

## EXPLORING THE PERCEPTUAL CONSTRUCTION THROUGH EXPERIENTIAL MEANINGS: A COMPARATIVE TRANSITIVITY ANALYSIS OF AN ENGLISH SHORT STORY AND ITS PUNJABI TRANSLATION

Shahbaz Haider<sup>1</sup> Muhammad Asim Mahmood<sup>1</sup>(corresponding Author),Dr.Aisha Asghar<sup>2</sup>

<sup>1</sup>Government College University, Faisalabad, Pakistan

<sup>2</sup>University of Agriculture Faisalabad, Pakistan

Email for Correspondence: [masimrai@gmail.com](mailto:masimrai@gmail.com)

### Abstract

*The study examines the transitivity-based variations of an English short story and its translation in Shahmukhi Punjabi, focusing on the implications for the interrelations between experiential meanings and perceptual constructions. Drawing on the theoretical framework of Systemic Functional Linguistics (SFL) a manual annotation scheme of the transitivity system in the UAM corpus was designed to explain lexico-grammatical patterns and explore their influence on meaning-making processes in both texts. The findings reveal significant lexico-grammatical discrepancies that shifted the encoded experiential meanings and produced divergent perceptions among readers. These experiential diversions, emanating from structural differences, diluted certain registerial features of the English text in the translated text. Finally, the study offers a valuable resource for Pakistani educators of English by identifying specific lexico-grammatical differences between English and Shahmukhi Punjabi texts, contributing to the enhancement of narrative writing skills among Punjabi-speaking learners of English.*

**Keywords:** Systemic Functional Grammar, Perceptive Construction, Experiential Meanings, Lexico-grammatical Structures

### 1. Introduction

Narratives serve as a powerful medium for illustrating social behaviors across diverse cultural settings, fulfilling the dual purposes of entertainment and education for various age groups (Martin & Rose, 2008, p. 49). At the heart of storytelling lies the ability to intricately weave nuanced details of everyday life, igniting individual imaginations. This vividness is achieved through deliberate language choices that maintain the overarching themes of a story. Writers, therefore, carefully select language to ensure their experiences are represented appropriately, allowing readers to perceive the intended meanings. Labov and Waletzky (1997) provided a linguistic framework for analyzing narratives and identifying consistent structural patterns such as orientation, complication, and resolution. However, this reductionist approach has been critiqued for its limited causal analysis, with Burner (1997, p. 65) proposing a discourse-oriented perspective to better understand how narratives construct cultural identities.

To explore this idea further, the present study critically examines transitivity-based variations between an English short story, *The Kite* by Somerset Maugham, and its Punjabi translation. Drawing on Halliday's Systemic Functional Grammar (SFG, hereafter), the study emphasizes how these variations influence experiential meanings and perception-building among Punjabi-speaking learners of English. Halliday's SFG provides a robust framework for analyzing linguistic configurations shaped by sociocultural contexts, highlighting how narrative participants intentionally employ specific transitivity structures to represent their experiences in the text (Eggins, 2004, p. 3; Martin & Rose, 2008, p. 51). These structures—comprising process types (verb phrases), participants (nominal groups), and circumstantial elements (adverbial groups or prepositional phrases)—are critical for expressing experiential meanings. Consequently, any changes in the transitivity structure result in shifts in experiential meanings, altering the perceptions built upon them.

Studies in transitivity analysis have revealed how translations often adopt alternative lexico-grammatical structures, which can heighten explicitness and affect narrative tone (Li, 2020; Huang, 2013; Pym, 2005). For instance, Huang (2013) found that transitivity variations

in the Chinese translation of Joyce's short story *Two Gallants* significantly distorted the original tone, reflecting the challenges in maintaining linguistic nuances. Such inconsistencies influence characterization and reader engagement, both of which are essential elements of a narrative's literariness. To address these challenges, translators must be sensitive to the textual intricacies of source material, avoiding semantic loss and preserving the original work's experiential meanings.

In Systemic Functional Linguistics (SFL), experiential meanings are encoded through transitivity features, representing different experiences in a clause via process types such as material, mental, relational, behavioral, verbal, and existential (Eggins, 2004, p. 249). These process types describe actions, events, and relationships, structurally realized by verbal groups and functionally labeled according to their roles. Circumstantial elements further situate these processes and participants in context, describing extent, location, manner, cause, and other dimensions. This study utilizes transitivity analysis to decode how different perceptions are constructed in the English text and its Punjabi-translated version, focusing on how the field of situation is represented in both texts.

The central question guiding this research is:

What specific variations in transitivity patterns exist between the English short story and its Punjabi translation?

By examining "The Kite" by Somerset Maugham and its Punjabi translation, this study aims to uncover how these variations affect experiential meanings and their role in constructing different perceptions for readers. The choice of *The Kite* is based on two considerations: its translated version is readily available in Shahmukhi Punjabi, and the texts contain a sufficient word count for a detailed comparative analysis. The findings are expected to provide Pakistani educators of English with insights into the structural and functional differences between the English text and its Punjabi translation, offering valuable implications for teaching English to Punjabi-speaking learners.

## 2. Literature Review

This section explores the following sub-sections: (1) the interrelation between language and perception, (2) the theoretical background of the study, (3) transitivity analysis in cross-linguistic comparison, (4) a sociolinguistic background of Shahmukhi Punjabi and English, and (5) significance of the study.

### 2.1. Introduction to Language and Perception

Linguistic choices significantly shape perceptions within texts. Perception, defined as a belief, idea, or mental image formed through interpretation (Oxford, 2024), is influenced by language use. Fairclough (2015) asserts that language and society are interdependent, with linguistic phenomena reflecting social contexts and vice versa. The Sapir-Whorf hypothesis further supports this, suggesting that language shapes how individuals perceive and interpret the world (Crystal, 2010, p. 15). Thus, linguistic choices construct social realities and influence societal perceptions.

### 2.2. Theoretical Background of the Study

Systemic Functional Linguistics (SFL) provides a robust framework for exploring linguistic variations between English and Punjabi. Halliday (1994, p. 56) argues that discourse analysis without grammar is merely textual commentary, not true analysis. In SFL, meanings are realized through lexico-grammatical structures shaped by language's social functions. The three metafunctions of language—ideational (building field knowledge), interpersonal (evaluating field knowledge), and textual (organizing meanings to meet discourse demands)—highlight its role in perception. This research focuses on how ideational meanings influence perceptual construction.

### 2.3. Transitivity Analysis in Cross-linguistic Comparison

In SFL, ideational meanings represent reality through the semantic and syntactic encoding of "our mental picture of the physical world and the worlds of our imaginations" (Downing 2015, p. 156). These meanings encompass two sub-components: experiential and logical, with the present study focusing on experiential meanings. Transitivity analysis has been extensively used in seminal studies (e.g., Halliday, 1971; Kennedy, 1982; Gallardo, 2005) and recent research (e.g., Chen & Zhong, 2022; Ikram & Hussain, 2023) to explore process types in literary works.

Cross-linguistic studies (e.g., Huang, 2013; Yaqub et al., 2017; Mushtaq et al., 2021) have analyzed transitivity-based lexico-grammatical differences, often highlighting how translations alter source text (ST) meanings in target texts (TT). For example, Huang's (2013) transitivity analysis of James Joyce's *Two Gallants* and its Chinese translations revealed that transitivity shifts distorted the original attitudes of the ST. Similarly, Yaqub et al. (2017) identified semantic shifts in the Urdu translation of *Things Fall Apart* due to differing material clause patterns. However, these studies primarily focus on specific process types or languages, leaving gaps in understanding how transitivity-based differences between English texts and Punjabi translations influence readers' perceptions. This research aims to address this gap by examining the impact of transitivity shifts on semantic perception in English and Punjabi texts.

### 2.4. Sociolinguistic Context of Shahmukhi Punjabi and English

Understanding the sociolinguistic context of Shahmukhi Punjabi and English is crucial to addressing the research gap. Studies (e.g., Ellis, 2015; Nunan, 2003) highlight the influence of L1 on L2 acquisition. In Pakistan, Punjabi is the first language for 75.23% of Punjab's population (Pakistan Bureau of Statistics, 2017), indicating its significant impact on English learners. While Selinker (1971) introduced interlanguage, suggesting L2 develops independently of L1, the present study observed that Punjabi translations of *The Kite* often employ elaborate structures compared to English's concise syntax. Similar findings (e.g., Gill, 2020; Haider et al., 2021) suggest Punjabi speakers struggle with academically condensed writing, potentially due to L1 fossilization. Tarone and Liu (1995) argue that social contexts shape L2 acquisition. Building on this, this study uses Halliday's SFG-based lexico-grammatical analysis to examine linguistic differences and their social influences. Following Anderson's (1993) linkage of declarative and procedural knowledge, and Vygotsky's (1986) emphasis on sociocultural understanding, this research offers practical insights for teaching English in varied contexts.

### 2.5. Significance of the Current Study

This study addresses the research gap concerning the linguistic (dis) similarities between English and Punjabi that hinder L2 skill acquisition among Punjabi-speaking learners. By systematically analyzing the transitivity lexico-grammatical features of an English short story and its Punjabi translation, the study will explore how structural differences influence perceptual construction. This contrastive approach will provide researchers with an effective framework for textual analysis, offering a holistic view of linguistic constructions (Eggs, 2004, p. 329). Identifying precise differences will aid in producing translations that maintain linguistic equivalence and contextual fidelity (Halliday, 2001, p. 17). The findings will highlight the significance of the original text and provide English teachers with targeted linguistic insights to assist Punjabi-speaking learners in developing academically appropriate discourse. Moreover, the lexico-grammatical analysis will contribute to the digital documentation of Shahmukhi Punjabi, supporting its integration into educational materials for enhanced learning experiences.

### 3. Research Methodology

The current research claims that the choices of structural variations influence the experiential meanings, thereby formulating distinctive perceptions for readers. Based on the assertion, the researchers have constructed the following research questions (RQs):

**RQ No.1:** What specific variations in transitivity patterns exist between the English short story and its Punjabi translation?

The study aims to identify the possible distinctions between transitivity-based lexicogrammatical in the English short story and its Punjabi-translated short story. It seeks to examine the extent to which these structural differences may influence the experiential meanings conveyed in both texts.

**RQ No.2:** How do the transitivity variations between English and Punjabi texts influence the formation of experiential meanings?

In instances of transitivity-based differences between the English and its Punjabi translated text, the objective of RQ2 is to examine the extent to which these transitivity variations in both texts contribute to the construction of distinct experiential meanings for Pakistani learners of English.

**RQ No.3:** How do the different experiential meanings affect the construction of the varied perceptions?

In instances where distinct experiential meanings arise, RQ 3 seeks to investigate the extent to which the different experiential meanings, resulting from the transitivity variations shape the differing perceptions among Pakistani learners of English.

#### 3.1. Research Design of the Current Research

To address the research questions, this study employs an Exploratory—Confirmatory approach (Fred & Perry, 2011, p. 85), specifically suitable to the unique challenges identified in the literature. The exploratory nature of the present research is essential for the two primary reasons:

1. Existing research on transitivity-based contrastive analysis of English and Punjabi offers no insightful finding to identify differences in experiential meanings and their role in shaping contrasting perceptions.
2. The lack of previous studies on the linguistic patterns of Shahmukhi Punjabi provides no clear guidelines for formulating testable hypotheses.

These gaps require an exploratory phase of the research design to uncover transitivity-based patterns and generate hypotheses that underlie the specific linguistic and cultural dynamics of the study's context.

#### 3.2. Data and Sampling

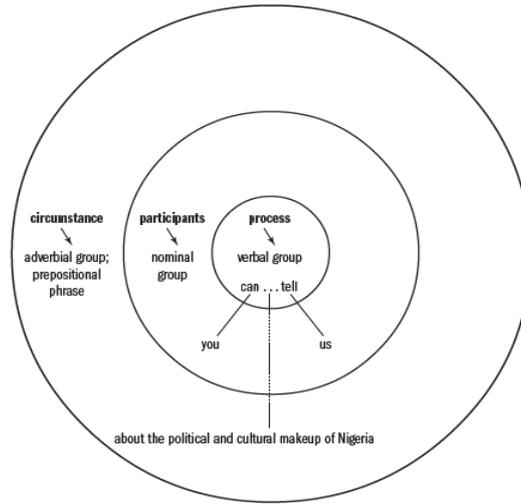
The research design necessitates the application of homogenous purposive sampling to identify the participants with shared experiences corresponding to the study's aims (Dörnyei, 2007, p. 128). This sampling method correlates to the objectives of this study, specifically the examination of interrelations among structures, experiential meanings, and the construction of perception. Through this approach, Somerset Maugham's English short story "The Kite" and its Punjabi translation "Guddi" by Sarwat Sohail were retrieved from the website RVEL.org (<https://www.rvel.org/detail.php?id=2845>). Compared to other Punjabi-translated short stories, the Kite text comprising 9,390 words in English and 11,497 words in Punjabi presents a suitable sample for examining the structural variations. The selection of the website RVEL.org as the source platform is attributable to its extensive repository of Shahmukhi Punjabi texts including stories, poetry, columns, and news. Additionally, the Punjabi-translated texts on this platform are produced by the native speakers of Shahmukhi Punjabi, ensuring the cultural and linguistic authenticity of the texts in contrast to the machine-generated translation.

### 3.3. Analytical Framework

In the pursuit of the research objectives, atheoretical framework of a transitivity system grounded in Systemic Functional Linguistics (SFL) was utilized to explore the variations in experiential meanings and their role in shaping varying perceptions (Halliday & Matthiessen, 2014, pp. 211-332). Within the SFL framework, the experiential meanings are realized through the transitivity system as illustrated below.

**Figure 1**

*Linguistic Configuration of a Transitivity System (Halliday & Matthiessen, 2014, p.222)*

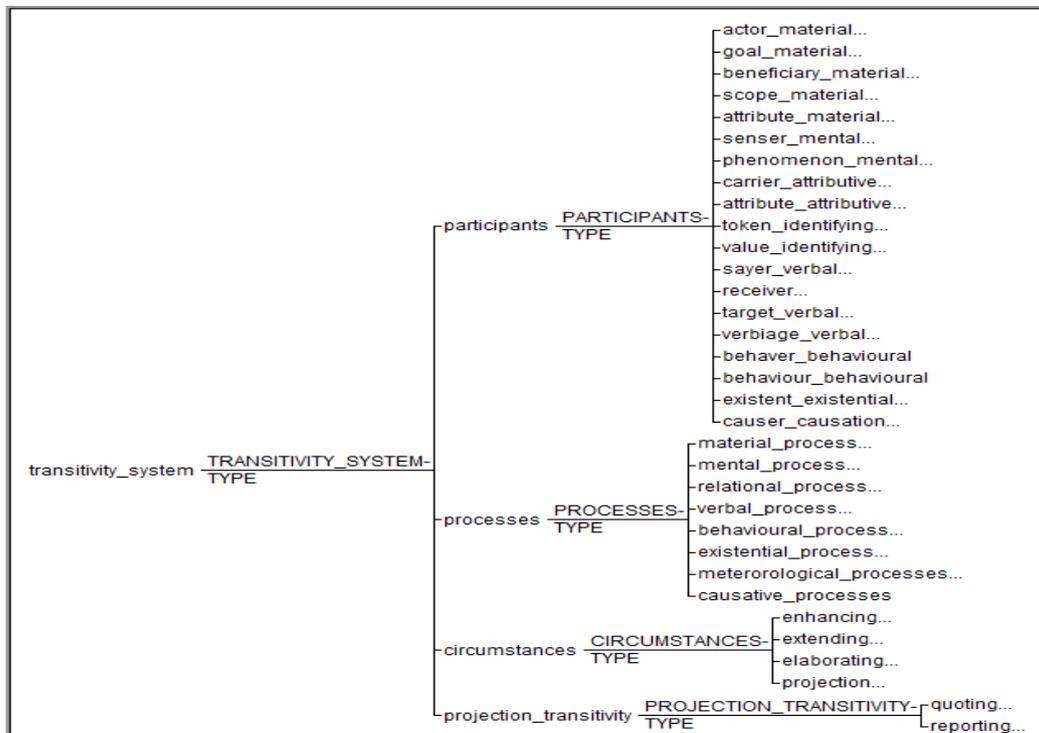


As depicted above, articulated through the circumstantial objectivity and rigor of framework were employing a transitivity scheme corpus-based tool shown in Figure 2:

the process types are participant roles and configurations. The the analytical further enhanced by comprehensive within the UAM (O'Donnell, 2024) as

**Figure 2**

*The Transitivity Scheme in the UAM Corpus Tool*



The UAM corpus tool enables multi-layered annotation aligned with the transitivity system's subsystems, selected for two primary reasons. First, the similarity in a plot of structures between the English text and its Punjabi translation is anticipated to exhibit imperceptible structural variations across the participant, process, and circumstance levels. Second, the multi-level annotation capacity facilitates the precise identification of nuanced structural alternations between. In addition to the depth of annotation, the UAM corpus provides frequency counts and percentages of each linguistic feature alongside annotated examples. Thereby, the analytical precision and quantitative insights provided by the UAM corpus tool augment the validity and reliability of the current study's results.

### 3.4. Analytical Procedure

The analysis for this study proceeded through the following steps:

1. Initially, the researcher assessed the available Shahmukhi Punjabi translations on the website RVEL. Org (Sohail, 2022) and, subsequently selected the short story that could provide adequate data for the comprehensive analysis, i.e. The Kite by Somerset Maugham (Maugham, 2024)
2. The corresponding source text of the English short story was obtained.
3. Both texts were, then, prepared in Notepad files and uploaded to the UAM corpus tool for further examination.
4. Utilizing the manual transitivity annotation scheme, each text was systematically annotated to attain the relevant linguistic structures.
5. Following annotation, the analysis identified the transitivity features with the highest recurrent transitivity patterns, quantifying them through percentage-based comparisons.
6. Finally, the study conducted a comparative analysis of lexico-grammatical features in both texts, with a particular focus on how these features conveyed the experiential meanings and their impacts on the perceptive constructions.

## 4. Analysis and Discussion Section

In this section, the researchers examine the following points: (1) potential transitivity variations between the English short story and its Punjabi translation (2) the impact of different transitivity linguistic structures on the experiential meanings, and (3) the possible different experiential meanings affecting the construction of varied perceptions. Drawing on the study's findings, the researchers aim to critically evaluate the foundational assertion that structural variations impact experiential meanings, subsequently shaping unique perceptions for readers.

### 4.1. Highly Elaborative Narrative Style in the Punjabi Text vs. English Storytelling

In translating the English short story, 'The Kite' the Punjabi version exhibits a higher frequency of processes to convey the intended experiential meanings as illustrated in Table 1 below:

**Table 1**

*Overall Frequencies and Percentages of Transitivity Patterns in the English Short Story and its Punjabi Translation*

Transitivity Patterns	English Text		Punjabi-Translated Text	
	Frequencies	Percentages	Frequencies	Percentages
Participants	2887	41.24%	1	39.12%
Processes	1978	28.26%	2335	30.06%
Circumstances	2100	30%	2358	30.36%

As depicted in Table 1, the Punjabi translation demonstrates a predominance of processes, indicating a greater number of clauses representing the experiential meanings associated with various events (Halliday & Matthiessen, 2014). The experiential construal of events is fundamentally reliant on the central core of a clause, namely processes and participants.

These two grammatical structures facilitate the depiction of changes in events. According to Halliday and Matthiessen (2014), the dual complementary aspects of any event change are transience and permanence. Transient phenomena are manifested through verbal groups that realize the processes, whereas permanent phenomena are construed by nominal groups that realize the participants.

In the English text, the relatively higher number of participants establishes the stable entities within the narrations of events, enabling these participants to engage in multiple processes without changing identity. Conversely, the Punjabi-translated version's augmented use of processes indicates that the Punjabi writer prioritizes the introduction of more ephemeral actions. Each process primarily refers to "a unique occurrence" (Halliday & Matthiessen, 2014, p. 223), implying that an increase in processes correlates with an increase in occurrences. Furthermore, the nature of each occurrence varies with each alteration in the process.

These disparities in experiential structures suggest two primary implications. Firstly, the English text provides more precise and vivid narration through the incorporation of more permanent participants. In contrast, the Punjabi text's elevated number of processes may impede readers' ability to comprehend a multitude of varied occurrences. Secondly, the extensive representation of events through a higher number of processes in the Punjabi text underscores a highly elaborative narrative style characteristic of Punjabi storytelling.

#### 4.2. Comparative Analysis of Participants and their Sub-types in English and Punjabi Texts

The initial analysis of participant sub-types in both the English text and its Punjabi translation has not revealed substantial differences in participant subtypes. However, a deeper analysis of these sub-systems of participants uncovers notable differences in the narrative between the English short and its Punjabi translation. The subsequent sections embody the subtle nuances of experiential meanings conveyed through the sub-systems of participants.

##### 4.2.1. Depersonalized Punjabi Vs. Personalized English Narration

The analysis of the sub-categories of participants indicates that both texts have distinctively portrayed varied identities of characters although the Punjabi text is the translated version of the source text. The percentages of sub-types of actor participants were tabulated below:

**Table 2**

*Sub-types of Actor Participants*

Sub-types of Participants	English Text		Punjabi translated Text	
	Frequencies	Percentages	Frequencies	Percentages
Abstract inanimate Actor	24	0.34%	42	0.54%

In Table 3, the Punjabi text relatively used a significant number of abstract actors compared to the English text for the performance of actions. The abstract actors transform the personalized actors into depersonalized actions through the use of nominalization structures (, e.g., Halliday, 2003; Sword, 2012). The use of depersonalized participants makes written discourse more objective in formulating cause-and-effect linkages. In the English text, the personalized participants in narrations enhance textual vividness for better perception of readers. The readers visualize different occurrences of the story precisely if they can identify the doers of those occurrences who are involved in them. Thus, the nominalizations in the form of inanimate actors complicate the story's narrative structure and impede the clear communication between the writer and the readers. The following examples illustrate the uses of actors in the English short story and its Punjabi translation:

**English Example 1**

He's just getting a lot of fun out of thinking what a devil of a time his wife is having

He	is just getting	a lot of fun out of thinking	what a devil of a time	his wife	is having
Actor	Material	Goal			
Animate			Goal	Actor	material
Concrete				Animate	
				concrete	

In the above example, the English writer used the animate actors (, e.g., *he*, and *his wife*) to materialize the mental actions into concrete realities that can be precisely visualized. In contrast, the Punjabi translation of the above example is given below:

**Punjabi Example 1**

اوہ ایہ سوچ کے بڑا خوش ہوندا اے کہ اوہدی بیوی تے بڑا اوکھا وقت آیا اے۔

اے (waqt aaya ae)	اوکھا وقت (bara okha)	اوہدی بیوی تے (ohdi biwi te)	کہ (ke)	ہوندا اے (hounda ae)	بڑا خوش (bara khush)	ایہ سوچ کے (eih soch ke)	اوہ (Oo)
has come	a difficult time	upon his wife	That	Feels	very happy	by thinking	he
material	Actor	circumstance		Attributive relational process	Attribute	circumstance	carrier
	Inanimate						
	abstract						

Translation: He feels very happy thinking that a difficult time has come upon his wife.

In the above Punjabi example, the abstract inanimate actor, e.g., اوکھا وقت (,i.e., a difficult time), was used. In the English text, the participant 'a difficult time' was intentionally made accessible to the readers by utilizing the animate actor, i.e., his wife encountering difficult times. The use of abstract actors converts tangible actions into intangible realities that cannot be easily perceived by the readers. The narrative potency of the short story was enhanced by the use of the recipient participants as illustrated below:

**Table 3**

*Differences of Recipient Participants in English and Punjabi*

Sub-types of Participants	English Text		Punjabi text	
	Frequency	Percentage	Frequency	Percentage
Recipient_Beneficiary	39	0.56%	33	0.42%

The number of recipients in the English short story was higher than in its Punjabi-translated text. The recipients represent the participants who are beneficiaries of the performance of actions (Halliday & Matthiessen, 2014, p. 237). Consequently, the English writer, primarily, displays one's readers to whom the performance of doings are given as exemplified below:

**English Text Example 2**

“Some reader, better acquainted with the complications of human nature than I am, may offer me an explanation that will make it comprehensible to me.”

some reader, better acquainted with the complications of human nature than I am,	may offer	Me	an explanation that will make it comprehensible to me.
Actor	Material process	Beneficiary	Goal
Animate actor		Recipient	Operative goal

In the above example, the performance of action is “an explanation...” that is given to the recipient, i.e., “me.” This use of recipients points to the direct beneficiaries of the impacts of actions. As a result, readers may be able to identify the beneficiaries of the actions, which enhances the effectiveness of English narration.

#### 4.2.2. Enhanced Objectivity in Punjabi Translation and Subjective Characterization in English Text

Apart from recipient participants, the other fundamental difference between the English short story and its Punjabi-translated version is the use of mental participants as mentioned below:

**Table 4**

*Differences of Meta-phenomenon Participants in English and Punjabi*

Sub-types of Participants	English Text		Punjabi text	
	Frequency	Percentage	Frequency	Percentage
Meta-phenomenon Phenomenon	24	0.34%	60	0.77%

Table 4 shows that the Punjabi-translated version predominately used embedded clauses as a meta-phenomenon participant which is commonly a finite clause (Eggins, 2004, p. 228). The clause functions as a fact in the form of the embedded clause. The comparison of a fact-embedding clause is exemplified below:

#### English Text Example 2

“As we know, there is often a great difference between the man and the writer.”

As we know	There	is	Often	a great difference between the man and the writer.
Circumstance		Existential process	circumstance	Existent
We	Know			
Senser	Mental			
Conscious-being	Cognitive			
	Like-type			

In English text Example 2, the circumstance, “As we know” containing the mental process functions as the adverbials of the main clause, “There is of often a great difference between the man and the writer.” In the Punjabi version, this circumstance becomes the constituent of the main clause, connected by the subordinating conjunction, “ਠ”, equivalent to “that”. The translation is as follows:

#### Punjabi Text Example 2

جوہیں سانوں پتا اے کہ بندے وچ تے لکھاری وچ اکثر بڑا فرق ہوندا اے

ہوندا اے (there is)	بڑا فرق (a significant difference)	اکثر (often)	بندے وچ تے لکھاری وچ (between a person and a writer)	کہ (that)	( پتا اے know)	سانوں (we)	(as) جوہیں
Phenomenon					Mental process	senser	circumstance
Macro-phenomenon							
Meta-phenomenon							
Translation: As we know that there is often a significant difference between a person and a writer							

In the Punjabi Text example, the second participant of the mental process functions as the meta-phenomenon, presenting perceptions, thoughts, or emotions as a fact. This indicates a depersonalized narrative style in the Punjabi text. In contrast, the English text maintains a more personalized narrative, emphasizing subjective character experiences. This reliance on meta-phenomenon in the Punjabi text diminishes character subjectivity and personal expression.

In English and Punjabi texts, the most salient difference was detected in the relation participants. Relational participants involve the assignment of a classification or descriptive epithet attribute to a participant (carrier) (Eggins, 2004, p. 239). Table 5 presents the frequencies of relational participants below:

**Table 5**

*Differences of Relational Participants in English and Punjabi*

Sub-types of Participants		English Text		Punjabi text	
		Frequency	Percentage	Frequency	Percentage
Carrier		368	5.26%	339	4.36%
Attribute	Quality	240	3.43%	195	2.51%
	Entity	82	1.17%	140	1.8%

Table 5 shows that the English text predominantly uses carrier and attribute participants, indicating that adjectives or nominal groups explicitly characterize the participants in the short story. The following English Text example 3 illustrates how the Punjabi text utilizes material participants in contrast to the relational participants used in the English text:

**English Text Example 3**

He is a dull and verbose writer,

He	Is	dull and verbose writer
Carrier	Relational process	Attributive

The attribute in the above example, “dull and verbose writer” was translated by using the Material clauses in Punjabi:

**Punjabi Text Example 3**

اوہ بڑا خشک اے، تے تھوڑی گل لئی وی چوکھے لفظ ورتدا اے اوہ گل نوں بڑا لمکاندہ اے

لمکاندہ اے (extend)	بڑا (a lot)	گل نون (poi)	اوہ (he)	ورندا اے (select)	چوکھے لفظ (profou)	تھوڑی گل لئی وی (for a few)	تے (and)	اے (is)	بڑا خشک (very)	اوہ (he)
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)		nt		s)	nd words)	words)			dry)	
Material process	circumst ance	goal	acto r	Materi al proces s	goal	Circumsta nce		Relati onal proces s	attribu te	carrier

Translation: He is very dry and selects profound words for a few words. He extends his points a lot.

Punjabi text 3 translation shifts the descriptive attribute "a verbose writer" into actions, focusing on what the participant does rather than their qualities. This aligns with the Punjabi language preference for material processes, altering the experiential meaning by emphasizing narrative events over static descriptions.

### 4.3. Comparative Analysis of Processes and their Sub-types in English and Punjabi Texts

The distinctions in the use processes between the English short story and its translated text in Punjabi are presented in the table below:

**Table 6**

*Comparison of Processes between the English Short Story and its Punjabi Translated Text*

English Text			Punjabi Text		
Types of Process	Frequencies	Percentages	Types of Process	Frequencies	Percentages
Material	1027	14.67%	Material	1294	16.66%
Mental	188	2.69%	Mental	204	2.63%
Relational	416	5.94%	Relational	394	5.07%
Behavioural	38	0.54%	Behavioural	43	0.55%
Verbal	284	4.06%	Verbal	381	4.90%
Existential	21	0.30%	Existential	16	0.21%

The data in Table 6 illustrates marginal differences in the frequencies and percentages of material, mental, relational, behavioural, verbal, and existential processes between the English short story and its Punjabi-translated text. These subtle variations warrant further exploring how these processes contribute to each version's overall narrative structures and thematic emphasis.

#### 4.3.1. Transformation of Explicit Actions into Ambiguous Happenings in the Punjabi Text

To elucidate the nuanced and complex distinctions between the English text and its Punjabi-translated, a detailed analysis of sub-systems of processes was conducted. The following section presents an in-depth examination of the sub-systems of the material process:

**Table 7**

*Sub-systems of Material Processes*

Sub-systems of Material Processes		English Text		Punjabi Text	
Material processes		Frequency	Percentage	Frequency	Percentage
	impact	430	6.14%	614	7.90%
	Types of doings	534	7.63%	571	4.97%

Table 8 illustrates that there are notable differences between the English short story and its Punjabi-translated text at two levels: the impact of the actions and types of doings as mentioned below:

**Table 8**

*Sub-systems of Impact System in Material Processes*

Sub-systems of Material Processes			English Text		Punjabi Text		
Impact	Intransitive		Frequency	Percentage	Frequency	Percentage	
					154	2.20%	273
	transitive	Operative		274	3.91%	306	3.94%
		Receptive	Agentive	0	0.00%	0	0.00%
		Non-agentive	2	0.03%	35	0.45%	

Table 8 clarifies the excessive use of intransitive clauses in Punjabi text likely reflects the language's preference for focusing on the actor and their actions rather than the outcomes or effects on other participants. This aligns with Punjabi's narrative style, which often emphasizes individual agency and the process of "happenings" rather than interactions. Additionally, it simplifies the clause structure, making the narrative more direct and contextually relatable to Punjabi readers as exemplified below:

**Punjabi Text Example 4**

ایہدی کوئی چنگی شکل ساہمنے آوے

ایہدی کوئی چنگی شکل (good shape)	کوئی (any)	ایہدی (its)
Material	Actor	
Intransitive	Inanimate actor	
Non-voluntary action	Abstract inanimate	
Translation: I simply had to leave there.		

In the Punjabi Text 4, intransitive clauses are used to focus on actions performed by abstract or inanimate actors, often omitting the initiator, which creates ambiguity. This is further enhanced by passive voice clauses that foreground the receiver of actions, emphasizing the "happenings" rather than the unfolding of events. In contrast, the English text uses fewer intransitive clauses and highlights the affected participants (goals), enhancing the vividness of the narration. Additionally, it simplifies the clause structure, making the narrative more direct and contextually relatable to Punjabi readers.

**4.3.2. Vague Characterization in Punjabi vs. Vivid Characterization in the English Text**

The vividness of narration is influenced by the outcomes of actions performed by the characters. This study notes differences between the English story and its Punjabi version based on these outcomes. According to Halliday and Matthiessen (2014, p.230), material clauses that bring any participant into existence are classified as creative. Conversely, the material clauses involving pre-existing participants undergoing transformation are termed transformative. Table 10 below presents the linguistic structures related to the outcomes of material processes:

**Table 10**

*Types of Doing in Material Clauses*

Types of Material Processes		English Text		Punjabi Text	
Ty	Creative	21	0.30 %	49	0.63 %

Transformative	Extending	Possession	Intransitive		1	0.01 %	28	0.36 %
			Transitive		69	0.99 %	185	2.38 %
	Enhancing	Motion	Place	Intransitive	20	0.29 %	190	2.45 %
				Transitive	24	0.34 %	59	0.76 %
			Manner	Intransitive	171	2.44 %	38	0.49 %
				Transitive	228	3.26 %	22	0.28 %

Table 10 reveals that the Punjabi text extensively employed the extending material clauses of possession to extend the outcomes of the material actions to other participants by presenting the relationship of ownership and possession among the material participants. For example:

**Punjabi Example 5**

عدالت نے اوہنوں حکم دتا اے کہ (اوہ) اوہنوں ہر ہفتے / ستیں دنیں اپنا خرچہ دیوے

دیوے (give)	اپنا خرچہ (this amount)	ہر ہفتے / ستیں دنیں (after a week)	اوہنوں (her)	(اوہ) (he)	کہ (that)	حکم دتا اے (has ordered)	اوہنوں (him)	عدالت نے (The court)
Material process	Goal	Circumstance	Beneficiary	Actor		verbal	Target	sayer
Extending			Recipient	Animate				
Possessive								

Translation: The court has ordered him that he should give her the amount after every week.

In this example, the Punjabi narrator materialized the relationships of possession through the utilization of material processes, whereas the possessive relationships in the English short story were preferably realized via the attributive clauses as mentioned below:

**English Example 4**

I've got a funny chap to deal with at the Scrubs just now.

I	have got	a funny chap to deal with	at the Scrubs	Just	now
Carrier	Attributive relational	Attribute	Circumstance	circumstance	circumstance
Possessor		Possessed			

The above possessive relationship in the English text was structured through the relational clause. However, some possessive structures in the Punjabi text were construed through the material clauses of the possessive extending process as illustrated below:

**Punjabi Example 6**

میںوں سکربز وچ کم کرن لئی ہن اک بڑا مذاقیا بندا لبھا اے

اے لبھا اے (have found)	اک بڑا مذاقیا بندا (a very funny person)	ہن (now)	کم کرن لئی (to do my work)	سکربز وچ (at Scrubs)	میںوں (I)
material	Goal	Circumstance	circumstance	circumstance	Actor
Extending					
Transitive					
Translation: I have found a very funny person to do my work at Scrubs now.					

The Punjabi example above utilized the material clause of the extending material process to express similar experiential meanings as those conveyed by the relational clause in English example 4. In Punjabi, the extending material clauses are used to provide the first participant's possession (, i.e., actor) to another participant (goal or beneficiary participants). It intends that the possession of the first inherent actor participant is, subsequently, associated with the goal or recipient participant. In contrast, the relational clause in English example 4 indicates a possessive relation between the possessed participant, "a funny chap to deal with" and the possessor, "I". This relational clause establishes a clear, intrinsic bond between the possessor participant and the possessed participant, enhancing the characterization's clarity. Therefore, these structural differences contribute to the nuanced portrayal of participant roles in Punjabi, offering precise characterization within the narrative. The other difference between the English and the Punjabi texts is the use of the enhancing material clause. The enhancing material clauses narrate the different kinds of motions as illustrated below.

**English Example 5**

I'd have wrung her neck even if I'd had to swing for it.

**Punjabi Translated Example 7**

میں تے اوپدی دھون مروڑ چھڑنی سی بہانویں میں پھائے لگ جاندا

I ( میں تے )	d have wrung (مروڑ چھڑنی سی)	her neck (اوپدی دھون)	Even	if I'd had to swing for it. ( سی ) (بہانویں میں پھائے لگ جاندا)
Actor	Material process	Goal	Circumstance	Circumstance
Animate	Enhancing			
	Motion			
	Manner			
	Transitive			

In the aforementioned examples, the authors of both English and Punjabi texts intentionally narrated the characters' motions to enhance the vividness of the short story. Specifically, the English text makes extensive use of transitive material clauses of enhancement compared to its Punjabi counterpart. These transitive clauses serve to transform the characters' emotions

in various types of motions, enabling readers to visualize the abstract feelings experienced by the characters more concretely. For instance, consider the following example, which illustrates the use of transitive material clauses in the enhancing process:

**English Example 6**

Her only ornament was a thin gold chain from which hung a small gold cross.

Her ornament	only	Was	a thin gold chain from which	Hung	a small gold cross
Token		Relational process	Value		
		Identifying	Circumstance	Material	Actor
				Enhancing	Inanimate
				Intransitive	concrete

In the above example, the material clause of enhancing was used to vividly describe “a thin gold chain”. The configuration of the same structure was realized via the existential clause in the Punjabi text as exemplified underneath:

**Punjabi Example 8**

اوہدا زیور صرف اک سونے دی چین سی جدھے وچ اک نکا جہیا سونے دا صلیب دا نشان سی۔

سی	اک نکا جہیا سونے دا صلیب دا نشان (a just small symbol of gold cross)	جدھے وچ (in which)	سی (was)	صرف اک سونے دی چین (only a gold chain)	اوہدا زیور (her ornament)
			Identifying relational process		
Value					token
Existential	Existent				
Translation:	Her ornament was only a gold chain in which there was a just small symbol of the gold cross.				

In Punjabi example 8, the transitive material clauses of enhancing, “from which hung a small gold cross” vividly describe the ornament as “a thin gold chain”, allowing readers to form a clear mental image of the scene. This technique effectively translates the character’s sentiment into a tangible visual element, thereby enhancing the narrative’s vividness.

**4.3.3. Deeper Exploration of Characters’ Cognition vs. Superficial Presentation of Characters’ Perceptions in the Punjabi Text**

The representation of characters’ inner experiences reveals notable differences in mental processes between the English and the Punjabi texts. These differences are systematically categorized and quantified in Table 11 below:

**Table 11**

*Sub-types of Mental Processes in English Punjabi Texts*

Sub-systems of Mental Processes		English Text		Punjabi Text	
Perceptive	Emanating/like_type	30	0.43%	39	0.50%
	impinging/please_type	0	0.00%	1	0.01%
Cognitive	Emanating/like_type	107	1.53%	106	1.36%
	impinging/please_type	4	0.06%	1	0.01%
Desiderative	Emanating/like_type	30	0.43%	20	0.26%
	impinging/please_type	0	0.00%	1	0.01%
Emotive	Emanating/like_type	10	0.14%	36	0.46%
	impinging/please_type	4	0.06%	0	0.00%

Table 11 explains that English text utilized more cognitive mental processes to familiarize the readers with the characters' mentality. This higher prevalence of cognitive processes in the English narrative serves to familiarize readers with the characters' internal mental states. By elucidating the thought processes of various characters, the English text effectively portrays each individual's mental trajectory through the story.

In contrast, the comparatively higher use of the perceptive process in the Punjabi text directs the readers' attention to the impact of outer actions on the character's mental situations, demonstrating the mental actions of seeing, hearing, and perceiving the outer world. Consequently, the Punjabi text could not explicitly depict the thought processes of the characters. English Text example 7 represents the different use of mental processes between the English and Punjabi texts:

### English Text Example 7

He told it me because he didn't know how to deal with the circumstances

He	Told	It	Me	Because	He	didn't know	how to deal with the circumstances
Sayer	Verbal	Target	Receiver	Circumstance			
				Senser	Cognitive mental process	phenomenon	

English Text example 7 exhibits the incapacitated situation of the character prevailing in the character's mind, whereas the same mental situation was presented as material actions in the Punjabi text example 9:

### Punjabi Example 9

اوہنے مینوں ایس لئی دسی کہ اوہ ایہناں حالات نال کجھ نیڑے

نیڑے	کجھ	حالات	ایہناں	اوہ	کہ	دسی	ایس لئی	مینوں	اوہنے
(may deal with)		(these situations)		(he)	(that)	(told)	(therefore)	(me)	(he)
Verbiage						Verbal	Circumstance	Target	sayer
Material	Goal	actor							

In contrast to the English text, Punjabi text 9 used the material process, "deal with" to depict the struggle of the actor rather than precisely describing the inner perspective of the character.

#### 4.3.4. Precise Description of Characters in the English Text vs. Imprecise Description in the Punjabi Text

Character descriptions are based on the characters' relation to the other elements, defined through their attributes. This prominent feature of description in both the English text and its translated Punjabi text is attributed to the deployment of relational processes, as detailed in the table below:

**Table 12**

*Sub-types of Relational Processes*

Sub-types of relational processes	English text		Punjabi text	
	Frequencies	Percentages	Frequencies	Percentages
Attributive relational	353	5.04%	335	4.31%
Identifying relational	63	0.9%	59	0.76%

Table 12 quantified that English text deployed a higher number of attributive relations to precisely describe the characters in the short story. The very precise description of the English text vividly portrays the characters' intrinsic nature in the readers' minds by ascribing the qualities to the respective characters. Moreover, the relatively higher number of identifying relational clauses in the English text indicates the use of cause-and-effect configurations to formulate the narration more plausible and definite as exemplified in English Text Example 8:

#### English Text Example 8

“The acrimony with which he claims to have originated such and such a theory shows a vanity and a jealousy of others working in the same field which somewhat ill become the man of science.”

the acrimony with which he claims to have originated such and such a theory	Shows	a vanity and a jealousy of others working in the same field which somewhat ill become the man of science
Token: identified	Identifying relational process	Value: identifier

In English text example 8, the identifying clause in the English text tends to define Token by establishing the cause-and-effect relationship between the identified, “the acrimony...,” and “a vanity...,”. Instead of using the identifying clause, the Punjabi text used the verbal process to report the similar meanings of English example 8:

#### Punjabi Example 10

اوہ سختی جہدے نال اے دعوا کردا اے کہ اے نظریہ دین والا اوہ پہلا بندا اے، ایہدے وچ بڑا غرور تے دوجیاں لئی ، جہڑے اس میدان وچ کم کرن والے نیں تے غلطی نال سائنسدان بن گئے نیں ، اوہناں لئی بڑا ساڑا جا پیدا اے۔

<p>اے نظریہ دین والا اوہ پہلا بندا اے، ابہدے وچ بڑا غرور تے دوجیاں لئی، جہڑے اس میدان وچ کم کرن والے نیں تے غلطی نال سائنسدان بن گئے نیں، اوہناں لئی بڑا ساڑا جاپدا اے</p> <p>(that the one who propagates this ideology is the first person. In this, there is great arrogance, and for others who are working in this field and have mistakenly become scientists, he is very irritating to them.)</p>	<p>اے دعوا کر دا اے (asserts)</p>	<p>سختی جہدے نال (with great determination)</p>	<p>اوہ (he)</p>
<p>Reported Projection</p>	<p>Verbal process</p>	<p>circumstance</p>	<p>Sayer</p>
<p>Translation</p>	<p>He asserts with great determination that the one who propagates this ideology is the first person. In this, there is great arrogance, and for others who are working in this field and have mistakenly become scientists, he is very irritating to them.</p>		

Punjabi example 10 above utilized the verbal clause to translate the identified-identifier experiential meanings of English example 8, into verbal actions. The discursial use of verbal clauses presented the subjective articulation of the Punjabi writer's notions. In example 8, the identified-identifier clause established a cause-and-effect relationship to provide the English writer's impartial opinion.

Understanding the potential functional impacts of attributive clauses necessitates an analysis of the subtypes of attributive relational clauses. The sub-types of intensive attributive clauses indicate insignificant differences between the English and its translated Punjabi text as mentioned in Table 13 below:

**Table 13**

*Sub-types of Attributive Relational Processes*

Sub-types of attributive relational processes	English Text		Punjabi Text	
	Frequencies	Percentages	Frequencies	Percentages
Intensive	245	3.5%	272	3.5%
Possessive	66	0.94%	18	0.23%
Circumstantial	39	0.56%	45	0.58%

Table 13 indicates similar percentages of intensive attributive relational processes. However, the linguistic structures used to configure the character sketch of different characters in the English and Punjabi texts indicate some differences as tabulated below:

**Table 14**

*Sub-types of Intensive Attributive Relational Processes*

Sub-types of Intensive Attributive		English Text		Punjabi text	
		Frequencies	Percentages	Frequencies	Percentages
Intensive	Membership specification	167	2.39%	114	1.47%

	Phase of neutral/phase	31	0.44%	76	0.98%
	material/semiotic	47	0.67%	82	1.06%

In Table 14, the English text utilized a higher frequency of the member-specification structures (as the sub-type of intensive attributive) by ascribing particular epithets to characters to subtly shape their roles within the narrative. This categorization of character roles clarifies their functions within the story. Notably, the intensive attributive clause in both the English and the Punjabi texts employ distinct structures to encode the ascriptions with the carrier participants as detailed in table 15 below:

**Table 15**

*Sub-types of Attributive Intensives*

Sub-types of Attributive Intensives		English text		Punjabi text	
Membership specification	Nominal groups with thing as head	48	0.69%	52	0.67%
	Nominal groups with epithet as head	119	1.70%	62	0.80%

In Table 15, the English text predominately deployed descriptive epithets to intentionally direct readers' focus toward the persona of individual characters. In addition to the structural variations in intensive attributes, differences in the meanings of ownership and possession between the English text and its translated Punjabi text are presented below:

**Table 16**

*Sub-types of Possessive Attributive Relational Processes*

Sub-types of Possessive Attributes	English Text		Punjabi Text	
	Frequencies	Percentages	Frequencies	Percentages
Possession as attribute	29	0.41%	1	0.01%
Possession as Process	37	0.53%	17	0.22%

To encode the meanings of ownership and possession, the English text dominantly employed attributive possessives compared to the Punjabi text, as exemplified below:

**English Example 8**

I may get a clearer view of it,

I	may get	a clearer view of it,
Carrier (possessor)	Possessive attributive relational processes	Attribute (possessed)

The attributive possessive clauses in the English text ascribe the possession to the carrier participant to develop the character sketches in the story. In contrast, the Punjabi text utilizes the material processes for construing the meanings of ownership and possession:

**Punjabi Example 11**

ایہدی کوئی جنگی شکل ساہمنے آوے دی

سایمنے (come)	سایمنے (out)	شکل (view)	چنگی (good)	کوئی (any)	ایہدی (its)
Material		Actor			
Translation: Any of its good shape may come out.					

Punjabi example 11 above employed the material clause to narrate the outcomes of different actions; however, it did not explicitly convey the intricacies of character sketches, such as specifying which particular one obtains, “clear of view of it”. Thus, the effective utilization of attributive relational clauses in the English text in contrast to its Punjabi translation presents the explicit characterization of participants, relating specific qualities to the participants characterizing their primary roles in the narration.

#### 4.3.5. Judgmental Appraisal of Characters in English vs. Neutral Reporting of Characters in the Punjabi Text

The narrative construction consisting of dialogic passages is lexicon-grammatically configured through verbal clauses. The verbal clauses are illustrated in the following table 17:

**Table 17**

*Sub-types of Verbal Processes*

Sub-types of verbal processes		English Text		Punjabi Text	
		Frequencies	Percentages	Frequencies	Percentages
Activity	Targeting	6	0.09%	12	0.15%
	Talking	71	1.01%	20	0.26%
Semiosis	Neutral quoting	132	1.89%	290	3.73%
	Indicating	30	0.43%	22	0.28%
	Imperating	45	0.64%	36	0.46%

In Table 17, the English text employed a comparatively higher number of the activity and imperating verbal processes in totality to depict the characters’ judgement about different verbal actions. Contrary to the English text, the dominant uses of neutral quoting in the Punjabi text refer to the neutral reporting of dialogues uttered by the characters. The neutral quoting in the Punjabi text generates plain narration as it does not provide the readers with the appraisal of verbal actions. In the following examples 9 & 11 from the English and Punjabi texts, different verbal processes are used to report similar verbal actions:

#### English Example 9

I have related what I thought the reader should know about Ned Preston

I	have related	what I thought the reader should know about Ned Preston
Sayer	Verbal processes	Reporting Projection
	Semiosis	
	Indicating	

In example 9 of English text, the verbal process, “have related” points to the clear indication of the writer’s viewpoint via the reporting projection, “what I thought the reader should know about Ned Preston”. In the Punjabi text 11, the verbal clause was presented through a different verbal process:

#### Punjabi Text 12

سبھ ھ توں پہلاں تے میں ایہ گل دس دیاں کہ ایہ میری کہانی نہیں

کہ ایہ میری کہانی نہیں (that this is not my story)	دس دیاں (may tell)	ایہ گل (this point)	میں (I)	سبھ ہتوں پہلاں تے (first of all)
Reporting Projection	Verbal process	Target	sayer	Circumstance
	Semiosis			
	Neutral quoting			

In Punjabi Text 12, the neutral quoting within the verbal process introduces ambiguity, leaving readers uncertain as to whether the writer is explicitly conveying a particular viewpoint or merely referencing an arbitrary verbal action. Consequently, it can be observed that, compared to the translated text, the verbal clauses in the English text embody the English writer's evaluative stance and encapsulate the judgmental perspectives of different characters toward one another.

#### 4.4. Comparative Analysis of Circumstantial Elements in English and Punjabi Texts

The circumstantial elements in the transitivity system augment the experiential meanings of processes by adding the temporal, spatial, and causal context to various actions. While the circumstances do not directly engage with the experiential core of meanings (processes and participants), they contribute the essential contextual details within the English and Punjabi texts. The following table displays an overview of circumstantial elements and their sub-types, emphasizing the distinct patterns across both texts:

**Table 18**

##### *Sub-types of Circumstances*

Circumstances	Sub-types of Circumstances	English Text		Punjabi Translated Text	
		Frequency	Percentage	Frequency	Percentage
<b>Extend</b>	Distance	2	0.03%	1	0.01%
	Duration	41	0.53%	26	0.37%
	Frequency	3	0.04%	7	0.1%
<b>Location</b>	Place	779	10.03%	686	9.8%
	time	850	10.94%	738	10.54%
<b>Manner</b>	Means	5	0.06%	8	0.11%
	Quality	152	1.96%	71	1.01%
	Comparison	41	0.53%	32	0.46%
	Degree	218	2.81%	205	2.93%
<b>Cause</b>	Reason	78	1%	131	1.87%
	Purpose	31	0.4%	31	0.44%
	Behalf	1	0.01%	6	0.09%
<b>Contingency</b>	Condition	36	0.46%	47	0.67%
	Default	1	0.01%	0	0%
	Concession	16	0.21%	16	0.23%
<b>Accompaniment</b>	Comitative	68	0.88%	48	0.69%
	Additive	9	0.12%	8	0.11%

Table 18 illustrates that the English text excessively exhibited a higher frequency of circumstantial elements, especially in categories such as extent, location, manner, and

compared to the Punjabi-translated text. These elements contribute to a vivid depiction of participants' actions. The circumstantial elements, especially those related to location, provide specific temporal and spatial markers that situate actions within the narrative in both languages.

### English Example 10

I have recently flipped through again the volume published by the Modern Library

I	have	recently	flipped through	Again	the volume published by the Modern Library
Behaver	Behavioural			Circumstance	Behaviour
		Location: time		frequency	

### Punjabi Example 13

میں مڑ کے ماڈرن لائبریری نوں پھولیا

پھولیا (turned to explore)	ماڈرن لائبریری نوں (the modern library)	مڑ کے (again)	میں (I)
Material Process	goal	Circumstance: frequency	Actor

Translation: I turned to explore the modern library again.

In Examples 10 and 13 above, the English text deployed “recently” as a temporal circumstantial element to specify the time of the participant’s action. Conversely, the Punjabi text employed circumstantial elements of frequency (مڑ کے /again), omitting explicit temporal details.

#### 4.4.1. Utilization of Manner Circumstances in English and Punjabi

In English, manner-related circumstantial elements are commonly used to intensity description, as illustrated in the following English Example 11:

### English Example 11

He's a perfectly reasonable, quite intelligent, decent fellow.

He	Is	a	perfectly	reasonab le	quite	intelligent	dec ent	fello w
Participan t: Carrier	Relation Process: Attributi ve	Participant: attribute						
			Circumstanc e: manner of degree		Circumstanc e: manner of degree			

### Punjabi Example 15

اوہ تے بلکل سمجھدار، پر امن، ذہین، تمیز دار بندا اے

اے (is)	سمجھدار، پر امن، ذہین، تمیز دار بندا (sensible, peaceful, intelligent, and well-mannered person)	بلکل (completely)	اوہ تے (he)
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Relation Process: Attributive	Participant: attribute	Circumstance: manner of degree	Participant: carrier
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In examples 11 and 15, the English utilized the degree of manner circumstances, specifically “perfectly” and “quite” to intensify the description of the participant, referred to as “fellow”. By contrast, the Punjabi text used “بِکُل” (, i.e., completely) to attribute similar to the participant. The predominant use of the degree of manner circumstances in the English text highlights the intensity of various processes, contributing to a more precise and vivid depiction within the narrative. The nuanced deployment of circumstantial elements pertaining to manner and location serves to enrich the representation of participants and their actions, thereby enhancing the experiential meanings embedded within the short story.

### 5. Conclusion

This study analyzed Halliday’s SFG transitivity-based lexico-grammatical differences between the English short story and its transition in Shahmukhi Punjabi, examining their potential impacts on the experiential meanings encoded in both texts and how they shape readers’ perceptions.

The multi-layered analysis based on the sub-systems of the transitivity framework revealed that the English short story vividly and vocally narrated the events and story characters, while the Punjabi translation relied on more elaborate clauses to develop the plot, increasing textual complexity. The Punjabi text deployed more abstract participants, often depersonalizing the initiator of actions, and the fact-embedding participants within mental clauses, enhancing the objectivity of the translation. Further, the frequent use of intransitive clauses in the Punjabi text introduced ambiguities by not specifically identifying the agents and receivers of actions.

In the English text, the transitive clauses of material processes vividly depicted each character’s emotions through tangible movements, followed by mental cognitive clauses that explored their inner thoughts. Conversely, the Punjabi translation used the extending material in the translation to create the relations of possession and ownership between participants, while the perceptive mental clauses illustrated the influence of external experience on characters’ perceptions. The English text employed intensive attributive to characterize the participants’ qualities and the verbal clauses to provide readers with critical judgments about varied characters’ behaviors. Furthermore, the effective usage of circumstantial elements such as location, manner, and accompaniments contextualized characters’ actions, enhancing the narrative clarity of the English text.

Although this study thoroughly examined the interplay between structures, meanings, and perceptions, its small sample size limits its findings. Additionally, further exploration of other meanings suggested by Halliday’s SFG could provide a more comprehensive understanding of perceptual constructions. Despite these limitations, its findings can offer valuable insights for English language teachers to enhance the narrative writing skills of Pakistani Punjabi learners of the English language, highlighting the transitivity-based lexico-grammatical differences between the English text and its Punjabi translation.

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