Grammatical Analysis of Urdu Auxiliary Verbs

A Thesis submitted to the University of Management and Technology for the Degree of MS Applied Linguistics

By

Zakia Mushtaq

110984003

**Student of MS- Applied Linguistics
Department of English Language and Literature
University of Management and Technology**

Abstract

This thesis examines and illustrates the existence, internal structure, syntactic arrangement and semantic contribution of Urdu auxiliaries (single to multiple in a verb phrase). The study investigates the behavior of auxiliary verbs ending with different morphemes and how these auxiliaries can be classified on the basis of different morphological forms. The different auxiliaries have been classified and enlisted in the form of tables so that one group can be clearly distinguished from the other.

The dissertation explores that syntactic places of multiple auxiliaries are generally fixed and the position of auxiliaries cannot be changed or swapped. This aspect has been explained with the help of linear examples as well as syntactic trees. It has been shown that the syntactic trees can acquire various auxiliaries and intensifier simultaneously that evolves the trees from simple to complex forms.

The current work also draws attention towards the semantic information Urdu auxiliaries bring with them. It attempts to describe that the inflection in auxiliaries contributes the aspectual meanings of the main verb. Moreover, it is noticed that addition of auxiliaries does not always refer to the addition or change of meanings; it generally emphasizes or strengthens the existing interpretations. This research attempts to enlist all auxiliaries and their individual semantic properties.

Acknowledgements

I find myself unable to thank Allah Almighty adequately who gave me strength, understanding and determination to continue and accomplish this work successfully.

I am very grateful to Dr. Sarmad Hussain, my supervisor, who believed in me that I can work on the selected topic. His guidance, encouragement and assistance made my research journey smooth and organized. He is the person from whom I learnt that how Urdu language can be analyzed linguistically. It was a wonderful learning experience throughout all the time period of my thesis including every single discussion session.

I am thankful to Sir Nazir Ahmed whose knowledge and teaching strategies helped me to understand syntax and syntactic trees and this understanding enabled me to analyze Urdu auxiliaries syntactically.

Many thanks are due to my parents, family, friends and especially my husband who supported and encouraged me throughout the entire thesis.

GLOSSARY

Gloss	Meaning
Sub	Subject
V	Verb
Adv	Adverb
Pl	Plural
AuxV	Auxiliary Verb
AuxT	Tense Auxiliary
AuxA	Aspectual Auxiliary
AuxA*	Multiple Aspectual Auxiliary
S	Sentence
NP	Noun Phrase
VP	Verb Phrase
AuxP	Auxiliary Phrase
AuxH	Habitual Auxiliary
AuxPr	Progressive Auxiliary
AuxPer	Perfective Auxiliary
AuxM	Modal Auxiliary
AuxHP	Habitual Auxiliary Phrase
Int	Intensifier
AuxPrP	Progressive Auxiliary Phrase
AuxDP	Durative auxiliary Phrase
AuxPerP	Perfective Auxiliary Phrase
AuxD	Durative Auxiliary

Contents

<center>**Chapter 1**</center>

INTRODUCTION

1.1. Preview

This chapter is an attempt to explain what the research is all about; it unfolds the topic of the research. It defines, clarifies and distinguishes the various terms involved in research. This section presents the various methodological steps and analytical skills engaged in current work. The scope and purpose of this study are also included to emphasize its significance. It demonstrates that how this work will be a useful endeavor for different fields of life. At the end of the chapter, organization of the work into different chapters is incorporated to provide the gist of each one to the reader.

1.2 Auxiliary Verb

The term 'Auxiliary' is Latin in its origin and means 'to support or aid' and same meanings are implied when auxiliary is used in the context of verb; an auxiliary verb is one which supports the main verb. Alagbe (2009) mentions that English auxiliary verbs are called helping or supporting verbs because of the functions they perform in communication. Helping verbs assist to develop the verbal group into sentences; in other words, they help the main verbs which could either be transitive or intransitive. An auxiliary verb is a part of verb group and communicates grammatical information only i.e. tense, aspect, person, number, mood and voice.

(1) The ice *has* melted.

In the above sentence, the auxiliary verb is *has* and it gives information about present perfect and third person singular whereas the main verb *melted* provides the meaning that the state of ice has been changed.

Like many other languages, auxiliary verbs are equally important in Urdu language as well. Many grammarians and researchers found ہونا as the only Urdu auxiliary (Platts 1909, Schmidt 1999); they also considered that tenses are expressed with the different forms of ہونا e.g. (present tense, ہیں/ہے, past tense, تھی/تھا, future tense ہوگی/ہوگا). On the basis of the above information, Schmidt (1999) stated that auxiliary (ہونا) determines tense only.

1.2.1. Difference between Main Verb and Auxiliary Verb

According to Collins & Hollo (2000), verbs can mainly be distinguished into main verbs and auxiliary verbs; main verbs function as the head of verb phrases whereas auxiliaries function as their dependents. This distinction exists in almost all languages of the world. Collins & Hollo (2000) further divide auxiliaries into Primary auxiliaries (be, have and do) and Modal auxiliaries (can, may, will, shall, must, ought, need, dare). Moreover, Collins & Hollo (2000) consider the primary auxiliaries as improper auxiliaries because these verbs not only act as dependent of main verb but sometimes also function as a main verb and express tense, aspect, mood and voice. It is noticeable point that some verbs may belong to main verb and auxiliaries simultaneously e.g. be, have and do.

1.2.2 Difference between Urdu Main Verb and Auxiliary Verb

1.2.2.1 Types of Verbs in Urdu

According to (Raza, 2011) the basic types of verbs in Urdu are three i.e. Simple predicates, Complex predicates and Even predicates. Simple predicates in Urdu consist of single lexical constituent each; the base form remains the same whereas different stems like transitive, intransitive, direct causative and indirect causative can be derived from

these base forms. Examples of Simple predicates (base form) from (Raza, 2011) are given below

Base Form	Intransitive Stem	Transitive Stem	Causative Stem
Baj بج	Baj 'be rung'	Baja	Bajva
Pit پٹ	Pit 'be beaten'	Pit	Pitva
Dikh دکھ	Dikh 'be seen'	Dekh	Dikha/dikhva

Complex predicate comprises of more than one predicate but resulting into one clausal structure. The first predicate can be a noun, verb or adjective and it provides the fundamental meaning of the predicate whereas the second predicate is generally a light verb which inflects for tense, gender and number (Butt1995; Mohanan, 1994; Raza, 2011). The examples of verb-verb predicates are چڑھ دوڑ، کرگزر، کٹ مر (Raza, 2011). Sometimes, two semantically related verbs collectively give rise to more abstract meaning that might be different from the encoded meanings of individual verbs; Raza (2011) termed them as Even predicates. For example, گھل مل collectively means 'become frank' whereas گھل independently suggests 'melt' and مل individually refers 'meet'.

With reference to tense inflection, verbs can be categorized into two; Tensed Verbs and Non-Tensed Verbs (Collins & Hollo, 2000). In English, tensed verb forms are Present and Past Tense.

(2a) The train *leaves* at 7am daily.   (Present Tense)

(2b) They *studied* all night.   (Past Tense)

11

In Present tense, events and states occur in a period of time including the time of utterance whereas in Past tense events and states located in time before the time of utterance (Griffiths, 2006). As the verbs in above examples reflect the relevance between event and time of utterance therefore they are called Tensed verbs.

The non-tensed verb forms in English are present participle, past participle and gerund. The present participle and past participle are formed by helping verbs.

(3a) They are *crying* bitterly. (Present Participle)

(3b) She was *baking* a cheese cake. (Past Participle)

(3c) *Smoking* is injurious to health. (Gerund)

Italicized words in above examples are unable to locate an event in time therefore they are termed as non-tensed forms of verbs.

As far as Urdu is concerned, many researchers and linguists agree that there is only one verb that inflects for Tense and that is 'hona'. Platts (1909) has discussed auxiliary ہونا with reference to tense formation. Schmidt (1999) has also reinforced the same point of view by stating that the tense of auxiliary verb 'hona' determines the tense of verbal constructions.

(4a) میں کہانی پڑھتا ہوں

Main   kahani   parhta   *hon*

mæ̃ kʰani pəɽʰt̪a hũ

I read a story.

(4b) میں کہانی پڑھتا تھا

| Main | kahani | parhta | *tha* |

mɛ̃ kʰani pəɽʰt̪a t̪ʰa

I used to read a story

میں کہانی پڑھوں گا (4c)

Main kahani parhon*ga*

mɛ̃ kʰani pəɽʰũ ga

I will read a story.

1.2.2.2 Types of Auxiliaries in Urdu

Haq (1906) stated that auxiliary verbs are not the original verbs rather they bring variety or enhance the meanings of verbs. Auxiliary verbs have provided vastness and delicacy to Urdu language. According to Haq (1906) the most useful and abundantly applied auxiliary verb is 'ho' بو and many verbs are formed with its help, for example Past Indefinite, Past Perfect and many forms of present and future are formulated with it.

Haq (1906) says that some auxiliary verbs emphasize the completion of action i.e جانا, 'jana' (go), لینا 'lena' (get), دینا 'dena' (give), رہنا 'rehna' (stay), ڈالنا 'dalna' (pour). He has further explained the situation in which these particular auxiliaries are used. Another type of auxiliary is چکنا 'chukna' which shows that the action is completed. There are certain sort of auxiliaries which represent the ability, possibility and permissibility i.e. سکنا 'sakna', دینا 'dena', پانا 'pana'. Haq (1906) has also mentioned کرنا 'karna', جانا, 'jana', رہنا 'rehna' as auxiliaries that represent continuity of action or habitualness of subject. He described that certain auxiliary verbs give the effect of suddenness of action, for instance اٹھنا 'uthna', بیٹھنا 'bethna', لگنا 'lagna' نکلنا 'nikalna'.

13

Platts, (1909) has described the usage of auxiliaries with reference to tense formation. According to him the Present Imperfect is formed by adding auxiliary ہوں 'hun' . Similarly, the Past Imperfect or Continuous is formed by adding the auxiliary تھا 'tha'. According to Schmidt (1999), ہونا 'hona' is the only tense inflected auxiliary; Present tenses (continuous, habitual) use present tense of ہونا 'hona', Past tenses (continuous, habitual, remote) are formed with past tense of auxiliary i.e. تھا 'tha' and Conditional tenses are formed with the subjunctive mood of the auxiliary.

Different researches have brought into light different terms used for Urdu auxiliaries according to the functions they perform e.g. vector verb, intensifying verb, compound auxiliary, explicator verb (Schmidt, 1999), light verb (Butt, 1995, 2001, 2005; David, Maxwell, Brown, & Lynn 2009), modal auxiliary (Abbas & Khan, 2009; Bhutt, Bogel, Butt, Hautli, Sulger, 2011). In current work, all these verbs are discussed under the umbrella term 'Auxiliary Verbs' collectively as they are not main verbs and they assist main verb.

1.3 What is included in Grammatical Analysis?

This section attempts to clarify that what aspects are going to be dealt under 'grammatical analysis'. The two major sub-fields of grammar are morphology and syntax (Collins & Hollow, 2000) which will mainly be explored with reference to Urdu Auxiliaries in current research work.

'Grammatical analysis of Urdu Auxiliaries' will include the different morphological forms of auxiliary verbs of Urdu. It will also deal with the syntactic placement and arrangement of auxiliaries in Urdu verb phrases. The syntactic representation of Urdu

auxiliaries will be applied on the basis of x-bar theory. The grammatical analysis would also bring into light the semantic contribution of auxiliaries in limited sense, main focus will be on morphology and syntax of Urdu auxiliaries.

1.4 Scope of the Study

1.4.1 Background Information

Butt (1993) has done detailed work on complex predicate formation and their classification into permissive and aspectual complex predicate. Complex predicate refers to a predicate consisting of more than one predicate but giving rise to only one clausal structure (Butt, 1995; Mohanan, 1994; Raza, 2011). Butt (1995, 2000, 2001, 2005) are the continuous track of complex predicates as a whole and then the analysis of individual element of these complex structures. The first predicate usually contributes for the core meaning and can be a noun, a verb, and adjective. The second predicate is usually called the light verb and inflects for tense, gender and number in a sentential clause (Butt et al., 1999).

Light verbs seem to be neither at their full semantic power, nor at a completely depleted stage and appear to be semantically light in the sense that they are contributing something to the joint predication and depend on the predicative power of the main verb (Butt, 1993, 1995, 2001, 2005). Butt (1993) further categorized Light Verbs into Aspectual Light Verbs and Permissive Light Verbs because of the semantic contribution they make to the predicate.

Butt (1993) described that construction of Aspectual complex predicate is ruled by the semantic philosophies of conscious choice and completion. Urdu Aspectual complex

predicates supply confirmation for an intricate level of argument formation. Light verbs used in Aspectual complex predicates not only indicate the completion of action but also specify that if a particular action is performed volitionally or not.

Butt (2003) states that Permissive light verb reports the instance that cause or allow the sub-event of the complex predication. This point is elaborated with the help of following example;

(5a)

نادیہ نے صدف کو خط لکھنے دیا

Nadia ne Sadaf ko khat likhne dia

naɖijə ne saɖaf ko xət̪ lɪkʰne ɖiə

Nadia let Sadaf write a letter.

Here, the light verb 'give' 'diya' certifies a permissive reading in which the subject (Nadia) permits a particular event to occur (Sadaf write a letter). Therefore it can be said that the event which is allowed to happen is actually a sub-event. Butt (2003) also mentioned that unlike other light verbs, permissive light verbs can be knotted away comparatively free from the main verb as shown in the following example;

(5b)

نادیہ نے صدف کو خط لکھ لینے دیا

Nadia ne Sadaf ko khat likh lenay dia

naɖijə ne saɖaf ko xət̪ lɪkʰ læne ɖiə

Nadia let Sadaf write a letter.

David, et al (2009) has suggested that Vector Verbs and Light Verbs are one and the same thing as both lose their semantic value and become light verbs. The term light verb

refers to verbs which may have a full semantic usage in other contexts but when combined with some other elements, typically a noun or verb, their contribution to the meaning of the whole construction is reduced in some way (Jesperson, 1965).

Modal auxiliary verb is also a type of auxiliary verb which is used to indicate modality e.g. likelihood, ability, permission, or obligation. Unlike other auxiliary verbs, modals only exist in their helping form; they cannot act alone as the main verb in a sentence. In the following example (6), سکتا 'sakta' is a modal verb which represents ability of the subject to do the task.

(6)

وہ یہ کام کر سکتا ہے

Wo ye kaam kar sakta hai

vo je kam kər səkʈɑ hæ

He can do this task.

Modal Verb gives additional information regarding main verb ranging from possibility to necessity, ability, permission, duty and likelihood (Abbas & Khan, 2009). There is exactly one defective modal verb, derived from the verb چاه chah 'want'; here 'defective modal verb' means that چاہیے 'chahyee' is the Urdu modal verb which occurs naturally/lexically and unlike other modal verbs, it is not constructed to produce modal verb. Along with چاہیے 'chahyee', 'sak' is also a very dedicated modal verb and it exists with multiple combinations. In Urdu language, modality is often expressed through specialized use of the multifunctional verbs جا 'ja, ہے hai, پڑ parr'. So, it can be said that the modal force ('how strongly the modality is conveyed') is generally achieved through construction of verbs e.g. کر سکتا 'kar sakta' rather than lexically (Bhatt et al, 2011).

(6a)

احمد اپنی اسائمنٹ بنا سکتا ہے

Ahmed apni assignment bna sakta hai

ahməd̪ əpni asĩnmənṭ bna səkṭa hæ

"Ahmed can do his assignment"

(6b)

احمد کو اپنی اسائمنٹ بنانی پڑے گی

Ahmed ko apni assignment bnani pray gi

ahməd̪ ko əpni asĩnmənṭ bnani pəɽæ gi

"Ahmed has to do his assignment."

The wide range of auxiliaries overlap with each other, for instance, the light verbs analysed by Butt & Rizvi (2007), Ahmed (2010), Naseer (2010) in the context of tense and aspect (Aspect refers to the structure of the action or event with respect to time whether it is completed, on-going, repeated and so on. David et al (2009) partly cover those auxiliaries which are differentiated as modal auxiliary verbs by Abbas & Khan (2009).

After going through the above mentioned details, it can be noticed that in previous researches and grammar books, mainly the one and only Urdu auxiliary or to be more precise the only tense auxiliary status is assigned to 'ho' ہو . Verbs other than main verb are researched, explored and treated individually and termed as modal auxiliaries, light verbs, intensifying verbs etc.

The current work differs in this respect that it attempts to analyze the existence of auxiliary verbs in Urdu verb phrases. It unveils that how these auxiliaries support the

main verb by adding variety of forms, their various combinations and meanings including duration, repetition or obligation.

1.4.2 Focus of the Study

In Urdu, it is very common to find verbs in series and the number of these auxiliaries may vary from single to multiple. The following example taken from Naseer (2010) carries the multiple numbers of verbs in series;

(7)

پرندے اُڑتے چلے جا رہے ہوتے ہوں گے

Parinday udtay chalay ja rahay hotay hon gay

pərɪnḏæ uʈʈæ ʧlæ ʤa rʰæ hõ gæ

Birds will have been flying.

The first verb in the verb phrase is the main verb whereas the focus of this study is on all the verbs other than main verb. This work tries to figure out that how many auxiliary verbs can accompany the main verb. The morphological forms of auxiliaries and their inflection with number, person or gender is also the side to be explored. The inner organization of verb phrases with auxiliaries, their syntactic representation based on x-bar theory and their semantic participation is the essential attention of the work.

Adding example (7) from Naseer (2010) does not mean that current work is influenced or based on the mentioned work. The example is borrowed to show the multiple existences of Urdu auxiliaries in a single verb phrase. Naseer (2010) work is mainly based on Tense and Aspect and she explored these features in the light of Reichenbach scale. The current work and its focus are entirely different from Naseer (2010).

1.4.3 Purpose of the Study

The objective of this thesis is to identify and investigate grammatical contribution of Urdu auxiliaries. This work is an effort to find the answers of the following questions:

- How many types and number of Auxiliaries can exist in Urdu verb phrase and how these auxiliaries support the main verb?
- What are the different morphological forms of Urdu auxiliaries and how they differ from each other?
- What is the internal structure of verb phrase containing multiple auxiliary verbs?
- What these auxiliaries contribute to the overall meaning of verb phrase?

1.4.3.1 Morphological, Syntactic and Semantic Dimensions

For Morphological analysis of Urdu auxiliaries, the internal structure of words and morphemes (smallest building blocks which form words in a language) will be examined. This analysis will also include how morphemes convey the information about syntactic features like number (singular, plural), tense (present, past, future), gender (masculine, feminine) and person (1st, 2nd, 3rd). In Urdu language, second person has honorific forms like frank (or rude), formal (or familiar) and polite (or respect) so this aspect will also be given due attention along with morphological inflection with person.

The Syntactic analysis of Urdu auxiliaries will also explore the order or sequence of auxiliary verbs in a sentence and whether this order can be changed or reversed. The syntactic restrictions will also be brought into light. The syntactic structures will be represented with the help of syntactic trees applying x-bar theory; these trees will not only symbolize the positions of syntactic categories but they will also help to extract rules which govern them.

Auxiliary verbs as the assistant of main verb also help to strengthen the meanings of main verb; the auxiliary verbs do not bring meanings which may affect or change the existing sense but they just transform the interpretations on aspectual level. So, this study will focus on semantic properties added by individual auxiliary verbs.

1.4.4 Significance of the Study

This study will be a significant attempt for Linguists in order to assist them to understand the morphological forms and syntactic distribution of Urdu auxiliaries. It will not only provide the relationship between auxiliaries' morphology and their syntactic placement but also present the effect of this relationship on their meanings. Linguists can find the syntactic tree representation interesting and can explore it further to generate syntactic trees for different other constructions.

This study can get Researchers' attention to add some more fruitful efforts in the respective field. This work may instigate many other researchers to investigate various other aspects of Urdu verb phrase since there is lot to scrutinize about Urdu language. It can attract researchers' attention towards Urdu verb phrases, Urdu auxiliaries and their contribution to Urdu language as a whole.

This work can influence language students and teachers to study and teach useful knowledge about various forms of Urdu auxiliaries, their order and placement in verb phrase and how they modify meanings resultantly. It can benefit the people who are interested in Urdu language; even the people of other languages can compare and contrast the analysis with their own language.

1.4.5 Limitations of the Study

This study is limited mainly to morphological and syntactic analysis of Urdu auxiliaries and semantic analysis partially. All other aspects and contribution of Urdu auxiliaries do not fall under this study.

1.5 Organization of the Study

The current study is comprised of five chapters. Each chapter deals with a particular aspect of the study. The detailed description of each chapter is given below so that the reader can understand how this work has been organized and documented.

1.5.1 Chapter wise Overview

Chapter two focuses on all the aspects of Urdu verb phrases and auxiliary verbs which have already been explored by various researchers in different time frames. It includes the literature review regarding Urdu verb phrases; how these VPs contain auxiliary verbs and what are the possible explored dimensions of these auxiliaries. Moving from general to particular, this chapter concentrates on Urdu auxiliaries; how these auxiliaries behave morphologically, syntactically and semantically.

Chapter three emphasizes on the methodology used during this research work. It gives a comprehensive picture of each step taken during data collection and organization. It also describes how a large data was narrowed down to a relevant and useful number of auxiliary verbs.

Chapter four discusses the vital part of this work. It presents argumentations and reasoning about how the collected data is analyzed. The morphological analysis is discussed with the tables and examples. It throws light on the syntactic behavior of Urdu auxiliaries as well as their syntactic arrangement is shown with the help of syntactic trees.

Moreover the semantic contribution of these auxiliaries is also explored and discussed in this section.

Chapter five brings into light discussions and conclusions which are drawn on the basis of morphological, syntactic and semantic analysis.

Chapter 2

LITERATURE REVIEW

2.1 Preview

This chapter highlights the work done by various researchers and grammarians on morphology, syntax and semantics of Urdu Verbs. The morphology section covers the various forms which an Urdu verb can acquire. It also captures the forms of Urdu Auxiliaries and their difference from the main verbs.

Syntax portion focuses on the structure of Urdu verb phrase; it brings into light the work done on types of verbs and their placement in a verb phrase. It also shows that how a particular verb is different from the other verb and what kind of different labels are used for similar verbs. Semantics section deals with the interpretations which arise out of these morphological forms and syntactic orders of verbs. This section includes Tense, Aspect, Mood and Modality which Urdu verbs bring with them.

2.2 Morphology of Urdu Verbs and Auxiliaries

This section focuses on internal structure of various verb forms and how these verbs modify from one form to the other by adding or removing suffixes. It shows that how internal structure of verb works.

2.2.1 Verb forms

There are certain rules which connect words to other words (Qureshi, Anwar & Awan 2012). Similarly verb forms are related to other forms of verbs by rules and these rules are described by Schmidt (1999).

There are many types of verb forms e.g. root verb, infinitive, imperfective, perfective etc. The root or basic form of verb is used in second person singular of Imperatives (Platts, 1906). Various forms are formed with the help of root form, for example, the subjunctive form can be achieved just by adding number and person agreement suffix to the root form e.g. boloon بولوں, bolay بولے, bolaeyn بولیں, bolo بولو .

Similarly, causative verb forms can be achieved by putting suffix aa,آ wa وا to the root verb (Butt, 2003). This small addition creates a new type of verb as causatives need agent to get the action done. The following example can clarify that how root verb transforms to causative verbs chalna چلنا , chalana چلانا, chalwana چلوانا .

Infinitive is generally a verb form found in many languages, behaves as noun and accompanies with auxiliary verbs. Infinitive is the dictionary form of verb which inflects like a masculine noun with the suffix نا e.g.،سننا (to hear),کرنا (to do). According to Schmidt (1999) formation of Infinitives is regular. (Haq 1906, Platts, 1909, Schdimt, 1999, David et al. 2009) state that the **root form** of Urdu verbs is the part which exists when the infinitive نا is dropped e.g.جانا --> جا. How infinitives are formed from Root Verb can be seen below;

Root Verb	**Infinitive**
جا , ja, go	نا + جا = جانا , jana, to go
کر kar, do	نا + کر = کرنا , karna, to do
دے de, give	نا + دے = دینا , dena, to give

According to Schmidt (1999), regular rules are used for the formation of **Imperfective** participles. By adding the suffix تا، تی، تے (ta, ti, te) to the root, the Imperfective

participle is formed. It inflects like an adjective to agree with nouns or pronouns in gender and number e.g. گاتی, 'gati' (sing), سنتا, 'sunta' (hear), کرتے, 'kartay'

Root Verb	Imperfective
جا , ja, go	تا + جا = جاتا , jaata, goes
کر kar, do	تا + کر = کرتا , karta, does
دے de, give	تا + دے = دیتا , deta, gives

 Imperfective is also termed as **Repetitive** form because they represent actions which are not finished or they are recurring actions.

According to Schmidt (1999) formation of **Perfective participle** takes place when the past suffixes (ا،ی، یں) are added to the root e.g. کھانا سے کھایا، پینا سے پی، لینا سے لیں . Besides these regular perfective forms there are certain irregular forms such as جانا سے گیا کرنا سے کیا، دینا سے دیا ، ہونا سے ہوا ،.

(Schdimt, 1999, Koul 2008, David et al. 2009) categorized Urdu verb ہونا as a special case which is used as a main verb and as an auxiliary. As an auxiliary verb ہونا determines the tenses of verbal constructions in which it appears. ہونا is the only **tense inflected auxiliary**; Present tenses (continuous, habitual) use present tense of ہونا e.g. ہوں، ہے، ہیں Past tenses (continuous, habitual, remote) are formed with past tense of auxiliary i.e. تھا، تھی، تھے، تھیں Conditional tenses are formed with the subjunctive mood of the auxiliary i.e. ہو، ہوں and Presumptive tenses (continuous, habitual and presumptive) are formed with the future tense i.e. ہو گا، ہو گی، ہو گے، ہوں گا، ہوں گی، ہوں گے

2.3 Syntax of Urdu Verb Phrase

2.3.1 Structure of Urdu Verb Phrases

Haq (1906) described that like many other language, Urdu also contains two basic elements in a sentence; one is subject and the other refers to the news related to that subject. Platts (1909) said that every sentence essentially have two parts; the subject and the predicate. The subject can be a noun, pronoun or infinitive whereas the predicate is either a verb or a verb with additional information about the noun or pronoun. In predicate, single verbs can also be used and it can also take combination of verbs e.g. ہونا/ہو جانا .

Naseer (2010) expresses that Urdu language has a huge capacity of having multiple combinations of light verbs and auxiliaries to exist with a single main verb. She selected an Urdu sentence and brought into light its 48 possible and grammatically correct variations where sixteen sentences are generated for each present, past and future tense. It shows that how various combinations with the same main verb effect tense, aspect duration, repetition and completion.

2.3.2 Types of Urdu Verbs

2.3.2.1 Compound Verbs

According to Haq (1906) compound verbs are formed either with the help of helping verbs or by combining verbs with nouns or adjectives. When verbs are combined with other verbs, it either supports the meaning or adds beauty to the conversation. Platts

27

(1909) categorized compound verbs on the basis of their combinations with nouns, root verbs and modal verbs.

Schmidt (1999) describes the structure of compound verb phrases. According to her, the first verb in compound verb is the main verb which takes the form of verb root. Lexical meanings are generated from main verb whereas the second verb just add nuance to the meaning. Different names are given to second verb including 'vector verb', intensifying verb', 'compound auxiliary', and 'explicator verb'. She states that a simple verb only represents an action that takes place whereas the compound verbs show the unfolding of action with contextual information.

(David et al. 2009) describe that in Urdu, complex verbal forms can be created by combining an inflected verb with another word--either a noun or adjective, or a non-finite (non-inflected) verb Denominative verb constructions (noun/adjective + verb), Vector verb constructions (verb + verb).

2.3.2.2 Vector Verb

Schmidt (1999) termed the 2nd verb in a compound verb as a Vector verb. Das (2006), further added that Compound Verbs are one of the example of complex predicates which is formed by a combination of two verbs V1 and V2 and these verbs are also known as Polar and Vector verbs respectively. According to Schmidt (1999), semantics of compound verbs remain same in all languages which allow compound verb formation; semantic contribution of V1 (Polar Verb) is comparatively more than V2 (Vector verb) as V2 seems to be semantically light or bleached and its original meanings do not remain same when it combines with V1.Morphological function of V2 enhances in compound

verbs or complex predicates where V2 inflects with tense, aspect and agreement morphology and functions as an auxiliary.

2.3.2.3 Light Verb

Jespersen (1965) first coined the term light verb, which he applied to English V+NP constructions e.g. have a rest, take a walk/a plunge, give a sigh. The verbs take, give, etc. cannot be said to be predicating fully as one does not actually physically "take" a "plunge" rather "plunges". But the verbs are clearly not entirely devoid of semantic predicative content either: There is a clear difference between take a bath and give a bath which shows that light verbs seem to neither retain their full semantic predicational content, nor are they semantically completely empty rather, they appear to be semantically light in some manner that is difficult to identify

According to (Schmidt 1999, Ahmed 2010) sequence of verbs are found in Urdu in which the main verb is followed by another verb. The second verb of the sequence can be an aspectual auxiliary, a modal or a light verb whereas a light verb is used to display completeness, suddenness or similar properties.

Butt (2003) states that there is a very clear difference between auxiliaries and light verbs. On the basis of typical characteristics Light Verbs form a separate syntactic class and their syntactic properties differentiate them from auxiliaries and main verbs. Butt (2003) adds examples to show light verb's reduplication and this quality makes them distinct from auxiliaries which cannot be reduplicated. Light verbs do not inflect with tense or aspect therefore they do not present a given event with respect to speech and event time. Various types of Light verbs interact with one another and form complex predicates.

With reference to Butt (2003), light verbs are different from main verb because they are dependent on another predicative part unlike main verbs. It means that light verbs modulate or structure a given event predication but they independently do not supply their own event. This inflection can give more information about the particular parts of an event e.g. cause and effect of action, type of event; whether the act is bound, benefactive, unexpected, agentive, volitional or accidental.

Butt (2003) describes that syntactically main verb predicates the complete event with a full collection of argument participants, and these arguments are based on the information associated with the verb stem. Light verbs in syntax adjusted in the distributional slot for light verbs. So, the main event semantics is adjusted by the information attached with light verbs.

According to Butt (2003) the event modulation of the main predicator is done by light verb. Different light verbs perform this function differently and some of the semantic contributions are quite subtle. To permit light verb readings, lexical semantics specifications of respective main verb are need to be of very general nature. Therefore, light verbs can be appeared in a multiple variety of syntactic contexts.

Ahmed (2010) makes an attempt of categorizing Urdu verb classes on the basis of the distribution of light verbs with different main verbs. Butt and Geuder (2001) labeled these accompanying verbs as light verbs. They claim that the light verbs are different from aspectual markers. Most of the light verbs are not acceptable with all of the main verbs (Hook 1974, Butt and Geuder 2001). Every light verb is acceptable with a set of well-matched verbs. Ahmed (2010) presents the example of the light verb دے. It is not suitable with the verb رک'stop', however it is acceptable with the verb چل'move'.

2.3.3 Complex Predicates

Butt (1993, 1995) works on Complex Predicates present that in compound verbs or verb groups only one verb acts as a main verb whereas the other verbs accompanying them behave as helping verbs or auxiliaries which add shade to the verb phrase. According to (Butt, 1995, 2003) Complex predicates refer to a predicate consisting of more than one predicate but giving rise to only one clausal structure. They are made up of two parts but it is difficult to examine the independent contribution of both parts to the argument structure.

(Raza, 2011) states that predicates in Urdu can basically be divided into three types i.e., simple predicates, complex predicates and even predicates. In complex predicates, the central meaning of the predicate comes from the first predicate and this can be a noun, verb or adjective. The second predicate is generally entitled the light verb and inflects for tense, gender and number in a sentential clause (Butt et al., 1999). (Raza, 2011) enlisted کر، ہو، دے، لے، آ، جا as the most frequently used light verbs in Urdu. In verb-verb complex predicates, two verbal stems are used where the second verbal stem varies for agreement and the first verbal stem remains uninflected. In a very few verb-verb complex predicates, the order of two predicates is reversible for example مار دے

2.4 Semantic Interpretation of Urdu Verb Phrases

2.4.1 Tense

Haq (1906) described that Tenses are of three type and they are Past, Present and Future. It is mandatory for each verb to take place in one of the three above mentioned tenses. According to the division of Tenses, verb can take three forms. When verb demonstrates

that the action has not begun it represents Future tense. Form of verb which shows that action is started but not completed indicates Imperfect tenses. Representation of complete actions specifies Perfect tenses.

Platts (1909) divided Tenses into two categories; Imperfect and Perfect. According to this division four tenses which represent incomplete action are Aorist, Present Imperfect, Past continuous or Imperfect and simple Future. The other four tenses which indicate complete action are named as Past Absolute or Indefinite, Proximate or Present Perfect, Remote or Past Perfect, Future Perfect or Past Potential. Koul (2008) illustrates that Hindi has six tenses and they are present, past, future, present perfect, past perfect and habitual past.

Butt and Rizvi (2008) show their agreement with Reichenbach (1947) who presented the idea that Tense and Aspect could be analyzed while observing the relationships among event time (E), speech time (S), and reference time (R). The relationship between R and S expresses Tense while the association between R and E indicates Aspect. So, it can be said that Tense and Aspect are closely linked and inseparable entities.

Many grammarians and researchers unanimously agree that Tense information comes from tense auxiliaries i.e. ہے/تھا/گا. Naseer (2010) describes Tense as the time information of an event while Aspect generally does not depend on time and it defines repetition, duration, continuity and perfectness of the event. Aspect refers to the structure of the action; not when it happens but how it happens.

2.4.1.1 Present Tense

Platts (1906), terms Present Indefinite as 'Present Imperfect' and describes that this tense is formed with the help of imperfect participle of a verb. Schmidt (1999) states that

imperfect participle is produced by adding present suffix تا، تی۔ تے to the root. According

to Koul (2008), the present tense shows an action which is ongoing, habitual, recurring or

plainly stating a fact.

According to Butt and Rizvi (2008), identification of present tense in Urdu is a

problematic task. Simple present tense in Urdu is expressed through one verbal paradigm

and that is 'ho' ہو . This single verb represents that present tense can be analyzed as EOR

and ROS which means that event time (E) overlaps with reference time (R) and reference

time (R) overlaps with speech time (S) in present tense.

2.4.1.2 Past Tense

According to Platts (1906), the Past indefinite or absolute is produced with the perfective

participle which inflects with its subject to agree in gender and number when the verb is

intransitive but in case of transitive verb, a passive structure is applied.

Butt & Rizvi (2008) say that تھا is the only lexeme which functions as Past auxiliary. The

past tense of 'be' allows a combination with verbal noun to express actions in immediate

past e.g.

میم صاحبہ چائے بنانے کو تھیں

Mam sahiba chae bnanay ko thi.n

mɛ̃m sahiba ʧæ bnanæ ko tʰĩ

Madam was about to make tea.

To represent actions in simple past tense, perfect morphology is used.

2.4.1.3 Future Tense

According to Schmidt (1999), formation of future tense takes future suffix گا، گی، گے and subjunctive forms of a verb. The future suffix inflects with gender and number of noun or pronoun. The number and gender agreement is represented by the verb's subjunctive base. In negative sentences نہیں is used. The verbs hona, dena nad lena are irregular in nature. When the future tense of hona ہونا is added to continuous, habitual and past tense of verbs, presumption is expressed.

Butt & Rizvi (2008) state that other than future auxiliary گا future tense can be expressed with the help of two strategies. First strategy is termed as Immediate Future and it is expressed when perfect morphology is combined with adverbials like now.

میں ابھی آئی

Main abhi aye.

mæ̃ abʰi aɪ

I will be right there.

The other way to express future is to join infinitival phrase and verb 'be' with the 'wala', والا ;

کشتی ڈوبنے والی ہے

Kashti dobnay wali hai.

kəʃʈi ɖubnæ vali hæ

The boat is about to sink.

Future tense marks number twice; once as a part of number gender morphology and other as person number morphology.

2.4.2 Aspect

(David et al. 2009) state that 'Aspect' indicates the structure of the action or event with reference to time. In other words it can be said that Aspect is related to the temporal character of action or event and it represents whether the action is complete, continued, recurring and so on. Moreover, the modal or aspectual meaning added by each auxiliary is predictable. The main difference between auxiliary verb structure and vector verb structure is the predictability factor which is associated with auxiliary verb construction. According to Koul (2008) tense and aspect are main grammatical classes of the verbal system in Hindi and Urdu. Three grammatical aspects are habitual, progressive and perfective.

2.4.2.1 Habitual

(Schmidt 1999) describes this aspect as the actions or states which take place generally or regularly .According to Koul (2008), the habitual aspect is formed by adding the suffixes تا/تی/تے to the verbal roots and they inflect with number and gender. Habitual Aspect is further subdivided into present, past and presumptive which are formed by placing present, past and future form of نبونا i.e.ہے/تھا/ہو گا

Koul (2008) explains that Presumed-habitual refers to action or state of affairs which are habitual and assumed but they are not recognized certainly.

2.4.2.2 Progressive

Continuous tense represent 'durative aspect'; they demonstrate actions or states which are incomplete and in progress with reference to the time of speaking (Schmidt 1999).

As per (David et al. 2009) the progressive tenses deal with actions or states which are in progress or which have durative aspect. The word رہا /rahā/ inflects like an adjective and agrees with gender and number of the subject. The auxiliary ہونا /hōnā/ agrees with the subject in number and person in all forms except the progressive past and progressive irrealis. Its tense determines the tense of the entire construction.

According to (David et al. 2009) Progressive is further sub categorized into Progressive Present, progressive past, progressive subjunctive, progressive presumptive and progressive irrealis. The progressive present is produced with the help of present tense of auxiliary ہونا . It represents actions or states which are in continuation at speaking time and it can also refer to future actions which might have begun already or be imminent.

(David et al. 2009) state that the Progressive subjunctive is formulated with the auxiliary ہونا in the subjunctive or indicative form and it is introduced by one of the verbs, indirect constructions or subordinating constructions in conditional sentences. It designates progressive actions or states whose status is unknown at the time of speaking.

Waseem (2007) presents a difference between Continuous and Progressive tenses; Continuous tense shows that the event is continuing and incomplete at reference time e.g. وہ کھاتا جاتا ہے . In Progressive tense, progressive aspect is exhibited e.g. وہ کھا رہا ہے . In Continuous Progressive tense, aspect is progressive and the work is continuing in reference time e.g. وہ کھاتا جارہا ہے

2.4.2.3 Perfective

Schmidt (1999) states that immediate past tense is also considered the present perfect tense which describes an action or state that is complete but affects the current situation.

Remote past or Past Perfect has no longer effect on the present situation as it has been completed earlier.

With reference to David et al. (2009), the perfective participle followed by an inflected form of the auxiliary ہونا /hōnā/ results into the Perfect tenses. The perfective participle is inflected to agree with either the subject or the object, depending on the verb. چکنا indicates that an event or action has taken place before another event or action. It is most often used in perfective tenses.

2.4.2.4 Durative

Schmidt (1999) describes that a construction of imperfective participle and رہنا represents continuation or repetition of an action or state. According to Schmidt (1999), continuous tenses represent durative aspect. They use the following structure for incomplete or going on actions: 'verb toot + raha / rahi / rahe + inflected auxiliary verb'. Schmidt (1999) says رہا is the perfective participle of رہنا and it functions as the continuous participle after losing its original meaning and inflects with subject in gender and number.

(David et al. 2009) declares that رہنا/ **rahnā** takes place with stative verbs only therefore it displays the continuation of a state or an activity that can be progressive or ongoing, rather than one that can be immobile and started repeatedly.

2.4.3 Mood

David et al (2009) describe that besides ہونا, six other auxiliary verbs are associated with Urdu and they communicate a categorization of mood or aspect when combined with a verb stem. The mood of a verb interprets either the intent of the speaker or the speaker's opinion about the reality of the action or event referred by verb.

2.4.3.1 Indicative

Koul (2008) states that indicative mood shows the action as a fact or compose a question about it. The habitual, progressive and perfective aspects can be expressed through indicative mood. It simply shows that some action is going to happen.

2.4.3.2 Infinitive

(Schmidt, 1999) describes infinitives as the verb forms which are given in dictionaries. They have the suffix نا and seem to inflect as a masculine noun. The infinitive is the citation form of verb which is utilized while speaking about that particular verb. Schmidt (1999) says infinitive is a verbal noun which takes the direct case as a subject of the verb or the oblique case with postpositions.

Many constructions can be made with the combination of infinitive with verbs, postpositions or the agent suffix 'vala'. According to (David, Maxwell, Brown, Lynn 2009), an infinitive followed by a conjugated form of ہونا /hōnā indicates necessity

مجھے کتابیں خریدنی تھیں

Mujhay kitabain khareedni thi

mudʒʰæ kiʈabæ̃ xərɪɖni ʈʰĩ

I had to buy books.

2.4.3.3 Imperative

Koul (2008) illustrates that the imperative presents an action as an order, a request, a caution, or prevention. Imperative cannot be related to past or present tense as it is limited to future tense only. Imperative can be associated with second person more appropriately as it indicate command or plea. However to make an indirect demand or

requirement to a third person, subjunctive form is used. An imperative structure can exist without a subject and the omitted subject can be guessed either from the context or from the form of verb.

According to David et al. (2009) three levels of imperative, or request, forms are found in Urdu and these types do not include the impersonal request with the infinitive. These three relate to the three levels of familiarity among the pronouns تو /tū/, تم /tum/, and آپ /āp/. Second person pronoun تو /tū/ is considered the least formal of all the three levels of request. It takes the bare verb stem and used while speaking to kids, pets and God. This imperative is considered rude when used in contexts which are not appropriate for intimate forms.

The pronoun تم /tum/ can be used for singular and plural subjects and it is called mid-level imperative by David et al. (2009). According to them, آپ /āp/ is the polite and most formal imperative. There are four verbs which have irregular formal imperatives i.e. lena لینا, dena دینا , karna کرنا , peena پینا .

It is mentioned in David et al. (2009) that for requests and instructions uninflected infinitives can be used and the sense of detachment can be felt on formality scale. Generally, this is applied in impersonal contexts. This is labeled as 'distanced imperative' which is useful while giving instructions, directions and orders.

2.4.3.4 Subjunctive

Schmidt (1999) says that a verb is used in the subjunctive mood when it represents an ambiguous action or which is dependent on something else. Therefore the subjunctive is frequently applied in conditional sentences and subordinate clauses. Schmidt (1999) also states that subjunctive is not a tense so while translating it the background of the

complete sentence and the verb of the main clause must be considered. Subjunctive can be used in main clauses, subordinate clauses and in impersonal constructions.

According to (David et al. 2009), both regular and irregular forms of subjunctive inflect with number and gender.

Koul (2008) describes that subjunctive forms are structured when certain suffixes are added to the verb stem and the stem final vowels are decreased in length before the subjunctive verb suffixes' addition. Koul (2008) also presents the   sub-division of subjunctive into subjunctive-habitual, subjunctive-progressive and subjunctive-perfective.

2.4.4 Modality

2.4.4.1 Modal Verbs

(Bhutt, Bogel, Butt, Hautli, Sulger, 2011) describe that in Urdu/Hindi, modal verbs are very few in number and most of which are formed by combining certain kind of verb with another verb form to give raise to modality. چاہیئے is the only defective modal verb in Urdu therefore it can be said that in Urdu modal force is generated constructionally rather than lexically.

According to (Bhutt, Bogel, Butt, Hautli, Sulger 2011) Urdu/Hindi Modal constructions can be subdivided into three morpho-syntactic types. The first type deals with combinations of verbs سک and پا with a bare verb and a nominative subject. The verb سک represents the meanings of ability to perform an action and possibility of an event whereas پا denotes the ability to execute an act which depends on the circumstances faced

by actor. The above mentioned interpretations of verbs سک and پا come out when they are combined with bare verbs e.g.

یاسین کام کر سکا

Yaseen kaam kar saka

jasın kəm kər sakə

یاسین کام کر پایا

Yaseen kaam kar paya

jasın kəm kər pajə

(Bhutt et al. 2011) say that the second type of construction which gives rise to modality is associated with the verbs چاہیے, پڑ and ہو and their combination with an infinitive verb and a dative subject. These verbs indicate requirement or compulsion depends only on their construction with infinitive. Chahyee چاہیے is free from constructional modality and generally provides the interpretation of advisability to execute an action. For example,

یاسین کوکام کرنا چاہئیے

Yaseen ko kaam karna chahyee

jasın ko kəm kərna ʧahjæ

Yaseen should do work

یاسین کو کام کرنا پڑا

Yaseen ko kaam karna pada

jasın ko kəm kərna paɽə

Yaseen had to do work.

یاسین کو کام کرنا ہے

Yaseen ko kaam karna hai

jasın ko kəm kərna hæ

Yaseen is to do work.

(Bhutt et al. 2011) analyzed the verb جا in a construction that looks like the passive on the surface and represents disability as shown through the following example;

رضا سےخط پڑھا نہیں گیا

Raza se khat parha nahi gya.

raza sə xaʈ pəɽʰa nahi gəja

Letter has not been read by Raza.

Butt (1997) considered this type of structure as a part of v-v complex predicate and in this construction the disability is associated with the subject.

2.4.4.2 Incapacity

According to Schmidt (1999), incapacity is shown when the transitive and intransitive verbs are passivized and this trait is generally exhibited in the form of negative sentences. The person who is incapable of an action is expressed as an instrument marked by سے 'se'. When an infinitive verb is passivised two things can be noticed; the verb is masculine singular by default and the subject is omitted.

(David et al. 2009) describe that when perfective participles are combined with inflected form of جانا incapacity or passive constructions are formed. Both transitive and intransitive verbs can be used for this purpose. When the verb is intransitive, grammatical subject is not present and the logical subject of the (non-)action is noticeable with 'se' سے and the involved intransitive verb relapses to the default masculine singular.

2.4.4.3 Advisability

Schmidt (1999) states that impersonal construction of Infinitive and چاہیئے represents the advisability of an action. When subject is used with چاہیئے it comes either with 'ko' کو or alternative and suitable forms of subjects are applied. Transitive infinitives need their own objects and in this situation they behave as an adjective and inflect with number and gender. According to Schmidt (1999), when چاہیئے is used in longer sentences the strength of the agreement declines. The agreement between object of the infinitive and چاہیئے is mandatory.

According to (David et al. 2009), the construction of infinitive and چاہیئے may be interpreted as 'should' or 'ought to'. Many Pakistani speakers use the singular form of چاہیئے in both singular and plural forms of subjects. Plural form چاہیئں is also used but its practice is comparatively less.

2.4.4.4 Obligation

Schmidt (1999) describes that lack of choice concerning an action is depicted with the help of impersonal construction of infinitive and inflected form of پڑنا. (David et al. 2009) also emphasize the same thing moreover they add that the construction can be translated as must or to be obliged to.

According to Schmidt (1999), پڑنا represents an action which occurs surprisingly, involuntarily and unexpectedly. In other words, it is an inevitable happening. پڑنا takes place with main verbs which can show sudden actions and events and does not occur with stative verbs as the aspect of suddenness is not found in them.

2.4.4.5 Permissibility

Schmidt (1999) and (David et al. 2009) state that construction of Infinitive + دینا/**dēnā**/ expresses agreement for an action or anticipation of an event and is generally translatable as *to let or allow.* دینا/**dēnā**/ is transitive, postposition نے 'ne' is used in all cases of perfective tenses even if the infinitive belongs to an intransitive verb. دینا/**dēnā**/ decides the grammar of the sentence as it agrees with the direct object of the verb which refers to the allowed action.

2.4.4.6 Ability/Possibility

According to (Schmidt, 1999; David et al. 2009) سکنا is a modal verb which shows the ability to perform an action or the possibility that an event will be occurring. The following verb structure is presented by Schmidt (1999) to represent possibility or ability;

Verb root + inflected form of sakna سکنا

Schmidt (1999) also stated that 'sakna' سکنا is intransitive and it finds out the grammar of the sentence. 'Sakna' سکنا agrees with the subject in perfective tenses and does not require 'ne' نے even if the verb root is related to transitive verb.

The possibility of an action can also be expressed by the combination of Root + inflected form of 'pana' پانا which may act as modal verbs (Schmidt, 1999). 'Pana' پانا is intransitive and agrees with the subject. Moreover, it can also exist as a non-modal verb interpreting 'to find', 'to get', whereas 'sakna' سکنا behaves as a modal verb only. In their work (David et al. 2009) add that سکنا always occur as an auxiliary and can never stand alone. They also state that 'pana' پانا usually exist in negative sentences and this modal verb expresses conditional action or dependent ability. According to them when 'pana' پانا behaves as independent verb, it is transitive in nature.

METHODOLOGY

3.1 Preview

This chapter focuses on the methodology used for this research. It includes the source and procedure of data collection. It also describes the reason for selecting the particular source and the way it supports the current study. It also throws light on data collection and then data segmentation to achieve the targeted results.

3.2 Research Objectives

The current study has the following objectives to meet at the end;

- The verbs other than the main verb will be discovered along with an observation of their behavior as auxiliaries.

- The morphological performance of these auxiliaries and their different morphological forms, depending upon their unanimous features, will be examined.

- The syntactic contribution of Urdu auxiliaries including their agreement, placement, and graphical representation with the help of Tree diagrams will be presented.

- The semantic participation and variation of individual Urdu auxiliaries and multiple auxiliaries in a single verb phrase will be examined.

3.2.1 Theoretical Framework

X-bar theory is extensively considered as a substantial theory of phrase structure properties in natural languages. This theory describes three rules which are generally

applicable to all structures and sub-structures irrespective of their category as these rules are category neutral. The three rules of x-bar theory introduce three elements other than head; the complement, specifier and adjunct. The complement is considered as the sister of head and it is bound by head's sub-categorization requirement. The specifier is introduced as the daughter of XP and sister of X`, specifiers precede the head and they are bound to be one per phrase only. The adjunct can occur at any x-bar level, it can occur multiple times therefore the process is recursive (Newson, 2006).

This work attempts to apply x-bar theory on Urdu auxiliary phrase structures in order to see that how much this theory is compatible with Urdu language. Before drawing x-bar trees, morphology of Urdu auxiliary verbs will also be explored to see the internal regular behavior of Urdu auxiliaries. Moreover, semantic variation of Urdu auxiliaries will also be given due attention to see their overall grammatical contribution.

3.3 Research Design and Approach

A research design is a map, construction and tactic of exploration in order to obtain answers to research questions or problems. It aims to be the complete design or agenda of the research. It provides an overall outline from hypothesis and their operational implications till the final analysis of data (Kerlinger, 1986).

Kumar (2000) says that cross-sectional studies are also termed as status studies and they are most widely used design in the social sciences. This design is most appropriate to studies which determined to find out the occurrence of a phenomenon, situation, problem, attitude or issue by taking a cross-section of the collected data.

The current work can be seen with reference to Cross-sectional study design as it appears quite relevant with this research. In the cross-sectional design, you can decide whatever

you want to investigate or identify from the data under analysis. Considering this definition, this study can be seen in the three steps; at first, it was decided that the exploration focus will be on Urdu auxiliaries, for this purpose Urdu verb phrases will be under observation and discussion.

3.5 Data Collection

3.5.1 Source of data collection

The source of data collection is an important and fundamental step in the journey of research. If this step is taken rightly, it can make the way easy and interesting otherwise things may go topsy-turvy. The first and foremost question was how data should be collected. The possible solutions were interviews, questionnaires, group discussions or observations. In all these data collecting instruments there was a less chance to get the maximum variety or usage of Urdu auxiliaries. As interviews and questionnaire would be limited to researcher and respondents' knowledge or usage of Urdu auxiliaries, therefore these methods were not applied. The idea of collecting data through discussion was not appealing as to generate a discussion on Urdu auxiliaries requires a sound and vast information about it and discussions can be helpful to decide whether certain usage of particular auxiliaries and their combinations is correct or incorrect.

The best possible solution left idea was to make observations; observing spoken language means to cover different regions, multiple professions, and various aspects of life which is not an easy handling task. Therefore, as a solution, it was thought to select a source which might provide authentic and diverse range wrapping all dimensions one can think

of. In order to attain maximum variety of Urdu auxiliaries and their multiple existence simultaneously, Urdu digest was selected as a source of data collection.

3.5.2 Significance of Selecting Urdu Digest for Data Collection

Urdu Digest is selected for the following reasons. It is a leading general interest magazine which is being published and read for more than 52 years. It covers wide range of variety and presents multiple subjects simultaneously including education, health, politics, international affairs, sports, business, humour and literature. There are various writers associated with Urdu Digest, more than fifty different writers were noticed during data collection, which not only adds interest of readers but also provide a different range of writing styles. It presents descriptive, narrative, analytical styles of writing in the form of articles, stories, interviews, surveys and reviews.

Urdu digest covers almost all topics dealing with different walks of life providing the opportunity to come across multiple styles of verb phrases. The selection of Urdu digest assisted to observe the use of multiple auxiliaries used in a single verb phrase in different scenarios. Due to its educated and experienced editorial team, the published content is authentic and reliable.

3.5.3 Procedure of Data Collection

Data is collected after reading multiple and different editions of Urdu digest. Initially, hard copies of Urdu Digests were collected belonging to different time frames ranging from 2008-2013. After this step, reading of the content was started which led to identifying and highlighting of Urdu verb phrases.

Approximately five hundred thousand words were read in total in order to get a maximum variety of Urdu verb phrases used in different situations. At first stage the only focus was on gathering verb phrases. So, highlighting verb phrases on hard copies was the very first step of collecting data. After reading one edition, all the highlighted verb phrases were typed in the form of list. This process continued till the reading, highlighting and enlisting of verb phrases found in the last edition.

3.5.4 Enlisting different types of Verb phrases

After going through a huge number of words, the next stage was to organize it in a systematic way to prove it fruitful to go ahead. Initially, all the verb phrases were highlighted and the fact of repetition was ignored.

Later on, a list of verb phrases generated and this time the focus was on single entry and no repetition. After getting the maximum variety of Urdu verb phrases, the concentration was on the verb phrases which carry multiple auxiliaries simultaneously. Enlisting of verb phrases on this phase needed more care and attention as this was a significant moment to finalize the data for further exploration. Once the data took a final shape of verb phrases with multiple auxiliaries; categorization was done to make it more refined and useful. Now, all the entries were further sub-divided with reference to each auxiliary and their combinations with different other auxiliaries.

3.6 Study Population and Sampling

Technically, sampling is the phenomenon of choosing a comparatively less data from a bigger group (the sampling population) in order to estimate or calculate a fact, condition or conclusion regarding the bigger group (Kumar, 2000). Applying it on this work, it can be said that all the auxiliaries of Urdu language is the total population and in order to see

the behavior of this population, sampling has been done from Urdu digest considering it an authentic source to get standard Urdu verb phrases. Moreover, Urdu digest was selected to get the maximum number and maximum variety of Urdu auxiliaries so that the analysis can be applied overall as well.

Two hundred and sixty (260) articles of Urdu Digests published from year 2008 to 2013 were taken as the population of this research which makes a total of five hundred thousand words. All the auxiliaries found in those articles are the actual sample size of this work which was initially 462, then reduced to 200 after excluding repetitions. This sample size further decreased when the research was narrowed down to its actual targeted data i.e. multiple auxiliaries in a single verb phrase.

3.6.1 Sampling Criteria

Verb phrases included in the collected data were selected on the basis of certain criteria. It was ensured that verb phrases should meet the following criteria in order to be incorporated for further analysis.

- Verb phrase should have verb-verb structure (VV) which means the verb phrases with nouns (VN) and adjectives (VAdj) are excluded

- Verb phrase should have single to multiple auxiliary verbs (verbs other than main verb and tense auxiliary)

- One type of verb phrase should be entered once only; there should be no repetition.

- While categorizing phrases it was ensured that all possible combinations of auxiliary verbs should be integrated.

- Verb phrases carrying modal auxiliaries, light verbs and aspectual auxiliaries are included and analyzed as considering them various auxiliaries

3.7 Data Analysis

The data collected from Urdu Digest consisted of verb phrases initially; phrases with auxiliary verbs were extracted from that primary data. Comparatively, a smaller size of original verb phrases found from Urdu Digest has been given in Appendix. Based on the actual auxiliary verb phrase structures, sentences were created (simple to complex) in order to see the maximum number of combination different auxiliaries can have. These sentences are presented and analyzed in chapter 4, section 4.3.

The data was analyzed mainly under the three different categories i.e. morphology, syntax and semantics. Each category further divided the data into similar smaller groups on the basis of their similar or different morphological, syntactic and semantic behavior. The groups which morphologically behave or inflect in the same way are enlisted and analyzed in tabular form. Syntactic functionality is analyzed and presented in the form of Tree diagrams. Lastly, semantic contribution of multiple auxiliaries is explained with the help of examples.

3.6.2 Method of Analysis

Following methodology was applied to analyze data;

1- Each auxiliary verb was analyzed to see the that which part of verb is fixed and which part is inflectional

2- The inflectional auxiliaries were placed in their respective categories according to their inflections i.e. (ے،ی،ا, Perfective) (ت, Habitual) (ن , Infinitive) (ئيں ،ئ ،ؤ , Imperative) and this analysis is done under 'Morphological Analysis'.

3- The placement of all Auxiliary verbs was observed to see the syntactic restrictions of different auxiliaries when they exist in a single verb phrase. Moreover the tree diagrams are generated to see the syntactic representation of these auxiliaries.

4- Lastly, the semantic properties of auxiliary verbs are documented; how these auxiliaries modify the meanings of main verb.

3.8 Discussion and Conclusion

After analyzing the data, findings were enlisted and discussed in detail in order to achieve the substantial conclusions. Examples have been placed and explained against each category to support the discussion. Comparison was also drawn between the current work and previous works of other researchers so that reader can have a clear picture of findings and conclusions along with the supportive material.

Chapter 4

DATA ANALYSIS

4.1 Preview

This chapter represents the final and refined shape of data found during the research. It shows different morphological forms which Urdu auxiliaries can acquire. It also explains that how one morphological form is different from other with respect to their individual behavior. This chapter also highlights the inflections of auxiliaries' regular morphology.

Syntax of Urdu auxiliaries is also an essential part of grammatical analysis. This section illustrates the order or placement of auxiliaries in verb phrases. It also exemplifies the possible combinations of auxiliaries along with tree diagrams. Syntactic portion also covers the syntactic constraints which are faced by auxiliaries.

Semantics of Urdu auxiliaries involve various morphological forms and their meanings respectively. This section of the chapter deals with the semantic contribution of individual and multiple auxiliaries; it represents that how meanings of main verb modify when many auxiliaries exist in a single verb phrase.

4.2 Morphology of Urdu Auxiliaries

With reference to previous research works for example (Platts 1909, Schmidt 1999, Koul 2008, David et al. 2009), it can be seen that they all have discussed the morphological forms of main verbs and also described the process that how one form changes into other. Later researches (Butt 1995, Butt 2003, Das 2006, Ahmed 2010, Naseer 2010, Raza

2011) focused on complex predicates in Urdu; how predicate part takes multiple verbs together and how these verbs affect Tense and Aspect.

The current research considers auxiliaries in its true sense without going into the complexities of various labels attached with them. It is observed that all auxiliaries assist main verb but none of them can be replaced with main verb. Each Auxiliary has a particular function to perform therefore it is tried to categorize auxiliaries according to their functions and participation.

4.2.1 Different Auxiliaries and their Behavior

On the basis of data, it can be said that auxiliaries are found in various morphological forms and they behave individually and differently. According to the found data, auxiliaries can be sub-divided on the basis of their morphological forms. It is observed that auxiliaries belonging to same morphological forms behave in the same way. Below are the different sections which present different forms and behavior of auxiliaries with the help of data.

4.2.1.1 Auxiliaries ending with یں/ا/ی

Morphological categories of auxiliaries are derived on the basis of their regular ending morphemes. Auxiliaries ending with یں/ا/ی usually represent the perfect aspect e.g. آنا سے آیا، آئی، آئیں; they show the completeness of actions. ا in auxiliary آیا is the inflection of gender and number which comes along with the addition of ا, same is the case with other auxiliaries. These morphological forms inflect with number, gender or person.

Table 4.1

Perfective Axillaries' Inflections

Sr. No.	Respect	Number	Gender	Person	Aspect	Form	Example
1	**Level 1**	Singular	Masculine	1st	**Perfect**	ا__	میں کر آیا
2	Level 1	Singular	Masculine	2nd		ا__	تو کر آیا
3	Level 1	Singular	Masculine	3rd		ا__	وہ کرآیا
4	Level 1	Singular	Feminine	1st		ی_	میں کر آئی
5	Level 1	Singular	Feminine	2nd		ی_	تو کر آئی
6	Level 1	Singular	Feminine	3rd		ی_	وہ کر آئی
7	Level 1	Plural	Masculine	1st		ے__	ہم کر آۓ
8	Level 1	Plural	Masculine	2nd		ے__	تم کر آۓ
9	Level 1	Plural	Masculine	3rd		ے__	وہ کر آۓ
10	Level 1	Plural	Feminine	1st		ے__	ہم کر آۓ
11	Level 1	Plural	Feminine	2nd		ے__	تم کر آۓ
12	Level 1	Plural	Feminine	3rd		ے__	وہ کر آۓ

Let's take the 1st example of Table 4.1 i.e.

میں   کر   آیا

Aux. verb   Sub

Main kar aya

mɛ̃ kər ajə

The reason why آیا is taken auxiliary here can be elaborated with the help of following

example;

Example 1

(a) وہ   آیا

Verb. Sub

Wo aya

vo ajə

He came.

(b) وہ کرآیا

Aux. Verb. Sub

Wo kar aya

vo kər ajə

Example 1 (a) clearly indicates that main verb is آیا whereas in (b) the addition of کر changes the position and function of آیا so it can be seen that here main verb is کر /do whereas آیا/come is behaving as auxiliary and indicating the completion of action.

Table 4.1 is an attempt to encompass all the information and inflection which auxiliaries ending with ی/ا/یں bring with them. The 1st column represents Respect Level which are four in Urdu language i.e. آ، آؤ، آئیں، آئیے. Table 4.1 presents only Level 1 in Respect column because if respect level 2, 3 and 4 are applied on Perfect Morphology, it loses the meanings of 'Completion' for example تم کر آؤ، آپ کرآئیں، آپ کر آئیے. Moreover the morphological form of _ی/ا/یں is also lost so respect levels seem incompatible with Perfect morphology.

Auxiliary آیا also provides information about number that the subject is singular in number. The same column gives relevant details against each example that either they are singular in number or plural. The example آیا also shares the information about gender i.e. masculine gender.

The column titled Person covers all three persons i.e. 1st, 2nd and 3rd. The purpose of this column is to see the behavior of auxiliary in relation to person. It can be seen in the table that auxiliary individually does not provide data about persons so it is independent of persons' information. Consider the auxiliary آیا**,** by adding subjects **میں، تو، وہ** no change occur in the morphology of آیا so it does not carry such detail along with it.

The auxiliaries ending with ی/ا/یں also bring aspectual information which emphasizes that the action has been completed. The column representing 'Form' has been derived from the simple example **میں کر آیا** , it provides all the possible forms which can come under this category. This form can be tested by replacing auxiliary آیا with other possible auxiliaries e.g. چکا/ گیا// لیا/ دیا/ پایا.

4.2.1.2 Auxiliaries ending with ت

Auxiliaries ending with ت reveal the actions which are being repeated. It also emphasizes that actions are not being completed currently. ت takes ا/ی/ے/یں and represents inflection with gender, number and person.

Table 4.2

Habitual Auxiliaries'' Inflections

Sr. No	Respect	Number	Gender	Person	Aspect	Form	Example
1	Level 1	Singular	Masculine	1st	**Habitual**	تا__	میں کر آتا
2	Level 1	Singular	Masculine	2nd		تا__	تو کر آتا
3	Level 1	Singular	Masculine	3rd		تا__	وہ کر آتا
4	Level 1	Singular	Feminine	1st		تی__	میں کر آتی
5	Level 1	Singular	Feminine	2nd		تی__	تو کر آتی
6	Level 1	Singular	Feminine	3rd		تی__	وہ کر آتی

7	Level 1	Plural	Masculine	1st	ـــــ تے	ہم کر آتے
8	Level 1	Plural	Masculine	2nd	ـــــ تے	تم کر آتے
9	Level 1	Plural	Masculine	3rd	ـــــ تے	وہ کر آتے
10	Level 1	Plural	Feminine	1st	ـــــ تیں	ہم کر آتیں
11	Level 1	Plural	Feminine	2nd	ـــــ تیں	تم کر آتیں
12	Level 1	Plural	Feminine	3rd	ـــــ تیں	وہ کر آتیں

Following example explains the point that how habitual can be considered as auxiliary. In example 2 (a) آتا is acting as the main verb of the sentence whereas in (b) the main verb is کر and آتا is auxiliary.

Example 2 (a)

(a) وہ روز آتا ہے

TenseAux.Verb. Adv. Sub

vo rɔz aʈə hæ

Example 2 (b)

(b) وہ روزاپنا کام کر آتا ہے

TenseAux. Aux. Verb. Adv.Sub

vo rɔz əpnə kam kər aʈə hæ

Table 4.2 tries to accumulate all the information that habitual auxiliary carries with it. It is obvious from the table that habitual auxiliary indicates only level 1 of respect and do not allow other levels due to morphological restrictions; as by following the morphology of other levels it loses the habitual morphology e.g. تم کر آؤ، آپ کر آئیں، آپ کر آئیے

Tense auxiliaries play very important role with reference to habitual auxiliary. Examples given in table 4.2 show that how habitual auxiliaries appear incomplete without tense auxiliaries. Adding tense auxiliaries give complete sense and meaning to habitual auxiliary that is presented with the help of following examples.

Example 3 (a, b, c, d)

وہ روز اپنا کام کر آتا *

*Wo roz apna kam kar ata

vo rɔz əpnə kam kər aʈə

وہ روز اپنا کام کر آتا تھا

Wo roz apna kam ka rata tha

vo rɔz əpnə kam kər aʈə ʈʰa

وہ روز اپنا کام کر آتا ہے

Wo roz apna kam ka rata hai

vo rɔz əpnə kam kər aʈə hæ

میں روز اپنا کام کر آتا ہوں

Main roz apna kam kar aata hon

mæ̃ rɔz əpnə kam kər aʈə hũ

All present and past tense auxiliaries excluding 2nd and 3rd person present subjunctive auxiliaries give the meaning of habitual actions; actions or states that have been occurred regularly in present and past accordingly. The 2nd and 3rd person subjunctive auxiliaries give the meaning of possibility of action as shown below;

Example 4 (a, b)

(شاید) وہ روز اپنا کام کر آتا ہو

(shayad) wo roz apna kam kar ata ho

ʃəʒəɖ vo rɔz əpnə kam kər aʈə hɔ

(کیا) تم روز اپنا کام کر آتے ہو؟

(kiya) tum roz apna kam kar atay ho?

kijə tʊm rɔz əpnə kam kər aʈə hɔ?

When future tense auxiliary accompanies habitual auxiliary it becomes presumptive auxiliary; they refer to actions which are presumed to be done on regular basis. It can be noticed from the following example that the said action is assumed by speaker only and the sentence itself does not assure the occurrence of action repeatedly or habitually e.g.

Example 5

وہ روز اپنا کام کر آتا ہو گا

Wo roz apna kam ka rata ho ga

vo rɔz əpnə kam kər aʈə hɔ gə

4.2.1.3 Auxiliaries ending with ن

Just like other auxiliaries, the function and form of Infinitives were discussed by many grammarians but their role as auxiliary could not be explored earlier. Haq (1906) described infinitive as a verbal noun which represents action or state of a verb independent of time and always takes نا at its end. The current research agrees with previous point of views and adds this aspect that Infinitives can also behave like

60

auxiliaries and their contribution as auxiliaries can be understood with the help of example column of Table 4.3 and example 6 is given below;

Table 4.3

Infinitive Auxiliaries' Inflections

Sr. No.	Respect	Number	Gender	Person	Aspect	Form	Example
1	**Level 1**	Singular	Masculine	1st	**Infinitive**	نا__	کر لینا
2	Level 1	Singular	Masculine	2nd		نا__	
3	Level 1	Singular	Masculine	3rd		نا__	
4	Level 1	Singular	Feminine	1st		نی_	
5	Level 1	Singular	Feminine	2nd		نی_	
6	Level 1	Singular	Feminine	3rd		نی_	
7	Level 1	Plural	Masculine	1st		نے__	
8	Level 1	Plural	Masculine	2nd		نے__	
9	Level 1	Plural	Masculine	3rd		نے__	
10	Level 1	Plural	Feminine	1st		نی_	
11	Level 1	Plural	Feminine	2nd		نی_	
12	Level 1	Plural	Feminine	3rd		نی_	

Example 6

(a) میں نے کام کرنا ہے

TenseAux.Inf.Noun. Sub

Main ne kam karna hai

mɛ̃ næ kam kərna hæ

(b) میں نے کام کر لینا ہے

TenseAux.Inf. Verb. Noun. Sub

Main ne kam kar lena hai

mæ̃ næ kam kər lænə hæ

In example 6 (a) Infinite کرنا is behaving as main verb whereas in 6 (b) infinitive لینا is performing as auxiliary because the main verb behavior is coming from verb کر. Respect column of Table 4.3 indicates that Infinitives also deal with level 1 of respect only. Respect level 2, 3 and 4 are not supported by Infinitives as it does not allow the morphological changes ___و ،یں__ ، بے for the mentioned levels. Infinitives inflect with gender and number but this inflection refers to object of the sentence which is obvious from the following examples.

Example 7

میں نے

enseAux. Inf.   Verb.   SubT

Main ne km kar lena hai

mæ̃ næ kam kər lænə hæ

میں نے کام کر لینے ہیں

TenseAux. Inf. (pl). Verb. Sub

Main ne kam kar lenay hain

mæ̃ næ kam kər lænæ hæ̃

4.2.1.4 Auxiliaries ending with ؤ/ئیں/ئیے

Imperatives as (type of verbs or as a part of modality) were given due attention and discussion (Platts 1909, Schmidt 1999) but their contribution as auxiliaries could not be brought into light. The current research attempts to see the contribution of the imperatives

as auxiliaries. An auxiliary ending with ؤ/ئیں/ئیے represent that action which are ordered or requested (order with politeness). This is the only category which covers all levels of respect. Imperative auxiliaries are compatible with 2nd person only as command is not given to one's own self (1st person) and the 3rd person who is absent therefore 1st and 3rd persons are excluded. Imperative morphology does not inflect with gender; subjects can be dropped from imperatives.

Table 4.4

Imperative Auxiliaries'' Inflections

Sr. No.	Respect	Number	Gender	Person	Aspect	Form	Example
1	Level 1	Singular	Masculine	2nd	**Imperative**	ﻮ__	تو کر آ
2	Level 1	Singular	Feminine	2nd		ﻮ__	تو کر آ
3	Level 1	Plural	Masculine	2nd		ؤ__	تم کر آؤ
4	Level 1	Plural	Feminine	2nd		ؤ__	تم کر آؤ
5	Level 2	Singular	Masculine	2nd		ؤ__	تم کر آؤ
6	Level 2	Singular	Feminine	2nd		ؤ__	تم کر آؤ
7	Level 2	Plural	Masculine	2nd		ؤ__	تم کر آؤ
8	Level 2	Plural	Masculine	2nd		ؤ__	تم کر آؤ
9	Level 3	Singular	Masculine	2nd		ئیں__	آپ کر آئیں
10	Level 3	Singular	Feminine	2nd		ئیں__	آپ کر آئیں
11	Level 3	Plural	Masculine	2nd		ئیں__	آپ کر آئیں
12	Level 3	Plural	Masculine	2nd		ئیں__	آپ کر آئیں
13	Level 4	Singular	Masculine	2nd		ئیے__	آپ کر آئیے
14	Level 4	Singular	Feminine	2nd		ئیے__	آپ کر آئیے

15	Level 4	Plural	Masculine	2nd		آپ کر __ ئیے آئیے
16	Level 4	Plural	Masculine	2nd		آپ کر __ ئیے آئیے

The difference between imperative as verb and imperative as auxiliary has been clarified

in the following example. In example 4.4 (a), **جاؤ** acts as main verb, whereas, in (b) the

same word behaves as an auxiliary and supports the verb **بھاگ** .

Example 8

(a) تم جاؤ

Verb.   Sub

Tum jao

tʊm ʤaɔ

(b) تم   بھاگ   جاؤ

Aux.Verb.Sub

Tum bhag jao

tʊm bʰag ʤaɔ

4.2.2 Non-inflected Auxiliaries

Non-inflected auxiliaries mainly refer to the attribute that they have fixed morphological

forms which means that they do not inflect with morphemes (ا/ی/یں، ت، ن، ؤ) so ultimately

do not give rise to perfective, habitual, infinitive or imperative auxiliaries.

Non. Inflected auxiliaries can basically be divided into following two groups;

1. **One which have infinitives preceding them**

(a) میں اب جانا چاہتا ہوں

(a) Main ab jana chahta hon

mæ̃ əb dʒanə tʃahʈə hũ

(b) موسم تبدیل <u>ہونے</u> والا ہے

(b) Mosam tabdeel <u>honay</u> wala hai

mɔsəm ʈəbɖil hɔnæ valə hæ

(c) لڑکی سردی سے <u>کانپنے</u> لگی

(c) Ladki sardi se <u>kanpnay</u> lagi

ləɽkɪ sərɖɪ sæ kənpnæ ləgi

(d) سلیم کو نوکری <u>چھوڑنی</u> پڑی

(d) Saleem ko nokri <u>chodni</u> padi

salim kɔ nɔkri dʒɔɽni pəɽi

(e) ہمیں اپنی تعلیم پہ دھیان <u>دینا</u> چاہئیے

(e) Humain apni taleem pe dhyan <u>dena</u> chahyee

həmæ̃ əpni ʈəlim pæ ɖʰijan ɖæna tʃahʒə

It can be noticed in the above examples that infinitives are preceding in each example but each succeeding verb has a different individual meaning; چاہتا in example (a) shows the desire of the subject, والا in example (b) refer that changing in weather as an impending action, لگی in example (c) suggests an involuntary action, example (d) پڑی indicates an action done unwillingly whereas چاہئیے of example (e) represents the element of advice.

2. Others which have root verbs preceding them

There are certain cases where auxiliaries have root verbs preceding them. Examples given below enlist those cases and root verbs have been underlined.

(i) بچی بلی کو دیکھ کر <u>رو</u> پڑی

(i) Bachi bili ko dekh ke <u>ro</u> padi

(ii) کھیت میں اچانک سانپ آ نکلا

(ii) Khait mein achanak sanp <u>aa</u> nikla

(iii) بچوں نے برف کا آدمی <u>بنا</u> ڈالا

(iii) Bachon ne baraf ka admi <u>bana</u> dala

(iv) نوکر مالک سے <u>لڑ</u> بیٹھا

(iv) Nokar malik se <u>lad</u> baitha

(v) طالبعلم کالج انتظامیہ کے خلاف <u>اٹھ</u> کھڑے ہوئے

(v) Talibilm college intazamia ke khilaf <u>uth</u> khaday hoay

(vi) نرسیں نا انصافیوں کے خلاف <u>چیخ</u> اٹھیں

(vi) Nursain na insafiyon ke khialf <u>cheekh</u> uthen

(vii) اسلم بنا بتائے میرے گھر آ دھمکا

(vii) Aslam bina batae mere ghar <u>aa</u> dhamka

(viii) وہ وقت پر اپنا کام ختم نہ <u>کر</u> پایا

(vii) wo waqt per apna kam khatam na <u>kar</u> paya

(ix) ہم نے اپنا گھر کرائے پر <u>دے</u> رکھا ہے

(ix) Hum ne apna ghar kirae pe <u>de</u> rakha hai

Just like the first non.inflected group, the verbs in this category also add meanings; these examples show the meanings of suddenness, abruptness and compulsion. As these auxiliaries seem to be countless and to enlist them and analyze them individually may detract the research therefore these types are not explored further and have been excluded from further analysis.

4.2.3 Findings Based on Morphological Analysis

The morphological analysis of auxiliaries gives us information about how morphological forms are related to Respect, Number, Gender and Person. It also represents that which Aspect is shown by particular auxiliary form. Regular Auxiliaries' morphology is observed on four or levels of Respect which are presented in table 4.4. These levels range from most casual i.e. level 1 to most formal (Level 4). It is observed that only Imperative auxiliaries take all levels of respect.

Gender and number inflection is also an important part of Regular Auxiliaries' morphology. Morphological Analysis shows that Perfective and Habitual categories inflect with masculine and feminine gender and with singular and plural numbers also. In Infinitive morphology, number and gender reflection refers to object. Imperative morphology does not inflect with gender or number because subjects can be dropped from imperatives.

On the basis of morphological analysis, auxiliaries can be divided into two main categories; auxiliaries which have fixed form i.e. tense auxiliaries and non-inflected auxiliaries. Other group of auxiliaries inflects with certain dimensions and changes their morphological form also. In the following table, it is attempted to sum up which auxiliary verbs agree morphologically on particular dimensions, do they agree completely or partially.

Table 4.5

Inflections of Auxiliary verbs on various dimensions

	Verb examples	Number	Gender	Person	Respect
Perfective Aux	کر آیا میں کام کر آیا	Inflect	Inflect میں کام کر آیا	Do not inflect	Inflect with one level

		ہم کام کر آۓ	میں کام کر آئی	میں کام کر آیا تو کام کر آیا وہ کام کر آیا	only
Habitual Aux	کر آتا	Inflect میں اپنا کام کر آتا ہوں ہم اپنا کام کر آتے ہیں	Inflect میں اپنا کام کر آتا ہوں میں اپنا کام کر آتی ہوں	Inflect میں اپنا کام کر آتا ہوں تم اپنا کام کر آتے ہو وہ اپنا کام کر آتے ہیں	Inflect with one level only
Infinitive Aux	کر لینا	Inflect with the number of the object ہم نے کام کر لینا ہے ہم نے کام کر لینے ہیں	Inflect with the gender of the object میں نے خط لکھ لینا ہے میں نے کہانی لکھ لینی ہے	Do not inflect میں نے کام کر لینا ہے تم نے کام کر لینا ہے اس نے کام کر لینا ہے	Inflect with one level only
Imperative Aux	بھاگ جاؤ	Do not inflect تم بھاگ جاؤ تم (سب) بھاگ جاؤ	Do not inflect تم (لڑکے) بھاگ جاؤ ہم (لڑکیاں) بھاگ جاؤ	Agrees with 2nd person only تم بھاگ جاؤ *ہم بھاگ جاؤ * وہ بھاگ جاؤ	Inflects with all four levels تو بھاگ جا تم بھاگ جاؤ آپ بھاگ جائیں آپ بھاگ جائے

It can be noticed that each category of regular auxiliaries inflects with certain dimension.

4.3 Syntax of Urdu Auxiliaries

The current research focuses on the syntax of auxiliaries with reference to their combination and placement with main verb. It is explored that how verb phrase becomes complex when multiple auxiliaries co-exist in a single verb phrase. This research attempts to cover all the possible combinations of auxiliaries and their syntactic representation with the help of tree diagrams.

4.3.1 Order/ placement of Auxiliaries in verb phrases

(Haq 1906, Platts 1909, Schmidt 1999) all focused on compound verbs and their placement in a sentence. (Butt 1995, Butt 2003, Das 2006, Ahmed 2010, Raza 2011)

discussed complex predicates; syntactic representation, duplication and topicalization of light verbs were highlighted particularly in Butt (2003) and Butt (2005). It can be noticed that in previous works that the major focus has been on Urdu compound verbs and their variations.

The current research is an attempt to bring into light the syntax of Urdu Auxiliaries; their arrangement, probable combinations, maximum number of auxiliaries in a sentence. It has been observed that in a verb phrase, Auxiliaries always succeed main verb**.** From simplest to the most complex sentences the position of main verb remains the same.

Table 4.6

Sentences with multiple auxiliary verbs

Sr. No.	**Example Sentences (from Simple to Complex)**	
1	Sub. V	وہ بھاگآ vo bʰagə
2	Sub. V. AuxT	وہ بھاگتا ہے vo bʰagt̪ə hæ
3	Sub. V. AuxH. AuxT	وہ بھاگتا رہتا ہے vo bʰagt̪ə rəht̪ə hæ وہ بھاگتا جاتا ہے vo bʰagt̪ə dʒat̪ə hæ وہ بھاگتا پھرتا ہے vo bʰagt̪ə pʰirt̪ə hæ وہ بھاگتا ہوتا ہے vo bʰagt̪ə hot̪ə hæ
4	Sub. V. Int. AuxH. AuxT	وہ بھاگتا چلا جاتا ہے vo bʰagt̪ə tʃələ dʒat̪ə hæ وہ بھاگتا ہی جاتا ہے vo bʰagt̪ə hi dʒat̪ə hæ
5	Sub. V. Int. Int. AuxH. AuxT	وہ بھاگتا ہی چلا جاتا ہے vo bʰagt̪ə hi tʃələ dʒat̪ə hæ
6	Sub. V. Int. AuxH. AuxH. AuxT	وہ بھاگتا چلا جاتا ہوتا ہے vo bʰagt̪ə tʃələ dʒat̪ə hot̪ə hæ
7	Sub. V. AuxPr. AuxT	وہ بھاگ رہا ہے vo bʰag rəhə hæ وہ بھاگتا رہا ہے

8	Sub. V. AuxD. AuxPr. AuxT	وہ بھاگتا جا رہا ہے
		vo bʰagtə dʒə rəhə hæ
9	Sub. V. Int. AuxD. AuxPr. AuxT	وہ بھاگتا ہی جا رہا ہے
		vo bʰagtə hi dʒə rəhə hæ
		وہ بھاگتا چلا جا رہا ہے
		vo bʰagtə tʃələ dʒə rəhə hæ
10	Sub. V. Int. AuxD. AuxPr. AuxT	وہ بھاگتا ہی چلا جا رہا ہے
		vo bʰagtə hi tʃələ dʒə rəhə hæ
11	Sub. V. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا جا رہا ہوتا ہے
		vo bʰagtə dʒə rəhə hɔtə hæ
12	Sub. V. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا ہی جا رہا ہوتا ہے
		vo bʰagtə hi dʒə rəhə hɔtə hæ
13	Sub. V. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا چلا جا رہا ہوتا ہے
		vo bʰagtə tʃələ dʒə rəhə hɔtə hæ
14	Sub. V. Int. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا ہی چلا جا رہا ہوتا ہے
		vo bʰagtə hi tʃələ dʒə rəhə hɔtə hæ
15	Sub. V. AuxPer. AuxT	وہ بھاگ چکا ہے
		vo bʰag tʃukə hæ
		وہ بھاگ لیا ہے
		vo bʰag lijə hæ
16	Sub. V. AuxPer. AuxH. AuxT	وہ بھاگ چکا ہوتا ہے
		vo bʰag tʃukə hɔtə hæ
		وہ بھاگ لیا ہوتا ہے
		vo bʰag lijə hɔtə hæ

In Table 4.5, maximum possible sentence structures are enlisted with present tense auxiliary only; same sentence structures can be used with past and future tense auxiliaries. In this table, it can be noticed that besides example 1 and 2, all other examples have aspectual auxiliaries though their types and number may differ in each sentence.

It can be observed in the above examples that Tense Auxiliaries generally come at the end of sentence. Tense Auxiliaries can be dropped for example Sentence 15 f Table 4.5. It is worth mentioning that only Perfect Aspect (either in main verb or in auxiliary) allows tense auxiliary to be dropped such as sentence 1 and 15 both have the capacity to exist without tense auxiliaries i.e.

Example 9

(a) وہ بھاگا

Wo bhaga

(b) وہ بھاگ چکا

Wo bhag chuka

(c) وہ بھاگ لیا

Wo bhag liya

On the other hand, progressive and habitual auxiliaries in all other sentences of the list do not allow tense auxiliaries to leave the sentence. If tense auxiliary is dropped from these sentences then they give the sense of incompleteness as shown below;

Example 10 (a, b, c)

وہ بھاگتا آ رہا *

Wo bhagta aa raha

وہ بھاگتا چلا آ رہا *

Wo bhagta chala aa raha

وہ بھاگتا چلا آ رہا ہوتا *

Wo bhagta chala aa raha hota

Another restriction which tense auxiliaries have to follow with reference to order or placement is that they can be dropped but they cannot be placed between main verb and auxiliaries generally. Though there is exceptional situation of simple question statements where tense auxiliaries can exist anywhere in the sentence and assert their free order. See the examples below;

Example 11 (a, b, c)

کوئی یہاں ہے ؟

Koi yahan hai?

ہے کوئی یہاں ؟

Hai koi yahan?

کوئی ہے یہاں ؟

Koi hai yahan?

But this shifting of auxiliaries in not possible in complex sentences e.g.

Example 12 (a, b)

* ہے وہ بھاگتا جا رہا

* hai wo bhagta ja raha

* وہ بھاگتا ہے جا رہا

*wo bhagta hai ja raha

* وہ بھاگتا ہی چلا جا رہا ہے ہوتا

*wo bhagta he chala jar aha hai hota

Considering the order and placement of auxiliaries, it can also be noticed that if a single sentence carry multiple auxiliaries, their order cannot be changed or reversed. In other words, multiple auxiliaries within the sentence cannot exchange their place with one another. Sentences 8, 9 and 13 from the above table can be tested for this purpose.

Example 13 (a, b, c, d, e)

* وہ بھاگتا رہا جا ہے

*wo bhagta raha ja hai

* وہ بھاگتا جا چلا رہا ہے

*wo bhagta ja chala raha hai

72

<div dir="rtl">

* وہ بھاگتا چلا رہا جا ہے

</div>

*wo bhagta chala raha ja hai

<div dir="rtl">

* وہ بھاگتا جا چلا رہا ہوتا ہے

</div>

*wo bhagta ja chala raha hota hai

<div dir="rtl">

* وہ بھاگتا ہوتا جا چلا رہا ہے

</div>

*wo bhagta hota ja chala raha hai

So, it can be said that the more complex sentences have the more fixed places for auxiliaries.

4.3.2 Syntactic Analysis and Constraints

Syntactic analysis and constraint section brings into light the combination and restrictions present within the auxiliary phrase. Auxiliaries form various combinations with main verbs and with one another as well. According to the tested data, following combinations are possibly found.

1. Verb and Tense Auxiliary (Verb.AuxT)
2. Verb, Aspectual Auxiliary and Tense Auxiliary (Verb.AuxA. AuxT)
3. Verb, Multiple Aspectual Auxiliaries and Tense Auxiliary (Verb.AuxA*.AuxT)

The focus of this research is on point 3 in order to see that how multiple aspectual auxiliaries co-exist. When different auxiliaries make various combinations they also result in Syntactic Constraints which restrict the co-existence of various forms of verbs and auxiliaries together and they also limit the positions of auxiliaries. The maximum possible combinations and syntactic restrictions are represented below in the form of syntactic trees. These trees bring into light that how different auxiliary combinations can take the same syntactic positions on syntactic trees.

73

وہ بھاگتا ہے
IP

DP   I'
وہ

AuxP   I
ہے

Aux'

VP   AuxH
 تا

V'

V
بھاگ
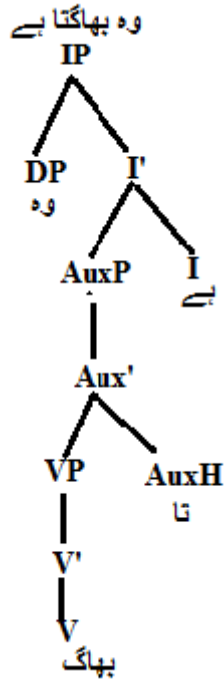
Tree diagram 1: Representation of main verb and tense auxiliary

Diagram 1 presents the simplest syntactic tree where only main verb and tense auxiliary can be seen. This tree shows the presence of a main verb with the habitual inflection تا which is a part of auxiliary phrase. The same position allows all the forms of verbs either in base form or inflected one. As the base form goes under V node and inflection becomes a part of AuxP. For example;

وہ جاتا ہے

وہ گیا

اسے جانا ہے

The place of tense auxiliary (AuxT) can have any tense auxiliary either present (ہے), past (تھا) or future (ہو گا).Moving to the next level, if we add a habitual auxiliary to diagram 1 then we can have diagram 2 as a result.

وہ بھاگتا رہتا ہے

```
                    IP
                   /  \
                 DP    I'
                 وہ     \
                        / \
                    AuxP   I
                    /  \    ہے
                 Aux'   AuxH
                  / \    رہتا
                VP   AuxH
                |     تا
                V'
                |
                V
               بھاگ
```
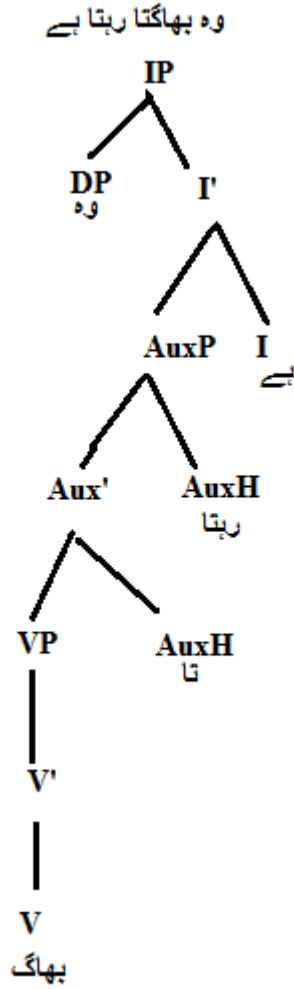
Tree Diagram 2: *Auxiliary verb phrase containing habitual auxiliary*

The diagram 2 presents auxiliary phrase (AuxP) taking one habitual auxiliary (AuxH) رہتا

along with the main verb inflection تا. This syntactic tree represents that verb phrase (VP)

is a head of verb (V) whereas both AuxH (main verb inflection) and VP are colleagues as

they both lie on the same level.

Here the syntactic position of habitual auxiliary restricts its replacement with three

options only which are ہوتا، جاتا، پھرتا resulting into following sentences;

وہ بھاگتا رہتا ہے
Wo bhagta rahta hai

vo bʰagʈə rəhʈə hæ

وہ بھاگتا جاتا ہے

Wo bhagta jata hai

vo bʰagʈə ʤaʈə hæ

وہ بھاگتا ہوتا ہے

Wo bhagta hota hai

vo bʰagʈə hɔʈə hæ

وہ بھاگتا پھرتا ہے

Wo bhagta phirta hai

vo bʰagʈə pʰirʈə hæ

In Diagram 2, habitual auxiliary can be replaced with other types of auxiliaries as well for example progressive auxiliary and perfective auxiliary which will provide different semantic interpretations but same syntactic trees.

وہ بھاگ/بھاگتا رہا ہے

DP
وہ

I'

AuxP

I
ہے

Aux'

AuxPr
رہا

VP

AuxH
تا

V'

V
بھاگ
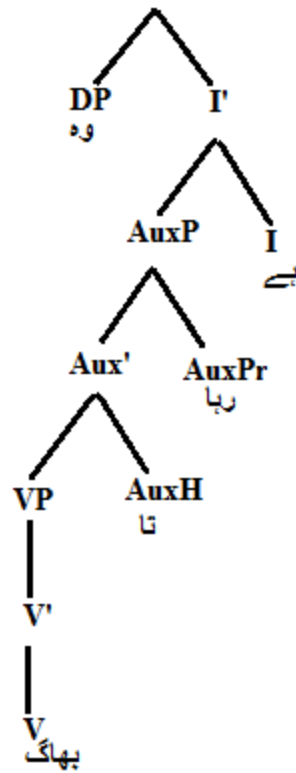
w

Tree Diagram 2a: *Auxiliary verb phrase*

containing progressive auxiliary

Diagram 2a is a syntactic repetition of diagram 2, the main difference lie in the syntactic

replacement of progressive auxiliary (AuxPr) with habitual auxiliary (AuxH) in figure 2.

In diagram 2 auxiliary phrase (AuxP) is the head of progressive auxiliary (AuxPr).

وہ بھاگ چکا/لیا ہے

```
                    IP
                   /  \
                 /      \
               DP        I'
               وہ       /  \
                      /      \
                   AuxP       I
                    |         ے
                    |
                  Aux'
                  /  \
                /      \
              VP        AuxPer
              |         چکا/لیا
              |
              V'
              |
              |
              V
             بھاگ
```
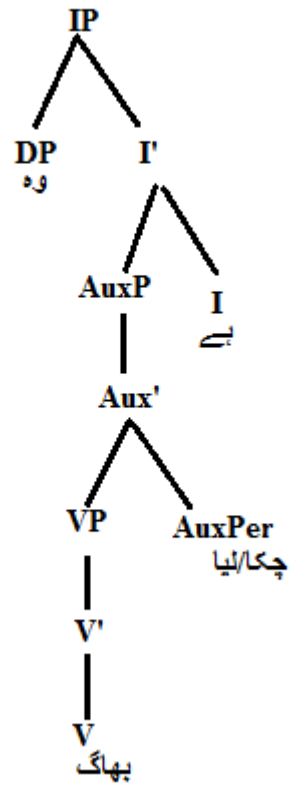
Tree Diagram 2b: *Auxiliary verb phrase containing perfective auxiliary*

Diagram 2b represents that auxiliary phrase can also head perfective auxiliary.

78

وہ بھاگ سکتا ہے

```
                    IP
                   /  \
                 DP    I'
                 وہ    / \
                   AuxP   I
                    |     ے
                   Aux'
                   /  \
                 VP    AuxM
                 |     سکتا
                 V'
                 |
                 V
                بھاگ
```
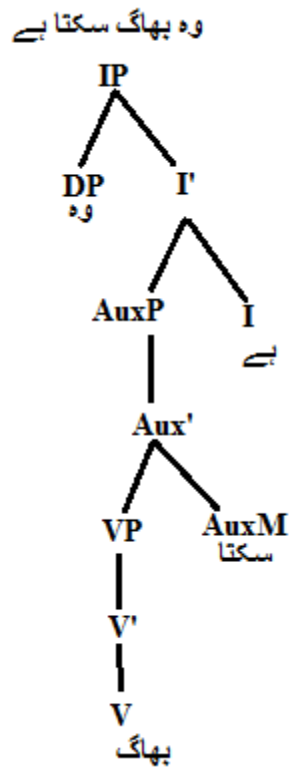
Tree Diagram 2c: *Auxiliary verb phrase containing modal auxiliary*

Diagram 2c shows that auxiliary phrase can also have modal auxiliary (AuxM) as its subordinate. The presence of modal auxiliaryسکتا causes semantic difference as compared to other diagrams.

اسے بھاگنا چاہنے تھا

```
                IP
               ╱  ╲
             ╱      ╲
           DP        I'
           اسے      ╱ ╲
                  ╱     ╲
               AuxP      I
               ╱ ╲      تھا
             ╱     ╲
          Aux'     AuxM
          ╱ ╲      چاہنے
        ╱     ╲
      VP      AuxInf
      │         نا
      V'
      │
      V
     بھاگ
```
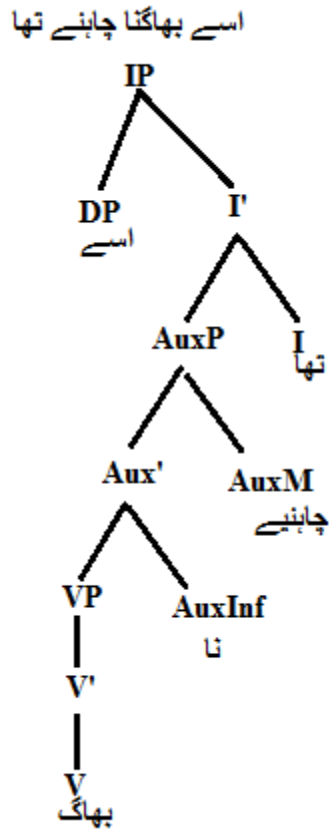
Tree Diagram 2d: *Auxiliary verb phrase containing modal auxiliary*

Diagram 2d represents that auxiliary phrase of diagram 2 can also take modal auxiliary

چاہیے at its auxiliary node along with tense auxiliary (AuxT). چاہیے has the capacity to take

or drop tense auxiliary as per its requirement.

وہ دوڑ پڑا (ہے)

```
            IP
           /  \
         DP    I'
         وہ   /  \
            AuxP   I
             |    ہے
            Aux'
            /  \
          VP    AuxM
           |    پڑا
          V'
           |
           V
          دوڑ
```
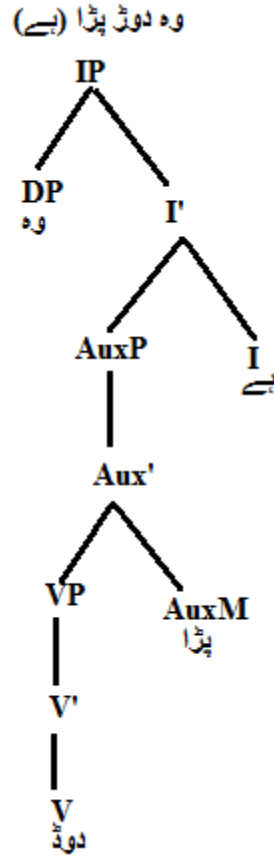
Tree Diagram 2e: *Auxiliary verb phrase containing modal auxiliary*

This tree shows that modal auxiliary پڑا can also be placed at the position of auxiliary node which is headed by auxiliary phrase (AuxP). This modal auxiliary also has the tendency to take or drop the tense auxiliary.

Diagram 2 is a syntactic representation of one auxiliary accompanying main verb and tense auxiliary. Diagram 2a, 2b, 2c, 2d, and 2e indicate that habitual auxiliary (AuxH) in diagram 2, progressive auxiliary (AuxPr) in 2a, perfective auxiliary (AuxPer) in 2b, modal auxiliary (AuxM) سکتا in figure 2c, modal auxiliary (AuxM) چاہیئے in 2d and modal auxiliary (AuxM) پڑا in 2e can occur in AuxP as a single auxiliary.

وہ بھاگتا چلا جاتا ہے

```
                    IP
                   /  \
                 DP    I'
                 وہ   / \
                     /   \
                  AuxP    I
                  / \     ہے
                 /   \
              Aux'   AuxH
              / \    جاتا
             /   \
          Aux'   Int
          / \    چلا
         /   \
       VP    AuxH
       |     تا
       V'
       |
       V
      بھاگ
```
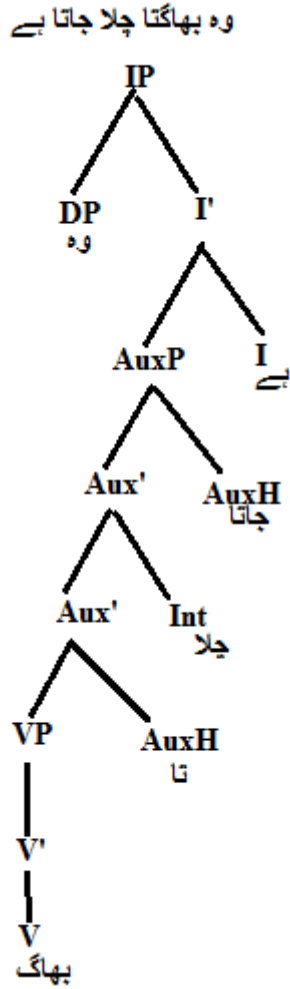
Tree Diagram 3: *Auxiliary verb phrase containing habitual auxiliary & Intensifier*

Diagram 3 shows that auxiliary phrase can head multiple entities simultaneously. It can take main verb inflection, Intensifier and a complete habitual auxiliary simultaneously. Auxiliary phrase is a head of intensifier چلا and habitual auxiliary جاتاwhereas the position of intensifier چلا is fixed and habitual auxiliary جاتا allows only one replacement with آتا.

وہ بھاگتاجارہاہے

IP
DP   I'
وہ
AuxP   I
ہے
Aux'   AuxPr
رہا
Aux'   AuxD
جا
VP   AuxH
تا
V'
V
بھاگ
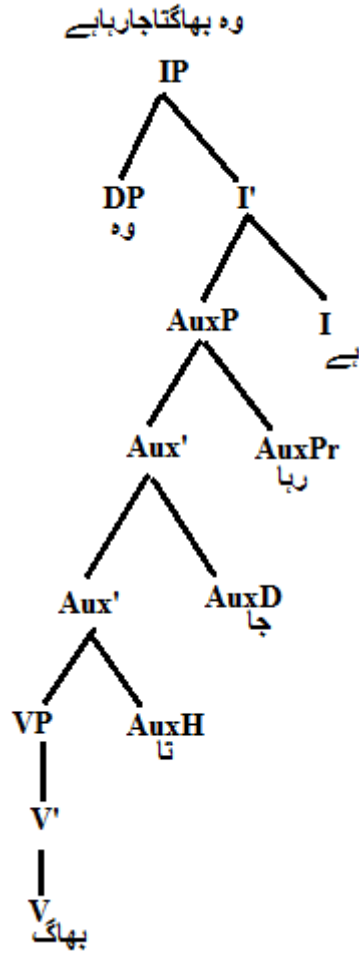
Tree Diagram 4: *Auxiliary verb phrase containing progressive & durative auxiliary*

Diagram 4 introduces another combination of multiple auxiliaries under auxiliary phrase.
It shows that auxiliary phrase (AuxP) is heading progressive auxiliary (AuxPr) and the
durative auxiliary (AuxD). In this tree both AuxD and AuxPr are fixed in their forms.
The only possible replacement allowed by durative auxiliary جا is آ.

وہ بھاگتا چلا جا رہاہے

```
                    IP
                   /  \
                 DP     I'
                 وہ    /  \
                   AuxP    I
                   /  \    ہے
                Aux'    AuxPr
                /  \    رہا
             Aux'    AuxD
             /  \    جا
          Aux'    Int
          /  \    چلا
        VP    AuxH
        |     تا
        V'
        |
        V
       بھاگ
```
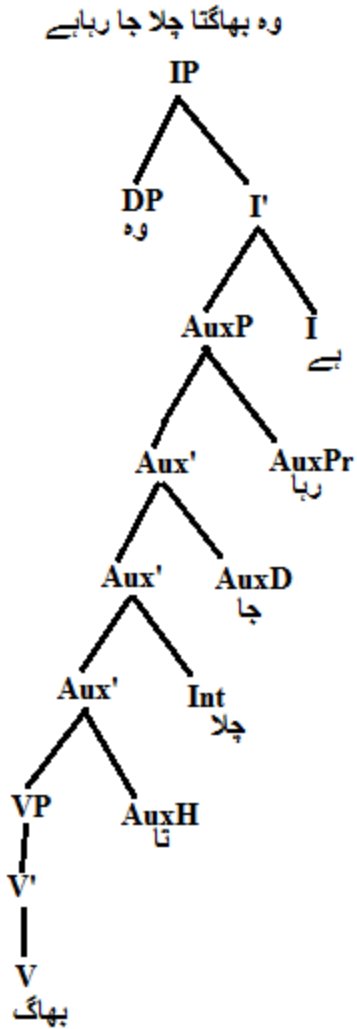
Tree Diagram 5: *Auxiliary verb phrase containing progressive & durative auxiliary &*

intensifier

Diagram 5 illustrates that how auxiliary phrase keeps on expanding by adding more auxiliaries on its node. It shows that auxiliary phrase can acquire a progressive auxiliary, durative auxiliary, intensifier and main verb inflection at the same time.

وہ بھاگتا جا رہا ہوتا ہے

IP
├── DP
│   وہ
└── I'
    ├── AuxP
    │   ├── Aux'
    │   │   ├── Aux'
    │   │   │   ├── Aux'
    │   │   │   │   ├── VP
    │   │   │   │   │   └── V'
    │   │   │   │   │   └── V
    │   │   │   │   │   بھاگ
    │   │   │   │   └── AuxH
    │   │   │   │   تا
    │   │   │   └── AuxD
    │   │   │   جا
    │   │   └── AuxPr
    │   │   رہا
    │   └── AuxH
    │   ہوتا
    └── I
        ہے
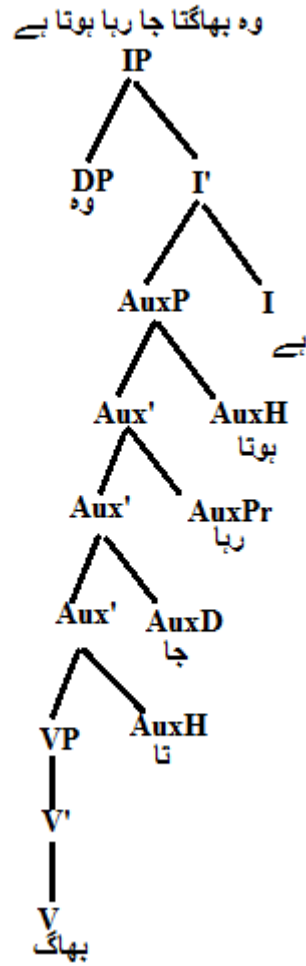
Tree Diagram 6: *Auxiliary verb phrase containing habitual, progressive & duraive*
auxiliary

Diagram 6 symbolizes that auxiliary phrase can have habitual auxiliary, progressive auxiliary and durative auxiliary simulaneouslu. It shows that how complex an Urdu auxiliary verb phrase can be. Diagram 6 is also a representation of maximum syntactic constraints with only one replacement at the position of durative auxiliary (AuxD) i.e. جا with آ.

85

وہ بھاگتا چلا جا رہا ہوتا ہے

IP
DP — I'
وہ
AuxP — I
ہے
Aux' — AuxH
ہوتا
Aux' — AuxPr
رہا
AuxD
جا
Int
چلا
VP — AuxH
تا
V'
V
بھاگ
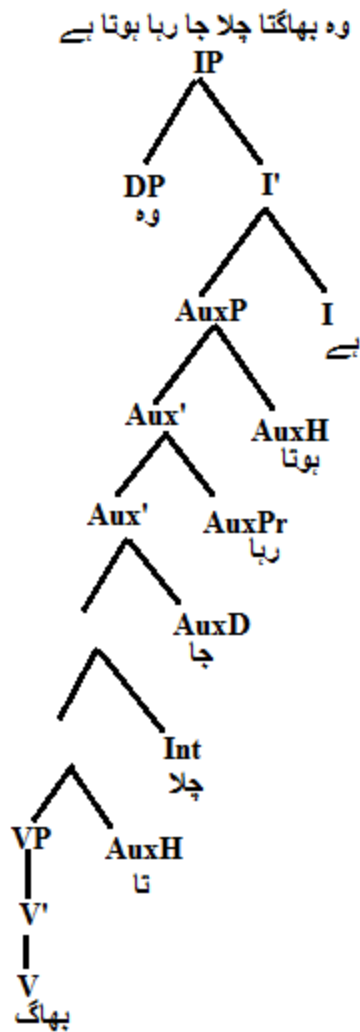
Tree Diagram 7: *Auxiliary verb phrase containing multiple auxiliary verbs simultaneously*

Diagram 7 exemplifies the longest and most difficult auxiliary phrase (referred to the current work data) which carries multiple auxiliaries. This syntactic tree shows the more complex form of auxiliary phrase and the maximum number of position it can offer to variour auxiliaries and intensifier.

4.3.3 Findings Based on Syntactic Analysis

On the basis of diagrams of Section 4.3, following observations are made;

86

1- An auxiliary phrase can take a habitual auxiliary, progressive auxiliary, perfective auxiliary or any modal auxiliary (Section 4.3, Diagram2, 2a, 2b, 2c, 2d, 2e). All these diagrams indicate that different type of auxiliaries may take the same syntactic positions irrespective of their semantic differences.

2- Auxiliary phrase can have an intensifier and a habitual auxiliary (Section 4.3, Diagram3).

3- Auxiliary phrase can head a progressive auxiliary phrase (Section 4.3, Diagram 6, 7).

4- Auxiliary phrase can take progressive auxiliary, durative auxiliary and intensifier. (Section 4.3, Diagram 5 and 7).

5- Intensifier چلا usually accompany with progressive auxiliary phrase and habitual auxiliary phrase (Section 4.3, Diagram 3, 5 and 7)

6- Intensifier چلا has fixed form (Section 4.3, Diagram 3, 5 and 7) and can be replaced with ہی only whereas durative auxiliary جا has only one replacement i.e. آ (Section 4.3, Diagram5 and 7)

On the basis of syntactic analysis and findings, lexicon and auxiliary phrase rules have been structured which are given below;

Table 4.7

Syntactic categories of auxiliary verbs

Sr.No.	Category	Explanation of Category	Auxiliary Verbs
1	Aux T	Tense Auxiliary	ہے ہیں ہوں تھا تھی تھے گا گی

			گے
2	Aux H	Habitual Auxiliary	رہتا
			جاتا
			آتا
			ہوتا
			پھرتا
3	Aux Pr	Progressive Auxiliary	رہا
4	Aux Per	Perfective Auxiliary	چکا
			لیا
			آیا
			گیا
5	Aux M	Modal Auxiliary	سکتا
			چاہئیے
			پڑا
			پایا
			اٹھا
			دھمکا
			نکلا
			لگا
6	AuxD	Durative Auxiliary	جا
7	Int	Intensifier	چلا
			ہی

In the following table, auxiliary verb phrase rules have been structures. Since the main aim here is to derive auxiliary verb phrase structure rules, therefore the description and explanation of main verb inflections and noun phrase (NP) are excluded and description has been started from tree diagram 2.

Table 4.8

Auxiliary verb phrase structure rules derived from syntactic trees

Diagram No.	Rules Derived from Tree Diagrams	Auxiliary verb Phrase Structure Rules
2 وہ بھاگتا رہتا ہے	In this diagram auxiliary phrase (AuxP) carries habitual auxiliary (AuxH) at its one side and tense auxiliary (AuxT) as a part of IP	AuxP → AuxH

2a وہ بھاگتا رہا ہے	Auxiliary phrase (AuxP) is followed by two arrows, one carries progressive auxiliary (AuxPr)	AuxP → AuxPr
2b وہ بھاگ چکا/لیا ہے	This figure shows that auxiliary phrase (AuxP) can have perfective auxiliary (AuxPer) also.	AuxP → AuxPer
2c, 2d, 2e وہ بھاگ سکتا ہے اسے بھاگنا چاہیئے تھا وہ دوڑ پڑا	Auxiliary phrase has the tendency to take modal auxiliary (AuxM) at the end of one side arrow.	AuxP → AuxM
3 وہ بھاگتا چلا جاتا ہے	Diagram 3 shows that auxiliary phrase (Aux) can have habitual auxiliary (AuxH) and intensifier (Int)	AuxP → AuxH Int
4 وہ بھاگتا جا رہا ہے	Diagram 4 is an example where auxiliary phrase (AuxP) can have progressive auxiliary (AuxPr) and durative auxiliary (AuxD)	AuxP → AuxPr AuxD
5 وہ بھاگتا چلا جا رہا ہے	Diagram 5 shows that auxiliary phrase (AuxP) can head a progressive auxiliary, durative auxiliary and intensifier.	AuxP → AuxPr AuxD Int
6 وہ بھاگتا جا رہا ہوتا ہے	Diagram 6 indicates that auxiliary phrase (AuxP) carries habitual auxiliary (AuxH), progressive auxiliary (AuxPr) and durative auxiliary (AuxD)	AuxP→ AuxD AuxPr AuxH
7 وہ بھاگتا چلا جا رہا ہوتا ہے	This diagram shows that auxiliary phrase (AuxP) can have three auxiliaries and one intensifier simultaneously i.e. Int AuxD AuxPr AuxH	AuxP → Int AuxD AuxPr AuxH

4.4 Semantic Contribution of Urdu Auxiliaries

Auxiliary verbs do not bring their individual meanings rather they modify the meanings

of main verb. This section will highlight that how auxiliary verbs customize the meanings

of main verb and bring nuance. Morphologically, there are four types of auxiliaries which

give raise the meanings of completion, habitualness, infinitive and imperative. Their individual details and examples have already been presented in Morphology section. Besides these individual auxiliaries, there are various combinations of different auxiliaries which bring various shades to the existing interpretations.

4.4.1 Semantic Contribution of Multiple Auxiliaries

This section deals with the aspect that how multiple auxiliaries contribute semantically on phrase or sentence level. Every individual entry has some shades of meaning either it is a single or multiple auxiliary verb. The following table presents different combinations of auxiliaries simultaneously.

Table 4.9

Semantic variation of multiple auxiliaries

Multiple Auxiliaries Examples	Sr. No.
بچے کھیلتے ہیں Bachay khailtay hain bəʧæ kʰælʈæ hæ̃	1
بچے کھیلتے رہتے ہیں Bachay khailtay rehtay hain bəʧæ kʰelʈæ rəhʈæ hæ̃	2
بچے کھیلتے جاتے ہیں Bachay khailtay jatay hain bəʧæ kʰelʈæ dʒaʈe hæ̃	3
بچے کھیلتے ہوتے ہیں Bachay khailtay hotay hain bəʧæ kʰelʈæ hɔʈe hæ̃	4
بچے کھیلتے پھرتے ہیں	5

90

Bachay khailtay phirtay hain

bəʧæ kʰelt̪æ pʰirt̪e hæ̃

6	بچے کھیلتے چلے جاتے ہیں

Bachay khailtay chalay jatay hain

bəʧæ kʰelt̪æ ʧəle dʒat̪e hæ̃

بچے کھیلتے ہی جاتے ہیں

Bachay khailtay he jatay hain

bəʧæ kʰelt̪æ hi dʒat̪e hæ̃

7	بچے کھیلتے چلے جاتے ہوتے ہیں

Bachay khailtay chalay jatay hotay hain

bəʧæ kʰelt̪æ ʧəle dʒat̪e hɔt̪e hæ̃

8	بچے کھیل رہے ہیں

Bachay khail rahay hain

bəʧæ kʰel rahæ hæ̃

بچے کھیلتے رہے ہیں

Bachay khailtay rahay hain

bəʧæ kʰelt̪e rahæ hæ̃

9	بچے کھیلتے جا رہے ہیں

Bachay khailtay ja rahay hain

bəʧæ kʰelt̪e dʒa rahæ hæ̃

10	بچے کھیلتے ہی جا رہے ہیں

Bachay khailtay he ja rahay hain

bəʧæ kʰelt̪e hi dʒa rahæ hæ̃

بچے کھیلتے چلے جا رہے ہیں

Bachay khailtay chalay ja rahay hain

bəʧæ kʰelt̪e ʧəle dʒa rahæ hæ̃

11	بچے کھیلتے ہی چلے جا رہے ہیں

Bachay khailtay he chalay ja rahay hain

bəʧæ kʰelt̪e hi ʧəle dʒa rahæ hæ̃

12	بچے کھیلتے جا رہے ہوتے ہیں

Bachay khailtay ja rahay hotay hain

	bəʧæ kʰelt̪e ʤa rahæ hɔt̪e hæ̃
13	بچے کھیلتے ہی جا رہے ہوتے ہیں
	Bachay khailtay he ja rahay hotay hain
	bəʧæ kʰelt̪e hi ʤa rahæ hɔt̪e hæ̃
	بچے کھیلتے چلے جا رہے ہوتے ہیں
	Bachay khailtay chalay ja rahay hotay hain
	bəʧæ kʰelt̪e ʧəle ʤa rahæ hɔt̪e hæ̃
14	بچے کھیلتے ہی چلے جا رہے ہوتے ہیں
	Bachay khailtay he chalay ja rahay hotay hain
	bəʧæ kʰelt̪e hi ʧəle ʤa rahæ hɔt̪e hæ̃
15	بچے کھیل چکے ہیں
	Bachay khail chukay hain
	bəʧæ kʰelt̪e ʧuke hæ̃
16	بچے کھیل چکے ہوتے ہیں
	Bachay khail chukay hotay hain
	bəʧæ kʰelt̪e ʧuke hɔt̪e hæ̃

Table 4.6 is an attempt to bring all possible semantic combinations of auxiliaries at one place. The current table presents examples with present tense auxiliary only but the same examples can take past and future tense auxiliaries also. The examples in the said table can be analyzed on three levels; their individual entries, similarities of various examples and differences found among listed examples.

Example no.1 does not carry multiple auxiliaries. Examples 2 has one aspectual auxiliary i.e. رہتے which adds the meaning of repetitive and continuous action of playing. It seems to give the meaning that children keep on playing all the time. In example 3, main verb کھیلتے and auxiliary جاتے both have habitualness which emphasizes that action of playing is being repeated, but the auxiliary جاتے adds the meaning of direction and duration also. The addition of چلے in example 6 highlights the added duration to the action, it shows

that children keep on playing for a longer duration as compared to sentence 3. If sentence 3 indicates the duration of playing 1 to 2 hours then sentence 6 increases the duration 2 to 4 hours. It can be observed in example 7 that main verb and two auxiliaries have habitual aspect as well as the duration of this habitual action is endorsed with چلے.

Similarly examples 8 to 14 represent multiple auxiliaries accompanied by progressive auxiliary رہا and represent that how addition of certain auxiliaries and intensifiers enhances the meanings of repetition, continuation and duration. The same examples can be generated for Past and Future tenses too.

Other than individual attributes, examples of the table 4.6 can also be seen on the basis of similarities and differences found among them. Example no. 2, 3, 4, 5, 8 and 15 can be considered similar as all of them have one main verb, one tense auxiliary and one aspectual auxiliary each though aspectual auxiliaries of all the referred examples are of different types. Examples 2 to 5 have habitual auxiliary and example 8 has progressive auxiliary whereas example 15 has perfective auxiliary. The difference of auxiliaries results into semantic differences as well.

Example no. 7 and 10 are parallel on the basis of having one intensifier, two aspectual auxiliaries and one tense auxiliary each. These comparable examples have different semantic interpretations as example 7 carries double habitual auxiliaries and example 10 has one durative and one progressive auxiliary.

Similarly, example 9 and 16 are parallel because both of the examples have two aspectual auxiliaries and one tense auxiliary. Example 9 has one durative and one progressive auxiliary whereas example 16 has one perfective and one habitual auxiliary which prove them as different examples.

Example 7 of the table shows that there are certain exceptional cases which are syntactically not feasible but semantically possible. The said example faces difficulty to present two habitual auxiliaries consecutively i.e. بچے کھیلتے چلے جاتے ہوتے ہیں.

It can also be understood with the help of an example where the sentence is syntactically correct but semantically wrong i.e. the dog is reading the newspaper.

Example 14 is the longest sentence of the list, with multiple auxiliaries having two intensifiers, one durative auxiliary, one progressive auxiliary and one habitual auxiliary. Table 4.6 also signifies that addition of auxiliaries can only add the duration, continuation and repetition of action, the core meanings remain unaffected.

4.4.2 Semantics of Inflection in Auxiliaries and Verbs

It has already been mentioned that main verbs are out of the scope of this study but this section aims to discuss that whether auxiliaries are effected by main verb inflections or not. In order to fulfill this purpose, the following table presents examples in two columns; one shows main verb inflections and other represents auxiliaries with nuance.

Table 4.10

Difference in inflections between main verb and auxiliary verbs

Sr. No.	Main Verb Inflections	Inflections in Auxiliaries
1	وہ بھاگتا جاتا ہے	وہ بھاگا جاتا ہے
	Wo bhagta jata hai	Wo bhaga jata hai
2	وہ بھاگتا چلا جاتا ہے	وہ بھاگا چلا جاتا ہے
	Wo bhagta chala jata hai	Wo bhaga chala jata hai
3	وہ بھاگتا رہا ہے	وہ بھاگ رہا ہے
	Wo bhagta raha hai	Wo bhag raha hai
4	وہ بھاگتا جا رہا ہے	وہ بھاگا جا رہا ہے
	Wo bhagta ja raha hai	Wo bhaga ja raha hai

5	وہ بھاگتا چلا جا رہا ہے	وہ بھاگا چلا جا رہا ہے
	Wo bhagta chala jar aha hai	Wo bhaga chala ja raha hai
6	وہ بھاگتاچلا جا رہا ہوتا ہے	وہ بھاگا چلا جا رہا ہوتا ہے
	Wo bhagta chala ja raha hota hai	Wo bhaga chala ja raha hota hai

Examples 1 to 6 in the above table present that habitual inflections can occur in main verbs and they can also behave as habitual auxiliaries. The aim of above table is to see the difference of semantic interpretations of both cases; either the presence or absence of main verb habitual inflection influences the habitual auxiliaries or not.

Main verb inflection has different interpretation as compared to auxiliaries; habitual inflection in main verb seems to indicate that single action has been repeated and reported multiple times whereas in auxiliaries single action is reported once only. Main verb habitualness also seems to indicate that the action is consistent.

4.4.3 Findings Based on Semantic Contribution of Auxiliaries

Semantic contribution of auxiliaries brings into light multiple observations are listed below;

1. Whenever word رہتے behaves as an auxiliary it can possibly add the meanings related to repetition of action or state e.g. بچے کھیلتے رہتے ہیں، بچے بیٹھے رہتے ہیں.

2. When auxiliary جاتے is present in a sentence, it suggests the repetition of actions only e.g. بچے کھیلتے جاتے ہیں and it does not support the states i.e. بچے بیٹھے جاتے * ہیں It can be seen in the example that state verbs and auxiliary جاتے are not compatible with each other.

3. چلے works as intensifier which represents comparatively a longer duration of action. For example if the sentence بچے کھیلتے جاتے ہیں demonstrates the time of

95

playing 1 to 2 hours then the addition of intensifier بچے کھیلتے چلےجاتےہیں shows the time of playing 2 to 4 hours. When the habitual auxiliary is added to the previous sentence, it also adds the meanings of regularity. The sentence بچے کھیلتے چلے جاتے ہوتے ہیں suggests that action of playing is continued for 2 to 4 hours daily.

4. Auxiliary رہا shows continuation of action after the action is reported. In other words it can be said that رہا indicates that action is incomplete at the time of speech.

5. Addition of Aspectual and Tense auxiliaries do not change the meanings of main verb. The company of auxiliaries either adds aspect or enhances the meaning of main verb.

On the basis of above findings, following table can be extracted which shows that each auxiliary verb has its individual semantic property.

Table 4.11

Semantic properties of individual auxiliary verbs

Auxiliaries	**Semantic Contribution**
Perfective auxiliaries	**They represent that the action has been completed**
چکا	Perfective Aspect + Distant past
لیا	Perfective Aspect + Recent Past + Action is done for one's own self
دیا	Perfective Aspect + Recent Past + Action is done for someone else
آیا	Perfective Aspect + Recent Past + Direction of arrival
گیا	Perfective Aspect + Recent Past + Direction of departure

Habitual Auxiliaries	They indicate the repetition of action
رہتا	Habitual Aspect + Increase in no. of repetitions of action
جاتا / آتا	Habitual Aspect + Adds duration of repeated action or indication of direction
ہوتا	Habitual Aspect + generalized opinion or unsurity about something to happen (This auxiliary needs to be explored future in future studies)
پھرتا	Habitual Aspect + Movement in different directions (This auxiliary verb exists with limited verbs i.e. دوڑتا پھرتا، اڑتا پھرتا، بھاگتا پھرتا but not تیرتا پھرتا
Progressive Auxiliary	**It tells that action is continue**
رہا	Progressive Aspect
Durative auxiliary	**It adds the duration of Action**
جا	Duration of action or Direction of action
Intensifiers	**Intensify the duration of action**
چلا ہی	They generally accompany the durative auxiliary جا and reinforce the duration of action
Directional auxiliaries	**They represent the direction of action**
آ آیا	Direction of Arrival
جا گیا	Direction of Departure
لیا	Direction of action towards subject / one's self
دیا	Direction of action towards others
اٹھا	Outward or Physical action Or Initiation of action
بیٹھا	Inward or mental action Or end of action
Modal Auxiliaries	
سکتا	Ability of a subject OR possibility of an action
چاہئیے	Advisability to do something

پڑا	Compulsion or unwillingness towards action
پایا	Possibility of action
لگا	Initiation of action
والا	Probability of action
نکلا	Suddenness of action

4.5 Conclusion

This chapter represents the data analysis on different dimension. It shows that how morphological behavior categories auxiliaries into different groups. All these categories are shown in tabular form and supporting examples are also added in each category. It can be seen that Urdu auxiliaries exist in various morphological forms and these forms inflect with number, gender, person and respect.

The syntactic behavior of Urdu auxiliaries reflect that syntactically multiple auxiliaries can be placed in single verb phrase but the order of these auxiliaries cannot be changed or reversed. In certain cases, tense auxiliary can be dropped but not in every case. These Urdu auxiliaries can be represented in the form of syntactic trees which represent that how multiple auxiliaries are placed and how one auxiliary head or control the other.

Each single entry of auxiliaries adds the semantic property as well. Auxiliary verbs provide different shades of meanings including repetition, habitualness, perfective, progressive, permissive, indicative etc. Semantics also confine the coexistence of certain auxiliaries which do not support each other semantically. Further discussions and conclusions are included in the next chapter.

Chapter 5

DISCUSSIONS AND CONCLUSIONS

5.1 Preview

The focus of this chapter is on the crux of morphological, syntactic and semantic contribution of Urdu auxiliaries in a multiple auxiliary phrase. This chapter discusses and summaries the major types and characteristics of auxiliaries on the basis of these three grammatical dimensions. This chapter highlights that how auxiliaries contribute morphologically, what kind of syntactic boundaries they are following and which type of semantic variation they are contributing.

5.2 Discussions based on Morphological Analysis of Urdu Auxiliaries

On the basis of morphological analysis in chapter 4, here it is attempted to present and discuss the results

5.2.1 Classification of Auxiliaries

On the basis of morphological data analysis, auxiliaries can be classified into following possible categories

Auxiliaries can be mainly divided into;

1. Tense auxiliaries

2. Aspectual auxiliaries

Whereas these two main categories can further have sub classes

Tense auxiliaries are;

- Present tense auxiliary (ہے / ہیں / ہو /ہوں)

- Past tense auxiliary (تھا /تھی /تھیں /تھے)

- Future tense auxiliary (ہو گا /ہو گی/ ہوں گے)

Aspectual auxiliaries also have sub-divisions; mainly they are two;

- Inflected auxiliaries

- Non-inflected auxiliaries

Inflected auxiliaries are those which allow the root verbs to inflect with morphemes (و ، ی

،ن ، ت) for example لکھ which can be inflected as (لکھو ، لکھا ، لکھنا ، لکھتا)

Non-inflected auxiliaries are further sub-divided into two groups;

- One which are fixed and do not inflect with morphemes (و ، ی ، ن ، ت) for
  example والا which cannot be like (والو ، والیا ، والنا ، والتا). Another fixation
  associated with them i.e. they fix the preceding infinitive and themselves inflect
  with number and gender. For example,

  Example (1)

  ہم باہر جانے والے ہیں

  Hum bahar janay walay hain

  həm bahır dʒane vəle hæ̃

  وہ باہر جانے والی ہے

  Wo bahar janay wali hai

  vo bahır dʒane vəli hæ

  وہ باہر جانے والا ہے

  Wo bahar janay wala hai

  vo bahır dʒane vələ hæ

100

- Second group of non-inflected auxiliaries refers to those auxiliaries which do not inflect with morphemes (ت ، ن ، ی ، و) moreover they fix the preceding root verb as well. For example, جا پہنچا، رو پڑی ، جاگ اٹھا ، آ دھمکا، لڑ بیٹھا etc.

  Now if we want to present all these types of auxiliaries in the form of a diagram, it can be done as follows;

Urdu Auxiliaries

Tense Aux
ہے، تھا، گا.

Aspectual Aux

Inflected Aux
inflects with (ت ، ن ، ی ، و)

Non.inflected Aux
do not inflect with
(ت ، ن ، ی ، و)

fixed forms of aux
fixed infinitives
precede
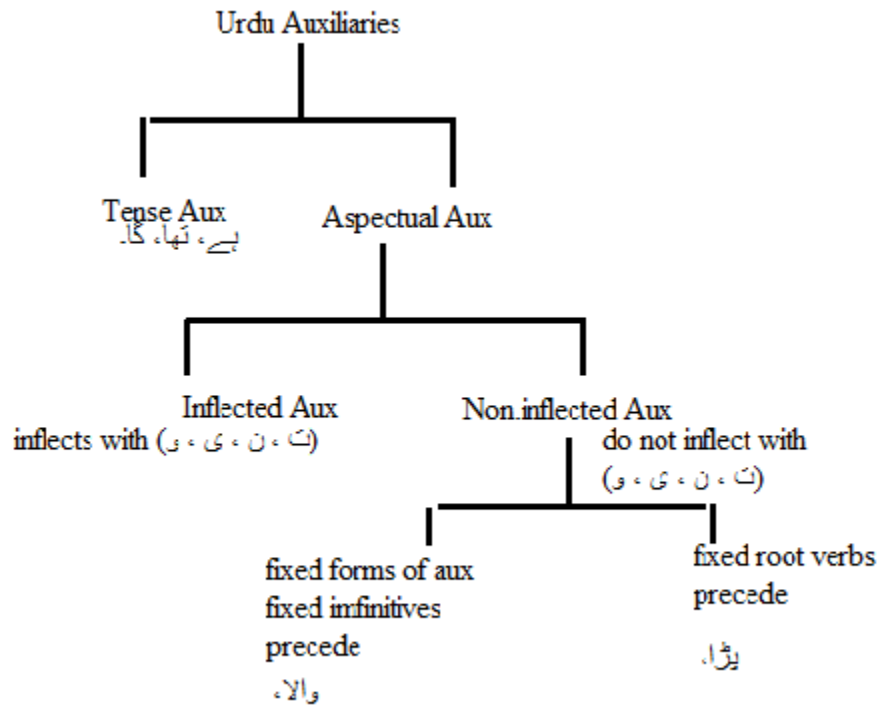والا ،

fixed root verbs
precede
پڑا،

Diagaram 5.1: Types of Urdu auxilaries

5.2.2 Morphological Characteristics of Auxiliaries

In the above section, different categories of auxiliaries are presented. Since auxiliaries have been placed in different groups, which mean that, they have different sets of

behavior as well. This section is an attempt to enlist all those characteristics which differentiate one class of auxiliaries from the other.

5.2.2.1 Characteristics of Tense Auxiliaries

In section 4.2 of chapter 4, it can be seen that morphologically there are four types of auxiliaries ending with different morphemes (و ،ن ،ت ،ی/ی/ا). On the basis of this morphological behavior, following observations are made regarding tense auxiliaries;

1. Tense auxiliaries are mostly used at the end of a complex sentence.

2. Auxiliaries ending at (ا/ی/یں) have the tendency to either use tense auxiliaries with them or drop them when required. For example

Example (2)

وہ اپنا کام کر آیا ہے

Wo apna kam kar aya hai

وہ اپنا کام کر آیا تھا

Wo apna kam kar aya tha

وہ اپنا کام کر آیا ہو گا

Wo apna kam kar aya ho ga

وہ اپنا کام کر آیا

Wo apna kam kar aya

3. Auxiliaries ending with (ت) or habitual auxiliaries need tense auxiliaries in order to complete the sentence. This morphological form of auxiliary cannot tolerate the loss of tense auxiliary. See the examples below;

Example (3)

* وہ روز اپنا کام کر آتا

* Wo roz apna kam kar ata

وہ روز اپنا کام کر آتا تھا

Wo roz apna kam kar ata tha

وہ روز اپنا کام کر آتا ہے

Wo roz apna kam ka ata hai

4. Auxiliaries ending with (ن) or infinitive auxiliaries also seem to be in dire necessity of tense auxiliaries. If tense auxiliaries are separated from them, they either look incomplete or appear to be suggestive or imperative rather than infinitive. This point is explained with the following examples;

Example (4)

(a) میں نے کام کر لینا ہے

(a) Main ne kam kar lena hai

(b)*میں نے کام کر لینا

(b) *Main ne kam kar lena

(c) تم اپنا کام کر لینا

(c) Tum ne apna kam kar lena

(d) وقت پر پہنچ جانا

(d) Waqt par pohanch jana

It can be seen that only example (a) appears complete and correct. When tense auxiliary is dropped either the sentence becomes wrong e.g. sentence (b) or it seems to be suggestive or imperative as in sentence (c) and (d).

5. Auxiliaries ending with (ؤ/ئیں/ئیے) or imperative auxiliaries usually do not need tense auxiliaries. They convey message completely without tense auxiliaries therefore addition of unwanted tense auxiliaries can turn them incorrect.

Example (5)

(a) اپنا کام ختم کر آؤ / آئیں / آ ئیے

(a) Apna kam khatam kar aao / aaen/ aye

(b)* اپنا کام ختم کر آؤ / آئیں / آ ئیے تھا/ تھی/ تھے

(b) * Apna kam khatam kar aao / aaen/ aye/ tha/ thi/ thay

(c) اپنا کام ختم کر آؤ / آئیں / آ ئیے گا /گی /گے

(c) Apna kam khatam kar aao/ aaen/ aye/ ga/ gi/ gay

It is obvious from the above examples that for present moment imperative morphology (ؤ/ئیں/ئیے) works without tense auxiliary (a). Past auxiliaries are not compatible with imperative auxiliaries as orders cannot be placed for the past time as shown in (b). Future auxiliaries can be used when orders are placed politely (c).

5.2.2.2 Characteristics of Aspectual Auxiliaries

Characteristics of aspectual auxiliaries are equally important to know their behavior individually and morphologically.

5.2.2.3 Characteristics of Inflected Auxiliaries

Inflected auxiliaries are those which inflect with morphemes (ا/ی/یں، ت، ن، و) , all those root verbs which vary with these morphemes can be called regular root verbs as they follow similar patterns when combined with the mentioned morphemes. These inflected auxiliaries provide the information about aspect, number, gender, person, respect. On the

basis of data analysis in section 4.2.1.1, 4.2.1.2, 4.2.1.3 and 4.2.1.4, following observations are made;

1. Auxiliaries ending with (ا/ی/یں) represent Perfective aspect which indicates that the action or task has been completed. These auxiliaries inflect with gender; change in gender is immediately visible in these auxiliaries as it can be shown in Table 4.2 that singular masculine and singular feminine do have different forms. This category also illustrates variation with singular and plural numbers and this can be seen in the difference between masculine singular and masculine plural and similarly in feminine singular and feminine plural. Morphologically there is no nuance with reference to persons (1st, 2nd, and 3rd) as it is obvious that gender or number morphology remain same when person column varies. Another morphological restriction is followed by this group; it can follow only one level of respect as all other levels of respect snatch the perfective aspect of this group.

2. Auxiliaries ending with (ت) stand for Habitual aspect which implies that the action or state is being repeated. The most noticeable point about habitual auxiliaries is their behavior with tense auxiliaries. If tense auxiliary is omitted, habitual auxiliaries appear incomplete. When present and past tense auxiliaries are used then the sentence appears complete and meaningful whereas in case of future auxiliary the presumptive interpretation emerges as an outcome. This category of auxiliaries also faces morphological restrictions therefore only one level of respect is covered and all other are excluded. The morphological variation is visible with the change of gender and number.

3. Auxiliaries ending with (ن) indicate that action or state belongs to an infinite time frame. Infinitive auxiliaries inflect with gender and number but this variation is related to the object of the sentence (chapter 4, example 7). Morphologically this category do not show any nuance with the change of person and respect level.

4. Auxiliaries ending with (ؤ/ئیں/ئے) specify that actions are ordered or requested. This is the only group of auxiliaries which cover all levels of respect or in other words it can be said that level of respect, frankness and honor are determined by this category of auxiliaries. Imperative auxiliaries are used with 2nd person only as orders or requests can be made to 2nd person only; one cannot order to oneself i.e. 1st person and 3rd person which is considered absent cannot be ordered too as the presence of person is mandatory to execute orders. Morphologically, imperative auxiliaries are flexible to show variation as well (آ، آؤ، آئیں، آئیے). Number and gender inflection is not very obvious in imperative auxiliaries. Moreover, these auxiliaries can also work without subjects.

5.3 Discussions based on Syntactic Analysis of Urdu Auxiliaries

In section 4.3., two major aspects of syntax are explored, order or placement of auxiliaries and the syntactic representation of auxiliaries. In both of these dimensions, data analysis shows that auxiliaries have to pursue some syntactic confinements

5.3.1 Syntactic Restrictions on Tense Auxiliaries

In an Urdu Verb phrase, auxiliaries have to follow some syntactic restrictions as well to behave in a certain uniform way. Following limitations are observed regarding order or placement of tense auxiliaries;

1. Urdu verb phrase has the potential to either keep or drop the tense auxiliary but whenever a tense auxiliary is used it always succeeds the main verb (excluding some exceptional cases and the simplest sentences).

2. Even the dropping of tense auxiliary is bound by rules; every verb phrase cannot drop the tense auxiliary. Perfective verb phrases can either take or drop the tense auxiliaries whereas progressive and habitual verb phrases cannot afford to drop the tense auxiliaries as they appear incomplete without them.

3. Tense auxiliaries cannot be placed in the beginning or middle of sentences or verb phrases; this restriction is noticed particularly with reference to verb phrases having multiple auxiliaries simultaneously.

5.3.2 Syntactic Restrictions on Aspectual Auxiliaries

When multiple aspectual auxiliaries occur simultaneously in a sentence, following points can be highlighted under discussion;

1- How many aspectual auxiliaries can co-exist in a linear position (linear position here means in the form of sentence)

2- Which types of aspectual auxiliaries can come together and which groups cannot co-exist

In order to see the maximum number of auxiliaries in a sentence, see Table 4.5 which is an attempt to enlist maximum possible combinations of auxiliaries in linear position (from simplest to most complex sentences). If Table 4.5 is rearranged according to the number of aspectual auxiliaries in each sentence, it will take the following shape;

Table 5.1
No. of aspectual auxiliaries in various sentences

Sr. No.	Example Sentences (from Simple to Complex)		No. of Aspectual Auxiliaries
1	Sub. V	وہ بھاگآ	0
2	Sub. V. AuxT	وہ بھاگتا ہے	0
3	Sub. V. AuxH. AuxT	وہ بھاگتا رہتا ہے وہ بھاگتا جاتا ہے وہ بھاگتا پھرتا ہے وہ بھاگتا ہوتا ہے	1
4	Sub. V. AuxPr. AuxT	وہ بھاگ رہا ہے وہ بھاگتا رہا ہے	1
5	Sub. V. AuxPer. AuxT	وہ بھاگ چکا ہے وہ بھاگ لیا ہے	1
6	Sub. V. Int. AuxH. AuxT	وہ بھاگتا چلا جاتا ہے وہ بھاگتا ہی جاتا ہے	2
7	Sub. V. AuxD. AuxPr. AuxT	وہ بھاگتا جا رہا ہے	2
8	Sub. V. AuxPer. AuxH. AuxT	وہ بھاگ چکا ہوتا ہے وہ بھاگ لیا ہوتا ہے	2
9	Sub. V. Int. Int. AuxH. AuxT	وہ بھاگتا ہی چلا جاتا ہے	3
10	Sub. V. Int. AuxH. AuxH. AuxT	وہ بھاگتا چلا جاتا ہوتا ہے	3
11	Sub. V. Int. AuxD. AuxPr. AuxT	وہ بھاگتا ہی جا رہا ہے وہ بھاگتا چلا جا رہا ہے	3
12	Sub. V. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا جا رہا ہوتا ہے	3
13	Sub. V. Int. AuxD. AuxPr. AuxT	وہ بھاگتا ہی چلا جا رہا ہے	4
14	Sub. V. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا ہی جا رہا ہوتا ہے	4
15	Sub. V. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا چلا جا رہا ہوتا ہے	4
16	Sub. V. Int. Int. AuxD. AuxPr. AuxH. AuxT	وہ بھاگتا ہی چلا جا رہا ہوتا ہے	5

It can be seen that aspectual auxiliaries can vary their number from 0 to 5. The above table shows that habitual and progressive have the capacity to incorporate comparatively more number of auxiliaries with them. Moreover habitual and progressive have the tendency to co-exist together in different combinations. Example number 16 has 5 auxiliaries here it can be explained that the verb بھاگتا is accompanying with two intensifiers چلا and ہی, three aspectual auxiliaries جا رہا ہوتا and one tense auxiliary ہے. The above listed sentences demonstrate that habitual and progressive auxiliaries combine with each other, take durative auxiliary and intensifiers to make various combinations of multiple auxiliaries in single sentence. It is worth mentioning that auxiliaries can acquire the place of auxiliary belongs to same class e.g. sentence numbers 3, 5 and 8 where habitual replaced by habitual and perfective replaced by perfective. Similarly, intensifier is چلا replaced by intensifier ہی only. Moreover, only habitual auxiliary and intensifiers have the tendency to occur adjacently twice in a sentence i.e. sentence numbers 10, 13, 16.

5.4 Discussion based on Semantic Contribution of Urdu Auxiliaries

Section 4.4 of chapter 4 deals with semantics of multiple auxiliaries; it describes that how meaning of main verb modify when multiple auxiliaries exists in a single sentence. It also demonstrate that habitual inflection in main verb usually do not affect the inflections in auxiliaries i.e. Table 4.7. Here, it will be discussed that how many types of auxiliaries contribute semantically and what is their individual involvement in a multiple auxiliary phrase.

5.4.1 Semantic Classification of Auxiliaries:

In order to get expected response, it is necessary that the message should reach the listener with correct semantics. In other words, for a successful conversation semantics play a vital role. With reference to individual aspectual meanings, auxiliaries can be divided into following categories;

1. Perfective Auxiliary

2. Habitual Auxiliary

3. Infinitive Auxiliary

4. Imperative Auxiliary

5. Progressive Auxiliary

6. Directional Auxiliary

7. Durational/ Durative Auxiliary

Types 1 to 4 from the above list have been discussed in section 4.1 of chapter 4 and type 5 ربا needs no explanation due to its common use. Here, the semantics of last two types of auxiliaries will be explained only.

5.4.1.1 Directional Auxiliaries

As the title suggests, there are certain auxiliaries which seem to describe the direction of action. These auxiliaries can describe that either actions refer to physical or mental state. After a closer review, these actions can be divided into four main categories.

'Towards actions' are referred to those actions which indicate the arrival of subject towards the central or destined point. Examples are آ پہنچا، کر آیا، دے آیا، . These auxiliaries show that the doer has completed his task and has came back to his desired point.

Auxiliaries which indicate the position of doer towards the completion of task and away from his initial point give rise to actions which are labelled as ' Away Actions'. This type of actions can be shown with the help of following examples; جا دھمکا، لے گیا، کر گیا

'Outward actions' are those which are physical and visible. There are certain auxiliaries which represent the sudden change in physical state and these changes ca be seen in examples

رو دیا، گر پڑی، چیخ اٹھا، لے چلو، اٹھا رکھا،
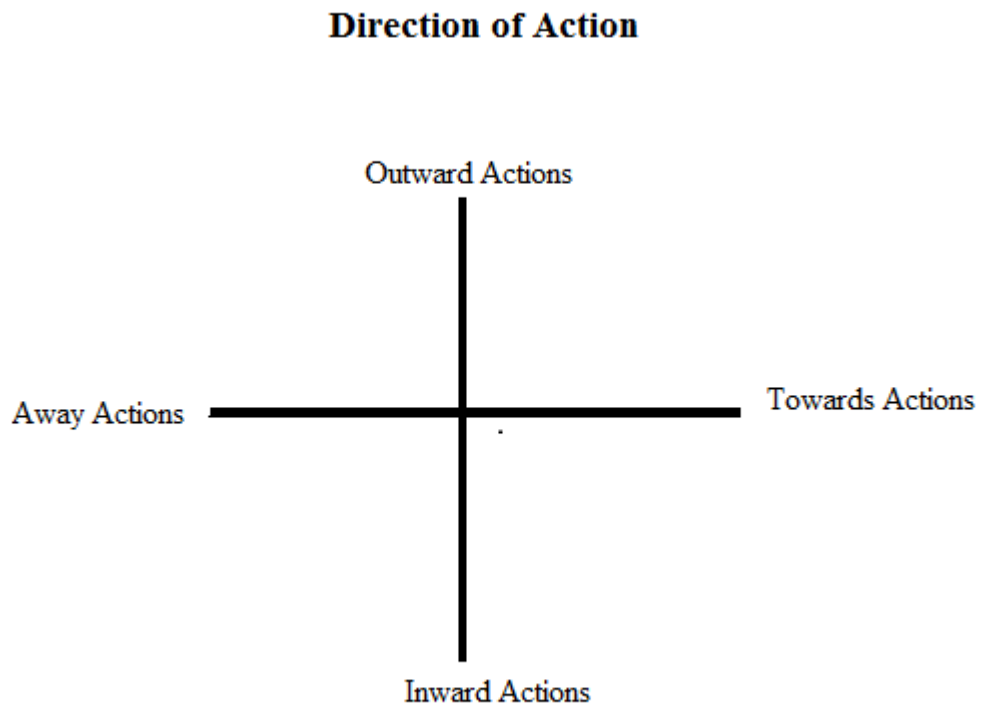
Direction of Action

Diagaram 5.2: Direction of actions

Inward Actions refer to those actions which represent the inner or mental state or it may suggest actions which influence the mental or emotional state of speaker or doer. The

auxiliaries which indicate such actions are called 'Directional Auxiliaries'. The examples

of such auxiliaries are as follows; بنا ڈالا، سمجھا پایا، کر بیٹھا ،

5.4.1.2 Durational / Durative Auxiliary

Durational or Durative Auxiliaries are those which add the duration to the time taken by

action. For example, they can show that either an action is continued for thirty minutes,

for 2 hours or for more. Progressive auxiliary (رہا) tells that a certain action is progressing

whereas durative auxiliary phrase (AuxDP), which takes a durative auxiliary (جا) and an

intensifier (چلا), can inform that for how long that particular action kept succeeding.

Example (6)

a) پولیس بھاگ رہی ہے

   Police bhag rahi hai

   pulɪs bʰa rahɪ hæ

b) پولیس بھاگتی چلی جا رہی ہے

   Police bhagti chali ja rahi hai

   pulɪs bʰagt̪ɪ ʧəlɪ ʤə rahɪ hæ

By comparing above examples, one can easily identify that sentence (b) is relatively

talking about a more time taken action i.e. running.

5.4.2 Semantic Characteristics of Multiple Auxiliaries

Each auxiliary brings some semantic variation with it when multiple auxiliaries come

together their semantic value strengthen the meaning of one another. Even a single

auxiliary adds shades of meaning. See the examples below;

Example (7)

1. بچے کھیلتے ہیں

   Bachay khailtay hain

   bəʧæ kʰælʈæ hæ̃

2. بچے کھیلتے رہتے ہیں

   Bachay khailtay rehtay hain

   bəʧæ kʰelʈæ rəhʈæ hæ̃

3. بچے کھیلتے جاتے ہیں

   Bachay khailtay jatay hain

   bəʧæ kʰelʈæ ʤaʈe hæ̃

4. بچے کھیلتے ہوتے ہیں

   Bachay khailtay hotay hain

   bəʧæ kʰelʈæ hɔʈe hæ̃

5. بچے کھیلتے پھرتے ہیں

   Bachay khailtay phirtay hain

   bəʧæ kʰelʈæ pʰirʈe hæ̃

It can be seen that sentences 2 to 5 are having one auxiliary accompanying the main verb کھیلتے and tense auxiliary ہیں and each entry differs from other in connotation. Example 2 seems to convey that action continues for a longer or an infinite time. As in

Example (8)

(a) بچے صبح سے شام تک کھیلتے رہتے ہیں

Bachay subha se sham tak khailtay rehtay hain (a)

bəʧæ subʰə se ʃam ʈək kʰelʈæ rəhʈæ hæ̃

113

(2b) بچے ہر وقت کھیلتے رہتے ہیں

(2b) Bachay her waqt khailtay rehtay hain

bəʧæ hər vəqt̪ kʰel̪t̪æ rəht̪æ hæ̃

(2c) بچے پڑھتے نہیں بس کھیلتے رہتے ہیں

(2c) Bachay padhtay nahi bus khailtay rehtay hain

bəʧæ pəɽʰt̪e nəhi bəs kʰel̪t̪æ rəht̪æ hæ̃

In the above examples one more thing can be noticed that رہتے not only refers to time taken but it also presents the main verb as the only action done during that particular time.

Example 3 tells that آتے and جاتے not only adds habitual aspect but it also includes the direction factor which can be observed in the following examples;

Example (9)

(3a) بچے گھر سے مسجد تک کھیلتے جاتے ہیں

(3a) Bachay ghar se masjid tak khailtay jatay hain

bəʧæ gʰər se məsdʒid̪ t̪ək kʰel̪t̪æ dʒat̪e hæ̃

(3b) بچے سکول سے گھر تک کھیلتے آتے ہیں

(3b) Bachay school se ghar tak khailtay atay hain

bəʧæ səkul se gʰər t̪ək kʰel̪t̪æ at̪æ hæ̃

* بچے سکول سے گھر تک کھیلتے رہتے ہیں

* Bachay school se ghar tak khailtay rehtay hain

bəʧæ səkul se gʰər t̪ək kʰel̪t̪æ rəht̪æ hæ̃

* بچے صبح سے شام تک کھیلتے جاتے ہیں

* Bachay subha se sham tak khailtay jatay hain

bəʧæ subʰə se ʃam tək kʰelʈæ ʤaʈe hæ̃

The above mentioned examples show that آتے, جاتے refer to direction of action along with habitual aspect. Moreover, these particular auxiliaries do not fit in situations which are talking about distance and time frame i.e. 3c and 3d.

When example 4 is applied in different situations, it appeared to be most suitable in the following situations.

Example (10)

(4a) اس عمر کے بچے شرارتیں کرتے ہوتے ہیں

(4a) Is umar k bachay shrartain kartay hotay hain

(4b) لڑکے فٹ بال کھیلتے ہوتے ہیں اور لڑکیاں گڑیا سے کھیلتی ہوتی ہیں

(4b) Ladkay football khailtay hotay hain aur ladkiyan gudiya se khailti hoti hain

(4c) شام کے وقت ہوائیں چلتی ہوتی ہیں

(4c) Sham ke waqt hawain chalti hoti hain

The above quoted examples indicate that 'ہوتے' refers to actions which take place habitually in a particular age group (4a) or gender specific (4b) or in any general situation which occurs repeatedly (4c).

Example 5 is self explanatory where پھرتے brings its own meanings to the sentence. These examples show that each auxiliary brings its semantic nuance along with it. The types of auxiliaries can occur in a sentence with various combinations but each combination carries the individual shades of meanings too which sometimes enhances habitual aspect and sometimes adding duration of the action depending on which auxiliaries are coexisting.

115

5.4.3 Future Work and Conclusion

After analyzing and discussing Urdu Auxiliaries morphologically, syntactically and semantically, it can be concluded that each Urdu auxiliary has its specific morphology and even a minor variation in form can result into gender and number inflection. All auxiliaries are not in regular form there are cases which behave differently so they can be explored in further studies e.g. non-inflectional auxiliaries.

Syntax of Urdu auxiliaries represent that even tense auxiliaries behave in a certain syntactic way. Urdu which is usually considered as an order free language does not act as order free in a complex sentence with multiple auxiliaries; the order of auxiliaries cannot be changed or swapped. Syntactic representation of auxiliaries shows that each auxiliary has a specific place to fit in. The syntactic place of each auxiliary is governed by grammatical rules; these rules determine that which auxiliary verb phrase can head the other phrase and which can behave as subordinate. Habitual auxiliary phrase can be explored further to see its connection with intensifier.

Each auxiliary is semantically important and each auxiliary has its own semantic variation. Semantics has a very close link with morphology and syntax of auxiliaries because any change in form or order can directly affect the meaning of auxiliary. Every auxiliary verb has its unique semantic property which makes it different from others even belonging to same aspectual category. The unique semantic properties of 'directional auxiliaries' and habitual auxiliary '' can be investigated in future studies.

Throughout the work the focus was to achieve the purpose and objectives mentioned in the beginning. After going through analysis and discussion it can be concluded that

efforts proved fruitful to answer the questions regarding grammatical contribution of Urdu auxiliaries.

References

Abbas, Q., & Khan, A. N. (2009). Lexical Functional Grammar for Urdu Modal Verbs. *International Conference on Emerging Technologies*

Ahmad, T. (2010). Interaction of Light Verbs with Urdu Verb Classes.

Ahmad, T. (2010). Clustering Urdu verbs on the basis of related aspectual auxiliaries and light verb.*Proceedings of KONVENS 2010*

Butt, M. (1995). The Structure of Complex Predicates. *Stanford, CA: CSLI Publications*

Butt, M., & Gillian, R. (2003). Complex Aspectual Structure in Hindi/Urdu. *Oxford University Press*

Butt, M. (2003). The Light Verb Jungle. *In Harvard Working Papers in Linguistics*

Butt, M. (2003). Tense and Aspect in Urdu. *ParGram Meeting, Dublin*

Butt, M., & Holloway, T. (2009). On the Difference between Auxiliaries, Serial Verbs and Light Verbs. *CSLI Publications.*

Bhatt, R., Bogel, T., Butt, M., Hautli, A., & Sulger, S. (2011). Urdu/Hindi Modals. *CSLI Publications*

Das, P. K. (2006). Grammatical Agreement in Hindi-Urdu and its Major Varieties.

David, A., Maxwell, M., Browne, A., & Lynn, N. (2009). Urdu Morphology.

Falk, Y. N. (2003). The English Auxiliary System Revisited. *CSLI Publications*.

Haq, M. A. (1906). *Quwaid e Urdu*. Pakistan Publications.

Humayoun, M. (2006). Urdu Morphology, Orthography and Lexicon extraction. *Gotegorg University*

Hussain, S. (2004). Finite-state Morphological Analyzer for Urdu. Retrieved from http://www.cle.org.pk/resources/theses.htm

Koul, O. N. (2008). *Modern Hindi Grammar*. Dunwoody Press 2008.

Naseer, A. (2010). Tense and Aspect in the Context of Urdu. *International Journal of Electrical & Computer Sciences*, *IJECS-IJENS Vol: 10 No: 05*.

Newson, M.,Hordós, M., Pap, D., Szécsényi, K., Tóth, G., Vincze, V. (2006*). Basic English syntax with exercises*. Budapest: Bölcsész Konzorcium

Platts, J. (1876). *A Grammar of Hindustani or Urdu Language*. *Sang-e-Meel Publications*

Qureshi, A. H., Anwar, D. B., & Awan, M. (2009). Morphology of the Urdu Language.

Raza, G. (2011). Sub-categorization Acquisition and classes of Predication in Urdu. *Konstanzer Online Publications System (KOPS).*

Schmidt, R. L. (1999). *Urdu: An Essential Grammar. London: Routledge*

Urdu Digest. (2008). Retrieved from http://edigest.urdudigest.pk/december-2008/

Urdu Digest. (2009). Retrieved from http://edigest.urdudigest.pk/june-2009/

Urdu Digest. (2010). Retrieved from http://edigest.urdudigest.pk/september-2010/

Urdu Digest. (2011). Volume no. 5. Jisarat Printers

Urdu Digest. (2012). Volume no. 1, 3, 4, 5, 6, 7, 8, 9 & 10. Jisarat Printers

Urdu Digest. (2013). Volume no. 1. Jisarat Printers

Waseem, A. (2007). Temporal Logic for Urdu Tenses. *Proceedings of the Conference on Language & Technology (CLT07)*

APPENDIX A

Smaller size of actual Verb Phrases data from Urdu Digest

Sr. No	Verb Phrases
1	کر رہے تھے
2	ہوتا جا رہا تھا
3	اٹھ کھڑی ہوئی
4	بننے دیں گے
5	کی جائے گی
6	طے کی ہے
7	پائی جاتی ہے
8	پایا جاتا
9	پھیلتے چلے جا رہے ہیں
10	کر لیا گیا تھا
11	کی گئی تھی
13	کی جا سکتی
14	کر دینے چاہیئے
15	کرائی تھی
16	لینا چاہے گا
17	لپٹا ہوا تھا
18	پیش کیا گیا
19	بھرا ہوا تھا
20	کیے جا سکتے ہیں
21	کھولتی چلی جا رہی ہے
22	جمائے ہوئے ہیں
23	امڈے چلے آ رہے تھے
24	دفن ہوتی چلی جائے گی
25	کہلا سکتا ہے
26	پیروی کریں گے
27	پیش ہوں گے
28	حکم صادر کیا گیا
29	تبدیل کیا گیا
30	کام لیا ہے
31	جاری کر دیئے گئے ہیں
32	کیلیں ٹھونکی جا رہی ہیں
33	توہین کی جا رہی ہے
34	کھچاؤ پیدا ہوتا گیا
35	طے کیے جائیں
36	خالی کرا لیا جائے
37	ہٹا دینا چاہتی ہے
38	فراہم کیئے گئے
39	شروع کر دیا
40	طلب کرنا چاہیے
41	معائنہ کرانا چاہیے
42	چلے آ رہے تھے
43	دے ڈالا

44	لینا پڑا تھا
45	طے پائے ہیں
46	لگایا گیا ہے
47	تیار کیا گیا
48	جاری کیا گیا
49	محسوس کیا گیا
50	تشکیل دیا جا سکتا ہے
51	اظہار فرما رہے تھے
52	تلاطم برپا کر دیا
53	سنائی دینے لگی
54	کرتے آئے ہیں
55	دیوار بنے ہوئے ہیں
56	پذیرائی پائی جاتی ہے
57	ماحول پیدا کر دیا گیا ہے
58	مسخ ہو گیا ہے
59	علی بابا اور چالیس چور کر رہے تھے
60	دکھائی دینے لگتی ہے
61	حمایت کرتا رہے گا
62	پھیلائی جا رہی ہیں
63	خشگوار ہو جانا چاہیے
64	امنگ پیدا ہوئی ہے
65	کر لینا چاہیے
66	ہو جائیں گے
67	ملا بنوا ہے
68	ہونے لگے
69	نکال پاتے تھے
70	پہنچنا پڑا تھا
71	آغاز کرایا جاتا تھا
72	جا پہنچے
73	توڑ کر الگ کرنا چاہتا ہو
74	مل مل کر دھو رہی تھی
75	سمجھنے کی کوشش کرتی رہی
76	شمار کرنے کی کوشش کرتی رہی
77	دے دیے جائیں گے
78	پہنچ چکی تھیں
79	چھپائے رکھیں گے
80	بات چھپی رہ سکتی تھی
81	ڈھیلا پڑ گیا
82	چھوڑ دیا تھا
83	تالا لگا دیا
84	چھوڑ کر چلے جائیں گے
85	کچل کر رکھ دیں
86	بھاگتی رہتی ہے
87	کھسکا کر دیکھ لیا
88	پڑ دہی تھی

89	چھوڑ دی تھي
90	دکھائی دیتا تھا
91	ہونے لگے تھے
92	خرچ کرتا ہے
93	کر رکھا ہے
94	پائے جاتے تھے
95	ہوا کرتے تھے
96	کر جاتا تھا
97	حاصل ہوا تھا
98	ڈال دیا تھا
99	رکھ دیا گیا ہے
100	مقرر کر دیا ہے
101	بنتے جا رہے ہیں
102	دم توڑ دے گا
103	ٹھنڈے پڑ جائیں گے
104	قائم ہونے لگا تھا
105	لوہا منوا لیا تھا
106	ہو پایا ہے
107	دی جا سکتی
108	جا پہنچتی ہیں
109	بدلتے چلے گئے
110	تبدیل ہوتے چلاگیا
111	آن کھڑی ہوئی
113	گہری ہوتی گئی
114	رچی بسی ہیں
115	دیا جاتا ہے
116	پار ہے ہیں
117	بنا ہوا ہے
118	عائد کیے جانے لگے
119	دوچار کیے رکھا ہے
120	جا پہنچے
121	اٹھا دیے ہیں
122	جانی جاتی ہے
123	رو پڑے
124	سر ابا جانا چاہیے
125	اٹھے بیٹھے تھے
126	برتتے رہے
127	دکھائی دے رہے تھے
128	قبول کیا جائے
129	روح پھونک دی
130	لا کھڑا کیا
131	ٹھرائے گئے
132	حامی بھر لی