Thesis Title: A comparative study of the position of the object in the sentences of Modern Chinese, Urdu and English languages

Nowadays, with the CPEC project underway, more and more students are interested in learning Chinese. The need of the hour is to find ways to make learning the Chinese language easier and simpler. This research will benefit Pakistani students who are learning Modern Chinese and will give them a better understanding of the position of Chinese objects in Modern Chinese language sentences.

This study was intended to analyze the position of the object with respect to the structure in the sentences of Chinese, Urdu, and English languages. The main purpose of this research is to compare the position of the object in the sentences of Chinese, Urdu, and English languages along with their similarities and differences, it also analyzed the mistakes committed by Pakistani Chinese language learners while learning the position of the object in sentences and suggested appropriate pedagogical approaches so that the students can acquire the target language to a reasonable extent. The theoretical framework of this study is based on **"Transformational Generative Grammar Theory"** by Chomsky. A general review of the literature was made to see the views of grammarians and results of previous researches regarding this topic. This study is qualitative as well as quantitative in nature. It is divided into three parts. The first part is qualitative and aims to compare most of the possible positions of objects in Chinese, Urdu, and English sentences. Firstly, Chinese sentences were selected according to different sentence structures from grammar books and then translated into English and Urdu. The researcher compared the positions of objects in the three languages and tried to find similarities and differences between them through tables to provide a clear analysis. The second part comprises of quantitative research and experimental design. An experiment was conducted on two diploma classes (morning session) of the Chinese department at NUML and data was collected. Corder's (1967) model of error analysis was used to analyze the data, the errors of Pakistani students were identified and classified. The frequencies of errors were also explained in the form of pie-charts. The third part is also quantitative, the data collected through the experiment was analyzed by statistical test (SPSS 26), The variables used here were pre-test and post-test. The data was analyzed by paired sample T-test to find a statistically significant difference in the means of both the groups. Statistical results were also presented in the form of pie-charts and graphs. Findings revealed that if the position of objects in the sentences of modern Chinese language is taught by comparing its position in Urdu

and English languages by using the sentence analysis method, then the verb-object structure of modern Chinese, the morphological changes in Urdu and English and 把字 sentences will be understood more comprehensively. The students will make fewer mistakes in location words, nouns, quantitative phrases, verbs, fixed phrases and positive phrases used as objects. The P-value of the experimental group was $P < 0.05$, indicating that the difference between the means of pre-test and post-test was statistically significant.

On the whole, our results indicate that the sentence analysis method has a positive effect on understanding the position of objects in the experimental group which proved this method an effective one. This study will benefit the Pakistani students who are learning the Chinese language, to comprehend syntax or word order of sentence in a better way. It will be useful for Pakistani as well as Chinese teachers to teach Chinese sentence structure easily and to improve their teaching skills. It can provide a theoretical basis for the second language (L2) learning and teaching skills. Chinese nationals who are learning Urdu would also be able to know the basic difference in the sentence structure of Urdu and Chinese languages. It will provide guidance to future linguistic researchers to conduct a comparative study on grammar points of a language regarding syntax. Teachers would be able to take help in curriculum development and lesson planning from this. It has a certain practical value; students would definitely be able to acquire the target language to a reasonable extent.