u>Chocolate</u> (T) is <u>in the fridge</u> (L).  | Theme, Location                 |
| 5. <u>He</u> (A) bought <u>me</u> (B) a cupcake.  | Agent, Beneficiary              |
| 6. <u>John's Uncle</u> (A) inherited all his <u>wealth</u> (T) to his <u>eldest son</u> . (B) | Agent, Theme, Beneficiary       |
| 7. She (A) has been hiding <u>under the table</u> (L) since morning (L).                      | Agent, Location, Location       |
| 8. He lost his watch <u>at the beach</u> (L).   | Location                        |
| 9. Mick only uses <u>his favorite brushes</u> (I) to paint pictures.                          | Instrument                      |
| 10. David (A) cut the rope (P) with <u>an old knife</u> (I).                                  | Agent, Patient, Instrument      |
| 11. The boat came back <u>from Thailand</u> (S).  | Source                          |
| 12. He (A) gave a tremendous idea (TI) to his friend <u>from a Pakistani magazine</u> (S).    | Agent, Time, Source             |
| 13. George didn't like <u>the hot air</u> (ST).   | Stimulus                        |
| 14. <u>The sound</u> (ST) scared the travelers.   | Stimulus                        |
| 15. <u>Lilly</u> (A) trimmed <u>these shrubs</u> (p).   | Agent, patient                  |
| 16. <u>The sun</u> (A) rays liquefied <u>the iceberg</u> (P).                                 | Agent, Patient                  |
| 17. <u>Daisy</u> (E) felt sick  | Experiencer                     |
| 18. <u>Edward</u> (E) saw the tsunami.  | Experiencer                     |
| 19. First <u>I</u> (A) firmly hold him then <u>I</u> (A) went <u>up to the stairs</u> (L)     | Agent, Location, Agent          |

|  |                                |
|--|--------------------------------|
| 20. When <u>she</u> (A) played <u>in the playground</u> (L), she felt extremely happy.   | Agent, Location.               |
| 21. <u>We</u> (A) could not meet our family <u>in military school</u> (L) after <u>6pm</u> (TI).   | Agent, Location, Time          |
| 22. <u>I and my family</u> (A) went <u>to New York</u> (L) <u>last year</u> (TI).  | Agent, Location, Time.         |
| 23. After <u>they</u> (A) woke up on <u>Monday morning</u> (TI), <u>they</u> (A) turned up <u>their laptops</u> (P) and watched <u>cartoons</u> (P). | Agent, Time, Patient, Patient. |
| 24. <u>They</u> (A) watched <u>cartoons</u> (P) for <u>6 hours</u> (TI).   | Agent, Patient, Time.          |
| 25. Then <u>they</u> (A) went <u>to shopping</u> (L) to buy some new clothes.  | Agent, Location                |
| 26. Mostly, <u>I</u> (A) don't have anything to perform around <u>10pm</u> (TI).   | Agent, Time                    |
| 27. <u>She</u> (A) rode <u>my purple car</u> (P).  | Agent, Patient.                |
| 28. <u>In cafeteria</u> (T) <u>She</u> (A) opened her <u>phone</u> (p) and disconnected the hotspot that was provided by her friend.                 | Theme, Agent, Patient.         |
| 29. When <u>I</u> (E) heard that. I ran away <u>from Corinth</u> (S).  | Experience, Source             |
| 30. I have come <u>from Corinth</u> (S) <u>to other lands</u> (G).   | Source, Goal                   |
| 31. <u>The child</u> (T) was born <u>in Laius house</u> (L).   | Theme, Location                |
| 32. <u>We</u> (E) saw her; she was hanging there, swaying, <u>with twisted cords</u> (I).  | Experience, Instrument         |
| 33. <u>She</u> (A) killed <u>herself</u> (T).  | Agent, Theme                   |
| 34. Freed <u>us</u> (B) from this tribute we were paying to that cruel singer.   | Beneficiary                    |

**[2] Sentences in Rangri Language:**

Below is the list of sentences that are written in Rangri Language out of which thematic roles are extracted.

1. Sentence: Jamil ne Abdullah Te maanjay gail marya.  
 Gloss: Jamil ERG Abdullah DAT Broomstick with beat.  
 (A) (P) (I)  
 Translation: Jamil beat Abdullah with broomstick.
2. Sentence: Ali ne takiya suddi diya.  
 Gloss: Ali ERG pillow threw.  
 (A) (T)  
 Translation: Ali threw the pillow.
3. Sentence: Zainab ne leeray istri kre.  
 Gloss: Zainab ERG clothes pressed.  
 (A) (P)  
 Translation: Zainab pressed the clothes.
4. Sentence: Ammi gaddi pa daftar maa gai.  
 Gloss: mother car on office in went.  
 (A) (I) (G)

- Translation: Mother went to office on a car.
5. Sentence: main katab maiz paa dhari aa.  
Gloss: I book table on put.  
(A) (T) (locative)  
Translation: I put the book on the table.
6. Sentence: Manne halwa chakhya.  
Gloss: I pudding tasted  
(E) (T)  
Translation: I tasted pudding.
7. Sentence: Waseem ne Fatima k-wasta pilcin khreedi aa.  
Gloss: Waseem ERG Fatima for pencil bought.  
(A) (B) (P)  
Translation: Waseem bought a pencil for Fatima.
8. Sentence: Bus Pindi te saberi nikkarr gai ti.  
Gloss: Bus Rawalpindi from morning left  
(A) (S) (T)
9. Sentence: Cup almari maa prya.  
Gloss: trophy cupboard in placed  
(T) (L)  
Translation: Trophy is in the cupboard.
10. Sentence: Jaaz Islamabad aal ja rya.  
Gloss: airplane Islamabad to flying.  
(A) (G)  
Translation: Airplane is flying to Islamabad.
11. Sentence: Buhsra ne Faiza te machi di.  
Gloss: Bushra ERG Faiza DAT candy gave.  
(A) (B) (T)  
Translation: Bushra gave Faiza a candy.
12. Sentence: Talha ne apni lugaai te tofa dia.  
Gloss: Talha ERG his wife DAT gift gave  
(A) (B) (T)  
Translation: Talha gave his wife a present.
13. Sentence: Yo rail-gaddi haryana te dilli jawa.  
Gloss: this train Haryana from Delhi goes.  
(A) (S) (G)  
Translation: This train goes from Haryana to Delhi.
14. Sentence: Waa pheter wastay patta lain gya wa.  
Gloss: He tubewell for belt fetch gone.  
(A) (B) (T)  
Translation: He has gone to fetch the belt for tubewell.
15. Sentence: Shahid ne cake chaaku gail baadya.  
Gloss: Shahid ERG cake knife with cut  
(A) (P) (I)  
Translation: Shahid cut the cake with knife.
16. Sentence: Usama ne Ramish te tori gairi.  
Gloss: Usama ERG Ramish DAT ball throw.



- (A) (B) (P)  
Translation: Usama bowled to Ramish.
17. Sentence: Adil ne Amir k-opper kambal dhar-dia  
Gloss: Adil ERG Amir on blanket put  
(A) (P) (T)  
Translation: Adil put the blanket on Amir
18. Sentence: Ahsan ne paat bhedh-dia.  
Gloss: Ahsan ERG door shut  
(A) (P)  
Translation: Ahsan shut the door.
19. Sentence: Nasir ne Adil k boothay pa chaanta marya.  
Gloss: Nasir ERG Adil of face on slap hit  
(A) (P)  
Translation: Nasir slapped Adil on the face.
20. Sentence: Umair te chaatti ki lassi pasand aa.  
Gloss: Umair DAT clay-pot of butter-milk like.  
(E) (T)  
Translation: Umair likes buttermilk made in clay-pot/earthen pitcher.

**[3]. Sentences in Jhangwi language:**

Below is list of the sentences that are written in jhangwi language out of which thematic roles are extricated.

- I. Sentence: Ali ne Hamza nu chat too thale dha chadya  
Gloss: Ali ERG Hamza DAT from down fall  
(A) (E) (L)  
Translation: Ali has thrown Hamza from Roof.
- II. Sentence: Huria apni ama noo khat kalya  
Gloss: Huria ERG her Mother DAT Letter Written  
A (B) (T)  
Translation: Huria has written letter to her mother.
- III. Sentence: Mesum kad too chalang patya  
Gloss: Mesum ERG Wall from Jump  
(A) (S)  
Translation: Mesum jump from the wall
- IV. Sentence: Umair sarkari library choo kitabaa chori kitya  
Gloss: Umair ERG government Library from Books stole  
(T) (S)  
Translation: Umair steal books from government library
- V. Sentence: Kulsoon Nauman de waal pate  
Gloss: Kulsoom ERG Nauman hair pull  
(A) (P)  
Translation: Kulsoom pull hair of Nauman
- VI. Sentence: Faiza dhare mar mar kar roii  
(A) (V)  
Gloss: Faiza bitterly cry  
Trnasklation: Faiza cried bitterly

- VII. Sentence: Imran ne Naqwi nu Chand Mari  
Gloss: Imran ERG Naqwi DAT Slap  
(A) (P)  
Translation: Imran Slap Naqwi
- VIII. Sentence: Ali ka warach mobile panya  
Gloss: Ali ERG anger in phone break.  
(A) (T)  
Translation: Ali broke the phone in anger
- IX. Sentence: Muqudas ne sari pai  
Gloss: Muqudas ERG sari putt off  
(A) (V)  
**Translation:** Muqudass putt on sarii
- X. **Sentence:** Zohaib apni sawai noo tohfa diya  
**Gloss:** Zohaib ERG his wife Dative gift given  
(B) (B) (T)  
**Translation:** Zohaib gave gift to his wife.

[4]. Sentences in Urdu Language:

Below is the list of sentences that are written in Urdu language out of which thematic roles are extracted.

1. Sentence: Us ne mujhe khat baijha  
Gloss: He ERG me letter send  
(A) .....(R).....(T).....(V)  
Translation: He send me a letter
2. Sentence: Us ne churi se pyaz kata  
Gloss: She ERG knife with onion cut  
(A).....(Ins).....(T).....(V)  
Translation: She cut an onion with knife
3. Sentence: Arslan ne Sara ko pizza khilaya  
Gloss: Arslan ERG Sara DAT pizza eat  
(A).....(B).....(T).....(V)  
Translation: Arslan fed pizza to sara.
4. Sentence: Ali Lahore se Karachi ja raha hai  
Gloss: Ali Lahore to Karachi going  
(A).....(S).....(G).....(V)  
Translation: Ali is going from Lahore to Karachi
5. Sentence: Aslam Ne hathori se keel thoka  
Gloss: Aslam ERG hammer with nail knock  
(A).....(Ins).....(T).....(V)  
Translation: Aslam knock the nail with hammer
6. Sentence: Zain kalam se likh raha hai  
Gloss: Zain pen with writing  
(A).....(T).....(V)  
Translation: Zain is writing with the pen



7. Sentence: Kiran ne kursi ke nechay billi dekhi  
Gloss: Kiran ERG chair under cat see  
(Exp).....(Loc).....(P).....(V)

Translation: Kiran saw a cat under the chair

8. Sentence: Afaq uper se neche a raha hai  
Gloss: Afaq Up To down coming  
(A).....(S).....(G).....(V)

Translation: Afaq is coming from up to down

9. Sentence: Faiza ne Huria ko paisy diyai  
Gloss: Faiza ERG Huria DAT money give  
(A).....(B).....(T).....(V)

Translation: Faiza give the money to huria

10. Sentence: Muqudas ne mujhe chaku mara  
Gloss: Muqudas ERG me knife hit  
(A).....(Rec).....(T).....(V)

Translation: Muqadas hit me with a knife.

11. Sentence: Humza ne zavar churaya  
Gloss: Humza ERG jewellery steal  
(A).....(T).....(V)

Translation: Hamza steal the jewellery

12. Sentence: Umer ne aam kata  
Gloss: Umer ERG mango cut  
(A).....(T).....(V)

Translation: Umer cut the mango.

13. Sentence: Hina ne bhai ko khat diya  
Gloss: Hina ERG brother DAT letter give  
(A).....(Rec).....(T).....(V)

Translation: Hina gave a letter to brother.

14. Sentence: Mujhe sona hai  
Gloss: Me sleep  
(A) (V)

Translation: I want to sleep.

15. Sentence: Rehman ne mujhe 10 rupay diye  
Gloss: Rehman ERG me 10 rupy give  
(A).....(B).....(T).....(V)

Translation: Rehman gave me ten rupees.

16. Sentence: Sunny Lahore se Dubai गया  
Gloss: Sunny Lahore to Dubai go  
(A).....(S).....(G).....(V)

Translation: Sunny went to Dubai from Lahore

17. Sentence: Dua ne mujhe bandook se mara  
 Gloss: Dua ERG me gun with hit  
 (A).....(Rec).....(Inst).....(V)  
 Translation: Dua fired me with a gun.

18. Sentence: Umer ne. phool soonga  
 Gloss: Umer ERG flower smell  
 (A).....(T).....(V)  
 Translation: Umer smell a flower.

19. Sentence: Riaz ne kal'am se khat likha  
 Gloss: Riaz ERG pen with Letter Write  
 (A).....(Ins).....(T).....(V)  
 Translation: Riaz writes a letter with a pen.

20. Sentence: Usama ne Noor ko tohfa dia.  
 Gloss: Usama ERG Noor DAT gift give  
 (A).....(R).....(T).....(V)  
 Translation: Usama gave a gift to Noor.

21. Sentence: Iqra ne mujhe kulfi khilai  
 Gloss: Iqra (ERG) me ice cream eat  
 (A).....(B).....(T).....(V)  
 Translation: Iqra fed me ice cream.

22. Sentence: Neha seeriyon se gir gye  
 Gloss: Neha stairs fell down  
 (EXP).....(T).....(V)  
 Translation: Neha fell down from stairs.

23. Sentence: Ali bahir se andr aya  
 Gloss: Ali out to in come  
 (A).....(S).....(G).....(V)  
 Translation: Ali came in from outside

24. Sentence: Usne danday se saanp ko mara  
 Gloss: He stick ERG snake kill  
 (A).....(Ins).....(P).....(V)  
 Translation: He killed a snake with a stick.

**Note:**

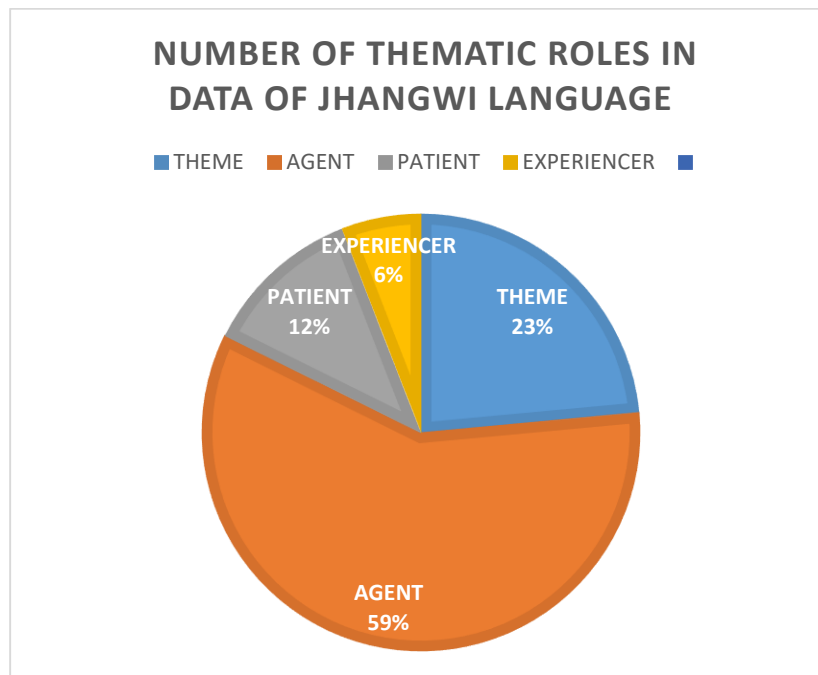
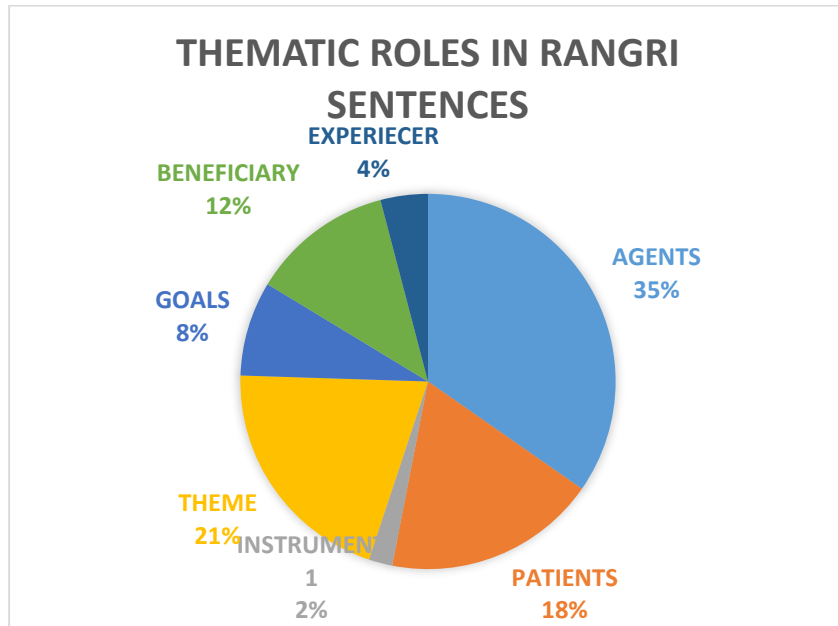
- |                      |                       |
|----------------------|-----------------------|
| <b>TI: Time</b>      | <b>S: source</b>      |
| <b>P: Patient</b>    | <b>G: Goal</b>        |
| <b>I: Instrument</b> | <b>E: Experiencer</b> |
| <b>A: Agent</b>      | <b>T: Theme</b>       |
| <b>L: Location</b>   | <b>B: Beneficiary</b> |

**ST: Stimulus**

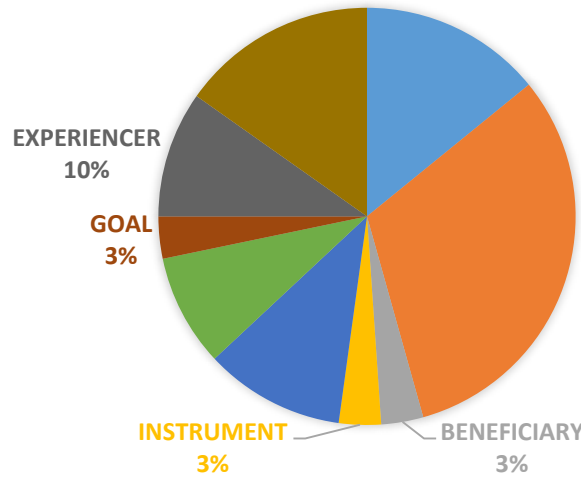
Data has been analyzed with the help of findings that are presented with the help of pie charts. Agent is the

most recurrently occurring thematic role according to the gathered sentences in English, Urdu, Jhagwi and Rangri. In each language thematic role functions exactly in the same way, no difference in function is supported in gathered data that accentuated on four languages. Thirdly, it is quite difficult to find or

determine the thematic role of particular phrase like for example [John] comes [from London]; which theta role should be assigned to NP John. None of the roles on our list is quite appropriate. Two possible solutions are there to this like to marginally say it has the role of Theme or we invent a new role altogether.

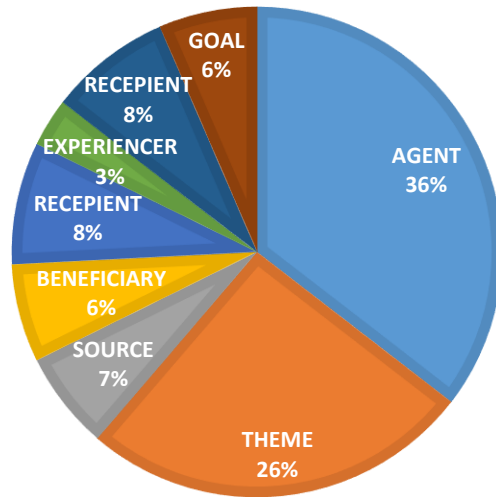


NUMBER OF THEMATIC ROLES IN DATA OF ENGLISH LANGUAGE



THEMATIC ROLES IN DATA OF URDU SENTENCES

- AGENT
- THEME
- SOURCE
- BENEFICIARY
- RECIPIENT
- EXPERIENCER
- RECIPIENT
- GOAL



**Conclusion:**

Conclusively, in this narrative text we have differentiated each thematic role from the other one by extracting sentences from different languages. Apart from linguistic interpretation, we have founded that thematic roles can be interpreted in real life situations or conversations played by numerous participants. In addition to express the feelings, we have chosen experienter and for some deliberate action we have selected agent from thematic roles therefore we can say that the main purpose of thematic roles is to present their role in different languages. Our Data is qualitatively and quantitatively providing our readers to comprehend the role of thematic roles in Urdu, English, Jhangwi, and rangri language. On the whole, we have elaborated the more specific relation among the predicate and its respective arguments.

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