

Discovering a Whole New World of Meaning: A Systemic Functional Study on Urdu Language

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ABSTRACT

Aim of the study: The current study aims at building the very first metafunctional profile of the Urdu language, and providing its implementation on Urdu discourse to unfold the significant meaning potential.

Methodology: To achieve the aim of study, Hallidayian (2014) metafunctions (interpersonal, experiential and textual level) have been implemented as a framework of study. The data comprises of twenty clauses taken from a short story “*Lohay ka Kamarband*” extracted from Urdu short stories collection “*Urdu Adab k Mashoor Afsany*” (2006).

Findings: The findings indicated that Urdu grammar projects four major patterns of occurrence of Mood (interpersonal meaning) due to placement of Subject. Similarly, Residue occurs on two major patterns which are majorly comprising of complement and sometimes adjunct. While, experiential analysis reflects that Urdu grammar has more material verbs which is 60% and after that mental process is dominant with 15% ratio. Finally, textual analysis reveal that topical theme is major and frequent in occurrence.

Conclusion: Summing up, the study unfolds how meanings are being embedded in Urdu grammar and how Urdu grammar reflects different metafunctional behaviors holding significant meaning potential layer by layer (interpersonal, experiential and textual), evident upon the metafunctional profile of Urdu grammar explored by the author taking Halliday’s model as milestone. Finally, Urdu grammar share very common features on metafunctional profile with that of other languages such as Urdu language projects Mood majorly in initial part of the clause also on experiential grounds majorly Urdu clauses reflect material clauses over any other process type. And there is a flow of coherence and logical sequencing which knits Urdu Themes majorly in the start of the clauses.

Keywords: Systemic Functional Grammar, Halliday, Transitivity Analysis, Mood, Theme, and Coherence.

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Introduction

Language is a mean of communication; a system of meaning. The Swiss linguist Ferdinand de Saussure referred to the language as a game of chess, saying that a piece of chess has no meaning on its own and any move made by one piece affects all the others. Language, according to Ferdinand de Saussure (1916), is a carefully constructed arrangement of interwoven elements. It implies that humans attempt to generate meaning every time they use words. And grammar is, therefore, a study of how humans organize their word choices and other linguistic elements to represent their ideas.

Traditionally, grammar is defined as a system wherein words are employed in a certain pattern to formulate a unified, meaningful, and coherent discourse. Gerot and Wignell (1994/2001) define grammar as “a theory of language, of how language is put together and how it works” (p. 2). And in general, it is the study of lexemes: the approach of language to how a language is structured and how that works in terms of meaning (Newby, 1998; Dodge & Jespersen, 1892; Delahunty & Garvey, 2010; Krapp, 1908; Hartwell, 1985; Davidse, 2017, to cite a few only).

If we trace out history the grammar was first formed by Greeks with the establishment of the first alphabetic system but the very first study on the grammar of a language is said to be done by Panini who studied the grammar of Sanskrit back in the 5th century which later on inspired Ferdinand de Saussure, Leonard Bloomfield, Roman Jakobson, and Noam Chomsky, etc. Today grammar has evolved into different perspectives, say for example, Traditional grammar, formal grammar, functional grammar, etc.

Traditional grammar puts an emphasis on the rules of creating a correct structure of language with the prescriptive and descriptive approaches in the structuralist norm (Palmer, 1984/1986; Burton, 1984). Formal grammar is concerned with how syntactically valid strings could be formed out of language alphabets (Chomsky, 1965). Halliday (1969) brought the revolution to the grammar with Systemic functional Grammar which focused on how meanings could be realized in a piece of discourse by dissolving it into the metafunctional strains and so forth.

Urdu is an extremely inflectional and metaphorical language that forms lexical relations and lexicons mainly through affixations. Urdu grammar has its basic morphological (mainly vocabulary), syntactic, and phonological base in Sanskrit while a bulk of lexemes are being borrowed from Persian and other languages. Despite the fact that Urdu lexemes are mainly influenced by Persian, Arabic, Turkish, and Pashtu, Urdu has a seventy-five percent ratio of words that have their etymological roots in Sanskrit. Also, ninety-nine percent of Urdu verbs are rooted in Sanskrit and Prakrit as mentioned in “*Farhang-i-Asfiya*” (1908) by Molvi Sayed Ahmed Dehlvi. At the syntactic level, Urdu comes under the head of the ‘verb-final’ category of languages. Urdu grammar follows the **S+O+V** pattern of word arrangement and sentence formation. And, modifiers occur before the nouns they are modifying to.

The structural building block of grammar is known as a clause. And, the clause is composed of recognizable components. Each component has its own grammatical and structural manifestations. Systemic functional linguistics utilizes the concept of ranks to illustrate the components of a clause (McDonald, 2017). The clause is the core component of analysis in Systemic functional grammar as the clause has its place in carrying meaning potentials. A clause gives meaning in three basic forms by Halliday and Matthiessen (2014): clause as exchange, the clause as representation, and clause as the message.

The study aims at building the metafunctional profile (Halliday, 2014) of the Urdu language, and providing its very first implementation based on Urdu discourse. On typological paradigm, SFL has become a significantly rising discipline wherein several studies have been done with respect to the native languages (Caffarel, 2004; Steiner & Teich, 2004; Teruya, 2004; Martin, 2004; Thai, 2004; Halliday and McDonald, 2004; Prakasam, 2004; Rose, 2004; to cite a few only) but there is no significant literature found related to the Urdu language. Systemic functional linguistics (SFL) offer the ways of exploring

meaning in language and of relating language use to social contexts to contribute to our understanding of language in social life.

In addition, the findings are supported by the available typological profiles of the world languages to highlight the subsystems which appear similar across languages including their variations. It focuses in particular on clause-rank systems. These systems, according to systemic theory, are metafunctionally diversified, and the way Urdu grammar construes each metafunction (the interpersonal, the experiential, and the textual) is a very significant outcome. This study explores the metafunctional profile of the Urdu language from the Hallidayian perspective (2014) and provides the very first analysis of the induced parameters.

Literature Review

Grammar, as Gerot and Wignell (1994/2004) define is “a theory of language, of how language is put together and how it works” (p. 2). Davidse (2017) defines grammar as an abstract code that could only be realized across meanings and expressions. And in general, it is the study of lexemes: the approach of language to how a language is structured and how that works in terms of meaning (Newby, 1998; Dodge & Jespersen, 1892; Delahunty & Garvey, 2010; Krapp, 1908; Hartwell, 1985; to cite a few only). If we trace out history the grammar was first formed by Greeks with the establishment of the first alphabetic system but the very first study on the grammar of a language is said to be done by Panini who studied the grammar of Sanskrit back in the 5th century which later on inspired Ferdinand de Saussure, Leonard Bloomfield, Roman Jakobson, and Noam Chomsky, etc. Today grammar has evolved into different perspectives, say for example, Traditional grammar, formal grammar, functional grammar, etc. Before the nineteenth century, language was of interest to scholars like Plato and Aristotle. Plato, for instance, was the principal individual who recognized things and action words. William Jones noted that Sanskrit, Greek, Latin, Celtic, and Germanic all shared architectural parallels, in 1786, and thus these languages must have come from a single source. This discovery marked the beginning of comparative grammar which finds its essence in typologies as well (Hunt, 1980; Willaims, 2005).

The text is generated by humans speaking or writing. And the text could be defined as any occurrence of language, within any channel, that is intelligible to the one who has the know-how of language. Text, for a grammarian, is a dense, multi-faceted entity that could be interpreted in a variety of ways. It could be depicted from a variety of perspectives. However, there are two basic standpoints: the first, centers upon the text as an object by itself; and the second, view the text as a device for discovering some other thing (Halliday & Hasan, 1976 as cited in Halliday & Matthiessen, 2004/2014). Systemic functional linguistics has paved the path for several sorts of multidimensional studies for instance analyzing metafunctions in sign language, serving as a tool for translation teaching, and studying inter semiosis, (Johnston, 1992; Manfredi, 2011; Lim, 2019), etc.

Consequently, metafunctions have been studied by different researchers on multiple types of stretches of language to unfold the meaning potential. For instance, *Interpersonal metafunction* is being studied to reveal the hidden meaning in aphasic conversation, evaluation of structural and semantic features of personal letters, literary work, Interpersonal dimensions of community in graduate online learning, Interpersonal meaning, identity, and bonding in popular culture, study on conversations with Dementia comparing modal patterns in Chinese-English discourses, newsletters, meaning-making in Chinese Students' ESL Writing, an interpersonal framework of international ecological discourse, etc (Ferguson, 1992; Mortensen, 2005; Gallardo, 2006; Goertzen & Kristjánsson, 2007; Bednarek, 2010; Müller & Mok, 2012; Fu, 2016; Yuliana & Imperiani, 2017; Xuan & Huang, 2017; Wei, 2021; to quote a few only).

Experiential metafunction has been studied from several perspectives such as analysis of experiential quantifiers in Chinese (Yeh, 1996), teaching and learning the functional grammar in primary classrooms (French et al., 2013), analysis of experiential meaning in political speech (Liping, 2014), experiential analysis of graphic logo (Johannessen, 2016), gender-based experiential meaning choice in article writing (Anjarwati et al., 2021), development of cultural meaning potential in Korea (Kellogg, 2021), genre

pedagogy and experiential development of students (Brisk et al., 2021), experiential analysis of reading metaphors (Rose, 2021), unfolding experiential meaning in emojis (Zappavigna & Logi, 2021), taxis and parataxis in Chinese-English analysis (Li & Yu, 2021), analysis of toxic positivity on social media platform (Lecompte-Van Poucke, 2022), analysis of populist dialogues on tweets (Grasso, 2022) and so on.

Textual metafunction has been implied in multiple sorts of discourses and perspectives such as analyzing ideology on technology (Zammit & Callow, 1998), the study of thematic markers in the Chinese language (Wang & Tsai, 2007), thematic analysis of the effects of punctuation on Chinese comprehension (Liu et al., 2010), textual analysis of challenges faced by students in argument genre (Pessoa et al., 2017), textual and interpersonal themes in essays by students of different linguistic backgrounds (Chang & Lee, 2019), thematic choices of Czech students' English (Dontcheva-Navratilova et al., 2020), thematic analysis of curriculum of English as general academic purpose (Monbec, 2020), multimodal communicative competence through thematic analysis (Dai & Wu, 2021), thematic study of gender imagery on early readers (Lee & Chin, 2021), theme and rheme structure of machine-translated Chinese short stories (Jiang & Niu, 2022), and so forth.

Language typology is a common practice in linguistics that speculate and distribute the languages on behalf of their structural features (Greenberg, 1966; 1978). And in terms, the typological research as defined by Moravcsik, (2012) 'studying similarities and differences among languages that do not stem from shared genetic relationship' (p. 1). 'Typology is thus to be understood as the general study of similarities and differences across languages— covering descriptive frameworks embodying generalizations developed to support the descriptions of a range of different languages' (e.g. Comrie 1981; Shopen 1985; Payne 1997; Whaley 1997, as cited in Caffarel et al., 2004, p. 2). Several studies have been carried out in terms of language typologies for instance Greenberg, 1978; Comrie, 1981; Shopen, 1985; Whaley, 1997; Payne, 1997, to cite a few only, have worked on different linguistic domains of language as well as Hopper and Thompson's (1982) work on transitivity; Givón (1983) on 'continuity'; Hopper, 1982; Comrie, 1985; Dahl, 1985; Bybee, et al., 1994 on tense and aspects; Chafe and Nichols (1986) on 'evidentiality', Palmer (1986) on mood and modality; Blake (1994) on the case; Lyons (1999) on the definiteness, and so forth.

Many studies have been done on the typological metafunctional profile of different languages, say for example, Ramos (1974) studied case system of Tagalog grammar; Hengeveld (1988) studied Illocution, Mood, and Modality in the Spanish language; Caffarel (2004) studied metafunctional profile of French grammar; Steiner & Teich (2004) studied metafunctional profile of grammar of German language; Teruya (2004) studied metafunctional profile of grammar of Japanese language; Martin (2004) studied metafunctional profile of grammar of Tagalog; Thai (2004) studied metafunctional profile of grammar Vietnamese; Halliday and McDonald (2004) studied metafunctional profile of grammar of Chinese language; Prakasam (2004) studied metafunctional profile of grammar of Telugu; Rose (2004) studied metafunctional profile of grammar of Pitjantjatjara; Akerejola et al. (2005) and Teruya et al. (2007) studied typology of Mood; Banks (2010) studied interpersonal metafunction in French grammar; Lavid et al. (2010) studied Functional grammar of Spanish and English, in contrast; Guerrero Medina (2002) and Lavid et al. (2010) studied SFL on English and Spanish; Quiroz (2013) studied Chilean Spanish; Nordrum (2015) studied SFL on Swedish, Norwegian and English grammar; Li (2017) studied the nominal group in Chinese; Teruya (2017) studied mood in Japanese language; Caffarel-Cayron (2017) studied verbal group of French grammar; McDonald (2017) studied form and function in groups; Davidse (2017) worked on experiential analysis of the languages different from English; Arús-Hita (2020) studied SPCA in English vs Spanish; to cite a few only.

Objectives of the Study

- a) To explore the linguistic patterns in Urdu grammar that are involved in construe of meaning as social semiotic milestones
- b) To discover the metafunctional profile and set it's very first implementation to support the study in uncovering meaning potential
- c) To unfold meaning potential below the clause and to investigate layers of meaning on different metafunctional levels

Methodology & Framework

The focus of this study is on unfolding the significant meaning potential by building the metafunctional profile of the Urdu language and providing its very first implementation on the discourse in Urdu language. The study will provide insights into the clause and its manifestations based on a Systemic functional perspective. It will investigate the clause in Urdu grammar on all three metafunctional manifests of meaning introduced by Halliday (2004/2014). The study is motivated by the typological metafunctional studies done on different languages and depicting, how significant meaning potential underlies the grammar, and how grammar behaves in terms of metafunctional meanings. In direction of this goal, the study will divide the Urdu clause into its metafunctional constituents and generate a metafunctional profile of Urdu grammar. The study is planned to address the following questions:

1. What linguistic patterns help construe meaning potential in the Urdu language as a social semiotic system?

Subsidiary Questions

- i. How interpersonal meaning potential is realized in the Urdu language?
- ii. How does Urdu language construe representational meanings in a clause?
- iii. How does Urdu language configure clause as a message in a longer stretch of language?

The data of this study is comprised of 20 clauses taken from the short story of "Ram Laal" entitled as "Lohay ka kamarband," which is the part of the collection of short stories called "Urdu Adab K mashur Afsany مشہور افسانے" (2006) which will be parsed it into clause as per defined by Halliday (1981) which according to him is synchronous manifestation of 'ideational, interpersonal and textual meanings' (p. 42) these three simultaneous semantic processes result in a clause which are:

- i. Ideational metafunction
- ii. Experiential metafunction
- iii. Thematic metafunction

Unequivocally, the clauses include all three layers of meaning embedded in clause giving different details on revealing meaning as giving and taking information, or exchanging goods and services, telling tense and its purpose, experiences encoded in clause, telling details in point of departure of meaning. The present study will analyze each clause in the text and divided in into six processes proposed by Halliday. Moreover, the clausal structure, which is centered on the primary verb of the sentence, is studied using Halliday's concrete idea that transitivity can be measured. Considering the theory, different processes in the transitivity system are classified according to the criterion whether they represent states of thoughts, speech, actions, and states of being. The study evaluates the modality, cohesion and thematic structure while interpreting ideational, interpersonal, and textual meta-functions prevalent in the text.

The clause is the core component of analysis in Systemic functional grammar as the clause has its place in carrying meaning potentials. A clause gives meaning in three basic forms by Halliday and Matthiessen (2014): clause as exchange, the clause as representation, and clause as the message. And, everyday language usage is rich in clause usage rather than sentences as mentioned by Bloor and Bloor (1995/2004). The main concern of Systemic functional analysis is to draw upon the 'language in use'. The

term functions here signifies the role, played by the constituents of a longer stretch of language, in relation to each other. And this each constituent is considered to serve a certain role in a linguistic structure i.e., Subject role, object role, etc. And the manner in which language in use is employed by humans is distributed within three major types termed metafunctions (Bloor & Bloor 1995/2004).

The way in which language is employed to construe, systematize, comprehend, make sense of the world, and self-cognizance is called 'ideational metafunction'. The ideational metafunction is further comprised of two sub-functions which are: experiential metafunction and logical metafunction. Experiential metafunction is involved in unfolding meaning as a representation and is mainly related to concepts and contents. While logical metafunction deals with the linkages within those ideas (Matthiessen et al., 2010). This study will focus on system of transitivity in these regards to unfold meaning potentials. The system of transitivity comprises of three constituents: Process, Participant, and Circumstance. Process depends on type of verb used which can show physical action (material process), mental phenomenon (mental verb), behavioral act (behavioral process), relating action (relational process), act of saying (verbal process) and the phenomenon of being existing (existential process) which further takes part in depicting the participants as each process type has its own participants which may be accompanied by circumstance of different types as mentioned below in *fig. 1*.

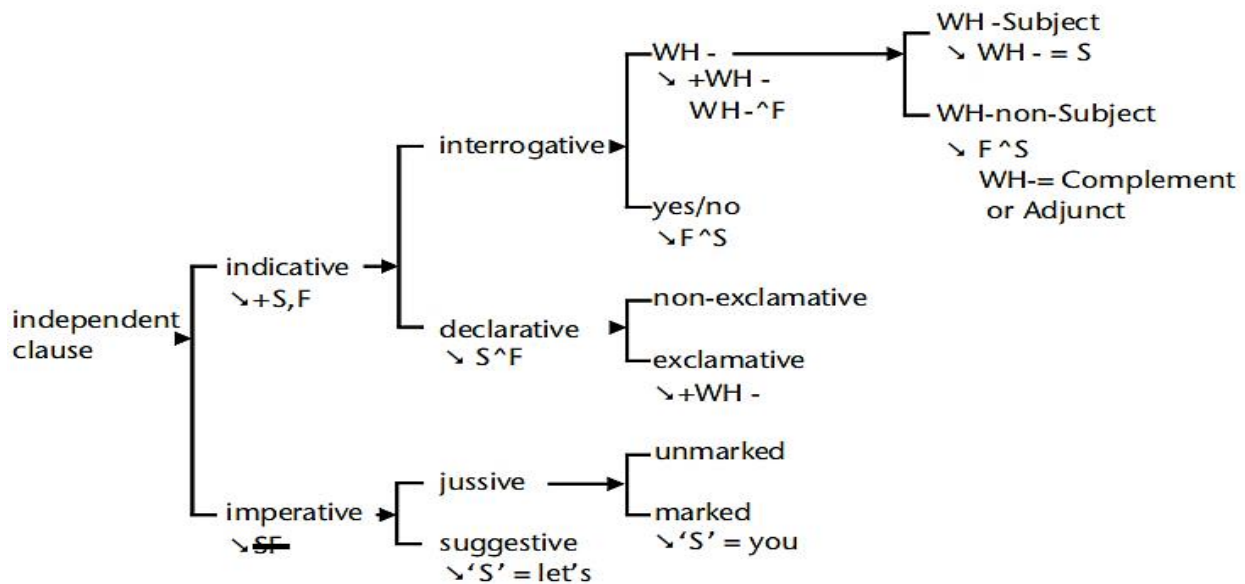
Fig. 1

PROCESS TYPE	Category meaning	Participants, directly involved	Participants, obliquely involved
material: action event	'doing' 'doing' 'happening'	Actor, Goal	Recipient, Client; Scope; Initiator; Attribute
behavioural	'behaving'	Behaver	Behaviour
mental: perception cognition desideration emotion	'sensing' 'seeing' 'thinking' 'wanting' 'feeling'	Senser, Phenomenon	Inducer
verbal	'saying'	Sayer, Target	Receiver; Verbiage
relational: attribution identification	'being' 'attributing' 'identifying'	Carrier, Attribute Identified, Identifier; Token, Value	Attributor; Beneficiary Assigner
existential	'existing'	Existent	

(Halliday and Matthiessen, 2014, p. 311)

The way in which language is used as a channel of exchange is called interpersonal metafunction whereby the main purpose is communication. Interpersonal metafunction deals with how communication has occurred in a certain stretch of language in terms of expression, judgment and role relation, etc., (Matthiessen et al., 2010). The interpersonal meta-function of language encompasses all the possibilities in which we communicate with others via language. This covers basic social mechanisms like turn-taking and interruptions, as well as the way we try to accomplish things through language. Speech acts (apologizing, requesting, etc.) and implicature are examples (such as inferring). This study will focus on Mood and Residue pattern in Urdu language and how it bear meaning potential.

Fig. 2



(Thompson, 2014, p. 60)

The way in which language is used to arrange a text into what has been conveyed is called textual metafunction. It is concerned with the clause serving as a message (Matthiessen et al., 2010). The textual metafunction sees a clause in the terms of *Theme* and *Rheme*. Theme is the first constituent of the clause as well as the point of departure of meaning in the clause. And the rest part of the clause is called Rheme. For instance:

Fig. 3

What I'm going to do now What I want to talk about What really annoyed me What one will not learn here What happened	is to whisk these all together is the nature of certain kinds of evidence used in the courts was that they didn't tell me the truth. is anything about the Enlightenment. was that Benjamin Lee Whorf picked up Boas' example and used it.
Theme	Rheme

(Thompson, 2014, p. 154)

Analysis & Discussion

As discussed above, the study will analyze clause on Hallidayan (2014) metafunction, the study will first analyze on interpersonal level, subsequently experiential and textual level.

Interpersonal Analysis

This section covers the unfolding of interpersonal meaning of a clause, indicated through Mood and residue system. Traditionally, interpersonal analysis covers SFPCA as clause constituents' structure this acronym indicates Subject, Finite, Predicate, Complement, and Adjunct. Mood covers Subject and Finite and Residue covers Predicate, Complement and Adjunct.

Table 1: Mood analysis

	Mood	Residue	Mood	Residue	Mood
Clause 1			بہت عرصہ گزرا		
Clause 2			ایک سوداگر رہتا تھا	کسی ملک میں	
Clause 3			تھی	بہت خوبصورت	اس کی بیوی
Clause 4			دیکھنے کے لیے	اتنی کہ محض اس کی ایک جھلک	
Clause 5			چکر لگایا کرتے تھے	اس کی گلی کے	عاشق مزاج لوگ
Clause 6			معلوم تھی	یہ بات سوداگر کو بھی	
Clause 7			عائد کر رکھی تھیں	اس لئے اس نے اپنی بیوی پر سخت پابندیاں	
Clause 8			مل نہیں سکتی تھی	اسکی اجازت کے بغیر وہ کسی سے	
Clause 9			دراصل اس سوداگر کے خفیہ جاسوس تھے	اس کے قریب قریب تمام ملازم	
Clause 10			کڑی نظر رکھتے تھے	جو اس کی بیوی کی حرکتوں پر	
Clause 11			بیوپار کے سلسلے میں دور دور کے ممالک میں جانا پڑتا تھا	سوداگر کو کبھی کبھی دو دو تین تین سال کے لیے	
Clause 12			حائل ہوتے تھے	کیونکہ سفر میں کئی سمندر بھی	
Clause 13			واسطہ پڑ جاتا تھا	کئی بار بحری قزاقوں سے بھی	جنہیں عبور کرتے وقت
Clause 14			روانہ ہونے والا تھا	وہ ایک تجارتی مہم پہ	ایک بار
Clause 15			خواب گاہ میں گیا	گھر چھوڑنے سے ایک رات پہلے وہ اپنی بیوی کی	
Clause 16				جان من!	اور بولا
Clause 17			تمہیں ایک تحفہ دینا چاہتا ہوں	تم سے جدا ہونے سے پہلے میں	
Clause 18			بے	یقین	مجھے
Clause 19			میری یاد دلاتا رہے گا	یہ تحفہ تمہیں ہمیشہ	
Clause 20			ہمیشہ چپکا رہے گا	کیونکہ یہ تمہارے جسم کے ساتھ	

Mood is covering subject and finite in the clause and most frequently analysis of Urdu grammar shows that majorly Mood lies in first half and last half of a clause. Also, analysis shows that Urdu grammar reflects Mood individually in the clause as well in the absence of residue. But there are some cases identical to that of English grammar too. Interpersonal analysis enables the participants to construct social

realities and their own position in the given context. It not only underscores the attitude of participants towards each other, but also gives one the idea of social status of that participants, their power relations and the functions behind their utterances. These SPCA constituents are then categorize under Mood-Residue blocks. The speech functions of each clause has been realize under the forms of statement, offer, command and question.

To evaluate, Urdu grammar reflect four major patterns of occurrence of mood as discussed above which are:

1. Mood as sole occurrence
2. Mood occurring in first and last part of clause due to placement of Subject
3. Mood occurring in middle and last part of clause due to placement of Subject
4. Mood occurring only in last half of clause due to placement of Subject

Similarly, Residue occurs on two major patterns which are majorly comprising of complement and sometimes adjunct as discussed above.

Experiential Analysis

This section covers the unfolding of experiential meaning of a clause, indicated through process, participants and circumstance revealed through transitivity analysis. Transitivity analysis is used to understand the language of the writer or speaker. It analyzes the clause or sentence structure that is represented by the process, the participants involved in that process, and the circumstances in which the participants are involved in that particular process.

Table 2: Transitivity analysis

Clause 1:	گُزرا	ہٹ عرصہ
	Pr: existential	Cir. (Extend)
Clause 2:	رہتا تھا	ایک کسی ملک میں سوداگر
	Pr: existential	existent Circ. (Spatial)
Clause 3:	تھی	بہت خوبصورت اس کی بیوی
	Pr: relational; attributive	Attribute Carrier
Clause 4:	دیکھنے کے لیے	اتنی کہ محض اس کی ایک جھلک
	Pr: mental; desiderative	Phenomenon
Clause 5:	چکر لگایا کرتے تھے	اس کی گلی کے عاشق مزاج لوگ
	Pr: material	Goal Actor
Clause 6:	معلوم تھی	سوداگر کو بھی یہ بات
	Pr: mental; cognitive	Senser Phenomenon
Clause 7:	عائد کر رکھی تھیں سخت پابندیاں	اپنی بیوی پر اس نے اس لئے
	Pr: material Goal	Beneficiary Actor Scope
Clause 8:	مل نہیں سکتی تھی	وہ کسی سے اس کی اجازت کے بغیر
	Pr: material	Actor Scope
Clause 9:	تھے	دراصل اس سوداگر کے خفیہ جاسوس اس کے قریب قریب تمام ملازم

	Pr: relational; identifying	Identified	Identifier
Clause 10:	کڑی نظر رکھتے تھے	اس کی بیوی کی حرکتوں پر	جو
	Pr: material	Goal	Actor
Clause 11:	جانا پڑتا تھا	بیوپار کے سلسلے میں دور دور کے ممالک میں	کبھی کبھی دو دو تین تین سال کے لیے
	Pr: material	Goal	Cir. (Extend) Actor
Clause 12:	حائل ہوئے تھے	کئی سمندر بھی	کیونکہ سفر میں
	Pr: material	Scope	Goal
Clause 13:	واسطہ پڑ جاتا تھا	بحری قزاقوں سے بھی	کئی بار
	Pr: material	Goal	Cir. (Extent) Actor
Clause 14:	روانہ ہونے والا تھا	ایک تجارتی مہم پہ	وہ
	Pr: material	Goal	Actor Cir. (Extent)
Clause 15:	گیا	خواب گاہ میں	وہ اپنی بیوی کی
	Pr: material	Goal	Cir. (location) Cir. (contingency)
Clause 16:		جان من!	اور بولا
		Verbiage	Pr: verbal
Clause 17:	دینا چاہتا ہوں	تمہیں ایک تحفہ	میں
	Pr: material	Scope	Actor Goal
Clause 18:	ہے		یقین
	Pr: material		Goal Actor
Clause 19:	میری یاد دلاتا رہے گا	ہمیشہ	تمہیں
	Pr: mental; emotive	Phen-	Senser -omenon
Clause 20:	چپکا رہے گا	ہمیشہ تمہارے جسم کے ساتھ	یہ
	Pr: material	Goal	Actor Cir. (cause)

Experiential metafunction consists of a system of transitivity. Halliday (2004) states that the world of experiences is created through the transitivity system in a manageable set of process types. Below is the transitivity analysis of data analyzed:

Table 3. Frequency and the percentage of occurrence of process types in selected data

No.	Process Types	<i>f</i>	Percentage
1.	Material	12	60%
2.	Mental	3	15%
3.	Verbal	1	5%
4.	Relational: Identifying	1	5%
	Relational: Attributive	1	5%
5.	Existential	2	10%

6.	Behavioral	0	0%
	Total	20	100%

Note: f = frequency

Analysis reflects that Urdu grammar has more material verbs than any of others process types which shows the ratio of metafunctional meaning which is 60% and after that mental process is dominant with 15% ratio. From all this discussion we can state that the transitivity system does not only provide information about the process types, the participants' role, and the circumstantial elements. But also gives insight into how the writer has arranged the words and form of text to produce the meaning in the text. The dominant use of the material process shows how the writer has created the image of the external world of doing, in which different participants act as an actor and affect the other. The second major process type is mental which shows who writes has given certain attributes to the thing by defining their state of occurrence and the conditions in which these occur with the use of different circumstantial elements.

Textual Analysis

This section covers the unfolding of textual meaning of a clause, indicated through Theme and Rheme system and Coherence of a clause. Traditionally, textual analysis covers thematic structure and Cohesion in clause construction Theme reflects central point of meaning and Rheme shows rest of the constituents of clause while coherence shows how clause is logically related.

Table 4: Thematic analysis

	Rheme	Theme	Rheme
Clause 1	گُزرا	بہت عرصہ	
Clause 2	ایک سوداگر رہتا تھا	کسی ملک میں	
Clause 3	بہت خوبصورت تھی	اس کی بیوی	
Clause 4		دیکھنے کے لیے	اتنی کہ محض اس کی ایک جھلک
Clause 5	اس کی گلی کے چکر لگایا کرتے تھے	عاشق مزاج لوگ	
Clause 6	سوداگر کو بھی معلوم تھی	یہ بات	
Clause 7	عائد کر رکھی تھیں	اس نے اپنی بیوی پر سخت پابندیاں	اس لئے
Clause 8	وہ کسی سے مل نہیں سکتی تھی	اسکی اجازت کے بغیر	
Clause 9	تھے	دراصل اس سوداگر کے خفیہ جاسوس	اس کے قریب قریب تمام ملازم
Clause 10	کڑی نظر رکھتے تھے	جو اس کی بیوی کی حرکتوں پر	

The above analysis shows how frequently the theme is co-occurring in the same position and likewise Rheme and the logical connection between them reflecting a smooth coherence running between clauses. Language performs its function to accommodate the reader with the intended and target information present in it. These lexico-grammatical aspects of theme provides the speaker with the advantage to persuade others through the lexical choices and ideological basis. Language performs many functions and thus it is the best equipment to analyze the utterances and expressions of other people's choice. Textual

metafunctional analysis shows the construction of message in order to know the kind of meaning like connotative and denotative ones.

Conclusion

To sum up, Urdu grammar share very common features on metafunctional profile with that of other languages such as Urdu language projects Mood majorly in initial part of the clause also on experiential grounds majorly Urdu clauses reflect material clauses over any other process type. And there is a flow of coherence and logical sequencing which knits Urdu Themes majorly in the start of the clauses. The study unfolds how meaning potentials are construed in Urdu grammar and how metafunctional profile of Urdu language serves in folding meanings. To evaluate, Urdu grammar reflect four major patterns of occurrence of mood (interpersonal meaning) as discussed above which are:

1. Mood as sole occurrence
2. Mood occurring in first and last part of clause due to placement of Subject
3. Mood occurring in middle and last part of clause due to placement of Subject
4. Mood occurring only in last half of clause due to placement of Subject

Similarly, Residue occurs on two major patterns which are majorly comprising of complement and sometimes adjunct as discussed above.

Experiential analysis reflects that Urdu grammar has more material verbs than any of others process types which shows the ratio of metafunctional meaning which is 60% and after that mental process is dominant with 15% ratio.

Textual analysis reveals that majorly Theme lies in first half of a clause and last half of clause reflects Rheme identical to that of English grammar too. Also, majorly Urdu grammar shows topical theme in marked position but few unmarked instances have also been viewed, other than that few instances of textual theme have also been captured. Coherence is the trait of being consistent and logical. Also, coherence is one of the major elements reflecting textual metafunction. The text as constructed in Urdu grammar is highly coherent as the theme occurs frequently at the same position.

There are a wide range of studies done on metafunctional profiles of different languages Caffarel, 2004; Steiner & Teich, 2004; Teruya, 2004; Martin, 2004; Thai, 2004; Halliday and McDonald, 2004; Prakasam, 2004; Rose, 2004; to cite a few only. These mentioned studies have contributed practically and theoretically in metafunctional study on grammar of language/s. Also, contributions have been made on metafunctional framework on all three metafunctional levels in terms of language grammar. There is no study so far done on metafunctional profile of Urdu language so it sets a transitional behavior of systemic functional research. Furthermore, it can help in paving a new path for SFL studies as it has a strong potential to motivate the future researchers to undertake more studies in this paradigm and perspective.

This study is limited to high level metafunctional analysis, future studies can be done on each metafunctional profile and on each aspect of metafunctional profile as well, and how they serve in meaning potential could deeply be analyzed and studied as well. Also, how register and genre are incorporated in metafunctional domain could also be an intriguing point of departure for future studies. Moreover, this research focuses on short story as a parameter of analysis, future research could be done on different metafunctional profiles of different genres of discourse as well.

Language is the vehicle of sharing ideas, emotions, thoughts, and information as a communication tool to human beings. Linguists not only study the language and its structure or how it was originated but also its use and how it is used to do things. They also study how the particular meaning is created with the specific word choice and style. It is a common belief that when we use the language our words perform some acts as well as construct their meaning. Language is not only a medium of communication or a tool used to describe things but it is a social and cultural practice of doing things. Halliday considers language as, “a system of meaning, which is accomplished by forms and is interpreted to realize the meaning and

also to know how these meanings are expressed and conveyed. Language is the means of transferring and expressing ideas or experiences, to show what one is doing, how something is happening, and how these things are expressed in the text.

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Conflict of Interest


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