A CROSS-LINGUISTIC INVESTIGATION OF NOMINAL GROUPS IN ENGLISH AND PUNJABI FOR FOREIGN LANGUAGE LEARNING

Sibgha Dilawer1

PhD Scholar, Department of English, The Women University Multan, Punjab, Pakistan

Dr. Mamona Khan2

Professor, The Women University Multan, Punjab, Pakistan

Dr. Muhammad Asim Mahmood3 (Corresponding Author)

Professor, Government College University Faislabad, Pakistan

Abstract

English acquires prestige and institutional power in Pakistan at the expense of local languages in general and the Punjabi language in particular that represents 38 percent of the population (Census 2017). First language knowledge, as pointed out by Ellis (2015), exerts a powerful influence on a second/foreign language and has interfering effects during language learning. It is imperative to understand the linguistic differences between Punjabi and English as they impact the meaning-making processes. Therefore, this study carries out a qualitative, comparative structural and functional nominal group analysis in selected Punjabi and English written text, using Systemic Functional Linguistics. The findings reveal that the Punjabi language realizes experiential meaning through a higher morphological density within the nominal groups through case markers, inflections and internal modification whereas English distributes these functions syntactically and through prepositional structures. Additionally, Punjabi language makes honorific distinctions through inflection and suffixation, while English uses word order, determiner-based modification and limited inflectional marking. Punjabi language prefers nominal constructions that are more elaborative and multilayered in contrast to the linear and pre-modified construction found in English. These differences indicate cross-linguistic variation in the formation of nominal groups in both languages. These structural interferences can pose challenges for Punjabi English learners in the using pronouns, possession markers, modifier sequencing and in expressing the experiential meaning. Thus, this study is crucial and contributes to the SFL-based cross-linguistic nominal group analysis, demonstrates the variation in experiential meanings expressed by nominal groups and has implications on bilingual education, translation studies and curriculum design.

Keywords: *Nominal group, Punjabi, English language, SFL, L2/foreign language learning*

Introduction

Pakistan is a multilingual country with several regional languages as Mahboob (2002) argued that English and Urdu are believed to be prestigious languages in the Pakistani linguistic scenario, where other regional languages are marginalized and restricted to limited domains. It has been claimed that globalization, state policies and dominant languages are pushing the regional

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[1] PhD Scholar, Department of English, The Women University Multan, Punjab, Pakistan

[2] Professor, The Women University Multan, Punjab, Pakistan

[3] Professor, Government College University Faislabad, Punjab, Pakistan

languages to the periphery. As, Garcia (2017) highlighted that English proficiency provides greater literacy and socioeconomic opportunities to people. Consequently, people in Pakistan are increasingly opting for English for better opportunities. However, this language preference brings challenges in learning a foreign language due to the complex correlation between native and foreign language structures. Hockett (1958) linked language learning to cultural transmission and indicated that the acquired knowledge of the first language influences the second language learning, which creates challenges through the interference of the mother tongue. Similarly, Ellis (2015) pointed out that first language knowledge exerts a powerful influence on a second/foreign language and have interfering affects during the language learning. Accordingly, it is well documented that one's mother tongue and culture have a profound impact on the second language learning. Therefore, in this multilingual context of Pakistan, where Punjabi speaking learners can face language interference in acquiring English as a foreign language, examining a language structure is crucial because language is central to human communication and among the various components of language, noun phrase is crucial in structuring sentences and encapsulating ideas. Phrase (2023) emphasizes that the construction of a noun phrase organizes the sentence structure by determining grammatical roles and offering extensive information about participants and processes. Therefore, a clear understanding of a noun phrase structure enhances the precision and depth of communication. Additionally, examining the noun phrase structure enhances linguistic knowledge and deepens cultural and cognitive linguistic awareness. Eggins (2004) reveals that the context shaped by cultural and social elements influences meaning-making. In SFL, grammar is a resource of meaning-making structured around three metafunctions, including ideational, interpersonal, and textual (Halliday, 1989). Halliday and Matthiessen (2014) assert that Systemic Functional Linguistics situates grammar within a broader semiosis that allows a comprehensive understanding of the construction of nominal groups and their meaning within a discourse. This research focused on experiential metafunctions realized in nominal groups, as nominal groups play a central role in the construction of participants, experiences, entities and structuring of meaning in the clause (Halliday, 1985a; Martin, 1992). The nominal group in this framework act as a functional unit that focuses around 'Thing', which is modified and extended by other functional elements such as Deictic, Numerative, Epithet, Classifier and Qualifier (Bloor & Bloor, 2013). The nominal groups are the central elements of the English grammar, which are usually constructed with a 'Head noun' and often extended with 'Modifiers'. The basic nominal group can be composed of only one noun, such as "electricity", but more frequently, nominal groups contain one or more modifiers that precede the Head (Premodifiers), as in "most homes" or an "underground cable", or follow the Head (Postmodifiers), as in "houses thirty" or "more years old" (Bloor & Bloor, 2013). Thus, the understanding of nominal group contributes to the interpretive clarity and semantic precision in communication. In this context, this study aims to examine and compare the nominal groups in the Punjabi and English languages. The analysis is based on the construction of experiential meaning using functional elements including Deictic, Numerative, Epithet, Classifier, Thing and Qualifier. Additionally, it contributes to cross-linguistic investigation, bilingual education, error analysis and the preservation of linguistic diversity.

Literature Review

In several foreign language contexts, learners obtain a considerable knowledge of grammar and vocabulary but remain confined to foreign language competence because of insufficient exposure to the real use of language (Abbaspour, 2016). Pakistan is a multilingual country with

several languages, where students bring diverse native languages into the classroom and face challenges in learning English as a foreign language. According to Ellis (2015), many variables influence the development of second language such as personality, language aptitude, learning styles, motivation, metacognitive awareness and especially the first language (L1). Bansal (1962) argued that numerous comparative researches have been carried out between English and other native languages. These studies aimed to help EFL learners in achieving foreign language competence by understanding cross-linguistic differences. Talat (2012) claimed the structural and functional differences such as syllable-timed, stressed timed, inner articulated and outer articulated languages. It depicts the structural diversity across languages of the world. Javaid (2013) compared the Arabic and English languages to explore the di(similarities) of phonetics and focused on both vowel and consonant sounds. He highlighted the areas of phonological overlap between the languages to assist the second language learners in achieving accurate language pronunciation. Likewise, Rehman (2012) compared the Pashto and English consonants and revealed the phonological similarities and differences in terms of place and manner of articulation. The research is significant in demonstrating the segmental di(similarities) and relevant to second language learning. Another comparative study on subject-verb agreement between Pashto and English language shows cross-linguistic differences and conclude that Pashto language has a vast morphological agreement system for gender and number whereas English relies on limited inflection markers (Rahman & Fitriyah, 2024). Khan et al. (2024) conducted a morphosyntactic study of English, Urdu and Punjabi languages and revealed the significant differences in the morphological and syntactic structures of these three languages and concluded that native rules to the target language can lead to errors. Several cross-linguistic studies concluded the influence of native language on the second/foreign language and claimed that linguistic interferences can be more evident where languages differ in their core grammatical units. Therefore, in this multilingual context of Pakistan, where Punjabi speaking learners can face language interference in acquiring English as a foreign language, this research aims to examine the nominal groups in English and Punjabi languages within the framework of Systemic Functional Linguistics.

Systemic Functional Linguistics provides an analytical framework for cross-linguistic comparison because it views language as a system of meaning-making rather than a set of formal structures. According to Halliday (1978), within SFL language serves as a social semiotic system and constructs experience, performs social relations and structure discourse. This meaning-making function allows SFL to perform cross-linguistic analysis to examine how meanings are realized through grammatical elements across languages. Halliday (1989) argued that language has expandable meanings formed in the process of social interaction and cultural contexts. According to Eggins (1994), context is not limited to syntactic or phonological context, but it also includes the cultural and social contexts which influence the construction of linguistic meaning. Matthiessen (2009) proposed that SFL based comparative studies enables to focus on how various languages extend their meaning through time, texts and history. Moreover, it has been implied that SFL framework should be examined and upgraded by examining non-English languages to maximize its effectiveness as a general linguistic theory. This positioning facilitates contrastive researches in determining formal structural differences and describing the functional meanings distributed among grammatical systems.

Kim et al. (2023) argue that Systemic Functional Linguistics (SFL) considers language as a meaning-making resource and structured into strata, or levels of abstraction. These strata include discourse semantics, lexicogrammar and phonology, which play a specific role in meaning construction. Lexicogrammar describes how words are grouped into groups, phrases and clauses. A group is the extension of the words or complex words (Halliday,1985a:159). The nominal groups are the central elements of the English grammar, which are usually constructed with a Head noun and often extended with Modifiers (Bloor & Bloor, 2013). The modifiers can take several forms including premodifiers consisting of determiners, adjectives, numbers or even other nouns (e.g., football field, biology book), whereas the Postmodifiers may be prepositional phrases (e.g., people of lower socioeconomic classes) or relative clauses (e.g., a box known as a consumer unit). Nominal groups are flexible and have instruments of naming, describing and classifying objects and their internal structure indicates how meaning is constructed in context. Thus, cross-linguistic comparison within SFL is not only based on surface level similarity of difference but the functional meaning-making process. This functional aspect of SFL has been employed in several cross-linguistic studies to investigate the similarity between experiential meanings across languages. Previous studies within the framework of SFL have revealed the divergence in the realization of experiential meaning at group and phrase levels. Kim et al. (2023) examined the Korean nominal groups and revealed that the participant roles in the clauses are achieved by the use of complex nominal group structures comprised of functional elements including Deictic, Epithet, Classifying, Thing, Ordering and Functional marking. The study highlighted that Korean language is morphologically dependent on resources such as clitics and bound morphemes to encode grammatical relations and semantic roles in the nominal group. The study also revealed the syntactic positioning in English in marking grammatical roles. The study also demonstrated that similar experiential meanings have been built using different grammatical features in different languages. The findings confirm the role of nominal group in cross-linguistic variation and provides a methodological basis to comparative studies. Accordingly, this study employs SFL as a theoretical framework to examine nominal groups as meaning-making units in Punjabi and English language.

According to Kokab (2020), Punjabi belongs to Indo-Aryan language of the Indo-European family that differs from both English and German by having binary gender system which is morphologically inflected. Punjabi is the mother tongue of the vast majority of Pakistanis. According to the Census (1984), Punjabi was the language of communication of 44.5% population in Pakistan. The Census (2017) reported Punjabi with 38% of the total population in Pakistan. According to Shackle (1970), Punjabi is a linguistically diverse language and is further divided into several dialects. Moreover, Punjabi is written in two distinctive scripts including Shahmukhi script and Gurumukhi script. Several researchers have explored the grammar of Punjabi, including Chandar and Duni (1964), Gill (1986), Singh (1988) and Joshi (2000). Gill and Lehal (2008) created a Punjabi morphological analyzer and parts-of-speech tagger. Hussain (2018) examined word formation processes in Punjabi morphology and demonstrated the role of suffixation in constructing nominal forms. However, the study provides a knowledge on Punjabi morphology it does not incorporates Systemic Functional Linguistic experiential metafunctions to connect morphology with experiential meaning-making. Moreover, Noor et al. (2019) investigated the Persian loan nouns in Punjabi to identify the loan words through the analysis of gender and number and revealed the six categories of masculine noun inflections and five categories of feminine noun

inflections. Similarly, Arslan et al. (2023) analyzed noun patterns in Shahmukhi Punjabi and revealed that nouns inflect for gender and number. Additionally, the study demonstrates the derivation of nouns from adjectives and adverbs. Their study contributes in documenting inflectional and derivational patterns in Punjabi nouns. Furthermore, another study on Aligning English and Punjabi WordNets is a valuable addition to the computational and lexical support to Shahmukhi Punjabi which creates a foundation for better morphological analysis and semantic tagging (Arslan et al., 2024). Their morphological work advances the cross-linguistic research and they highlighted the need for systemic linguistic analysis. Despite the significant amount of work on Punjabi grammar, most of the studies have been limited to descriptive linguistic structures, especially focusing on computational tagging or phonological and morphological features. Moreover, although these works provide an extensive insight into the structure of Punjabi language but little attention has been paid to compare these grammatical patterns within the framework of Systemic Functional Linguistics. Furthermore, experiential realization in Punjabi nominal groups has not been explored with other languages particularly with English which is dominant as a second/foreign language in Pakistan. As discussed earlier, within SFL language serves as a social semiotic system and constructs experience, performs social relations and structure discourse. This meaning-making function allows SFL to perform cross-linguistic analysis to examine how meanings are realized through grammatical elements across languages. This cross linguistic comparison assists in highlighting structural and functional variation that can cause language interference for ESL/EFL learners. Thus, this study compares nominal groups and their experiential meanings through SFL in Punjabi and English languages.

Theoretical Framework

The present study employs Systemic Functional Linguistics (SFL) as a theoretical framework to examine the structural differences between the selected languages. Matthiessen (2012) argued that SFL provides a distinction between theory and description and offers a language general model for grammatical features that is not restricted to a specific language. Therefore, the SFL framework assists in contrastive and cross-linguistic studies. In SFL, grammar is a resource of meaning-making structured around three metafunctions, including ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). This meaning-making function allows SFL to perform cross-linguistic analysis to examine how meanings are realized through grammatical elements across languages. This research examines experiential metafunctions realized in nominal groups, as nominal groups play a central role in the construction of participants, entities and abstract ideas in discourse. The nominal group in this framework act as a functional unit that focuses around 'Thing', which is modified and extended by other functional elements such as Deictic, Numerative, Epithet, Classifier and Qualifier (Bloor & Bloor, 2013). The 'Deictic' indicate definiteness, possession and proximity (e.g., this, that, the, my). The 'Numerative' shows quantity or order (e.g., two, many, first). These elements assist in the identification and quantification of the participants. The 'Epithet' attributes qualities or evaluation to the 'Thing' and the Classifier divides it into a subclass (e.g., bus in the bus station). Although both elements are used as modifiers, they have semantic differences where the Epithet describes an attribute and the Classifier subcategorizes. These embedded processes enable complex experiential meanings to be bundled up in nominal groups.

Fig. 7.1 represents a number of nominal groups analysed for logical and experiential functions.

Premodifier			Head	Postmodifier	
Deictic	Numerative	Epithet	Classifier	Thing	Qualifier
these	two	new	ight	switches	
the	two		domestic	flights	available
the	many	large	oil	companies	in operation
	several	dirty		ones	
the		complete		dismantling	of the gearbox
the			keyboard	layouts	
a		careful		study	of this matter
an		effective	prediction	scheme	

Fig. 7.1

Figure 1. 1 Adapted from (Bloor & Bloor, 2013)

In the nominal group e.g., 'these two new light switches' the words these, two, new, light, are functioning as modifiers for the Head noun 'switches' (Bloor & Bloor, 2013). Even though they have similar structural positioning, they bring diverse meaning. Systemic Functional Linguistics explains this difference by examining meanings in terms of ideational metafunctions which are further divided into logical and experiential. The experiential elements are concerned with the type of meaning realized through these elements. As, these play a Deictic role to indicate reference, two realizes a Numerative role to show quantity, new realizes an Epithet role to describe quality and light realizes a classifier role to define the subtype of the Thing. Thus, these elements carry different experiential roles in the process of meaning making.

Research Problem

Garcia (2017) highlighted that English proficiency provides greater literacy and socioeconomic opportunities to people. Consequently, this leads English language as a lingua franca and it serves as a dominant instructional medium in education. Therefore, people in Pakistan are increasingly opting for English for better opportunities. However, this language preference brings challenges in learning a foreign language due to the complex correlation between native and foreign language structures. Ellis (2015) pointed out that first language knowledge exerts a powerful influence on a second/foreign language and have interfering affects during the language learning. In this context, this study compares the nominal group in Shahmukhi Punjabi and English. Additionally, it examines how experiential meaning is realized in these languages through nominal group and how these variations can cause language interference for ESL/EFL learners. Thus, it has implications on bilingual education, translation studies and curriculum design to facilitate effective language learning and to contribute in maintaining the linguistic diversity of Pakistan by documenting the Punjabi Language.

Research Objectives

This study addresses the following research objectives:

1. To examine the structural patterns of nominal groups in the Punjabi and English languages.
2. To identify the experiential meaning in Shahmukhi Punjabi and English nominal groups.

Research Questions

1. What are the differences in the structural construction of nominal groups in Shahmukhi Punjabi and English?
2. How do Shahmukhi Punjabi and English nominal groups differ in expressing experiential meaning through their nominal group structure?

Significance of the Study

This research advances the cross-linguistic comparative structural analysis of nominal groups in Shahmukhi Punjabi and English through Systemic Functional Linguistics. Additionally, it enhances the linguistic knowledge of the construction and variation of nominal groups across languages. It also facilitates an in-depth examination of structural differences and the realization of experiential meanings in Punjabi and English. It has implications for second-language pedagogy, curriculum development and error analysis by demonstrating the areas of structural and functional variation across languages. Moreover, the language variation may help in highlighting the areas that can lead to mother tongue-infused errors for the second language learners. Furthermore, this study aims to preserve the structure of the Punjabi regional language. Although, according to the Census Report (2017), Pakistan has a large number of Punjabi speakers, which indicates the vitality and robustness of the language, but contrary to appearances, the language has been neglected by the research community and there is a need to document its structure.

Methods and Materials

This qualitative and SFL based comparative study examines the nominal group structure and the realization of experiential meanings in Punjabi and English. It is concerned with a detailed functional analysis of the construction of participant role, qualities and relations in the nominal group structure. For this cross-linguistic comparison, a short story 'The kite' by Somerset Maugham (Punjabi version گڈی, Gudi) was selected and analyzed within the framework of Systemic Functional Linguistics. The text was selected by homogenous purposive sampling that emphasizes the relevance as it demonstrates that same experiential meaning is compared in selected languages. Moreover, Punjabi translation is significant for SFL based comparative study to reveal the realization of experiential meaning and nominal group structures across languages.

Table 1. 1 Punjabi and English Text

Genres	Texts	English texts	Punjabi Texts	Field	Tenor	Mode
Narration	Short Story	The kite by Somerset Maugham	گڈی (Gudi)	Kite Flying	Distant/unequal	Monologue/ Constitutive

For the analysis the selected text was divided into clauses for establishing the units of experiential meaning. Secondly, the nominal groups were identified within the clauses and then the nominal groups were analyzed within the Systemic Functional linguistics and the elements in the nominal group were labeled on SFL nominal group structure including Deictic, Numerative, Thing, Epithet, Qualifier and Classifier.

Data Analysis

The data has been analyzed within the Systemic Functional Linguistics (SFL) framework and the traditional grammar terms are only used for glossing, morphological description and identification of lexical classes. The analysis examines the nominal groups in both languages and views grammatical forms in terms of making experiential meaning through structural elements including Deictic, Numerative, Epithet, Classifier, Thing, Modifier and Qualifier.

Ideational Nominal Group Resources in Punjabi and English
Table 1.2 Word Classes and Their Functions in Groups and Phrases

Word Class	their typical function(s) in groups/phrases
Noun	Thing, classifying
Pronoun	Thing
Adjective	Epithet, classifying
Adverb	Classifying
Numeral	Classifying, ordering, quantity
Determiner	Deictic
Clitic	Functional making, linking

In the field of grammar, nominal groups are defined by the existence of a core functional element 'Thing'. The analysis is carried out in the experiential metafunction of Systemic Functional Linguistics. The Punjabi and English comparison is based on the differences in the actualization of the experiential meaning using nominal group structures.

Example 1: اک گھر والا (Ek ghar wala), گھر والی (Ek ghar wali)

Table 1.3 Deictic + Thing

Example	والی گھر	اک	والا گھر	اک
Transliterated	wali ghar	Ek	Wala Ghar	Ek
Gloss	Wife	A/one	Husband	A/one
Group function	Thing	Deictic	Thing	Deictic
Word class	Common Noun	Indefinite	Common Noun	Indefinite
Word function	Feminine Countable		Masculine Countable	
Morphemic level	Suffix Stem		Suffix Stem	
Translation	A Wife		A Husband	

Punjabi represents participant roles in nominal groups والا گھر اک, (ek ghar wala) and اک والی گھر (ek ghar wali) in a combination of the 'Thing' and post-modifying components which function in an experiential manner. The Deictic اک (ek) achieves indefiniteness and گھر (ghar) is a classifier that specifies the social domain of the participant. The element والا (wala, masculine) and والی (wali, feminine) operates as experiential indicators that involve human participants which establish the roles of husband and wife by associating them with the house. Therefore, in the Punjabi language gender is both inherent in the base nominal element and marked morphologically through derivational marking (والی, والا), whereas in English, gender is distinguished lexically through separate roots (husband, wife). In contrast. English achieves the same experiential meanings through lexical single nouns (husband, wife) with gender roles encoded within the lexical word itself and not through the morphological agreement. Moreover, in Punjabi the Deictic اک (ek) has the versatility and flexibility which shows cardinality (one) but also carries article like semantic meaning, which is an indefinite determiner similar to English a/an, for example in the case والی گھر ی لکھ ی پڑھ اک (ek parhi likhi ghar wali). Whereas, the indefiniteness in English is achieved by a separate grammatical element (a/an), but in Punjabi, the number and determiner are combined in اک. Therefore, although both languages construct similar participant roles in the clause, Punjabi extends the experiential meaning over several functional components in the nominal groups and English condenses this meaning in a single lexical noun.

Example 2: جہی ایہو جہڑا والا پڑھن کوئی, (koi **parhan wala** jehra eho jehi)

اوہدی **گڈی** پھاڑ دتی (ohdi **guddi** phar ditti)
پوسلے رنگ دا **پاجاما** (Posle rang da **pajama**)
اوپری جہی **کہانی** (opri jehi **kahani**)

Table 1.4 Thing

Example	کہانی	پاجاما	گڈی	پڑھن والا
Transliterated	Kahani	Pajama	Guddi	Parhan Wala
Gloss	Story	Trouser	Kite	Reader
Group Function	Thing Common Countable Non-conscious	Thing Common Countable Non-conscious	Thing Common Countable Non-conscious	Thing Common Countable Conscious
World Class	Noun	Noun	Noun	Compound Noun
World Function	Singular Feminine	Singular Masculine	Singular Feminine	Singular Masculine
Morphemic Level	Root	Root	Root ی (fem)	Root لا (Mas)
Translation	Story	Trouser	Kite	Reader

Punjabi achieves experiential meaning through 'Thing' such as کہانی (kahani), پاجاما (pajama), گڈی (guddi). These elements are used as participants including phenomenon, carrier or goal and actor/goal based on the types of processes. The experiential role is lexical and the internal functional elaboration is limited in these words. However, the nominal group پڑھن والا (parhan wala) demonstrates a different approach where Punjabi does not create a human participant within a single lexical word but through derived nominal group which is a combination of the process to read پڑھن (parhan) and the functional marker والا (wala) which converts an activity into a participant role. This nominal group, constructs a senser/actor participant role by encoding a process in the 'Thing', whereas English achieves the same meaning by lexical noun 'reader'. This demonstrates that Punjabi often construct participant roles using morphological and functional elements in the nominal group. Consequently, this comparison shows that similar experiential meaning can be achieved either through 'Thing' or by process-based nominal groups in two languages. Moreover, in terms of grammatical gender, کہانی (kahani), گڈی (guddi) are feminine singular and پڑھن والا (parhan wala) is masculine with والی پڑھن (parhan wali) as its feminine equivalent. The noun گڈی (kite), is grammatically feminine in Punjabi with inflection (ی feminine marker). In contrast, the English equivalents story, trouser, kite and reader are gender neutral nouns. Whereas Punjabi uses inflection and suffixation to mark gender, English uses distinct lexical forms (reader instead of a compound such as the one who reads).

Example 3: وی آپ مینوں (menu **ap vi**), کہ ویکھیا اوہناں (ohna vekhiya ke)
پیا ڈگ پُنجے تھلے **اوہ** (**oh** thalley punjey dig pia), ہربرٹ **ایہنوں** اسیں (Aseen **ehnu** Herbert)
اے پتا **مینوں** (menu pata ay), آکھیا اوہنوں نے امّاں **اوہدی** (**ohdi** amman ne ohnu aakhiya)
دیوے **مینوں** وضاحت کوئی (Koi wazahat **menu** devey)

Table 1.5 Thing as Pronamed

Example	مینوں	اوہدی	اوہ	ایہنوں	اوہناں	آپ وی
Transliterated	mainu	Ohdi	oh	ehnon	onha	vi ap
Gloss	I/Me	Her	He/she	Him/her	Them	Himself
Group Function	Head Thing role	Deictic Possessive	Head Thing role	Head Thing role	Head Thing role	Head

Word Class	Pronoun	Pronoun	Pronoun	Pronoun	Pronoun	Reflexive Pronoun
Word Function	Head	Head Feminine	Head Masculine Feminine	Head Masculine Feminine	Head	Suffix Head Masculine feminine
Translation	I/Me	Her	He/she	him/her	Them	Himself

Although both Punjabi and English languages achieve experiential meaning in the nominal group through 'Thing as Pronamed' where Head is realizing the role of Thing, such as مینوں (I/me), اوہدی (her), اوہ (he), ایہنوں (him), اوہناں (them), آپ وی (himself) which are further marked by case and relational markers, both languages show variation in their grammatical encoding. In these examples, participants are coded in the oblique marker نوں (nu) which indicates Goal or Recipient roles, Whereas English represents these roles by words (e.g., me, him). The word اوہدی (ohdi) realizes a possessor participant in a relational structure which demonstrates that Punjabi encodes possession morphologically and through gender agreement. This possessive form that is equivalent to 'her' and is formed through the root اوہ (this/he/she) and the possessive suffix دی, (di) marks the third person feminine gender and possessive relation. Whereas English uses an independent possessive noun (her) to convey the same meaning. In Punjabi, however, these distinctions are achieved by affixation and agreement such as ایہنوں, (ehnu) which is based on the form ایہ (eh) with the postpositional suffix نوں, (nu) making a form that is equivalent to him or her. Moreover, اوہناں (onha) is a plural participant 'Thing' which indicates number and participant reference at the same time. The object آپ (ap), (himself/herself) represents reflexive participant and وی (vi) enhances the focus on participants. In contrast, English achieves the same experiential meanings with fixed pronominal forms (I, him, his, himself) with syntactic positioning and limited morphological variation. This comparison highlights that Punjabi represents experiential meanings through morphological case marking, inflection and agreement features within the nominal group, whereas English use syntactic structure and fixed lexical forms of pronouns to achieve the same meaning.
Example4: تن دو نمبراں دا ای فرق (do tin nambran da ai farq)
Table 1.6 Numerative+ Thing+ Qualifier

Example	دا ای فرق	نمبراں	تن دو
Transliterated	farq ai da	nambran	Tin do
Gloss	Difference of	Numbers	Two three
Group Function	Qualifier (relational marker)	Thing	Numerative
Word Class	Noun Postposition/ genitive marker	Noun Common Countable	Numeral
Word Function	Emphasis Relational link	Head Plural	Quantifier
Morphemic Level	Root Inflectional morpheme	اں Suffix+root	Root morpheme
Translation	Only a difference of two or three numbers		

In this nominal group construction, فرق ای دا (da ei farq), the Thing 'فرق' (farq) is an abstract participant and دا (da) is a relational/genitive marker, which connects the Thing with possessor or

source and ای (ei) acts as an intensifier to increase the prominence of the participant. Here, the experiential meaning is packed within the nominal group through functional elements. In the word, نمبراں (numbran) the suffix اں (aan) is used for the plural form of the Thing. The Numeratives تِن دو (do tin) determine the extent of the 'Thing' and adds approximation instead of exact quantity which makes the statement less assertive and more with discourse practice in Punjabi colloquialism where approximate numeratives are often used to be polite or moderate the discourse. In contrast, English achieves the same experiential meanings by fixed determiner or word order with limited internal morphological marking. This demonstrates that Punjabi experiential participants are formed by incorporating relational markers and intensifiers within the nominal group, whereas English employs syntactic positioning and independent function words to express the same meaning.

Example 6: سی کم وڈا بڑا اک (ek bara wadda kam si)

Table 1.7 Deictic +Intensifier+ Epithet + Thing

Example	کم	وڈا	بڑا	اک
Transliterated	kam	wadda	bara	Ek
Gloss	task	Big	very	A
Group Function	Thing	Epithet	Intensifier	Deictic
Word Class	Common Noun	Adjective	Degree	Numeral
Word Function	Masculine Singular	Masculine	Masculine	Singular
Morphemic Level	Root	Root + Suffix	Root	Root
Translation	A very big task/ A huge task			

Experiential meaning in Punjabi is constructed within the nominal group in the sequence کم وڈا بڑا اک (ek bara wadda kam). The participant 'Thing' is implicit and the experiential properties are achieved through evaluative modifiers. Here, بڑا (bara) functions as an epithet which describes the 'Thing' in terms of size and also reinforces the experiential quality of largeness. Additionally, both intensifier and epithet are morphologically in agreement with the masculine singular head noun 'کم' through the suffix ا, which is a common feature of the inflectional system of Punjabi. This agreement indicates grammatical alignment within the Punjabi nominal group and the same morphological agreement is missing in English (a huge task) because adjectives and intensifiers in English are not inflected. Moreover, the element اک (ek) is a Deictic which identifies the participant. Punjabi Deictic اک (ek) has the versatility and flexibility which shows cardinality (one) but also carries article like semantic meaning, which is an indefinite determiner similar to English a/an., The same experiential meaning is conveyed through fixed word order, lexical words and determiner (a) in English, whereas, Punjabi carries the meaning through internal modification, adjective clusters in which one adjective intensifies the other to create emphasis in the nominal group.

Sr	Nominal Phrases in Punjabi Text				SFL based Nominal Groups
1	Thing as pronamed				Thing as pronamed
	مینوں, ایہنوں, میں, وی آپ, مینوں, مینوں				
2	thing	intensifier	epithet	Intensifier	Intensifier+epithet+intensifier+ thing
	کہانی (kahani)	جہی (jehi)	اوپری (opri)	بڑی (bari)	
3	Thing				Thing
	امید (umeed)				
4	Thing	Intensifier		epithet	Epithet+intensifier+thing
	امید (umeed) لوک (lok)	جہی (jehi) جئے (jaye)		ماڑی (mari) عام (aam)	
5	شکل (shakal)	چنگی (changi)	کوئی (koi)	ایہدی (ehdi)	Deictic+intensifier+epithet+ thing
	thing	epithet	intensifier	deictic	
6	qualifier	Thing		deictic	Deictic+ thing+ qualifier (relative clause)
	جہڑا ایہو جہی اوکھی تے گنجل انسانی فطرت دا واقف ہوے	پڑھن والا (parhan wala)		کوئی (koi)	
7		Thing دن (din)		Numerative دو (do)	Numerative + Thing
8		Thing والی (ghar wali) گھر		Deictic اپنی (apni)	Deictic + Thing
9	Thing لفظ (lafz)	Adverbial group وی (vi)		Numerative اک (ek)	Numerative+ Adverbial group+ Thing
10				Thing as Epithet چنگی (changi)	Thing as Epithet
11	Thing شراب (sharab)	Numerative پا (pa)		Deictic اک (ek)	Deictic + Numerative + Thing
13	Thing کڑی (kuri)	Epithet چنگی (changi)	Numerative اک (ek)	Deictic اوہ (oh)	Deictic+ Numerative+ Epithet+ Thing
14	Thing رقم (rakam)	Epithet چنگی (changi)		Deictic اک (ek)	Deictic+ Epithet+ Thing
	Thing	Epithet	Epithet	Diectic	

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No							Structure
15	کمرے (kamrey)		لمیں (lamey)	نیویں (nevein)		اوہدے (ohde)	Diectic+Epithet+Epithet+Thing
16	Thing کم (kam)		Epithet وڈا (wadda)	Intensifier بڑا (bara)		Deictic اک (ek)	Deictic + Intensifier+ Epithet + Thing
17	Thing سکے (sikkey)		Epithet چھوٹے (chotey)			Numerative تن (tin)	Numerative + Epithet + Thing
18	Thing پانی (pani)		Thing روٹی (roti)			Epithet ودھیا (wadhiya)	Epithet + Thing + Thing
19	Thing بندا (banda)	Experiential Functional Marking دا (da)	Thing قد (qad)	Epithet چھوٹے (chotey)		Deictic اک (ek)	Deictic+ Epithet+ Thing+ Experiential Functional Marker+ Thing
20	Experiential Functional Marking نوں (nu)		Thing گوانڈیاں (gawandiyan)			Deictic اپنے (apne)	Deictic + Thing + Experiential Functional Marking
21	Experiential Functional Marking نوں (nu)		Thing دیہاڑ جنم (dehar janam)			Numerative اکیہویں (ikhiwen)	Numerative + Thing + Experiential Functional Marking
22	Thing منظر (manzar)		Epithet مذاقیا (mazakiya)			Intensifier بڑا (bara)	Intensifier+Epithet+Thing
23	Thing ماڈل (madal)		Intensifier جہیا (jeha)	Epithet نکا (nikka)		Deictic اک (ek)	Deictic+ Epithet+Intensifier+Thing

In addition to the nominal group structures that are discussed in detail in the previous section, a table (1.8) has been added to demonstrate how experiential meanings have been organized in Punjabi nominal groups. These structures demonstrate experiential meanings are achieved by combining 'Thing' with functional and modifying elements within the nominal group. In the Punjabi structure نوں گوانڈیاں اپنے (apne gawandiyan nu) the element گوانڈیاں (gawandiyan) is a Thing, whereas نوں (nu) is an experiential functional marker and اپنے (apne) is a Deictic which shows possession. Moreover, in the structure ماڈل جہیا نکا اک, (ek nikka jeha madal) the Epithet نکا (nikka) modifies the 'Thing' which shows smallness and agrees with gender agreement. These structures highlight that Punjabi nominal group express experiential meaning through case markers, deictic, numeratives and epithet modifiers within the nominal groups. While English uses

syntactic positioning and prepositions to indicate the role of participants, Punjabi uses functional marking and internal modification in the nominal groups.

Findings and Discussion

This study examined the nominal group structure and the realization of experiential meanings in Punjabi and English within the framework of Systemic Functional Linguistics. The analysis demonstrates the systemic variations in the nominal group structures, particularly, through the functional elements such as Deictic, Numerative, Epithet, Thing and Experiential Functional Marking. The analysis indicates the higher morphological and functional density in Punjabi nominal groups through inflection system and extensive gender marking. The internal grammatical elements encode experiential meaning through case markers, possessive and demonstrative pronouns and gender and number sensitive modifiers. However, English nominal groups make use of syntactic positions and fixed word order and pre-modifying elements to achieve experiential roles. Additionally, it lacks functional marking on nouns and the participant role are achieved through clause structures. Thus, Punjabi achieves experiential meaning through internal modification and inflection, whereas English through independent lexical items and clause organization.

The analysis reveals that Punjabi language provides a broader systemic choice in nominal group including gender agreement, honorific, politeness and post-nominal qualification by functional marking and derivational morphology. Punjabi nouns and modifiers often agree with gender and number and the plurality is marked by suffixation and inflectional markers. These differences extend experiential meanings by indicating participant role including singular or plural, masculine or feminine and definite or indefinite. In Punjabi, the inflectional morphemes including, انی (ani), ی (ai), اں (aan), نی (ni) are singular and plural feminine markers such as کڑیاں (kuriyan), ی گڈ (Guddi), گڈیاں (Guddian), بیباں (Bibiyan), کڑی (kuri). Additionally, certain inflectional morphemes have been found that forms masculine nouns such as ا (a), ی (ai), وڈا (wadda), 'big', سوہنا (sohna), ے (ye), منڈے (munday). This shows that Punjabi language has morphological richness for nouns through several inflectional morphemes that mark gender, number and case. In comparison, English exhibit minimal gender marking and inflectional morphology on nouns. The gender in English is often coded lexically or through the use of pronouns (he, she, him, her). Moreover, the plurality is achieved by 's, es' or irregular forms (child/children). This difference implies that Punjabi is more explicit and morphologically encoded, whereas English is analytic.

During the analysis a derivational form والا (wala) has been found in Punjabi which serves as a grammatical metaphor in transforming the process into the participant such as والا پڑھن (parhan wala), 'reader'. In this case, the action is packed as 'Thing' in the nominal group and the experiential meaning is realized as participant. In Punjabi, the verbal meanings are changed into nouns and this nominalization is often used with gender, number and case marking. Additionnally, this derivational form also encodes experiential meaning by classifying a cup کپ والا چاہ (cha wala cup). It converts the process or relational meanings into participants. This demonstrates that Punjabi uses derivational morphology to reconstruct experience at group rank which differs from English, where similar meanings are achieved through relative clauses or participial constructions.

The pronouns act as Thing as pronamed achieve experiential meaning by encoding the participant in the clauses and determine their role by grammatical elements. Punjabi presents elaborated nominal system with inflectional markers. Punjabi pronouns encode socially based

experiential meanings in terms of honorific and informal forms e.g. توں (informal singular) and تسیں, تہانوں (plural or polite). Conversely, English employs (you) in interpersonal situation which has no distinction in social hierarchy. This demonstrate that Punjabi prefers experiential meanings associated with social relations in its pronominal system.

Furthermore, reflexive and emphatic constructions have been found in Punjabi such as آپ وی (ap vi), آپ ای (ap ai), آپ نوں (ap nu), which are the realization of self-directed action in which Participant Pole and Goal can be merged in the same nominal group. Contrastively, English expresses this reflexivity by the forms such as himself and themselves. Thus, Punjabi realizes experiential meanings through dense morphological encoding, whereas English relies on fixed pronominal system.

Moreover, in Punjabi the cardinal number اک (ek) has the versatility and flexibility which shows cardinality (one) but also carries article like semantic meaning, which is an indefinite determiner similar to English a/an, for example in the case اک ریل گڈی (ek rail gaddi), 'one train', اک چنگا منڈا (ek changa munda), 'a good boy', اک is used to encode quantity and at the same time encode the participant as indefinite and singular. Here, اک has dual roles that encode experiential meaning in the nominal group as a Numerative and Deictic as in English a/an.

The Punjabi nominal groups are structurally heavier in representing semantic differences, including similarity (جیہی/جیہا, Jeha/Jehi), agency (والا, wala), degree (بڑا, bara) and grammatical relations (دا, نوں) in the noun phrase using suffixation and bound morphemes. In English, the same meaning is achieved with fewer internal modifiers and more extensive use of prepositions, relative clauses and fixed word order such as اک نکا جیہاماڈل, (ek nikka jeha model) with English equivalent (a small model), نوں جنم دیہاڑ اکیہویں (ikkihwen dehar janam din nu), 'on twenty-first birthday'. This shows that Punjabi is more morphologically dense and postpositional, whereas English is prepositional. Thus, it has been revealed that Punjabi nominal groups encode experiential meaning by layered modification in the 'Thing', higher morphological density within the nominal groups through case markers, inflections and internal structure modification. These findings also relate with Kim et al (2023), as they proposed that languages differ in the functional realization of participant roles at group rank. However, despite previous contrastive studies on East Asian and European languages, this study extends to Punjabi, an Indo Aryan Language that has not been explored in the functional categorization.

These structural variations can be used to explain the challenges encountered by Punjabi speaking English learners. Learners can skip articles or misuse them since Punjabi does not have a separate system of articles (a/an/the). In Punjabi the word اک (ek) has dual functionality for cardinality and indefiniteness. Similarly, learners can carry the flexible modifier sequence in English that can result in non-native adjective sequencing errors. Moreover, they can face difficulties with the use of pronouns and possessive pronouns. These features indicate that language interference is not limited at vocabulary level but extends to the functional grammar level, especially at the nominal group. These differences can be used for ESL/EFL pedagogy by highlighting the variation in experiential meanings by nominal groups.

Conclusion

The study has examined the nominal group structure in Punjabi and English within the framework of Systemic Functional Linguistics. The findings indicate that Punjabi nominal groups are constructed with dense morphological marking such as case markers, possessive markers, inflections, layered modification through deictic, epithet, intensifier elements that encode gender,

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number, and degree within the nominal group. It shows that experiential meanings in Punjabi are packed in the nominal groups. In contrast, English displays fixed word order, system of determiners and prepositions to achieve similar meanings. Even though English nominal groups have extensive use of determiners and classifiers, they have limited functional marking of experiential roles within a group. The findings highlight and support SFL stance that experiential meanings can be realized through different grammatical resources across languages. Moreover, this study has implications for bilingual education, translation studies and curriculum design. This framework can be extended in future studies to verbal groups, clause complexity and interpersonal metafunctions. Thus, this study contributes to cross-linguistic research by providing a contrastive structural difference of the nominal groups in Shahmukhi Punjabi and English. It also advances the theoretical knowledge and has implications for language teaching, translation and computational modelling and provides a basis for further studies on grammatical meaning across diverse languages.

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