

**SYNTACTIC BEHAVIOR OF PRONOUNS IN
ENGLISH, URDU, AND SARAIKI: A CROSS-
LINGUISTIC STUDY IN UNIVERSAL
GRAMMAR**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

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**FACULTY OF ARTS & HUMANITIES NATIONAL
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Thesis Title: Syntactic Behavior of Pronouns in English, Urdu, and Saraiki: A Cross-linguistic Study in Universal Grammar

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ABSTRACT

Title: Syntactic Behavior of Pronouns in English, Urdu, and Saraiki: A Crosslinguistic Study in Universal Grammar

Pronouns are essential constituents of the structure of language and represent significant cross-linguistic universal principles and language-specific parameters. This study attempts to explore the syntactic behavior of pronouns in English, Urdu, and Saraiki using the 14 principles and parameters of pronouns in Universal Grammar (UG) in three diverse languages: Saraiki, Urdu, and English (Carnie, 2021; Tallerman, 2019; Torres Cacoullos & Travis, 2019; Khalique et al., 2022). The study aims to compare and contrast the pronoun systems in the three selected languages to identify the controlling principles within Universal Grammar, with the primary objective of analyzing the principles and parameters—such as person, gender, number, case, clusivity, animacy, honorifics, reflexivity, and reciprocity—that impact pronoun structures in these three languages. Using qualitative content analysis, themes and patterns are compared using the data collected from grammar books and language textbooks written in Saraiki, Urdu, and English. Findings of the study reveal substantial differences in the pronoun systems of Saraiki, Urdu, and English, especially concerning person, gender, and honorifics. English has a more straightforward structure with fewer distinctions than Urdu and Saraiki, which are both more complex and diverse in these domains. The findings elucidate the complex intersectionality across language-specific parameters and universal principles and underscore the significance of exploring pronoun systems in other languages to advance the understanding of linguistic diversity and UG. This study also contributes to the growing body of research on how universal principles shape syntactic structures across languages, providing valuable insights into the dynamic interplay between language universals and cultural expressions.

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LIST OF ABBREVIATIONS

ACT-R: Adaptive Character of Thought -Rational

AD: Alzheimer's Dementia

CCs: Phi-Case Constraints

CLI: Cross-linguistic Influence

CP: Complementizer Phrase

D: Determiner

DLD: Developmental Language Disorder

DP: Determiner Phrase

EFL: English as Foreign Language

ERP: Event-Related Potential

fMRI: Functional Magnetic Resonance Imaging

GCCs: Gendered Case Constraints

GEFA: Generalized Edge Feature Approach

GS: Graduate Studies

HEC: The Higher Education Commission

LM: Lexical Morphology

L1: First Language

L2: Second Language or Target Language

MTP: Maximal Tense Phrases

NPs: Noun Phrases

N-to-D: Noun-to-Determiner

NUML: The National University of Modern Languages

PP: Prepositional Phrase

P&Ps: Principles & Parameters

PCC: Person-Case Constraint

pIFG: Posterior Inferior Frontal Gyrus

PLD: Primary Linguistic Data

pMTG: Posterior Middle Temporal Gyrus

RC: Relative Clause

SLA: Second Language Acquisition

T-bar: T in T-bar stands for Tense or Tense Phrase (TP)

Tdef: Defective Tense or Defective T

UG: Universal Grammar

WM: Working Memory

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DEDICATION

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A Tribute to Dr. Inayat (cinquain)

Guiding
With wisdom true
Supporting our research
Illuminating scholars' paths
Guía

— *Riaz Laghari*

CHAPTER 1

INTRODUCTION

Pronouns are integral components of language, serving to refer to persons, objects, and abstract concepts. These linguistic elements replace noun phrases and typically refer to previously introduced or recognizable concepts in discourse (e.g., I, we, you, he, she, they, it, himself etc.). Despite their central role, the syntactic behavior of pronouns remains underexplored, particularly in cross-linguistic studies. When examined across languages, the complexities of pronoun agreement and reference mechanisms present significant challenges.

This study explores the pronoun systems in three distinct languages: Saraiki, Urdu, and English. Using the theoretical framework of Universal Grammar (UG) and its principles and parameters (P&Ps), this research seeks to unravel the processes that govern pronoun behavior in diverse linguistic environments. A comparative analysis will be used to examine how universal language principles interact with the unique cultural and linguistic contexts of these languages, focusing on their pronoun systems and the functions they serve in speech and sentence structure.

Existing research has highlighted the lack of comprehensive grammars on Indo-European (I-E) and Turkic languages in schools and universities, as well as the absence of studies examining pronouns from a cross-linguistic perspective (Muryasov, 2021; Tuxtajonovna, 2022; van Gelderen, 2022). Interlanguage communication is particularly challenging because English lacks grammatical gender, while Saraiki and Urdu have complex gender systems (Shafiq & Iqbal, 2023).

This study aims to address these disparities within the context of Universal Grammar (UG), identifying the principles and parameters that regulate pronouns (Roberts, 2019; White, 2020). Understanding these disparities could enhance language learning engagement and improve accuracy in translation, particularly with gender-neutral pronouns (Roberts et al., 2020; Vergoossen et al., 2020). The study uses qualitative content analysis of 210 sentences—70 from each of the three selected languages—to explore how pronoun patterns in different languages influence language learning, usage, and translation. Themes such as subject and object, gender,

reflexivity and reciprocity, and honorifics will be examined (Peng et al., 2019; Roberts, 2019).

By investigating these pronoun systems, the study seeks to fill the existing gap in the literature and contribute to a deeper understanding of Universal Grammar and its cross-linguistic applicability. Additionally, it aims to provide insights into how pronoun patterns influence language learning, usage, and translation, particularly with regard to gender-neutral pronouns.

1.1 Background of the Study

Pakistan's linguistic diversity is evident in the broad range of languages spoken across the country, each characterized by distinct lexical variations and syntactic structures. However, a thorough analysis of the syntax and morphology of these regional languages is necessary to fully explore their potential. Within its geographical frontiers, more than 70 different languages are spoken, each adding to the rich linguistic legacy of the nation's cultural heritage. Urdu is the language of academia, the national language of the country, and is considered the *lingua franca*. English, the language of international communication, is ranked second in importance. Away from sprawling metropolises, in rural areas, the scenario depicts a different picture revealing a wealth of native languages and vestiges of old languages that whisper stories of a past time. Pakistan's diverse linguistic landscape, which stretches over expansive swathes from the northern mountains to the southern plains, is a powerful symbol of the rich cultural legacy of the country. Spoken by around 26 million people inside Pakistan's borders, the Saraiki language is an example of the diverse range of languages present in the country (Ethnologue, 2022).

Pronouns serve as substitutes for nouns to improve communicative clarity and conciseness. In essence, pronouns serve as stand-ins for nouns, streamlining discourse and avoiding repetitive use of the same noun phrases. Pronouns are any of a limited class of terms in a language that are used to substitute nouns or noun phrases and whose referents are specified or understood in the context. Like a noun, "a pronoun is a term that is used to refer to someone or something when we do not need to use a noun phrase, frequently because the person or thing has been named earlier," according to the Collins English Dictionary. Likewise, pronouns are frequently used

to refer to “a noun phrase that has previously been mentioned”, according to the Cambridge English Dictionary.

Pronouns are used in place of noun phrases. A distinct pronoun is required depending on two elements: the noun being replaced and the role that noun has in the sentence. English pronouns are words that take the place of noun phrases to reduce repetition and facilitate reading and speaking. There are first-person (I, we), second person (you), and third-person pronouns (he, she, it, they) in English. Except for personal third-person pronouns such as "he" and "she," most pronouns in English do not specify the gender of the noun they are replacing. The growing recognition of nonbinary identities necessitates the use of gender-neutral pronouns such as "they" and "them" when referring to individuals whose gender identity is unknown or non-binary. This practice fosters inclusivity and respect for diverse gender expressions. Languages frequently use reflexive pronouns in their pronoun systems. Pronouns are used in place of nouns or noun phrases and refer to the subject of the phrase or clause, such as "myself" and "ourselves," highlighting the action as being directed at the subject. The capacity of the speaker to convey complex relationships inside a phrase is further enhanced by the differentiation between single ("myself") and plural ("ourselves") reflexive pronouns. Furthermore, in English, the pronoun "you" can be used in both the single and plural forms of the second person.

The principles and parameters governing the use of pronouns in English are intriguing to researchers because of how they are used, understood, and applied. Pronouns are essential parts of language and play a key role in communicating. Yet, various factors may have an impact on how pronouns are understood. Although the topic of pronouns has been the subject of numerous studies in several languages, and these previous studies have been conducted on pronouns and their various aspects using different theoretical frameworks and research methodologies, the majority of this research has, however, focused on English, and little is known about how pronouns are used in languages such as Urdu and Saraiki. Through the lens of Universal Grammar, this study aims to investigate the syntactic behavior of pronouns in English, Urdu, and Saraiki from a cross-linguistic perspective.

Like other languages, English is accepted as an official language and a global language. It is used as a common language in official correspondence and by those with education. With their complex pronoun systems and sophisticated syntactic patterns, Urdu and Saraiki are interesting languages for an inquisitive scholar. Urdu is a national language while Saraiki is a notable regional language in Pakistan and is mostly spoken in southern Punjab. In contrast to Urdu, which is widely spoken throughout Pakistan, India, and other South Asian countries, Saraiki is a regional language spoken in southern Punjab, the center of Pakistan, and parts of India, and Saraiki speakers are spread all over the world. Like other languages, Saraiki has its own unique pronoun system that plays a major role in the meaning of phrases and sentences. The study aims to assess the syntactic behavior of pronouns in these two languages so that they may be compared to English.

Pronouns and meaning are closely linked in diverse languages, therefore knowing when and how to use them is necessary. It is crucial to research pronoun systems in languages such as Saraiki and Urdu and it can be accomplished by investigating Universal Grammar, which is essentially a method for identifying shared grammatical patterns across languages (Muryasov, 2021).

The pronoun systems of Saraiki and Urdu are intrinsically complicated, which adds curiosity to this cross-linguistic approach. Researchers stress the need to study grammatical patterns in English, Saraiki, and Urdu with a particular focus on pronoun usage. Through a comparative study, scholars may shed light on the distinct functions of pronouns in each language and their role in meaning production (Maryam et al., 2022).

1.2 Statement of the Problem

Pronouns are fundamental linguistic elements that serve as core syntactic components, ensuring coherence in communication across languages. As universal features of language, pronouns exhibit significant syntactic variation across linguistic systems, particularly in relation to gender, case, and agreement. English, Urdu, and Saraiki are three linguistically distinct languages, each featuring unique pronoun systems. Urdu and Saraiki incorporate complex gender systems that influence pronoun usage, whereas English, which lacks grammatical gender, relies on gendered pronouns such

as “he” and “she”. This distinction complicates cross-linguistic comparisons, necessitating a deeper exploration of their syntactic behaviors.

Despite these notable differences, the principles and parameters that govern pronouns within these languages have yet to be thoroughly examined through the lens of Universal Grammar (UG). While extensive research exists on pronouns within individual languages, a comprehensive cross-linguistic analysis, particularly within the UG framework, remains scarce. Moreover, the implications of these syntactic variations for language learning, and interlanguage communication have not been fully explored.

This study seeks to fill this gap by systematically analyzing the syntactic behavior of pronouns in English, Urdu, and Saraiki, focusing specifically on how Universal Grammar principles and parameters are instantiated across these languages. By investigating the syntactic differences among these pronoun systems, the study will contribute to advancing the theoretical understanding of UG and its applicability in cross-linguistic contexts. This research aspires to enhance our understanding of pronoun usage, its impact on language learning, and intercultural communication, thereby contributing to both the development of linguistic theory and the practical application of this knowledge in multilingual contexts.

1.3 Objectives of the Study

This study aims to achieve the following objectives:

1. To systematically identify and analyze the principles and parameters that govern the syntactic behavior of pronouns within Universal Grammar, specifically focusing on the syntactic differences and similarities in the pronoun systems of English, Urdu, and Saraiki.
2. To examine how disparities in the pronoun systems of English, Urdu, and Saraiki provide insights into language learning, and how these systems align with Universal Grammar, offering implications for cross-linguistic understanding and the broader field of linguistic theory.

1.4 Research Questions of the Study

The study seeks to answer the following research questions:

1. What are the main principles and parameters for pronouns in Universal Grammar that take into account the differences in Saraiki, Urdu, and English?
2. How do disparities in the pronoun systems in English, Urdu, and Saraiki provide insight into language learning, and their relationship to universal grammar principles?

1.5 Significance of the Study

In the field of linguistic research, this study holds significant value by making theoretical, practical, and sociocultural contributions. It advances the understanding of Universal Grammar (UG) by examining the nuanced differences in the pronoun systems of Saraiki, Urdu, and English. By exploring these subtle linguistic distinctions, the research provides insights into universal principles and language-specific parameters, contributing to the broader understanding of linguistic variation. These findings have implications for theoretical linguistics, particularly in areas such as syntax and morphology, and open new avenues for future research in comparative linguistics.

This study also explores practical applications, particularly in language teaching and translation. Insights into the unique features of Saraiki and Urdu pronoun systems can enhance translation efforts for underrepresented languages, improving accessibility and communication. Furthermore, the research offers valuable support for educators in developing more effective pedagogical strategies for multilingual learners, ensuring that language instruction reflects the linguistic realities of diverse populations.

Moreover, the study underscores the deep interconnection between language and culture, highlighting how linguistic diversity facilitates cross-cultural discourse and nurtures social inclusion. By analyzing Saraiki and Urdu, the research celebrates regional languages' cultural significance and their role in shaping identity. This work is particularly impactful in promoting linguistic heritage preservation, supporting

language revitalization efforts, and advocating for the recognition of marginalized linguistic communities.

Finally, this research contributes to the growing discourse on linguistic rights and social justice. It emphasizes the importance of regional languages in the construction of regional identities and cultural expressions, thereby advocating for inclusive language policies that honor and preserve linguistic diversity. By bridging theoretical linguistics with real-world implications, this study not only enriches scholarly discourse but also promotes equitable and inclusive practices that acknowledge the intrinsic value of linguistic variety across the globe.

1.6 Rationale of the Study

This study is motivated by the need to understand cross-linguistic variation and the role of Universal Grammar (UG) in this diversity. It aims to provide a comprehensive analysis of the principles and parameters of pronouns in UG across English, Urdu, and Saraiki (Roberts, 2019), which is crucial for understanding language diversity (Charnavel & Bryant, 2023). Additionally, the study seeks to address the language-specific challenges students face when learning pronoun usage in UG, as unfamiliarity with these principles can hinder effective communication (Contemori et al., 2019). By examining these challenges, the research aims to inform the design of language teaching materials and assessment methods that account for cross-linguistic variation (Foley & Toosarvandani, 2022; Contemori et al., 2019). This work will contribute to the development of more accurate and reliable language evaluation tools by highlighting the similarities and differences in the universal grammar principles of pronouns across different languages.

1.7 Research Methodology

This study employs content analysis as a qualitative research method, utilizing Universal Grammar (UG) as the theoretical framework (Foley & Toosarvandani, 2022). The aim is to examine pronoun systems across English, Urdu, and Saraiki, focusing on syntactic and morphological features. Data is collected from academically recognized sources for each language, including *The Cambridge Grammar of the English Language* (Huddleston & Pullum, 2002) for English, *Urdu: An Essential*

Grammar (Schmidt, 1999) for Urdu, and A Descriptive Grammar of Hindko, Panjabi, and Saraiki (Bashir & Connors, 2019) for Saraiki, alongside personal insights from the researcher as a native Saraiki speaker. A purposive sample of 210 sentences is selected, five for each UG principle per language, reflecting grammatical diversity. The coding process categorizes pronouns under UG principles such as person, gender, number, case, and examines features such as clusivity, animacy, and honorifics. Pronouns are analyzed for syntactic function and grammatical features (e.g., singular/plural, masculine/feminine). Cross-linguistic comparisons are made to identify both universal and language-specific principles. An inductive approach is adopted for data analysis, allowing themes to emerge naturally, with manual coding and periodic reviews for accuracy. A pilot study on grammatical gender and pronoun categories informs the main analysis. The study concludes with a comparative analysis of pronoun systems, contributing insights into UG principles and their relevance to language teaching.

1.8 Definitions of Key Terms

This subsection provides definitions of key terms integral to this research, establishing clarity and foundational understanding. These definitions elucidate essential concepts pivotal to the study, laying a comprehensive groundwork for subsequent analysis.

Syntactic Behavior: The arrangement of words or phrases in a sentence and how they relate to other words or phrases therein.

Pronouns: The first-person, second-person, and third-person pronouns are all words that are substituted for noun phrases to prevent repetition (e.g., I, we, you, he, she, it, they).

English Language: A West Germanic language extensively spoken nowadays and used as the official language in several nations, including Pakistan.

Urdu Language: An Indo-Aryan language that is one of Pakistan's official languages and is largely spoken in Pakistan and India.

Saraiki Language: An Indo-Aryan language spoken predominantly in central western Punjab, southern Punjab, and parts of Khyber Pakhtunkhwa, Sindh, and Balochistan, with sizable speakers in Islamabad, Pakistan, and in certain parts and in

specific families in India, including those who migrated to India after partition. Saraiki speakers can also be found in other parts of the world.

Cross-linguistic Study: A study that compares and contrasts linguistic structures across languages to find patterns and differences.

Universal Grammar (UG): A theory that contends that there are fundamental principles and parameters shared by all languages and that people can learn language from birth. "'Language organ' (in the brain) is innate. We call this facility the Universal Grammar (or UG)" (Carnie, 2021, p. 19).

Variationist Typology: Cross-linguistic tendencies are manifested in shared aspects of the variable structure internal to each language. Methodologically, similarities and differences across languages are identified through comparisons of intra-linguistic variability. The locus of such comparisons is not only the set of probabilistic constraints on the variation but also the delimitation of the variable context within which the probabilistic constraints are operative (Torres Cacoullos & Travis, 2019, p. 4).

Grammatical Categories: A set of grammatical features, such as tense, aspect, number, gender, and case, that are used to classify words in a language.

Sentence Structure: The word order, phrase structure, and syntactic rules that determine how words are arranged in a sentence to express meaning.

Antecedent Accessibility: How readily available and prominent a probable referent for a pronoun is in memory.

Structural Position: The placement of a pronoun in a sentence, which may have an impact on how it is understood.

Processing Mechanisms: The mental processes, such as working memory, attention, and prediction processing, are involved in the real-time interpretation of pronouns.

Cross-linguistic Differences: Pronoun usage and interpretation can vary across languages, depending on cultural conventions and grammatical rules.

Ambiguity: The ability for a particular pronoun to have numerous referents, which might make pronoun interpretation more difficult.

Contextual Factors: Discourse context, referential distance, and animacy are some variables that influence how pronouns are interpreted.

1.9 Delimitations of the Study

Delimitations define the boundaries and scope of this investigation, ensuring a focused and manageable research framework. The following delimitations are identified:

Languages: This study examines the pronoun systems of three languages: English, Urdu, and Saraiki. Other languages are excluded to maintain a focused analysis within the chosen linguistic and cultural contexts.

Scope of Analysis: The research specifically investigates the principles and parameters of pronouns within the framework of Universal Grammar (UG). Other grammatical phenomena, such as semantics, phonology, or broader syntactic structures, are beyond the scope of this study.

Data Sources: Data is derived exclusively from written materials, including grammar books and linguistic reference texts in English, Urdu, and Saraiki. The study does not involve data collection through surveys, interviews, or direct interactions with native speakers.

Research Context: The study is conducted within an academic framework, focusing on the written and structured content found in grammar books. No specific geographic or sociolinguistic variations are considered, as the analysis is based purely on the theoretical principles of UG.

Theoretical Framework: The study employs Universal Grammar as its sole theoretical lens. Other linguistic theories, such as Functional Grammar or Cognitive Linguistics, are not applied to ensure methodological consistency.

1.10 Organization of the Study

This research is organized into five (5) chapters aimed at enhancing our understanding of pronouns within Universal Grammar, particularly in English, Urdu, and Saraiki. This research aims to advance understanding of pronouns within Universal Grammar and across different languages, specifically focusing on English, Urdu, and Saraiki. To achieve this, the thesis is structured into the following chapters:

Chapter 2 Literature Review provides a comprehensive analysis of the existing literature about several key areas: Pronoun Features and Usage, Variation in Pronoun Usage across languages and contexts, the Challenges and Complexity inherent in Pronoun Systems, their implications for Machine Translation accuracy, and a broader examination of their significance in Linguistic Analysis. Each section explores crucial aspects that lay the groundwork for understanding the complexities and implications of pronoun usage across different linguistic domains.

Chapter 3 Research Methodology chapter outlines the research design, data collection methods, data analysis techniques, and the theoretical framework employed in the study. It details the principles and parameters of Universal Grammar relevant to pronouns.

Chapter 4 Data Analysis presents and examines the collected data, offering a detailed analysis, including the application of relevant principles and parameters to interpret the data effectively.

Chapter 5 Findings, Discussion, and Conclusion includes the findings, compares and contrasts the findings of the study with previous studies from the existing literature, and theoretical frameworks. and addresses the implications and limitations of the study. **Conclusion** recaps the study, answers the research questions, includes contribution of the study, and provides recommendations for future research.

This structured approach ensures a comprehensive exploration of pronoun behavior in the specified languages within the framework of Universal Grammar.

CHAPTER 2

LITERATURE REVIEW

This study, based on the framework of Universal Grammar (UG), investigates the syntactic features of pronouns in Saraiki, Urdu, and English to identify sociolinguistic complications and universal principles. The study unveils the relationship between syntax and cognitive architecture in different languages by focusing on pronouns. The review addresses the gap in linguistic theory and supports advancements in natural language processing, cross-cultural communication, and cognitive science, to enrich understanding of linguistic diversity and UG principles.

This literature review critically examines different dimensions and features of the use of pronouns across languages to shed light on both universal principles and language-specific parameters. Section 2.1 explores the universality of pronoun features, highlighting commonalities in how pronouns function across different linguistic contexts (2.1.1) and discussing parametric variations that differentiates pronoun systems among languages (2.1.2). Section 2.2 investigates the diverse patterns of pronoun usage, addressing variations observed across languages (2.2.1) and the emergence and adoption of gender-neutral pronouns (2.2.2). The complexities involved in acquiring and processing pronoun systems were analyzed in Section 2.3, which examines challenges in pronoun acquisition (2.3.1) and the cognitive processing complexities associated with pronoun systems (2.3.2). Section 2.4 explores the cross-linguistic morphology and pronouns in indigenous Pakistani languages, while Section 2.5 widens the scope to integrate detailed linguistic analyses, such as syntactic structures and argumentation in specific languages (2.5.1), morphological analyses and affix behaviors (2.5.2), comparative syntax and minimalist analyses across languages (2.5.3), and the socio-cognitive implications of pronoun usage in language and society (2.5.4). Section 2.6 identifies current research gap in the field of pronoun studies, and at the end of this literature review section 2.7 provides a chapter summary.

Language is the elemental mode of understanding and articulation for human beings and functions akin to a communicative device, composed of several components that constitute cross-cultural communication, arising in structures

that mirror both universal principles and language-specific parameters. Pronouns, though often overlooked, are essential ingredients of reference and cohesiveness in different linguistic contexts. Since they provide coherence and reference, pronouns—essential language tools—play a pivotal role in speech. Their use not only reflects typical sociolinguistic traits that differ across linguistic settings, but also universal principles of language processing. Understanding the syntactic behavior of pronouns in Urdu, Saraiki, and English is important for expanding one's grasp of language through the use of Universal Grammar (UG). This research uses the Universal Grammar (UG) framework to examine the syntactic behavior of pronouns in three different languages: Urdu, Saraiki, and English. This research attempt aims to uncover the general principles and sociolinguistic complexities.

2.1 Pronoun Features and Usage

Pronouns are an essential component of linguistic systems in all languages, and knowledge of their properties offers important insights into language processing and structure. The basic features of pronouns are presented in this section, emphasizing both their universality and the linguistic variances. Studying these traits can help in understanding how various language traditions manage pronouns in distinctive ways.

This section explores the fundamental aspects of pronouns in language, concentrating on their universality across different linguistic systems (2.1.1) and the variations observed due to parametric differences among languages (2.1.2). The discussion emphasizes commonalities in pronoun features that transcend linguistic frontiers, as well as the specific linguistic parameters that fashion distinct pronoun systems in different languages.

2.1.1 Universality of Pronoun Features

At the core of pronoun systems, there exist certain universal features that span linguistic boundaries. These features include the distinctions among persons, numbers, and genders, which form the basis of pronoun usage in most languages. While the manifestation of these features varies across linguistic families, the underlying principles of pronouns remain strikingly similar. It is crucial to explore these universal

features to establish a foundation for understanding more complex pronoun systems in subsequent sections.

These universal features have been the subject of numerous linguistic studies, which suggest that despite the variations, there are underlying patterns in the way languages structure their pronouns. For instance, distinctions between singular and plural, first-person and third-person, as well as masculine and feminine, have been consistently observed across diverse languages. Understanding these fundamental principles allows researchers to explore more intricate aspects of pronoun systems, such as the interaction between pronouns and other grammatical elements. This exploration also lays the groundwork for investigating how these universal features may differ or be constrained by language-specific parameters.

This analysis of pronouns in the context of UG covers a wide range of linguistic studies. The fundamental components of human language have been studied by academics in numerous ways, from investigations into the universality of pronoun principles to intricate analyses of parametric variation and challenges in processing across languages. Researchers attempt to identify the underlying principles governing pronoun acquisition, syntax, and semantics through critical analysis and empirical research. This review of the literature provides an analysis of important studies, evaluating their contributions to the understanding of pronouns in the context of UG.

In examining the connection between pronouns and broader linguistic structures, it becomes evident that Universal Grammar (UG) plays a pivotal role in shaping the rules governing pronouns. UG posits that there are innate principles within the human brain that guide language acquisition, enabling children to effortlessly learn complex linguistic systems. The concept of UG also offers insight into the limitations and universality of pronoun systems, which have evolved to serve both functional and communicative purposes in all languages.

Berg (2020) examines Greenberg's Universal 43 in order to examine the connection between nominal and pronominal gender. The study identified trends in gender marking across nouns, personal pronouns, possessors, and possessums through examination of 500 gendered and ungendered languages. The results contribute to a

better understanding of gender marking in languages and advocate for more investigation into the sociolinguistic facets of gender marking.

This exploration of gender marking in pronouns highlights the sociolinguistic implications of pronoun use and emphasizes the role that cultural contexts play in shaping grammatical structures. As Berg's findings suggest, languages differ in how they treat gendered and ungendered pronouns, yet the core distinction remains a universal feature across linguistic systems. The continued research into this area can yield insights into how pronouns reflect and reinforce societal values related to gender and identity, furthering our understanding of both linguistic and social systems.

According to Carnie (2021), children benefit from Universal Grammar (UG), an intrinsic linguistic ability that facilitates language development. To address the logical issue of limitless production of language, UG suggests that the brain comes pre-programmed with a design that limits the conceivable grammars a child might learn. The restricted efficacy of parental correction, language universals, data underdetermination (certain rules cannot be learned from data alone), and neurolinguistic investigations are some of the grounds that support UG. He also discusses special types of predicates, such as "weather" verbs, which do not assign theta roles. In sentences such as "It rained," "It snowed," and "It hailed," the pronoun "it" does not refer to any specific entity. These pronouns are called expletive or pleonastic pronouns in syntax. Despite not receiving a theta role, they are used as subjects in certain constructions, indicating an aspect of syntactic structure that warrants further examination (Carnie, 2021).

This discussion on expletive pronouns and their syntactic roles offers a critical examination of how UG accounts for seemingly anomalous linguistic phenomena. The use of expletive pronouns, such as "it," demonstrates that not all pronouns fit neatly into the established patterns of syntactic roles. This challenges traditional views of pronoun usage and invites further exploration into how UG accommodates such deviations while maintaining a universal structure across languages.

Hein et al. (2021) provide a comprehensive analysis of syncretism in morphology, categorizing different patterns based on accepted theoretical frameworks. Their typology includes elsewhere syncretism, natural class syncretism, directional

syncretism, and morphomic syncretism. The study illustrates how a single morphological form can be ambiguous, representing multiple morphosyntactic functions. Notably, the research emphasizes the implications of syncretism for understanding the general structure of grammar. The authors argue that examining syncretism supports a realizational model of morphology (where morphology realizes features, not adds them) and a late-insertion model of the syntax-morphology interface (where syntactic structures precede the insertion of morphemes). The paper ends with a discussion of the wider impact that the research on syncretism has on the structure of grammar.

The study of syncretism in pronouns offers valuable insights into how different grammatical functions can overlap in a single morphological form. The ambiguity inherent in syncretic forms challenges linguists to refine their understanding of how language structures are realized and integrated. Hein et al.'s work reinforces the need for a flexible model of morphology that can account for such variations, furthering the discussion on the relationship between syntax, morphology, and UG.

Abbas and Yaseen (2022) deliver a critical evaluation of recent developments in Chomsky's Universal Grammar (UG) theory in the context of learning a second language (L2). Through a critical analysis of the literature, they emphasize concerns such as linguistic variations and draw attention to arguments concerning the applicability of UG for SLA. The review raises important questions about the benefits and drawbacks of using UG in teaching languages, which contributes to current debates in this discipline and encourages more research in SLA.

This critique of UG in the context of second language acquisition underscores the complexities involved in applying a universal theory to the diverse realities of language learning. While UG offers a compelling framework for understanding language development, its applicability to L2 learning remains a subject of debate. Abbas and Yaseen's work highlights the challenges of integrating UG into practical language instruction and calls for more empirical research to resolve these issues.

Boussaid (2022) reviews and critically evaluates several hypotheses and arguments to determine whether Universal Grammar (UG) is accessible to L2 learners. The study examines the various levels of UG accessibility—from complete access to

restricted or nonexistent access—and takes into account other strategies for L2 learning through a thorough literature analysis. The findings of the study, which emphasize the complexity and importance of this theoretical notion in language learning, indicate the need for more empirical research and practical application of UG theory in teaching L2.

By examining the varying degrees of UG accessibility for L2 learners, Boussaid contributes to the ongoing discussion about the scope and limitations of UG in second language acquisition. The study highlights the need for more nuanced approaches to language teaching that take into account both innate linguistic structures and the practical realities of learning a second language. Ghomeshi and Massam (2020) research how number features are laid out in pronominal and nominal phrases. They discover that numbers can correspond to different positions inside nominal phrases, e.g., a "low" position in *n* and a "high" position in *Num*. Still, not much has been studied about how number characteristics are positioned in pronouns or if pronouns have the same complement of nominal projections as nominals. Although theoretical assertions may require empirical proof, the work advances our understanding of the syntactic and semantic features of nominal and pronominal structures.

In recent years, research on the interaction between pronominal and nominal features has grown, leading to a deeper understanding of their syntactic behavior. Ghomeshi and Massam's (2020) work marks a critical contribution to this discourse, shedding light on the positioning of number features within phrases. This investigation sets the stage for exploring further theoretical perspectives that address variability in feature structures across languages, which is essential for understanding the complexities of Universal Grammar (UG).

Roberts (2019) presents a fresh minimalist approach to the study of crosslinguistic morphosyntactic variability. Roberts contends that Universal Grammar (UG) should incorporate parameter hierarchies, as they are the essential components that regulate human language, building upon the fundamental concepts of the principles-and-parameters framework. These hierarchies specify the interactions between qualities of features and categories. They are categorized as macro-, meso-, and microparameters based on option position. Importantly, he argues that parameter hierarchies are not predetermined by UG, but rather emergent features. UG's template

for underspecifying features, Feature Economy directing their structure, and Input Generalization impacting the hierarchy structure are the three main elements that interact to produce them instead. He uses this innovative perspective to examine a range of phenomena, such as word order and negation, and he significantly advances the understanding of linguistic diversity and the role of UG in language production. Theoretical and empirical perspectives are both enriched by this study.

Roberts' (2019) minimalist approach to UG introduces a new lens through which to view crosslinguistic morphosyntactic variation. His theory emphasizes the emergent nature of feature hierarchies, challenging traditional views of UG as an inherently rigid framework. By examining phenomena such as word order and negation through this innovative perspective, Roberts provides new insights into how UG might regulate linguistic diversity. This approach further illuminates the role of parameter settings in shaping language features, establishing a crucial link between syntax and UG principles that will be important for later discussions on pronouns and their universal features.

Sigurðsson (2020) examines the fundamental issues of universality and variability in language by offering a novel perspective. He contends that early syntax lacks feature variation and that featural variations manifest themselves after transfer to the phonology-morphology interface. The Generalized Edge Feature Approach (GEFA) and the Zero Hypothesis form the foundation of his approach. According to the Zero Hypothesis, there are just two fundamental components of Universal Grammar (UG): Root Zero and Edge Feature Zero. These parts are nonsensical in and of themselves. An independent mental capacity called the Concept Mine provides this semantic material. This notion is further supported by GEFA, which asserts that syntactic merging invariably contains at least one edge feature, hence removing symmetrical structures and preferring simpler merging operations. The author proposes that feature selection—which determines language variation—occurs at the interface between phonology and morphology (PF), not in syntax. He gives the obvious example of gender. In addition, he suggests a metamorphosis process that changes syntactic characteristics into morphological and phonological characteristics. In conclusion, Sigurðsson makes the case that parameter setting most likely takes

place at this interface, maybe connected to the sensory-motor system and aiding in the learning of language (Sigurðsson, 2020).

Sigurðsson (2020) provides an alternative approach to the relationship between syntax and the phonology-morphology interface, suggesting that the variability observed in language emerges only after the transfer of features to this interface. His Zero Hypothesis and Generalized Edge Feature Approach contribute to a broader understanding of feature variation by proposing that language parameters may be selected at the interface between phonology and morphology. This theory invites further exploration of how gender and other features are encoded within the syntactic structure of different languages and sets the groundwork for examining the interactions between syntax and UG's universal components.

Ian Roberts's contributions to linguistics, particularly his work on parameter hierarchies, are recognized by Watumull and Chomsky (2020). Roberts' theory, they contend, bolsters the Chomskyan "economy thesis," which holds that fundamental language principles are universal and represent constraints built into any language system, independent of human design. According to this perspective, basic limitations in language itself imply that languages, despite their apparent variations, share a deeper underlying structure.

Roberts' work, alongside the broader recognition by Watumull and Chomsky (2020), plays a pivotal role in reinforcing the idea of a universal language structure that transcends linguistic diversity. His emphasis on the "economy thesis" aligns with the view that linguistic variability does not undermine the universality of UG but rather reflects the diverse ways in which core principles can manifest across languages. This understanding of a unified language system is crucial for developing a more comprehensive theory of pronoun features within UG.

In the context of the generative framework, White (2020, Chapter 3, pp. 19–39, in *Theories in Second Language Acquisition*) examines the relationship between linguistic theory, Universal Grammar (UG), and second language acquisition (SLA). The aim of generative theory is to explain how children acquire native speaker competency. Similar to this, the SLA's generative perspective centers on comprehending the nature and development of "interlanguage competence," or the

grammar system that is being developed by the learner. This paradigm operates on the assumption that language use is predicated on an abstract mental model of grammar. The chapter describes how generative research uses a variety of performance measures, such as analysis of spontaneous production data, to examine the properties of interlanguage competence (White, 2020).

White (2020) provides insights into the application of generative theory to second language acquisition (SLA), specifically examining the nature of "interlanguage competence." By analyzing performance measures such as spontaneous production data, White underscores the importance of understanding SLA through the lens of UG. This perspective not only furthers comprehension of language learning but also connects generative linguistics with broader research on second language acquisition, contributing to ongoing debates on UG's role in shaping language proficiency.

Pronouns are a rich field of linguistic investigation, as evidenced by the synthesis of studies examining the universality of pronoun features, assessing their findings, and critically evaluating their implications for comprehending universal grammar. In Berg's (2020) study, for example, gender marking patterns in nouns, personal pronouns, possessors, and possessums are carefully analyzed across 500 languages, showing both subtle variations and similar features throughout language families. These studies question preexisting beliefs by providing insights into the complex differences and similarities among languages, encouraging more research into the nature of human language.

The ongoing investigation into pronouns emphasizes their role in revealing the core principles of Universal Grammar. Studies such as Berg's (2020) provide empirical data that supports the idea of universal features in language while highlighting important variations across different linguistic contexts. By examining gender marking across a vast array of languages, these studies illustrate how pronouns contribute to our understanding of language universals and stimulate further exploration into the syntactic and semantic properties of pronouns.

Pronouns will be better understood within the larger framework of universal grammar with the help of an interdisciplinary approach that incorporates ideas from

theoretical linguistics, psycholinguistics, and language learning studies. This will ultimately clarify the basic principles that drive human language. Future studies might concentrate on particular topics such as the influence of sociolinguistic variables on pronoun systems or the cognitive processes that influence pronoun processing to fill in the gap identified in the reviewed studies and contribute to a better understanding in this domain.

A comprehensive interdisciplinary approach will be essential for advancing the study of pronouns within the framework of Universal Grammar. By integrating insights from various subfields of linguistics, researchers can address existing gaps and explore the impact of sociolinguistic and cognitive factors on pronoun systems. These future directions will contribute to a more nuanced understanding of how pronouns operate within different languages and across different contexts.

While the universal features of pronouns lay the foundation for linguistic comparison, parametric variations highlight the distinctions found in specific languages, which will be explored in the following section.

The exploration of parametric variations in the next section will punctuate the differences between languages, demonstrating how language-specific factors influence the structure of pronouns. These variations provide a further layer of complexity to the study of Universal Grammar, as they highlight how languages adhere to or diverge from universal principles.

2.1.2 Parametric Variation in Pronouns

While there are universal features shared across languages, there is significant variation in how pronouns are realized and used. Parametric variations refer to the differences in pronoun systems that arise due to language-specific parameters such as gender distinctions, formality levels, and the inclusion or exclusion of certain categories (e.g., dual pronouns). These variations reflect the unique syntactic, morphological, and semantic structures that characterize individual languages.

Analyzing pronouns across a wide range of languages reveals variation and complexity and provides insights into the fundamental concepts of human language. Pronouns are crucial parts of language because they convey cultural and cognitive nuances as well as grammatical structures, from syntactic functions to semantic

interpretations. This review analyzes different scholarly publications that illuminate different aspects of pronoun systems and their parametric variations.

While Ackerman (2019) explores the complex relationship between gender and the formation of coreference dependencies in English, Charnavel (2019) deconstructs the conventional wisdom around indexicals by exposing their "supersloppy" interpretations. By examining the Person-Case Constraint (PCC) in Zapotec languages, Foley and Toosarvandani (2022) reveal complex gender systems. This investigation reveals that understanding pronoun features requires a broad approach that incorporates knowledge from syntax, semantics, pragmatics, and cognitive science. By using this interdisciplinary perspective, one can decipher the similarities, complexities, and implications of pronoun variation, expanding the existing knowledge of universal grammar and human speech.

Ackerman (2019) offers a paradigm for examining how syntactic operations—specifically, the formation of coreference dependencies—and gender interact. The study, which focuses on English, looks at how nonbinary referents and personal names might elucidate conceptual representations of gender. It offers a three-tiered gender paradigm that incorporates biological, social, cognitive, and grammatical factors. The study includes recommendations for further empirical investigations to validate this model in the contexts of other languages.

Charnavel (2019) explores the dependent readings of person indexicals in VPellipsis and focus constructions, focusing on "supersloppy" readings where first- and second-person pronouns can be bound by each other. The empirical characteristics of these readings are examined by the author using a large-scale, methodically controlled questionnaire. The study challenges the Kaplanian fixity theory of indexicals by showing that I and you may both act as dependent e-type pronouns. Demonstratives, proper names, and time and location indexicals all have dependent readings that are comparable. The study's large-scale questionnaire and solid methodology may be constrained by its English-only emphasis. The findings contest conventional beliefs about indexicals and connect with contemporary theories on e-type pronouns. They also fill in the knowledge gap about dependent readings and descriptive meanings of these pronouns.

To comprehend why English picture noun anaphors seem to be exempt from Condition A of Binding Theory, Charnavel and Bryant (2023) examine the binding behavior of these anaphors. They provide an answer to this conundrum by thoroughly analyzing syntactic and interpretative variables. The study concludes that picture noun anaphoras in English routinely follow Condition A; the only reason they seem to deviate from this rule is that certain binders, such as logophoric pronouns or nominal subjects, are implicit. This study emphasizes the intricacy of English anaphoric binding and urges more investigation into the relationship among logophoricity, subjecthood, and pronominal competition.

Contemori et al. (2019) examine how discourse complexity and cross-linguistic interference affect how L2 English speakers who speak Spanish understand pronominal forms. They investigate how students handle ambiguous pronouns in various contexts with six comprehension experiments. According to the study, when combining syntactic, discourse, and pragmatic information to resolve ambiguous pronouns in intrasentential anaphora and cataphora circumstances, intermediate L2 speakers did not demonstrate more difficulties compared to native speakers. Nonetheless, learners' performance in both intrasentential and intersentential anaphora considerably deviates from native speakers when two equally important referents are introduced via a conjoined noun phrase in the preceding context. This implies that L2 speakers can struggle to determine the salience of an antecedent during pronoun resolution. While the current citation may not completely address the precise methodology and any educational implications, the study offers insightful information about language processing in multilingual circumstances.

The Person-Case Constraint (PCC) in languages with clitic or weak pronouns is thoroughly examined by Foley and Toosarvandani (2022), with an emphasis on comprehending crosslinguistic variance, especially in Zapotec variations. They draw attention to the implementation of Gendered Case Constraints (GCCs) in some Zapotec variations, which go beyond person-based limitations to encompass gender systems that are intricately crafted based on animacy. Three theories are put forth by the authors in their systematic theory of Phi-Case Constraints (CCs): (a) CCs result from the Agree relation between a

functional head and clitic pronouns, contingent on interventionbased locality; (b) disparities in CCs are caused by variations in probe relativization; and (c) weak and clitic pronouns do not necessarily require licensing through Agree with a functional head. The asymmetric typology of CCs is explained by this theoretical framework, which also clarifies how person and gender are represented grammatically. With a foundation in data from the Sierra Zapotec, the study contributes to the existing knowledge of the structural mechanisms that govern CCs and opens up new avenues for investigating how people and gender are represented in grammar.

Foursha-Stevenson et al. (2023) study pronoun understanding and crosslinguistic influence (CLI) in young children. The study discovered that although young children could understand "it," they had trouble with "he" and "she" until they were three years old. Preschool bilingual children who are learning a language that makes a distinction between "he" and "she" outperform bilingual toddlers learning a language without this distinction, performing on par with monolingual English-speaking children. The findings demonstrate the significance of cross-linguistic influences on pronoun comprehension while expanding the existing knowledge of how multilingual environments affect early language development.

According to Muryasov (2021), pronouns in Indo-European and Turkic languages are not well understood in the language resources available today. He bemoans the lack of a single, comprehensive theory of parts of speech that appropriately takes pronouns into account from multiple angles. Pronouns imply different meanings, making it difficult to categorize them. This complexity stems from disagreements over the distinction between interrogative and relative pronouns, ambiguities in the definition of category membership, inconsistent classification of reflexive pronouns, and differences in how possessive pronouns are handled across languages. These elements highlight the complexity in pronoun categorization. According to the author, pronouns are difficult to define since they lack a common semantic component, standardized morphological traits, or consistent syntactic roles. Personal pronouns, for example, display a distinct declension pattern that is not present in other word types. The results of the

research show discrepancies in the number and arrangement of pronoun categories, even between languages that are typologically related to one another or within the same language. The article also notes that pronouns and pronominal terms don't always have distinct borders. The author admits the contradicting classifications for certain categories, such as reflexives, but provides a typological analysis of pronoun structures across languages. Additionally, the study looks at the interesting instance of indefinite pronouns with Russian equivalents, such as "they" (English), "man" (German), and "on" (French), emphasizing their special grammatical characteristics. Lastly, the author notes that a pronoun's semantic range and morphological complexity are inversely correlated: more complex structures show a smaller variety of meanings, whereas simpler forms tend to be more multifunctional.

Shah et al. (2020) examine how person deixis, a deictic system that aids in sentence interpretation depending on context, is used in Urdu. Using information from diverse sources, including textbooks, novels, and newspapers, the study investigates the applications and characteristics of person deixis in Urdu. Based on frameworks from Fillmore (1991, 1997), Levinson (1983), and Ingram (1971, 1978), the research shows distinctive features of Urdu person deixis. For example, in some situations (literary compositions, referrals to authority figures), the first-person plural pronoun might refer to a broad plural, a group that includes or excludes the addressee, or even a solitary entity. Similar to first-person pronouns, second-person pronouns can indicate either singular or multiple referents (with the exception of "tu," which always refers to a single referent). Remarkably, Urdu permits the transition from second- to third-person references. The study also shows that, in contrast to English, Urdu's third-person deixis does not distinguish between genders and occasionally uses the plural form to refer to a single thing (Shah et al., 2020).

Roberts (2019) investigates how context affects how definite noun phrases (NPs), which include demonstratives, definite descriptions, pronouns, indexicals, and proper names, are understood. The chapter looks at how different contextual elements affect these NPs' "understood reference," or, to put it another way, the thing they refer to. As instances of contextual impacts, Roberts cites phenomena

such as anaphora (pronoun reference), familiarity presumptions, descriptive constraints, and domain restrictions. The chapter also looks at how perspective changes within intensional contexts can affect reference, resulting in interpretations such as "de re" (about things), "de dicto" (about what is said), and "de se" (about oneself). The research highlights how, over the past fifty years, the study of context dependency has greatly influenced the evolution of semantic theories for NPs. Roberts does concede, though, that there are still unanswered questions about how context affects reference in the context of other NP types, such as demonstratives (which are seen as directly referencing expressions), indexicals, and proper names (which are handled as rigid designators).

Shafiq and Iqbal (2023) compare the grammatical concepts of gender in Punjabi and English using a cross-linguistic approach. Using comparative analytical methodology, their study looks at several instances of gender rendering words and phrases in both languages. The results show that Punjabi and English differ significantly from one another in terms of gender markers. Unlike English, Punjabi displays gender marking in verbs and adjectives in addition to nouns. Punjabi was also discovered to include English-like epicenes and gender-neutral terms. The implications of the study go beyond novice scholars studying the gender system in Punjabi. Punjabi's linguistic importance and the necessity for more study on gender marking are highlighted in the introduction. In the discussion section, there are sentence structure comparisons, gender agreement instances, definitions of epicene and common-gender terms, and examples of how the standard gender assignment norms in both languages are broken. The strong grammatical gender system of Punjabi, its distinctions from English but parallels to Urdu, and the implications for further study are highlighted in the conclusion. The study's limitations, however, include its dependence on a small-scale dataset, its resemblance to Urdu, its inability to accurately capture Punjabi spoken in daily speech, and its limited comparative reach. Overcoming these limitations can improve research on Punjabi's gender system in the future (Shafiq & Iqbal, 2023).

Torres Cacoullos and Travis (2019) find shared probabilistic restrictions across languages such as English (non-null-subject) and Spanish (null-subject), challenging standard typological classifications based on subject pronoun

expression (null-subject vs. non-null-subject languages). Although there is a notable disparity in the rates of subject pronoun omission, both languages are subject to comparable limitations, such as coreferential subject priming and linkage with the previous subject (taking into account both coreference and structural connectedness). It is the "envelope of variation"—the situations in which these limitations are applicable—that makes all the difference. Spanish has greater latitude in expressing unexpressed subjects, whereas English confines them to particular syntactic settings (e.g., initial position in main clauses). According to the authors, probabilistic limitations and the changing environments in which they function interact to explain language change.

Van Gelderen (2022) offers a thorough analysis of pronouns, examining their multiple forms and purposes in different languages. The item goes beyond the simple definition of pronouns as nouns or noun phrases (NPs), going into historical evolution and emphasizing how pronouns, such as reflexives, frequently come from other elements of speech. Languages use pronouns differently—as topics, arguments, or agreement markers—and the distinctions between pronouns, clitics, and affixes can be fluid, which highlights cross-linguistic diversity. Pronouns are discussed in relation to the syntactic category; the topic of whether they serve as determiners (D), or complete DPs/NPs is left open and varies among languages. Pronouns frequently encode the person, number, and gender of the referent morphologically, and case marking is frequently used for formality and grammatical purpose. The relationship between syntax, morphology, and pragmatics is further examined, with the topicality of information and degrees of politeness being influenced and reflected by the use of pronouns. Lastly, research on pronoun acquisition and retention is acknowledged in the item (van Gelderen, 2022).

In the area of indefinite pronouns, Denić, et al. (2020) look at the trade-off between complexity and informativeness. Their cross-linguistic research demonstrates that indefinite pronoun systems optimize this trade-off across languages, in a manner akin to the optimization shown in the semantic domains of content words such as number, color, and kinship terms. By defining the meaning space and featural makeup of indefinite pronouns, the study expands on

earlier research and shows how demands for effective communication create word categories in terms of both content and function. This finding is consistent with Steinert-Threlkeld's (2020) recent work on quantifiers and implies that the trade-off may account for some universal aspects of indefinite pronouns, lessening the need for linguistic theories to explain them. Although the study provides insightful information about linguistic efficiency, the abstract lacks specifics regarding the languages or data sources that were employed. The study would be more comprehensive if it included a more in-depth assessment of any potential limitations or alternate explanations.

In English, Srinivas and Rawlins (2023) provide a particular kind of singular indefinite with a very limited semantic range. Such indefinites, such as "a car" in "Sam drove a car for several years before switching to a truck," respond differently from ordinary indefinites to "weak definites" (e.g. "the same man"). Although the presence of such "weak indefinites" has been suggested in the past, they are usually hard to discern from regular indefinites. The authors contend that when "for-adverbials" (e.g., "for several years") are used with these weak indefinites, they become especially clear. In line with previous studies for weak definites, they suggest a semantic incorporation approach for these indefinites. This research clarifies the controversy around the meaning of "for-adverbials," supporting a non-quantificational interpretation as opposed to a quantifier approach that applies to all contexts. The conclusion of the study acknowledges the need for more investigation into the relationships between these semantically integrated noun phrases and other nominal categories with contextdependent interpretations.

Denić and Sudo (2022) add to the current discussion over the meaning of donkey anaphora in quantified sentences, which frequently blurs the lines between existential and universal interpretations. They concentrate on phrases that utilize nonmonotonic quantifiers, such as "all but one" and "exactly 3." They show, using new experimental data, that although the existential interpretation is more common with both quantifiers, the universal reading is more common with "all but one" than with "exactly 3." These findings cast doubt on the current state of the theoretical frameworks put out by Champollion et al. (2019) and Kanazawa

(1994), indicating the need for revisions to better conform to empirical observations.

Pronouns in Pahari are the subject of a morpho-syntactic study by Khalique et al. (2022), which focuses on both their morphological and syntactic characteristics. The research classifies pronouns into seven categories and looks at how they are inflected for number, gender, and case. Findings highlight the distinctive qualities of Pahari pronouns, including variations in ergative marking when compared to related languages and distinctions depending on respect/familiarity and distance from the speaker. The study concludes that the Pahari language has seven pronouns. Except for relative and possessive pronouns, which exhibit inflection for number, gender, and case, Pahari pronouns lack gender distinctions. However, they do distinguish between singular and plural forms for the first and second persons, but not for the third, where the singular and plural forms are the same. The research also observes that second person plural is used to address groups, including those of higher status, whereas second person singular is used to address individuals, subordinates, intimate friends, and younger addressees. Because Pahari does not have honorific pronouns, even polite addresses use the second person plural. When it comes to interrogative pronouns, some—such as the dual pronoun "keṛa"—inflect for gender or number, while others do not. In Pahari, possessive pronouns are morphologically indicated by the genitive postposition '/nɑ/' that comes after personal pronouns in an oblique manner. In addition, certain pronouns have double meanings in Pahari, indicating multiplicity and groupings of things. The study advances linguistic research in this field by contributing to the existing body of knowledge of Pahari grammar and pronoun use (Khalique et al., 2022).

Elliott et al. (2022) investigate wh-question presuppositions cross-linguistically, concentrating on languages where simplex wh-expressions inflect for number, namely Spanish, Greek, and Hungarian. Dayal's (1996) predictions are challenged by their comparative linguistic study, especially with reference to languages that have number differences in wh-expressions. They discover that, in contrast to predictions, singular simplex wh-expressions in these languages do not trigger a Uniqueness Presupposition, while plural counterparts still elicit an Anti-

Singleton Inference. This sophisticated approach amplifies comprehending linguistic universals and diversity in question formulation by highlighting the variations in presuppositional effects between languages.

In order to overcome discrepancies, Matchin and Hickok (2020) provide a unique neuroanatomical model for syntax that integrates several domains. Their conceptual framework centers on the specific functions of the posterior inferior frontal gyrus (pIFG) and posterior middle temporal gyrus (pMTG) in the context of a unified, lexicalized perspective (where grammar and lexicon coexist). They notably draw attention to an asymmetry in comprehension production. Building hierarchical lexical syntactic representations that connect perception and meaning is the pMTG, which is essential for both tasks. The pIFG, on the other hand, essentially converts these representations into production-focused, linear sequences. This design suggests an evolutionary connection between language and sensorimotor networks, providing a more consistent explanation of syntax and phonological processing. (Matchin and Hickok, 2020).

These studies provide a multi-dimensional glimpse into the complex relationships among syntax, semantics, pragmatics, and cognition by examining the parametric variations in pronouns across various linguistic contexts. Ackerman (2019) offers a thorough three-tiered approach after exploring the complex conceptual representations of gender through coreference dependency creation in English. Comparably, Charnavel (2019) disproves accepted ideas on indexicals by exposing "supersloppy" readings that conflate first- and second-person pronouns. In the meanwhile, Zapotec language analyses of the Person-Case Constraint (PCC) by Foley and Toosarvandani (2022) reveal intricately detailed animacy-based gender systems. These studies raise important questions for comprehension of universal grammar in addition to revealing the rich range of pronoun systems. It is evident that additional empirical study is necessary to confirm and improve current theoretical frameworks and provide a more comprehensive understanding of the structural and functional dynamics of pronouns in different languages. It is quite conceivable that the imbricated web of linguistic universals will be untangled through multidisciplinary collaboration and

methodological advancements, highlighting the fundamental subjacent notions governing human language.

The previous section highlighted the commonalities and variations in pronoun systems. The next section will expand on how these features manifest in different languages, focusing on specific linguistic instances.

2.2 Variations in Pronoun Usage

Pronouns, as dynamic elements in a language, exhibit a broad range of variations in usage across different linguistic contexts. This section delves into how pronouns behave differently in terms of their forms and functions across languages, examining the diverse patterns of pronoun usage observed across languages (2.2.1), highlighting how different languages use pronouns in different contexts and social settings. In addition, it explores the evolving use and adoption of gender-neutral pronouns (2.2.2), reflecting contemporary linguistic and societal shifts towards inclusivity and diversity in language.

2.2.1 Variation in Pronoun Usage Across Languages

Pronouns can exhibit diverse forms depending on language-specific rules, cultural contexts, and pragmatic factors. For example, languages such as Urdu, Saraiki, Japanese and Korean use distinct honorific forms, while languages such as English primarily rely on gendered distinctions. These variations highlight the interaction between syntactic structures and social contexts in shaping pronoun usage.

The study of linguistic diversity provides an insight into the different ways that human communication manifests in various linguistic situations. Kuiken et al.'s (2019) investigation of syntactic complexity in Second Language Acquisition (SLA) illuminates the sophisticated relationship between the development of a learner and morphology, lexical complexity, and task modality, among other linguistic components. Their special issue highlights how important it is to comprehend variance in SLA and how it may help reveal the complex mechanisms that underlie syntactic learning. In the meanwhile, Igaab and Tarrad (2019) use a different approach while comparing pronouns in Arabic and English, using both descriptive and analytical methods to clarify the pragmatic, semantic, and syntactic aspects of pronoun usage in

both languages. The objective of this review is to identify pronoun system commonalities and contrasts as well as the broader implications for comprehending linguistic variation and diversity among cultures and linguistic contexts.

In Second Language Acquisition (SLA), Kuiken et al. (2019) investigate variance in syntactic complexity. Their special issue places a strong emphasis on the function of variety in comprehending how morphology, lexical complexity, and task modality interact with learner development. The interaction between linguistic components, inter-learner variance, and the impact of outside variables on syntactic development are highlighted as key results. The studies demonstrate the differences in complexity across individual learners, languages, and learning settings. By highlighting the complex relationship between syntactic complexity and suggesting avenues for future research, such as longitudinal studies, a more thorough investigation of interindividual variation, a closer look at construct interaction, a comparison of spoken and written modalities, and an analysis of the effects of instruction, this work contributes to our understanding of second language acquisition.

Pronouns in Arabic and English are compared in a contrastive study by Igaab and Tarrad (2019). They study the syntactic, semantic, and pragmatic properties of pronouns in both languages using a descriptive and analytical method. The study finds that pronouns in English and Arabic have both parallels and distinctions. Arabic approaches the usage of pronouns differently than English, which has a distinct division and analysis of pronouns.

There is a rich range and variation in the domain of syntactic complexity and pronoun usage across languages. The investigation of syntactic complexity in SLA by Kuiken et al. (2019) reveals the dynamic interaction between linguistic components and outside variables influencing the developmental paths of learners. Their work emphasizes the necessity for sophisticated research methodologies that consider the diverse settings and individual variabilities that are peculiar to language learning. In the meantime, Igaab and Tarrad's (2019) comparative analysis of pronouns in Arabic and English has emphasized the similarities and differences between pronoun systems, highlighting the value of cross-linguistic research in expanding the existing knowledge of linguistic diversity and serving

as a reminder of the rich complexity of human language and the continuous effort to demystify its mysteries through scholarly investigation and interdisciplinary exploration.

In addition to the broad linguistic variations in pronoun systems, the increasing discussion around gender-neutral pronouns further complicates the typology, as explored in the next section.

2.2.2 Gender-Neutral Pronouns

The rise of gender-neutral pronouns has introduced new complexities into the typology of pronouns. Unlike traditional gendered pronouns, these neutral forms challenge linguistic structures that rely on binary gender distinctions. This evolution in language reflects broader societal shifts towards inclusivity and gender identity recognition, making it essential to examine how different languages integrate or resist these changes.

Gender-neutral pronouns are intriguingly explored in this part, which reveals the dynamic interaction between language analysis and changing sociocultural contexts. The use of gender-neutral pronouns is not only a linguistic phenomenon; rather, it represents a sophisticated negotiation of language, identity, and social change. The examined papers provide a comprehensive perspective that sheds light on the complex interplay between these influences.

The acceptability and processing of singular referential "they" amongst cisgender and non-binary people is examined by Block (2019). The researcher investigates how social factors affect how unique "they" are seen using an experimental study. The conclusion of the study that social factors influence judgments made offline but not online highlights the need for more investigation into how social factors affect language perception and processing.

In Greene's (2021) research, Susan Glaspell's "Trifles" and Shakespeare's "Othello" are analyzed to examine how pronouns, particularly "you" and "thou," convey social rank and connections. A comprehensive literary analysis of the pronoun usage by significant characters in both books is part of the investigation. Results show that, for the most part, Shakespeare sticks to standard pronoun usage in "Othello," with a few deviations toward the play's end and at times of great

emotion. Pronouns still denote social hierarchy even if "thou" has vanished from Modern English, with lower-status people choosing "I" and higher-status people favoring "we" and "you." The study's strengths include a comparative examination between Early Modern and Modern English literature and insights into historical pronoun usage, which improve literary analysis by clarifying social dynamics and relationships. The lack of empirical support and the restricted emphasis on certain literary works are limitations that may restrict the generalizability of the findings. However, Greene's work makes a substantial contribution to our knowledge of the persistent role that pronouns play in expressing relationships and social status across history.

Based on surveys carried out in 2015 and 2018, Gustafsson Sendén et al. (2021) examine how public views on the use of the gender-inclusive pronoun "hen" in Swedish have changed over time. According to the study, there was a considerable increase in the usage of "hen" and a shift toward more favorable opinions during the two survey periods. Younger age, preference for "she" or "hen" as a pronoun, left-wing political orientation, and interest in gender problems were all predictive of favorable sentiments and frequent usage. The study emphasizes the significance of efforts to promote gender inclusive language and offers guidance to social movements that support gender-neutral language.

The usage of the singular they in English is examined by Konnelly and Cowper (2020), with particular attention to how it represents non-binary gender identities. The study examines speakers' adoption of singular they and its grammaticality while considering their varied degrees of involvement in ongoing linguistic evolution. The results show that even though singular 'they' is often used, some speakers continue to object to its new usage. The study highlights the intricate connection between language, identity, and social attitudes while offering theoretical insights to support transforming language practices.

The critiques directed towards the introduction of the gender-neutral pronoun "hen" in Swedish are examined by Vergoossen et al. (2020). Examining the reasons put forth by opponents, they discover that the majority (80.7%) agreed with already established categories and echoed past objections to gender-neutral language changes (Blaubergs, 1980; Parks & Robertson, 1998). These included

downplaying the significance of gender-neutral terminology and maintaining the status quo in language.

But the analysis also uncovers new defenses unique to "hen," such as the claim that it obstructs clear communication. Moreover, the writers pinpoint four broad aspects that underlie these objections: (a) upholding the status quo in language; (b) sexism/cisgenderism; (c) downplaying the significance of language that is gender neutral; and (d) seeing "hen" as a communication hindrance. The findings point to the necessity of using sophisticated strategies to address concerns when putting genderneutral language changes into practice (Vergoossen et al., 2020).

The article focuses on the growing usage of "they" to refer to a specific, nonbinary individual, even while McWhorter (2021) accepts the established usage of "they" as a single pronoun with a generic meaning (e.g., "A student can hand their paper in early if they want to"). According to McWhorter (2021), adopting this fresh usage requires conscious effort, demonstrating how deeply embedded pronoun habits are in our cognitive processes.

Pronouns have been at the center of discussions in syntax, morphology, semantics, and pragmatics from the early days of generative grammar. They are essential to linguistic study. They are not a homogeneous class; rather, different structures and formal content frequently correlate to different interpretations and morphosyntactic features. Pronouns continue to influence our knowledge of language structure and processing, whether in fieldwork on less-studied languages or in laboratory-based psycholinguistic investigations. They do this by reflecting both sociocultural changes and the development of theoretical frameworks.

Pronouns are the focus of a thematic edition of the *Canadian Journal of Linguistics* published by Ritter and Storoshenko (2022). This problem arises from the eleventh Calgary Workshop on Pronouns, which convened linguists to discuss recent research on pronouns from Canada and beyond (Ritter & Storoshenko, 2022). The conference, which is built on earlier workshops, includes presentations on theoretical approaches to pronoun distribution, structure, interpretation, and processing from academics, postdocs, and graduate students. Notably, well-

known worldwide pronoun researchers give keynote addresses at the meeting. The participants represent a wide spectrum of linguistic studies and came from institutions across Canada. The editors draw attention to how valuable these workshops are for building professional networks, especially for early-career researchers, as demonstrated by the presentations made by graduate students and postdocs. Research themes ranging widely, from conventional fieldwork investigations on less-studied languages such as Chuj and Inuktitut to laboratory-based psycholinguistics on English pronouns. Citing seminal publications from the early days of generative grammar, the editors highlight the longstanding contribution pronouns have made to the advancement of linguistic theory (Ritter & Storoshenko, 2022).

The study of gender-neutral pronouns offers a tricky terrain in which social dynamics and language research coexist. In his investigation of the singular "they," Block (2019) finds that social elements affect judgments made offline but not during online processing. This suggests a complicated interaction between language perception and social aspects. By using literary analysis to examine historical pronoun usage, Greene (2021) reveals how pronouns have historically been used to denote social rank. The gender-inclusive pronoun "hen" has gained popularity and grown in usage over time, as demonstrated by the tracking of attitudes toward it in Swedish by Gustafsson Sendén et al. (2021). This research elucidates social changes and the significance of inclusive language projects. In their discussion of the grammaticality and acceptability of the singular 'they', Konnelly and Cowper (2020) highlight resistance to linguistic change and promote trans-affirming language practices. In their analysis of objections to gender-neutral language changes, Vergoossen et al. (2020) uncover aspects of opposition based on sexism, tradition, and issues with clarity in communication. In the meanwhile, McWhorter (2021) notes that "they" is becoming a single pronoun for non-binary people, emphasizing the mental work needed for language change. Ritter and Storoshenko (2022) provide a succinct summary of the academic discourse about pronouns, with an emphasis on their essential function in furthering linguistic theory and comprehending language structure and processing. A holistic view of these studies illustrates the intricate

interrelationships in language, identity, and society and calls for chalking out sophisticated strategies to deal with linguistic shifts and advance inclusive communication techniques in a panoramic linguistic landscape.

Moving from the variations in pronoun usage, the next section explores the complexities involved in acquiring and processing these diverse systems.

2.3 Challenges and Complexity of Pronoun Systems

Pronoun systems, due to their varying forms and functions across languages, present significant challenges for learners and speakers alike. This section explores the difficulties associated with acquiring and processing these systems, focusing on both the cognitive and linguistic aspects involved, diving into the obstacles of learning pronoun systems in language acquisition (2.3.1) and the cognitive complexities involved in processing pronoun systems (2.3.2). It explores the challenges learners encounter in mastering pronoun usage and the cognitive woes involved in comprehension and production of pronouns within linguistic contexts.

2.3.1 Challenges of Acquiring Pronoun Systems

Acquiring pronoun systems, particularly in second languages, involves navigating not only syntactic rules but also cultural and social nuances. The challenges range from mastering gender distinctions to understanding the proper use of formal vs. informal pronouns in languages with honorifics, such as Urdu, Saraiki, Japanese or Korean. For non-native speakers, the failure to grasp these subtleties can lead to misunderstandings and miscommunication.

Gaining a firm grip of pronoun systems presents significant hurdles for language learners in a variety of linguistic situations. This investigation explores the nuances of pronoun acquisition by incorporating knowledge from a wide range of research fields, including sociolinguistics, cognitive psychology, linguistic typology, and second language acquisition (SLA). These studies, which range from comparative analyses of reference strategies across signed languages to studies into the pronoun processing mechanisms of highly proficient second

language learners, collectively brings to light the complex process of pronoun acquisition and its implications for our understanding of language development.

Ahmed (2020) examines how language universals, particularly grammatical agreement and copula omission, help non-native users of English acquire the language. The study explores the consequences of universal patterns in language learning mistakes for language instruction and draws on studies with EFL learners, especially Arab learners. The paper offers insightful information, but it would benefit from further empirical support and a more thorough examination of language acquisition mechanisms.

By examining the phonology and morphology of the Saraiki language, Atta and Rasheed (2019) look at morphophonemic differences in the language. Using data from a comparative dictionary of Indo-Aryan languages and the everyday speech of Saraiki speakers, they apply morpheme-based theory to investigate aberrations in word formation and disparities in suffix behavior depending on the kind of root. This work contributes to the existing body of knowledge about the lexical constructs and linguistic structure of Saraiki.

Hindko, Panjabi, and Saraiki are three related languages that are native to over 125 million people in Pakistan, according to Bashir and Connors (2019). Panjabi is one of the top 15 languages spoken worldwide. Spoken in Pakistan, "Hindko, Panjabi, and Saraiki" are three languages that are closely related. These three linguistic varieties— Hindko, which is spoken in Abbottabad; Panjabi, which is spoken in Lahore; and Saraiki, which is spoken in Multan—are compared in this grammar book. Phonology, orthography, morphology, and syntax are all covered in the grammar, with a wealth of examples given in both conventional Roman and native Perso-Arabic script. It is beneficial for linguistic researchers, language scholars, and students interested in the languages of Pakistan and South Asia since it is written in an approachable manner from the standpoint of fundamental linguistic theory. Using data from fieldwork and corpus research, the book provides a thorough and comparative account of the Hindko, Panjabi, and Saraiki languages. It seeks to offer important insights into the phonological, morphological, and syntactic structures of these languages to language researchers, academics, and students. A rich range of readers riveted in the languages of

Pakistan and South Asia will benefit from its easy to understand, accessible writing style and inclusion of examples in both local scripts and Roman equivalents. This book provides in-depth analyses of three main regional languages, making it an invaluable tool for anybody studying or researching the linguistic diversity in South Asia and Pakistan (Bashir and Connors, 2019).

To ascertain if highly skilled L2 English speakers, whose L1 is Spanish, process subject pronouns in English native-like or whether they do not, Contemori and Dussias (2020) examine this relationship. The study, carried out at The Pennsylvania State University and The University of Texas at El Paso, includes 24 highly skilled L2 English learners and 28 native English speakers who completed a visual word paradigm assignment while having their eye movements monitored. Both cohorts exhibited a first-mention bias and resolved pronouns fast using gender information. With a somewhat reduced influence of gender, L2 speakers demonstrated native-like processing ability, with no discernible delays when compared to native speakers. By indicating that highly skilled L2 speakers may attain near-native competency in pronoun resolution, these results validate the Interface Hypothesis and further our knowledge of bilingual language processing, which in turn informs language instruction and evaluation.

The origin of non-native relative clause (RC) processing in second language (L2) learners is examined by Solaimani et al. (2023). The fundamental reason for this impact is still unknown, despite earlier research indicating that L1 (first language) transfer may affect L2 RC methods. The acceptability of resumptive pronouns in RCs is the main subject of this study, which looks at the grammaticality assessments of L1 French and L1 Persian learners learning L2 English. Unlike French and English, Persian permits resumption. Even among skilled learners who have been exposed to English for a long time, the results show that both L1 groups value non-resumptive structures more than resumed ones. By contrast, L1 French learners are less likely than L1 Persian learners to accept resumptive pronouns. The Interpretability Hypothesis, which holds that students have difficulty representing syntactic structures that are not natural to them, is refuted by these results. Rather than syntactic representation problems, the study indicates that processing limits may impede L2 learners' ability to grasp

complicated RC structures. To fully comprehend L2 acquisition processes, The authors stress the significance of taking cognitive characteristics such as working memory capacity and immersion experience into account. Their study offers a thorough analysis of RC processing by combining working memory tests, grammaticality judgment tasks, and proficiency assessments. This advances the knowledge of L2 acquisition mechanisms and emphasizes the necessity of investigating processing constraints in addition to syntactic representations (Solaimani et al., 2023).

Pronoun syntactic and semantic status is examined by Conrod (2019), with a focus on n-to-D head movement in the nominal domain. Using fresh syntactic, sociolinguistic, and pragmatic data, the study looks at how pronouns were used in various age groups and settings. To account for syntactic and pragmatic variations in pronoun usage, the dissertation suggested an n-to-D head movement analysis. This highlights consistent changes in English grammar, particularly in the adoption and usage of singular 'they'.

Conrod (2022) focuses on the placement of the social gender parameter on phase head D in his Minimalist syntactic study of sociopragmatically conditioned gender characteristics on pronouns. The study looks at how speakers' assessments of the acceptability and usage of the definite, particular singular "they" are affected by the presence or absence of an unvalued gender trait on D. The results underscore the importance of pragmatic aspects in syntactic analysis by indicating that variation in pronoun usage is sensitive to reference and may be linked to the presence or absence of gender cues on D.

Bittner et al. (2022) looks at pronoun use changes in people who have been diagnosed with Alzheimer's Dementia (AD) but were at least ten years before the diagnosis. The study finds links between losses in elaborative and evaluative information and group differences in pronoun usage through the examination of spoken language data from patients with AD and healthy controls. The findings imply that early linguistic alterations brought on by AD may signal difficulties with perspective-taking. The knowledge of language indicators of cognitive decline is facilitated by the longitudinal design and naturalistic data collection of

the study, which may have implications for early diagnosis and intervention techniques.

Tuxtajonovna (2022) contends that pronouns should be considered an autonomous component of speech since they have historically influenced verb conjugations and noun declensions in a wide variety of languages. She draws attention to the close relationship that pronouns have with fundamental grammatical notions such as person and speaker subjectivity, which were essential in the formation of early grammatical structures. The importance of pronouns in language development is examined in this work, with special attention to their role in English grammar. Pronouns are defined and categorized in detail, with a focus on their morphological, syntactic, and lexical properties. Pronouns differ from nouns and adjectives in their lexical meanings, functions, and formal characteristics. Pronouns are distinct components of speech, as this research highlights by examining their morphological characteristics, lexical meaning, and roles in contemporary English. It also highlights the historical significance of pronouns in forming grammatical structures and their function in the genesis of ancient languages. The lexical meaning of pronouns is explored, with a focus on how they relate to the subject, objectivity, and semantic universality. References are used to consolidate the intellectual profundity of discourse and encourage more research on relevant topics. In general, the study advances knowledge of pronouns as crucial linguistic components impacting communication and language structure.

Using retellings of "Frog, Where Are You?" Ferrara et al. (2023) perform comparative research on reference methods among signers of five Western deaf signed languages. According to their study, signers use less traditional methods for retaining and reintroducing referents while predominantly using conventionalized forms to designate new ones. While there are differences in the animacy and activation categories as well as the fingerspelled word usage, statistical analysis reveal similarities in the application of conventionalized forms. The study highlights the need for inclusive linguistic typology by arguing that language- and ecology specific variables impact reference techniques in signed languages. The study uses multivariate statistical techniques and corpus data

analysis as methodology. The data from video-recorded retellings offers important insights, emphasizing common traits including two-way differences for activation state and animacy, even though sociolinguistic factors are not carefully controlled for. The conversation focuses on the commonalities across signed languages, which are ascribed to iconicity and the visual-gestural modality, with representation and indication serving as important components. Overall, the study disproves presumptions regarding spoken language reference and emphasizes variations brought about by language contact effects and socio-historical trajectories.

Delage and Frauenfelder (2019) investigate the connection between syntactic complexity and working memory (WM) in 48 children typically developing and between the ages of 5 and 12. The findings indicate a significant age effect on all WM and syntax measures, as well as a robust relationship between syntactic competence and scores on simple and complicated spans. WM capabilities forecast the learning of syntactic skills in production and comprehension. The results demonstrated how well WM capabilities predict syntactic skill acquisition, particularly in the understanding and articulation of embedded sentences. The study offers insightful information on language and cognitive development, but its small sample size may restrict how broadly the results can be applied and how easily they can be replicated.

This critical analysis explores a wide range of research and shows that pronoun acquisition is not limited to certain languages or modalities. Every study reveals the complex interactions that exist between language patterns, societal factors, and cognitive development. Ahmed (2020) highlights the need to delve more into the study of acquisition processes and highlights the universals of language in the learning of non-native speakers. By analyzing morphophonemic changes in Saraiki, Atta & Rasheed (2019) add to our understanding of language structure and emphasize the importance of empirical evidence.

Ferrara et al. (2023) challenge conventional typologies by comparing reference techniques across signed languages, whereas Bittner et al. (2022) bridge the gap between linguistics and cognitive research by investigating pronoun use as a possible marker for Alzheimer's. This study highlights the necessity for

rigorous methodology, multidisciplinary collaboration, and a focus on diverse language and cultural contexts by identifying common themes and methodological issues throughout the research. Future study can gain a greater understanding of pronoun acquisition and its effects on language learning, cognition, and communication by tackling these issues and expanding on previously discovered knowledge.

Beyond acquisition, the complexity of pronoun systems extends to their processing in the brain, which transitions to the next discussion on processing challenges.

2.3.2 Processing Complexity of Pronoun Systems

The processing of pronouns in the brain involves sophisticated cognitive mechanisms, particularly in relation to reference resolution and syntactic integration. Studies have shown that different pronoun systems—such as those with gender distinctions or hierarchical forms—can place varying demands on working memory and cognitive load. This processing complexity can pose challenges, especially for individuals learning multiple languages with differing pronoun systems.

This study examines the complex relationship between language, cognition, and social environment to examine pronoun processing from multiple angles. Through the integration of research from linguistics, psychology, and cognitive science, the works reviewed here show the complex interactions that support pronoun usage and understanding. Each study illuminates a different aspect of this intricate system, ranging from the contextual moulding of singular "they" (Arnold et al., 2021; Bliss et al., 2023) to the impact of discourse biases on understanding (Johnson & Arnold, 2022).

According to Arnold et al. (2021), listeners' interpretations of the pronoun "they" in single and plural contexts differ, particularly when it comes to people who identify as nonbinary. The study shows that contextual circumstances impact the understanding of "they" through three short story trials, and explicit pronoun

conversations further reinforce the singleton reading. This result emphasizes how language understanding is impacted by social trends in pronoun discussions.

In order to find recurring patterns of syncretism and agreement, Bliss et al. (2023) evaluate surface variation in pronoun typologies, look for linkages between pronominal properties and other aspects of grammar, and assess the significance of social variables influencing pronoun usage. The chapter stresses the impact of social variables in pronoun distribution and identifies universal groups of traits based on a survey of the literature. The chapter offers a thorough summary of pronoun typology variation, although it could need more empirical evidence to support the patterns found and more research on the effects of social variables on pronoun distribution.

To better understand the elements driving pronoun formation, Arnold and Zerkle (2019) explore language production models. They distinguish between pragmatic choices and rational models, and they evaluate the evidence supporting both. The study asks for more complete models to account for the variety in pronoun production choices and questions the notion that efficiency concerns are the primary driver of pronoun choice.

Through five experiments, Johnson and Arnold (2022) examine how linguistic exposure to referential patterns affects pronoun comprehension. The study shows that the perception of ambiguous pronouns, especially he or she pronouns, is influenced by recent exposure to referential patterns. Additionally, participants learned transfer verb conditioned frequency patterns that were both syntactically and semantically conditioned. These findings offer important new proof that referential pattern exposure influences discourse processing biases. These findings advance the existing knowledge on the mechanisms underlying language comprehension and emphasize the importance of referential patterns in discourse processing.

Maldonado and Culbertson (2019) examine how students pick up first-person pronoun systems using an artificial language learning experiment. Their results offer the first experimental proof in favor of person system theories based on features. According to these views, common traits such as singular/plural and

speaker inclusion/exclusion help make pronoun systems easier to learn. The relationship between linguistic universals and learnability in the context of pronoun systems is clarified by this study. (Culbertson & Maldonado, 2019).

The understudied subject of children's acquisition of morphosyntactic variation—a frequent occurrence in adult language—is examined by Shin and Miller (2022). It is suggested that children grow along a four-step pathway: in Step 1, they generate just one variation; in Step 2, they produce both variants in different circumstances; in Step 3, there is some overlap in usage; and in Step 4, there is more widespread use of both forms in different contexts. This process is greatly influenced by input patterns, which also shape how and when children employ forms. Beyond input, the authors talk about how children's innate tendencies—such as regularization, which favors simpler forms—and their ability to give different variations unique meanings affect their acquisition. To evaluate this suggested method utilizing the learning of variable subject pronoun expression in Spanish as an illustrative example, the study finishes with several recommendations.

Song and Kaiser (2020) study how subject pronouns are interpreted by human brains, considering the context before and following the pronoun. Their studies looked at the interactions between the structure of pronoun-containing sentence (one pronoun vs. two pronouns) and implicit causality cues in the previous clause. The findings showed that pronoun resolution is influenced by both pre-pronoun information (implicit causality) and post-pronoun information (number of pronouns in the clause). This implies that to overcome ambiguities, human brains continuously construct an interpretation of the text as people come across it, utilizing data from both sources.

Meltzer-Asscher (2021) examine how resumptive pronouns function in language processing in a variety of linguistic contexts. Resumptive pronouns in a sentence refer to previously stated parts. Although these pronouns have different grammatical functions, they are often used in spoken English. The review examined the widely held belief that resumptive pronouns facilitate production or understanding. Meltzer-Asscher (2021) examines grammaticalization and grammatical approaches to resumptive pronouns and presents data that suggests

their use may be accidental rather than cognitively beneficial. Findings corroborate the notion that resumptive pronouns facilitate production, but there is conflicting data on their advantages for understanding, which may have negative effects in some situations. The effect of resumption on understanding differs. Long dependencies may help with processing in some situations, but they may also make it difficult to grasp (misinterpretations). The result is determined by the interaction of language, structure, and processing needs. To fully comprehend this intricate link, future study must integrate methodologies.

Li et al. (2020) offer insight into how pronouns function in natural language understanding. No matter how complicated the pronouns are, they find that a shared network including the left anterior and posterior middle temporal gyrus (pLMTG and aLMTG) is active in both Chinese and English speakers. This implies that even for languages with simpler pronouns, this network has a generic function in obtaining referential information. Their data further supports this idea by showing that the model that best predicted brain activity during pronoun processing is the ACT-R model, which is based on memory retrieval. This suggests that general memory systems, rather than only specialized language processes, may be responsible for the interpretation of pronouns. Overall, this work provides important insights for creating natural language processing (NLP) models that are more adept at understanding and producing natural language by bridging the gaps between cognitive science, linguistics, and NLP. It opens the door for more research in these overlapping domains by demonstrating the effectiveness of computational models in improving our comprehension of cognitive processes.

Boyd and Schwartz (2021) examine the state of language analysis in psychology historically and contemporarily and suggested possibilities for future research. They investigate the use of computational technologies to psychological text analysis and the necessity of a broader understanding of verbal conduct in the social sciences through an extensive examination of literature. The study reveals that contemporary technologies have a great potential to transform the sector, emphasizing the necessity of multidisciplinary collaboration and suggesting fruitful avenues for further investigation.

Using a forced-choice semantic categorization task, Artuso et al. (2021) examine how Italian children with Developmental Language Disorder (DLD) implicitly encode grammatical gender. They discover that generally speaking, children with DLD outperform controls, especially when it comes to using phonological indicators. These results highlight the significance of evaluating implicit linguistic ability in children with DLD and imply that phonological discrimination abilities may be essential precursors of language development.

In multicultural *mélange* of peoples and languages such as Nigeria, Samuel (2019) examines language as a complex social phenomenon. He highlights the ubiquitous nature of language and its significance for both interpersonal communication and internal thinking. The study recognizes the complexity of communication and calls for deliberate thought beyond casual exchanges. Samuel examines multiple uses of language, including how it shapes social reality, spreads culture, and builds bonds with others. But he also recognizes the drawbacks that might result from linguistic variations, pointing out that they could be a cause of interpersonal conflict in multicultural settings (Samuel, 2019).

This critical review synthesizes research from linguistics, psychology, and cognitive science to offer an extensive investigation of the subtle processing required in pronoun systems. Every research offers a distinct perspective on a different facet of pronoun usage and comprehension, illuminating the complex interactions among language, cognition, and social context. Bliss et al. (2023) and Arnold et al. (2021) provide insight into how social trends and contextual clues influence how pronouns are understood, especially when they refer to the singular "they." Arnold and Zerkle (2021), in contrast, provide thorough frameworks to explain diversity in pronoun choice, challenging traditional production models. Johnson and Arnold (2022) highlight the impact of discourse processing biases and the importance of language experience in forming pronoun understanding. Furthermore, Shin and Miller (2022) offer a developmental pathway for the acquisition of morphosyntactic variation, considering both input and innate tendencies, while Maldonado and Culbertson (2019) offer empirical support for theories connecting language universals to the learnability of pronoun systems. Meltzer-Asscher's (2021) findings regarding resumptive pronoun processing

across languages are supplemented by Song and Kaiser's (2020) investigation of the bidirectional impact of context on pronoun resolution. While Boyd and Schwartz (2021) call for multidisciplinary cooperation, including computational techniques, to further the existing knowledge on verbal behavior, Li et al. (2020) provide neurobiological evidence underscoring the significance of memory in pronoun comprehension. The intricate interactions between linguistic structure, cognitive functions, and social factors in pronoun processing are highlighted by this examination as a whole. Thorough empirical research and theoretical integration are necessary to address the issues raised to improve understanding. Future studies can use these findings to solve the puzzles surrounding pronoun learning and its wider implications for language cognition and communication.

Given the complexities of pronoun systems in various languages, these challenges extend into cross-linguistic variations in pronoun systems and the sociolinguistic factors.

2.4 Cross-Linguistic Morphology and Pronouns in Indigenous Pakistani Languages

This section explores the morphological and syntactic behavior of pronouns in English, Urdu, and Saraiki within the framework of Universal Grammar. It examines cross-linguistic variations in pronoun systems and the sociolinguistic factors shaping these systems, contributing to a deeper understanding of linguistic diversity and its pedagogical implications.

The syntactic behavior of pronouns has long been a central focus in linguistic research, particularly within the framework of Universal Grammar (UG). This study investigates the pronouns in English, Urdu, and Saraiki, focusing on their morphological and syntactic structures, along with the sociolinguistic influences that shape them. While English has been widely studied, recent research on South Asian languages, including Urdu and Saraiki, provides new insights into their pronoun systems and syntactic behavior.

2.4.1 Universal Grammar and Morphology

Universal Grammar (Chomsky, 1981) posits that linguistic principles are innate, with language-specific parameters leading to variation. Morphology serves as a key

domain to illustrate UG's universality and variability. English, as an analytic language, has minimal inflectional morphology and relies on word order to express syntactic relations. In contrast, both Urdu and Saraiki, as Indo-Aryan languages, exhibit rich morphological systems encoding grammatical categories like number, gender, and case. Bashir and Connors (2019) offer comprehensive analyses of the morphological structures and pronoun systems in these languages. The study by Ali et al. (2024) also sheds light on the role of derivational and inflectional morphemes in the structure of Sindhi, which shares morphological traits with Urdu and Saraiki, particularly in terms of number and gender marking.

2.4.2 Pronouns in Indigenous Languages

Languages such as Sindhi and Pashto provide valuable comparative data. Sindhi, with its agglutinative morphology, demonstrates a nuanced system of pronoun marking that distinguishes formal and informal address, gender, and case. Pashto, a fusional language, employs single morphemes that encode multiple grammatical features, with its pronouns reflecting ergative alignment in past-tense constructions (Khkhalay & Amirzay, 2023). These examples illustrate UG's principle that while pronoun systems are universal, their morphosyntactic realizations differ across languages.

Research on Lasi, a dialect of Sindhi, provides further insight into this morphological variation, particularly in how suffixation affects pronoun marking (Rasheed et al., 2023). The findings of Amin and Ali (2021) similarly illustrate how dialectal variations in Sindhi influence the structure of pronouns, with phonological adjustments such as vowel lengthening and deletion impacting the communicative function of pronouns in different contexts.

2.4.3 Sociolinguistic Dimensions of Pronouns

Pronouns in Urdu and Saraiki are influenced by sociolinguistic factors such as bilingualism, code-switching, and sociopolitical contexts. Urdu, Pakistan's national language, has influenced regional languages like Saraiki through lexical borrowing and structural changes. For example, Saraiki pronouns reflect cultural identity, with honorifics playing a key role in expressing social hierarchies. The influence of English introduces further sociolinguistic dynamics, as its pronoun system distinguishes between formal and informal registers. Ejaz et al. (2024) discuss differences in gender representation and formality between English and Urdu pronouns, highlighting the

challenges Urdu speakers face in multilingual contexts. Tiwari (2024) also highlights the social implications of pronoun usage in both English and Urdu, emphasizing the importance of pronouns in promoting social inclusion, particularly for non-binary individuals.

In line with Drechsler's (2023) study on the theoretical basis of pronoun usage, it is clear that pronouns in Urdu and Saraiki serve not only grammatical purposes but also sociocultural functions that are intricately tied to power dynamics and social stratification.

2.4.4 Comparative Framework and UG Constraints

A comparison of English, Urdu, and Saraiki within the UG framework reveals both convergence and divergence. While English relies on syntactic configurations like Subject-Verb-Object (SVO), Urdu and Saraiki employ inflectional morphology, allowing flexible word order. However, both languages default to a Subject-Object-Verb (SOV) structure. UG's concept of parametric variation accounts for these differences, demonstrating how universal constraints adapt to language-specific rules. The morphosyntactic differences between English and Urdu pronouns, explored by Tiwari (2024), provide further evidence of how UG constraints can lead to language-specific forms that reflect sociocultural distinctions, such as gender representation and formal versus informal registers.

2.4.5 Cultural and Pedagogical Implications

The study of pronouns in these languages has significant implications for linguistic theory, language policy, and pedagogy. Documenting the pronoun systems of under-researched languages like Saraiki not only aids in preserving linguistic diversity but also enhances global understanding of syntactic variation. In pedagogical contexts, insights from UG analysis can inform multilingual teaching strategies, helping educators address challenges in pronoun usage across languages. The work of Bashir and Connors (2019) in their book on Hindko, Panjabi, and Saraiki provides a comprehensive comparative analysis of the morphosyntactic and phonological features of these regional languages. Their research employs a broad comparative framework to describe the linguistic characteristics across these languages, similar to the approach taken in this study, which extends this framework by focusing on the syntactic interactions of Saraiki with Urdu and English. This study offers a more

granular exploration of how Saraiki interacts with these languages within the same sociolinguistic environment. Furthermore, while existing literature, including that of Bashir and Connors (2019), has provided valuable insights into the morphological and syntactic features of languages such as Sindhi, Lasi, and Balochi, this research adds a unique perspective by analyzing these features within the framework of Saraiki, Urdu, and English. This contributes to a new understanding of the interactions between regional dialects and the formal syntax of major languages. Additionally, the integration of sociocultural aspects, such as gender, into the morphosyntactic analysis expands upon existing research, offering a more holistic view of these linguistic dynamics.

This study explores the syntactic aspects of pronouns in English, Urdu, and Saraiki, demonstrating how universal linguistic principles manifest in diverse syntactic structures. By integrating linguistic theory with sociolinguistic and pedagogical perspectives, it offers valuable insights for both academic understanding and practical applications in language teaching.

To sum up, this study reveals the diverse syntactic structures of pronouns across English, Urdu, and Saraiki, guided by Universal Grammar. It underscores the role of sociolinguistic factors in shaping these systems and provides insights into the challenges of multilingual contexts. These findings lay the foundation for further exploration of linguistic theory and language pedagogy.

After exploring the morphological and syntactic behavior of pronouns in English, Urdu, and Saraiki within the framework of Universal Grammar, it is important to place pronoun systems in a broader linguistic context, which leads to the next section.

2.5 Broader Linguistic Analysis

This section broadens the discussion to encompass the role of pronouns within broader linguistic structures, including syntax, morphology, and comparative analysis by providing a comprehensive analysis of pronouns within various linguistic contexts, including syntactic structures and argument structures specific to different languages (2.5.1), morphological analyses and behaviors of affixes in language systems (2.5.2), comparative syntax and minimalist analyses across

different languages (2.5.3), and the broader implications of pronoun usage in language, cognition, and societal contexts (2.5.4).

2.5.1 Syntactic Structures and Argument Structure in Specific Languages

Pronouns are closely tied to syntactic structures, where they often function as arguments within sentences. The role of pronouns in argument structure varies across languages, with some languages displaying more flexible syntactic positioning for pronouns than others. Understanding these variations is essential for a deeper analysis of how pronouns interact with other syntactic elements in different languages.

Clarifying language production processes and promoting language acquisition techniques require an understanding of the syntactic structures and argument organization of particular languages. The argument structure of Urdu verb predicates is the subject of descriptive research by Maryam et al. (2022), which addresses the lack of annotated corpora that is essential for Urdu linguistic analysis. The researchers investigate verb phrase valency and the kinds of arguments that Urdu predicates take using qualitative analysis based on Chomsky's Minimalist Program and Universal Grammar principles. This helps to clarify merger processes and the location of tense auxiliary in Urdu sentences.

To address the shortage of annotated corpora necessary for Urdu learning techniques and to better understand sentence formation processes, Maryam et al. (2022) carry out descriptive research to investigate the argument structure in Urdu verb predicates. The researchers, M.Phil. scholars from Riphah University in Lahore, use a qualitative approach grounded in Universal Grammar and Chomsky's Minimalist Program (1993, 1995). They examine verb phrase valency in daily Urdu phrases as well as the kinds of arguments (DP, CP, and PP) that are taken both internally and externally. To research the production of Maximal Tense Phrases (MTP) and intermediate T-bar projections in Urdu, the study investigates merger procedures, including tense auxiliary mergers. According to their research, Urdu is a head-final language, meaning that tense auxiliaries come at the end of the phrase, in contrast to English. The study emphasizes how crucial it is to investigate Urdu's syntactic structures to provide thorough linguistic resources,

enhance language learning techniques, and support translation research. The authors advocate comparative research with English to improve knowledge of the argument structures of both languages, and they suggest using a larger corpus of Urdu for more in-depth syntactic study. They point out that further study may look at literary and metaphorical phrases in addition to linguistic predicates. This study emphasizes the distinctive syntactic characteristics that set Urdu apart from English and validates the application of minimalist principles to the language (Maryam et al., 2022).

Finally, Maryam et al. (2022) emphasize the distinctive qualities and distinctions between Urdu and English, offering insightful analysis of the syntactic structures of language. Their work emphasizes how important it is to conduct more research in order to improve language acquisition techniques, provide linguistic resources, and promote Urdu translation studies. Further studies can add to crosslinguistic research and enhance our grasp of syntactic organization of Urdu by building or using a larger corpus for a comparative analysis with English.

Alongside syntactic structures, the morphological analysis of pronouns reveals the role of affixes in shaping pronoun forms, which will be explored in the next section.

2.5.2 Morphological Analysis and Affix Behavior in Languages

Morphological variations in pronouns, such as the addition of gender markers or the use of clitics, further differentiate pronoun systems across languages. This section examines how affix behavior influences the structure and function of pronouns, shedding light on language-specific morphological processes that contribute to the formation and use of pronouns.

An essential component in comprehending the composition and function of affixes in languages is morphological analysis. In his investigation of derivational morphology in Urdu, Safdar (2021) uses a lexical morphology method to examine affix behavior. This study examines how neutral and non-neutral affixes are attached to Urdu roots or bases, challenging accepted theories of lexical morphology. He clarifies the impact of long vowels on affix behavior by analyzing

980 words taken from Urdu literature. This illustrates the intricacies resulting from the variety of syllabic stress in Urdu morphology.

By using lexical morphology (LM) to examine affix behavior in Urdu, he questions presumptions made by LM. The investigation examines affixes that are neutral or non-neutral and examines how they adhere to bases and roots. With active assistance from Safdar, 980 words from Urdu sources were used in the data collection process. The research reveals challenges in classifying affixes because of syllabic stress variability and shows how long vowels affect affix behavior. Although LM theory is helpful in determining the features of affixes, it is not in line with Urdu morphology, especially when it comes to affix hierarchy. The study concludes that LM only partially complies with Urdu morphology and recommends more investigation to improve LM hypotheses for Urdu and other Indo-Aryan languages.

To sum up, his research offers insightful information about the morphology of derivation in Urdu, especially regarding affix behavior. Although lexical morphology theory provides a helpful framework for determining affix qualities, there are difficulties in applying it to Urdu morphology, particularly when it comes to affix hierarchy. The results of the study indicate that although lexical morphology largely complies with the morphological patterns of Urdu, more investigation is necessary to improve the lexical morphology hypotheses for Urdu and other Indo-Aryan languages. These kinds of studies have the potential to improve our comprehension of morphological functions in various linguistic contexts.

After examining the morphosyntactic properties of pronouns, it is also important to consider a theoretical approach that can account for cross-linguistic variations. This leads to minimalist analysis.

2.5.3 Comparative Syntax and Minimalist Analysis in Different Languages

Comparative syntax, particularly through the lens of minimalist theory, offers a framework for analyzing the syntactic and morphological structures of pronouns across languages. Minimalism focuses on identifying universal principles while accounting for language-specific variations in a unified theoretical framework.

This approach facilitates to examine the similarities and differences in pronoun usage across languages, from a syntactic perspective.

Comparing the syntax of several languages gleans a comprehensive understanding of linguistic variation and fundamental principles. In the context of Universal Grammar, Khan and Kausar (2019) carry out a basic analysis with a particular emphasis on nonfinite Tdef formulations in Punjabi and English. This study offers insight into the syntactic and grammatical distinctions between the two languages by revealing both language-specific variants and universal linguistic principles.

In their minimalist analysis, Khan and Kausar (2019) compare non-finite Tdef formulations in Punjabi and English under the framework of Universal Grammar. Their study reveals both grammatical and syntactic distinctions between the two languages as well as universal principles and language-specific parameters. Although the systematic method of the study provides useful insights, a more thorough comparison might be achieved by exploring other linguistic elements and sociolinguistic dimensions. Overall, this research contributes to the existing knowledge on linguistic diversity in general and Punjabi and English grammars, in particular, using the prism of Universal Grammar.

To sum up, the minimalist comparison of Punjabi and English syntax by Khan and Kausar (2019) makes a substantial contribution to our knowledge of linguistic diversity. Although their study provides insightful information, especially regarding non-finite Tdef formulations, more investigation into other linguistic traits and sociolinguistic elements may improve the comprehensiveness of the comparison. This study emphasizes how crucial comparative syntax is for clarifying the grammatical structures of diverse languages within the context of universal grammar.

Finally, pronouns are not just linguistic elements; they also play a significant role in society and cognition, as explored in the next section.

2.5.4 Pronoun Propensity in Language, Cognition, and Society

Pronouns are not only linguistic tools but also reflect broader social and cognitive patterns. The way pronouns are used can reveal insights into societal structures,

gender roles, and cognitive processes. This subsection explores how pronouns serve as a reflection of identity, social relations, and cognitive categorization, connecting linguistic theory with real-world implications.

Research on pronouns provides insight into the complex interactions between language, cognition, and society. Examining the subtleties of pronoun behavior in different languages and diverse settings, researchers have discovered important insights that soar above grammatical structures. This review explores the diverse nature of pronouns by bridging language, cognition, and society by navigating the vast fields of linguistics, psychology, and cognitive science. Pronouns, as Yule (2010, p. 83) defines them, are "words (she, herself, they, it, you) used in place of noun phrases, typically referring to people and things already known." Despite their ubiquity in language, these essential building blocks remain underexplored within mainstream linguistics. Complexities surrounding their agreement and reference mechanisms pose intriguing challenges, particularly within the framework of generative syntax – a domain currently undergoing significant theoretical evolution. Pronouns are seemingly insignificant linguistic components that reveal a great deal about social dynamics, cognition, and human communication (Paterson, 2023). This thorough analysis has explored the wide fields of linguistics, psychology, and cognitive science research to reveal the complex nature of pronouns. Pronouns provide significant insights that go beyond their grammatical roles, such as how they influence cultural expression and how they interact with cognitive processes.

Pronouns have a significant impact on communication and identity when examined in context. Examining pronouns in the context of culture and society unveils their fundamental role in defining identity and communication. According to research by Berg (2020) and Samuel (2019), cultural ideologies, power dynamics, and pragmatic concerns affect pronoun choice and interpretation. The use of gender-neutral pronouns, such as "they," is an example of how language has evolved to reflect societal development and the dynamic nature of communication in modern society (Greene, 2021).

Examining the cognitive aspects of pronoun processing reveals the complex inner workings of the human mind. Studies by Bittner et al. (2022),

Artuso et al. (2021), Meltzer-Asscher (2021), Matchin & Hickok (2020), and Bittner et al. (2022) provide insights into the neurological underpinnings and developmental pathways of language processing. These discoveries contribute to the existing body of knowledge about language learning and have potential uses in the fields of healthcare and education.

The close connection between morphology, syntax, semantics, and sociocultural impacts has been revealed by researchers using different methods, including sociolinguistic investigations by Igaab & Tarrad (2019) and syntactic studies by Ghomeshi & Massam (2020). Through analyzing pronoun functions and structures in many languages, language universals and parametric variances manifest themselves, which enhances comprehension of cultural richness and human communication.

Despite differences in rates between English and Spanish, studies such as Torres Cacoullos and Travis (2019) show comparable probability constraints in pronominal subject expression. Additional research conducted by Charnavel (2019), Denić et al. (2021), and Boussaid (2022) highlights the noteworthy impact of UG on the arrangement and application of pronouns in various languages. These observations reveal how UG principles interact with language-specific parameters to influence pronoun behavior both generally and in particular linguistic circumstances.

But there are still issues, especially with the relevance of UG to second language acquisition (SLA), as Abbas and Yaseen (2022) have pointed out. Despite these developments, additional research is imperative for a more profound comprehension of functions of UG in language acquisition and to examine the subtleties of pronoun behavior within changing theoretical frameworks.

McWhorter (2021) studies the emergence of singular "they" pronouns, which challenge conventional grammatical norms. Konnelly and Cowper (2020) investigate resistance to non-binary singular "they" pronouns. Song and Kaiser (2020) identify factors influencing pronoun resolution, while Arnold and Zerkle (2021) classify pronoun choice under models of reference creation. Bliss et al. (2023) highlight the significance of featural and structural distinctions in pronoun

typologies, whereas Contemori et al. (2019) examine pronoun interpretation among second-language speakers. These studies reveal the diverse character of pronoun usage and the implications for language structure, cognition, and social dynamics.

Furthermore, Ackerman (2019) proffers a comprehensive model that incorporates linguistic, cognitive, social, and biological components to better understand the relationship between gender, language processes, and grammar. By considering these diverse factors, Ackerman's (2019) model presents a sophisticated framework for further research, emphasizing the complex intersection between language and social identity. This comprehensive approach necessitates treating linguistic problems within wider sociocultural contexts, acknowledging the dynamic nature of language as it marries numerous facets of the human experience.

Arnold et al. (2021) study how listeners discern the singular or plural sense of pronouns in narrative circumstances. Their research reveals that explicit discussions about pronouns have a direct impact on language comprehension, particularly when the referent is explicitly stated in the discourse. The convergence of various research streams on pronoun usage, spanning from foundational analyses to cutting-edge investigations across interdisciplinary boundaries, captures a complex composition of linguistic exploration, revealing the nuanced complexity inherent in these seemingly basic linguistic elements, thus challenging established paradigms and portraying pronouns as complex components of human communication.

The synthesis spans numerous dimensions, from the study of universal grammar and syntactic variation (Torres Cacoullos & Travis, 2019; Kuiken et al., 2019) the complexities of pronoun syntax across languages (McWhorter, 2021), and the sociolinguistic and pragmatic dynamics that impact pronoun usage (Vergoossen et al., 2020). Furthermore, it investigates the complexities of pronoun resolution quandaries (Arnold et al., 2021; Contemori et al., 2019). Across these diverse studies, a similar shade emerges, emphasizing the multifaceted character of pronoun usage, which is intricately related to linguistic, cognitive, social, and cultural variables. As researchers continue to explore the complexity of pronouns,

this synthesis necessitates interdisciplinary collaboration and critical inquiry to expand our understanding of language diversity, communication dynamics, and social mores. (Konnolly & Cowper, 2020).

Studying pronoun acceptance and processing in various social contexts reveals subtle patterns influenced by social variables (Block, 2019). Shafiq & Iqbal, (2023), have identified the complex dynamics of gender marking in language, demonstrating its profound significance for language usage and cognition. Overall, these findings highlight the intricacies of gender and pronoun behavior, underscoring the importance of considering linguistic, social, and cultural factors when analyzing and addressing language-related issues.

Cho et al. (2019) investigate gender bias in translation, highlighting limitations such as a narrow focus on gender-non-specific pronouns, sentiment words, and occupations, potentially overlooking contextual nuances requiring gender-specific translations, necessitating future research for improved post-processing systems. Furthermore, their methodology, primarily focusing on Korean-to-English translation, may limit generalizability, while evaluating machine translation Furthermore, while a well-biased translator may reflect intercultural differences, the study stresses the need for reducing gender bias, especially when gender specification is unnecessary (Cho et al., 2019).

This review illuminates the intricate relationships that exist between syntax, cognition, and cultural influences. Analyzing pronoun behavior across languages emphasizes that while Universal Grammar principles provide a framework, interdisciplinary approaches are necessary to capture the vast variations in pronoun usage. More research is needed to fill in knowledge gap and make progress in the understanding of cross-cultural language learning and communication and highlights the importance of inclusive and rigorous approach in future research.

In linguistic inquiry, pronouns occupy a distinctive and pivotal role. As essential elements of language, they exemplify the intricate interplay between form and meaning, extending their significance beyond grammatical structures into the broader domains of social and cognitive interaction. Despite their pervasive use in communication, pronouns remain a subject of considerable

complexity, warranting continued investigation into their multifaceted behaviors and contributions to human linguistic expression.

This study emphasizes the need for advancing academic exploration through refined research methodologies and a deeper engagement with the diverse dynamics of pronoun usage. By transcending traditional approaches, it aims to uncover the intricate mechanisms underlying language use, thereby enriching our understanding of linguistic systems. Such efforts emphasize the adaptive and evolving nature of human communication, fostering a more comprehensive appreciation for the complexities of language.

While the discussion of pronoun systems has covered linguistic theory and cognitive implications, it is now important to identify areas where further research is needed, leading to the next section on the research gap.

2.6 Research Gap

Despite the extensive research on pronouns across languages, there remains a gap in the literature regarding the interaction between universal grammar and pronouns in underexplored languages. Few studies have examined the comparative analysis of pronoun systems in languages from diverse linguistic families, and even fewer have explored the implications of these systems for machine translation. This gap underscores the need for further research to better understand the complexities and variations in pronoun systems across languages.

Even with the key discoveries from studies such as Foley and Toosarvandani (2022) and Arnold et al. (2021), there are still numerous substantial gaps in the study of pronouns today. There are not many thorough cross-linguistic comparisons of pronouns, especially for lesser-studied languages such as Saraiki. English and Urdu have been studied extensively, while Saraiki has not been studied as much. Research that has already been done frequently falls short of offering thorough models that explain pronoun parameter settings in these various linguistic contexts (Arnold et al., 2021; Foley & Toosarvandani, 2022). To create a more inclusive view of linguistic diversity and universality, research into the functioning of pronoun systems in various languages is necessary.

Although research by White (2020) and Charnavel and Bryant (2023) has improved our comprehension of UG's impact on pronoun behavior, more theoretical investigation is required. More investigation is specifically needed to understand how differences in pronoun systems among languages influence and improve UG principles (Charnavel & Bryant, 2023; White, 2020). Examining UG's suitability for second language acquisition (SLA) and combining UG with statistical learning techniques are two examples of this.

There is little research on the effects of various pronoun systems on language learning and cognitive processes, particularly among multilingual speakers (Contemori et al., 2019). Furthermore, nothing is known about how these syntactic variations may affect schooling. Further research is needed on how pronoun variations impact language teaching and learnings and how these strategies might be tailored to accommodate multilingual populations (Contemori et al., 2019).

Future study can fill up this knowledge gap to find out how pronouns behave in various linguistic contexts. Consequently, theoretical frameworks and real-world applications related to language learning and processing might benefit from this. More specifically, the following areas should be investigated in future research:

Pronoun resolution mechanisms in multilingual populations.

The role of sociolinguistic factors in shaping pronoun interpretation.

Insights from cognitive neuroscience to illuminate the neural mechanisms underlying pronoun processing.

Pronouns represent a remarkably intricate aspect of language, influencing linguistic structure, cognitive processes, communication dynamics, cultural representation, and social identity. However, the exploration of pronouns remains far from complete. Future research that adopts innovative methodologies, transcends disciplinary boundaries, and addresses existing limitations holds significant promise for advancing understanding in this area. Comprehensive studies that bridge the identified gaps in literature can contribute to the refinement of theoretical frameworks and pave the way for practical applications. Such efforts

could enhance cultural sensitivity and promote inclusion in language use, offering deeper insights into the interplay between universal grammatical principles and linguistic diversity, as well as their broader implications for communication and societal dynamics.

The chapter now concludes with a summary of the main findings, setting the stage for the next section.

2.7 Chapter Summary

This chapter provided an in-depth examination of pronoun features, usage, and challenges across languages, highlighting the complexities of pronoun systems. It covered the universality and parametric variation of pronouns, acquisition challenges, and cross-linguistic morphology and pronouns in indigenous Pakistani languages. The chapter also explored broader linguistic analyses, including syntactic, morphological, and cognitive perspectives, while addressing the growing significance of gender-neutral pronouns. Despite these comprehensive insights, a notable gap remains in the comparative syntax and minimalist analysis of pronouns across languages. Bridging this gap is essential for a more thorough understanding of pronoun behavior, its implications for cognition and society, and its broader linguistic applications. This review serves as a foundational framework for the subsequent chapters, where these intricacies will be explored further, contributing to the ongoing development of linguistic theory.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines the methodology used to analyze the principles and parameters of pronouns across English, Urdu, and Saraiki within the framework of Universal Grammar (UG). Section 3.1 establishes the theoretical foundation, focusing on pronoun principles and parameters derived from UG. Section 3.2 details the research design, while Section 3.3 discusses techniques and sources for data collection, including stages and strategies for acquiring relevant data. Section 3.4 introduces the sampling technique used, emphasizing non-probability and purposive sampling to ensure comprehensive analysis. Section 3.5 outlines the data coding process, including a pilot study for cross-linguistic exploration. Section 3.6 elaborates on the data analysis approach, employing content analysis and syntactic analysis to compare pronoun systems across languages. Finally, Section 3.7 presents the data analysis methodology, using an inductive approach to identify themes and patterns, compare languages, and interpret findings.

This research methodology covers the approach to investigating the differences among the pronoun systems in English, Urdu, and Saraiki. To conduct an analysis of the principles and parameters regulating pronouns in these languages, the study combined content analysis with a qualitative research approach.

3.1 Theoretical Framework

In his seminal work *Syntactic Structures*, Chomsky (2002) emphasizes the ultimate goal of linguistic theory: "The ultimate outcome of these investigations should be a theory of linguistic structure in which the descriptive devices utilized in particular grammars are presented and studied abstractly, with no specific reference to particular languages" (p. 1). This statement underscores Chomsky's aspiration for a universal approach to linguistic analysis, focusing on abstract principles rather than language-specific details. Chomsky established and improved the theory of universal grammar (UG), which has its origins in Wilhelm von Humboldt ideas (1999). However, Chomsky also discovered allusions to the

concept in the works of Panini, Socrates, and other earlier philosophers and linguists. He traces the concept of linguistic structure back to Lancelot and Arnauld's *Grammaire générale et raisonnée*, published in Port Royal in 1660, which proposed a link between the natural order of the mind and the arrangement of words. Chomsky (2020) argues that Universal Grammar (UG) is an intrinsic part of human biology and thus meets the condition of learnability (p. iii). This suggests that UG is not learned from external evidence but is innate.

Chomsky and his supporters established Universal Grammar (UG), which forms the foundation of the theoretical framework for this study. According to UG, the inherent, language-specific principles and parameters that all human languages share give rise to cross-linguistic variability in language. These principles and parameters, as well as how they interact in the syntax, morphology, and phonology of human languages, are the focus of the study of UG.

Chomsky proposed the Universal Grammar (UG) theory, which posits that the ability to acquire language is an innate biological feature of humans. Chomsky's impact on linguistics is undeniable. According to Touqir et al. (2018), grammar aims to describe the intrinsic competence of an ideal speaker-hearer, indicating that linguistic competence is an inherent ability rather than a learned behavior. Chomsky argued that humans are born with an innate capacity to learn any language they are exposed to, referring to this ability as the language faculty. Furthermore, Chomsky postulated that humans possess a language acquisition device that endows them with this language faculty. This foundational theory revolutionizes the understanding of linguistic competence and accentuates the intrinsic cognitive structures that enable language learning (Touqir et al., 2018).

The study focuses particularly on UG's principles and parameters related to pronouns, examining how these principles manifest in English, Urdu, and Saraiki. The principles include person, gender, number, case, clusivity, animacy, honorifics, reflexiveness, and reciprocity, which constitute the theoretical framework for the study.

Universal Grammar (UG) and its Evolution

This research supports Universal Grammar (UG) theories by examining pronoun learning across languages. UG, a concept introduced by Noam Chomsky in the 1960s, posits that the ability to acquire language is innate and guided by a set of universal principles shared by all human languages. Over the years, the concept of UG has evolved and expanded, particularly in terms of how it relates to language acquisition and the diversity of linguistic structures across cultures.

In its initial form, UG was designed to account for the rapid and uniform language acquisition observed in children, suggesting that humans are biologically predisposed to acquire language. Chomsky's (1965) *Aspects of the Theory of Syntax* laid the groundwork for this framework, proposing that linguistic structures are derived from an innate mental template, which all humans possess. The theory suggested that, despite surface-level differences, all languages share a common underlying structure governed by universal principles.

As research progressed, the framework of UG was refined. In the 1980s, Chomsky introduced the Principles and Parameters theory (Chomsky, 1981), which added a layer of flexibility to UG by allowing for language-specific variations within a universal framework. According to this model, all languages are governed by a set of universal principles, but the specific settings of these principles can vary across different languages, creating the vast array of linguistic diversity observed in the world. For instance, languages like English, Urdu, and Saraiki differ in their pronoun systems, but all adhere to the underlying syntactic principles that shape how pronouns are used in their respective languages.

In the 1990s, Chomsky's theory of Minimalism (Chomsky, 1995) further streamlined UG by focusing on the simplest and most general principles underlying language structure. This minimalist approach reduced the complexity of UG and emphasized the core principles that are universally shared, including the syntactic structures that govern pronouns, word order, and other elements of sentence formation.

Subsequent developments in UG have sought to address its application to various languages, particularly in how these universal principles interact with language-specific factors. Linguists such as Hauser, Chomsky, and Fitch (2002) expanded the UG framework by exploring the biological basis for language

acquisition, suggesting that UG is not only a cognitive construct but also a biological trait. Moreover, the application of UG to multilingual contexts, as seen in the work of Snyder (2001) and Tsimpli (2006), further refined the understanding of UG by examining how it operates in languages with varying typologies and sociolinguistic settings.

This research contributes to UG theory by demonstrating how pronoun usage across Saraiki, Urdu, and English reflects the interaction between universal principles and sociolinguistic factors. It underscores the role of UG in shaping the syntactic and pragmatic properties of pronouns while acknowledging that sociocultural influences, such as social hierarchy and gender roles, play a significant role in how these universal principles manifest in different languages.

Explanation and Application of UG Over Time

1960s - Early Concepts of UG

Chomsky's work in the 1960s introduced the groundbreaking idea that all humans possess an innate linguistic capacity, guided by Universal Grammar (UG). This perspective marked a significant departure from behaviorist theories of language acquisition, which had emphasized learning through imitation and reinforcement. Chomsky's theory posited that the human mind is pre-wired to acquire language, a capacity that transcends individual languages and is universally shared across humanity.

1980s - Principles and Parameters

In the 1980s, Chomsky's Principles and Parameters theory (1981) advanced the concept of UG by incorporating universal principles that all languages follow, along with language-specific parameters that vary across languages. These parameters allow for variability in syntactic structures. For example, the order of subject, verb, and object in English differs from languages such as Urdu or Saraiki, which may follow different syntactic structures. This theory offered a more refined view of how UG can accommodate language diversity while maintaining a core set of universal rules.

1990s – Minimalism

In the 1990s, Chomsky's minimalist program (1995) further refined UG by focusing on the most essential principles of language. This approach suggested that the core principles of UG are universal, but surface structures—the specific ways in which languages manifest these principles—can vary greatly across languages. For example, pronouns are governed by UG principles but display different forms and uses depending on the sociolinguistic context of each language. The minimalist framework emphasized that language is governed by a set of core principles that underpin all languages, despite surface-level diversity.

2000s and Beyond - Biological and Cognitive Approaches

Later developments in UG emphasized the biological basis of language, particularly through the work of Hauser, Chomsky, and Fitch (2002), who proposed that UG is a universal biological trait. This reinforced the idea that UG underlies all human languages, while the specific languages spoken are shaped by cultural, social, and environmental factors. The biological perspective on UG positioned language as an inherent human characteristic, further establishing it as a universal feature of the human experience.

Relevance to Sociolinguistic

By integrating sociolinguistic variables with UG theory, this study aligns with the view that UG serves as a universal template while allowing for variability in language use due to social factors such as power dynamics, solidarity, and gender roles. This sociolinguistic lens enriches UG theory, offering insights into how pronoun systems in Saraiki, Urdu, and English reflect both universal grammar principles and language-specific cultural norms. The intersection of sociolinguistics with UG theory provides a more comprehensive understanding of language use, especially in terms of how pronouns encode social meaning and reflect cultural contexts.

Pronoun Principles and Parameters of Universal Grammar

The concept of universal grammar suggests that humans are born with a set of general principles and binary parameters. According to this theory, the human mind unconsciously adjusts these parameters based on the linguistic input it receives. The Principles and Parameters (P&Ps) model exemplifies this approach to Plato's problem by proposing that children, equipped with innate constraints

from UG, are exposed to primary linguistic data (PLD) from their environment. They then develop a specific grammar that aligns with their cultural context, such as English in London, Chinese in Beijing, or Saraiki in Darya Khan. Additionally, Muryasov (2021) clarifies the nature of pronouns, noting that unlike nouns and verbs, pronouns do not share a common semantic feature or syntactic function that applies to all categories within this word class (Touqir et al., 2018; Huang & Roberts, 2016; Muryasov, 2021).

Selection of Principles and Parameters for this Study

For this cross-linguistic analysis, **fourteen principles and parameters** from the **Universal Grammar (UG)** framework were selected to investigate how pronouns function in **English, Urdu, and Saraiki**. The primary aim was to understand both the **syntactic** and **semantic** properties of pronouns across these languages while considering the universality of grammar and the language-specific variations.

The principles provide a broad understanding of the fundamental aspects of pronouns (e.g., person, gender, and case), while the parameters highlight the specific mechanisms and variations within each language that affect pronoun usage. These principles and parameters were chosen to structure the investigation and to provide insights into how pronouns in different languages conform to or diverge from the rules of Universal Grammar.

The principles and parameters for this study were selected through a structured process informed by the objectives of the research and the framework of Universal Grammar (UG). The selection process was guided by the following key considerations:

Relevance to Cross-Linguistic Analysis: The principles and parameters were chosen for their capacity to address both universal features and language-specific variations in pronouns. This dual focus ensured the framework could reveal commonalities across English, Urdu, and Saraiki while highlighting the unique characteristics of each language.

Syntactic and Semantic Significance: Each principle and parameter was carefully evaluated for its potential to illuminate critical syntactic structures (e.g., case marking,

word order) and semantic distinctions (e.g., gender, animacy) that define pronominal systems.

Alignment with Universal Grammar: The principles reflect innate linguistic constraints posited by UG, while the parameters account for variation arising from linguistic input. This alignment enabled the study to explore both the universality and adaptability of grammar across the three languages.

Applicability Across Languages: To ensure meaningful comparisons, the principles and parameters were selected based on their relevance and applicability to the pronominal systems of English, Urdu, and Saraiki. This ensured that the analysis remained grounded in the grammatical structures of each language.

Theoretical and Empirical Foundations: Influential studies in syntax and Universal Grammar (e.g., Muryasov, 2021; Touqir et al., 2018; Huang & Roberts, 2016) were consulted to inform the selection process. This ensured that the chosen principles and parameters were theoretically sound and empirically validated.

Comprehensive Coverage: A set of fourteen principles and parameters was selected to encompass key aspects of pronouns, including person, gender, animacy, reflexiveness, word order, and pro-drop. This comprehensive approach provided a holistic framework for analyzing pronominal systems.

By addressing these considerations, the selected principles and parameters were tailored to the study's objectives, enabling a robust investigation into the syntactic and semantic properties of pronouns across the three languages. The selection process ensured that the framework not only aligned with the tenets of Universal Grammar but also offered meaningful insights into the interplay between linguistic universals and language-specific features.

Principles:

Principle of Person: Examines the distinctions between first, second, and third-person pronouns, which are essential for understanding the pronominal system.

Principle of Gender: Investigates the categorization of pronouns by gender (masculine, feminine, neuter) in the three languages.

Principle of Animacy: Focuses on how animacy is encoded in pronouns, a critical syntactic feature that influences pronoun forms in certain languages.

Principle of Reflexiveness: Addresses the use of reflexive pronouns, which reflect an action performed by the subject upon itself.

Principle of Reciprocity: Analyzes how languages express mutual or reciprocal actions through specific pronominal forms.

Principle of Compositionality: Investigates how the meaning of a pronoun is derived from its syntactic structure and context.

Principle of Recursion: Explores how pronouns may be embedded within other pronouns or phrases, contributing to sentence complexity.

Parameters:

Parameter of Word Order: Considers how the syntactic positioning of pronouns is influenced by word order in declarative, interrogative, or imperative sentences.

Parameter of Number: Focuses on how singular and plural forms of pronouns are expressed across the languages.

Parameter of Case: Examines the syntactic roles of pronouns, such as nominative, accusative, and genitive cases.

Parameter of Honorifics: Investigates the use of respectful or formal pronouns, a crucial feature in languages like Urdu and Saraiki.

Parameter of Clusivity: Looks at how inclusive and exclusive distinctions in pronouns (we, us, they, etc.) are made in certain languages.

Parameter of Pro-Drop: Analyzes whether pronouns can be omitted (dropped) in sentences, a feature that is present in languages such as Urdu and Saraiki.

Parameter of Head Directionality: Examines whether the head of a phrase (e.g., a noun or verb) precedes or follows its complement, affecting pronoun placement in sentences.

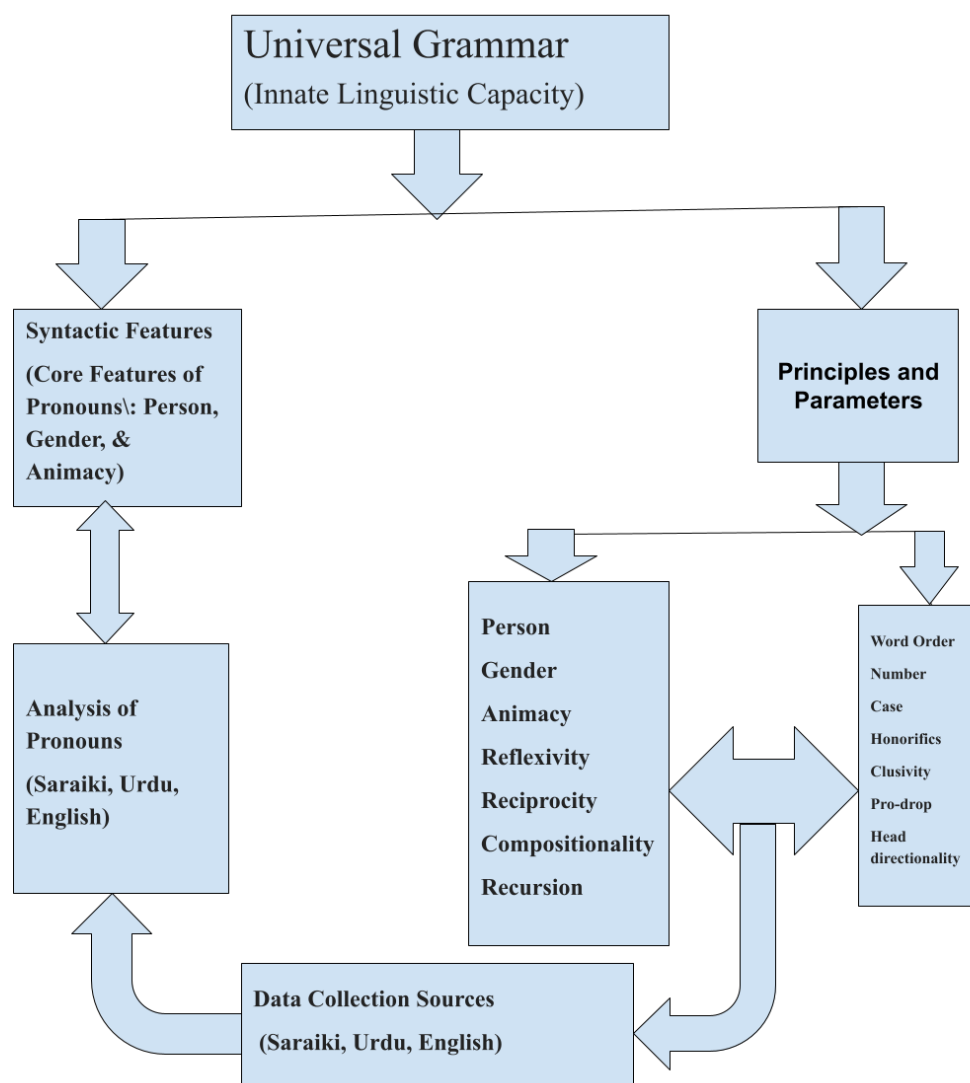
Principles and Parameters Model

These principles and parameters were selected because they offer a comprehensive way to investigate pronoun features across the three languages. By exploring these aspects, the study can uncover the various ways pronouns function syntactically and semantically in English, Urdu, and Saraiki.

The **Principles and Parameters (P&P) model**, as proposed by Chomsky, serves as the central framework for this study. This model suggests that human languages have an innate capacity to adjust grammatical parameters based on environmental input, such as language exposure. This flexibility allows the study to compare how pronouns in each language adhere to or diverge from the universal principles of grammar, providing a deeper understanding of cross-linguistic differences and similarities.

Flowchart of Conceptual Framework

Below is a flowchart designed to illustrate the theoretical framework for this study, showing the relationship between Universal Grammar principles, language-specific parameters, and their application to the pronominal systems of **Saraiki, Urdu, and English**:



Explanation:

Universal Grammar (UG) serves as the starting point of the framework, representing the underlying structure of all human languages.

From UG, the study focuses on syntactic features related to pronouns, such as person, gender, number, and case. These are foundational aspects of pronouns that apply across languages.

The framework then examines more specific features such as reflexivity and animacy, which can vary in how they are represented syntactically.

Language-specific parameters are considered next. These parameters account for variations in pronoun systems across Saraiki, Urdu, and English, such as honorifics, pro-drop, and head directionality.

Finally, data collection sources provide the empirical basis for the analysis, which is used to compare and contrast the pronoun systems of the three languages.

The study concludes with an analysis of pronouns in Saraiki, Urdu, and English, focusing on the syntactic and semantic properties influenced by both universal principles and language-specific parameters.

This flowchart visually unifies the theoretical framework and guides the study from its general Universal Grammar principles down to the specific data analysis of pronouns in the three target languages.

3.1.1 Principles & Parameters (P&Ps)

The following are fourteen principles and parameters for this cross-linguistic study on pronouns:

3.1.1.1 Principle of Person

According to this principle, pronouns are marked for person, indicating the connection between the speaker, addressee, and referent (Tallerman, 2020, pp. 16-18). "3sg subjects occur more often in structurally linked coreferential contexts than do 1sg subjects, approximately one half of the time for 3sg compared with just one third of the time for 1sg" (Torres Cacoullos & Travis, 2019, p. 30). This implies that discourse structure and coreference patterns interact with person marking on pronouns.

In languages such as English, the Principle of Person is reflected in distinct pronoun forms for the first, second, and third persons, as seen in "I," "you," and "he/she/it." These forms are crucial in establishing the relationships between the speaker, the addressee, and other referents in a conversation. English also marks person in verb conjugation, such as "I am" (1st person) versus "he is" (3rd person), further reinforcing the connection between person and discourse structure. In contrast, languages such as Urdu and Saraiki use pronouns and verb forms to reflect person distinctions in a similar way. For example, in Urdu, "میں جا رہا ہوں" (I am going) uses the first-person singular pronoun "میں" along with verb marking, whereas "وہ جا رہا ہے" (He is going) uses the third-person singular pronoun "وہ." In Saraiki, a similar structure is seen in "میں ویندا پیلاں" (I am going) for the first person and "اوہ ویندا پیلا اے" (He is going) for the third person. These distinctions are essential for maintaining clear referential

links in discourse, where person marking plays a key role in signaling who is involved in the action or being discussed.

3.1.1.2 Principle of Gender

According to this principle, pronouns can be marked with a gender that corresponds to the referent's gender (Carnie 2021, p.12; Tallerman, 2020, pp. 53-54). For instance, in languages such as English, third-person singular pronouns are gender-specific, such as "he" for males, "she" for females, and "it" for non-human or gender-neutral referents. In contrast, languages such as Urdu include gender marking across pronouns and verbs, such as the masculine "وہ گیا" (he went) versus the feminine "وہ گئی" (she went). Similarly, in Saraiki, gender distinctions are marked in verbs, as seen in "اوہ گیا" (he went) for masculine referents and "اوہ گئی" (she went) for feminine referents. This principle varies cross-linguistically, reflecting diverse linguistic strategies for encoding gender.

3.1.1.3 Principle of Animacy

According to this principle, pronouns can be classified as having animacy, which indicates whether the referent is animate or inanimate. Ferrara et al. (2023) discuss how signers of different signed languages coordinate various strategies to refer to entities with different levels of animacy (human, animal, inanimate object).

In English, animacy is implicitly encoded through pronouns, where "who" refers to animate beings (e.g., "The person who called") and "which" refers to inanimate objects (e.g., "The book which was on the table"). In contrast, Urdu and Saraiki do not change pronouns based on animacy, but animacy is reflected in verb agreement. For instance, in Urdu, "کتے بھاگے" (The dogs ran) uses the plural verb "بھاگے" to indicate animacy, while "کتاب رکھی ہے" (The book is placed) uses the singular verb "رکھی" for an inanimate object. Similarly, in Saraiki, animacy distinctions are encoded in verbs, as seen in "اوہ بندا ویندا پیا اے" (That man is going) for animate subjects and "اوہ کتاب رکھی گئی" (That book was placed) for inanimate subjects.

This principle demonstrates how animacy distinctions in verb forms and pronouns shape grammatical structures across languages such as English, Urdu, and Saraiki, reflecting cross-linguistic patterns in animacy encoding.

3.1.1.4 Principle of Reflexiveness

According to this rule, certain pronouns are reflexive, showing that the subject and the object in the sentence refer to the same entity. Pahari uses reflexive pronouns such as Δ pon and Δ pi to mean 'him/herself,' along with a compound reflexive pronoun Δ pne α :pe to denote 'himself, herself, itself' (Khalique et al., 2022).

In English, reflexive pronouns such as "myself," "yourself," "himself," and "herself" are used to reflect this relationship. For instance, in the sentence "She looked at herself in the mirror," the pronoun "herself" refers back to the subject "She." In Urdu, reflexivity is expressed through reflexive pronouns like "اپنے آپ" (apne aap) for singular and plural subjects, as seen in "وہ اپنے آپ کو دیکھ رہا ہے" (He is looking at himself), where "اپنے آپ" refers back to the subject "وہ" (he). Similarly, in Saraiki, reflexive pronouns are formed using "اپنے آپ" (apne aap), as in "اوہ اپنے آپ نوں دیکھدا پیا" (He is looking at himself), mirroring the structure in Urdu. However, one key difference is that while English reflexive pronouns are fixed forms, both Urdu and Saraiki use the same reflexive expression "اپنے آپ" (apne aap) for various subjects, and the verb form adjusts to match the subject's gender and number. This variation in the use of reflexive pronouns and verb agreement highlights distinct grammatical strategies for encoding reflexivity in these languages.

3.1.1.5 Principle of Reciprocity

According to this principle, some languages feature reciprocal pronouns indicating that the subject and object both engage in the action described by the sentence. In Pahari, reciprocal actions are frequently indicated by unique pronominal forms that show mutual involvement between subjects (Khalique et al., 2022).

In English, reciprocal actions are often expressed using constructions such as "each other" or "one another." For example, in the sentence "They helped each

other," the phrase "each other" indicates a reciprocal action between the subjects. Similarly, in Urdu, reciprocal pronouns are formed using "ایک دوسرے کو" (ek doosray ko), as in "وہ ایک دوسرے کو مدد دیتے ہیں" (They help each other), where "ایک دوسرے کو" denotes mutual involvement between the subjects. In Saraiki, reciprocity is similarly conveyed with "ایک دوجے دی" (ik dooje di), as seen in "اوایک دوجے دی مدد کریندے پے ہن" (They are helping each other). The use of reciprocal pronouns in these languages reflects the shared engagement of subjects in the action, with each language adopting specific forms to convey mutual interaction.

3.1.1.6 Principle of Compositionality

The principle of compositionality suggests that the meaning of a sentence is derived from the meanings of its individual components. Essentially, the meaning of a sentence depends on the meanings of its words and their arrangement within that sentence. Pahari demonstrates intricate compositionality, with pronouns inflecting for case and gender, and verbs marking number (Khalique et al., 2022).

In English, for example, the meaning of a sentence like "The cat chased the mouse" is derived from the individual meanings of "cat," "chased," and "mouse," along with their syntactic roles (subject, verb, object). In Urdu, compositionality is similarly observed through case marking and word order, such as in "بلی نے چوہے کو پکڑا" (The cat caught the mouse), where "نے" (ne) marks the agent and "کو" (ko) marks the object. In Saraiki, compositionality is evident in the use of postpositions and verb agreement, as seen in "بلی چوہے نوں پکڑیا" (The cat caught the mouse), where "نون" (noo) marks the object and verb agreement reflects the subject's number and gender.

These examples illustrate how compositionality works differently across languages but remains fundamental in constructing meaning through the combination of words and their syntactic roles. By examining how compositionality manifests in English, Urdu, and Saraiki, this study highlights both the universal and language-specific ways in which meaning is constructed in sentences.

3.1.1.7 Principle of Recursion

The recursive combination of words, phrases, and clauses in language is said to be possible, according to the principle of recursion, allowing for the formation of an unlimited number of sentences. “Rules can form a loop and repeat endlessly” (Carnie 2021, p.90).

In English, recursion is evident in constructions such as relative clauses, as seen in "The book that I read last night is interesting," where the relative clause "that I read last night" is embedded within the main clause. Similarly, in Urdu, recursion is demonstrated through the embedding of relative clauses and sub-clauses, such as in "وہ لڑکا جو کل آیا تھا، بہت ذہین ہے" (The boy who came yesterday is very intelligent), where the relative clause "جو کل آیا تھا" (who came yesterday) is recursively inserted into the sentence. In Saraiki, recursion appears in both noun phrase and verb phrase embedding, as in "اوہ لڑکی جو میرے نال آئی ہے، بہت خوش ہے" (The girl who came with me was very happy), where "جو میرے نال آئی ہے" (who came with me) is embedded within the main sentence.

Through these examples, the principle of recursion highlights how both syntactic structure and the potential for unlimited sentence formation are shared across English, Urdu, and Saraiki, each reflecting unique language-specific rules while adhering to the universal property of recursion.

3.1.1.8 Parameter of Word Order

According to this parameter, grammar determines the word order within a sentence. While some languages, such as SVO, have a fixed word order, others have a more flexible word order system. Tallerman (2020) opines that “around 80% of languages are either SOV or SVO” (p. 191). Carnie (2021) discloses that “The proposal that word order is parameterized finds its origin in Travis (1984)” (Carnie 2021, p.188; Tallerman, 2020, pp. 19-22).

In English, the standard word order follows a strict SVO (Subject-Verb-Object) pattern, as in "She (S) reads (V) books (O)," which is consistent across most declarative sentences. Urdu, however, typically follows an SOV (Subject-Object-Verb) structure, seen in "وہ کتاب پڑھتا ہے" (He book reads), where the verb comes at the end. This flexibility in word order is further seen in Saraiki, which

primarily uses SOV, but also allows variations such as OSV for emphasis or stylistic reasons, such as "کتاب وہ پڑھا اے" (The book, he reads). These differences in word order patterns reflect the grammatical flexibility across English, Urdu, and Saraiki while adhering to specific syntactic rules in each language.

3.1.1.9 Parameter of Number

According to the prescription of this parameter, pronouns can be marked for number, indicating whether the referent is singular or plural. "An anaphor must agree in person, gender, and number with its antecedent" (Carnie, 2021, p. 12). Additionally, "many languages mark nouns and noun phrases according to whether they are singular or plural" (Tallerman, 2020, p. 53).

In English, number is clearly marked on both pronouns and verbs. For instance, "he is" (singular) contrasts with "they are" (plural), showing the agreement between the subject pronoun and the verb. Similarly, plural forms of nouns, such as "dogs" or "books," are marked with the plural morpheme "-s." In Urdu, number marking is reflected not only in pronouns but also in verbs. For example, "وہ گیا" (He went) vs. "وہ گئے" (They went) demonstrates how the verb changes based on the number of the subject. Saraiki follows a similar pattern, where "اوہ گیا اے" (He went) changes to "اوہ گئے ہن" (They went), marking plural subjects with verb inflections. These languages, while differing in structure, show a clear correspondence between number agreement in both pronouns and verbs. This principle highlights how number is encoded across English, Urdu, and Saraiki, influencing agreement and grammatical construction.

3.1.1.10 Parameter of Case

Pronouns can be marked for case according to this parameter, indicating their grammatical function in the sentence (Carnie, 2021). "Case marks whether a noun phrase is a subject or an object of a verb; it denotes the relationship the NP has to that verb" (Tallerman, 2020, p. 55).

In English, case marking on pronouns is clearly defined. For example, "he" (nominative case) serves as the subject of a sentence, as in "He went to the store," while "him" (accusative case) serves as the object, as in "I saw him at the store." Similarly, "I" (nominative) contrasts with "me" (accusative), illustrating case

distinction based on the pronoun's function in the sentence. In Urdu, case is also marked on pronouns, with a distinction between nominative and oblique cases. For example, "وہ" (he/she) in the nominative case can be contrasted with "اسے" (him/her) in the oblique case, as in "میں نے اسے دیکھا" (I saw him/her). Saraiki, much like Urdu, shows a case distinction, where the nominative "وہ" (he/she) changes to "اسنوں" (him/her) in the oblique case. These examples demonstrate how case marking operates in English, Urdu, and Saraiki, highlighting how pronouns are marked differently depending on their syntactic function within a sentence.

3.1.1.11 Parameter of Honorifics

According to this criterion, many languages use different pronouns for formal and informal situations based on the social status of the speaker and the listener. In Pahari, the second-person pronoun reflects varying levels of respect or familiarity (Khalique et al., 2022).

In English, the use of honorifics is less prominent in pronouns, but formality is often conveyed through titles and forms of address, such as "Mr." or "Ms." instead of simply using "you." For example, "Sir" or "Ma'am" can be used to show respect in formal settings, distinguishing them from informal usage where just "you" is appropriate. In contrast, both Urdu and Saraiki exhibit a more overt system of honorifics in pronouns. In Urdu, the second-person pronoun "تو" (tum) is used informally, while "آپ" (aap) serves as the formal pronoun to show respect, particularly in interactions with strangers or elders. Similarly, Saraiki has "تُسیں" (tuseen) for formal situations, while "تُون" (toon) is used informally, especially among close friends or younger individuals. These distinctions in both Urdu and Saraiki underscore how pronouns can encode social hierarchies and respect, which are less explicitly marked in English.

3.1.1.12 Parameter of Clusivity

According to this criterion, certain languages make a distinction between pronouns that indicate whether a referent includes or excludes the speaker, respectively, known as inclusive and exclusive pronouns. (Tallerman, 2020).

In languages such as English, there is no distinction between inclusive and exclusive pronouns, as the pronoun "we" is used to refer to both the speaker and

the listener, or just the speaker and others, without indicating whether the listener is included. However, languages such as Urdu and Saraiki mark this distinction more explicitly. In Urdu, the inclusive pronoun "ہم" (hum) can refer to both the speaker and the listener, while the exclusive form "ہم لوگ" (hum log) is used when the speaker is referring to a group that excludes the listener. Similarly, Saraiki differentiates between the inclusive "اسی" (asi or asan) and the exclusive "اسی لوگ" (asi log or asan), highlighting how these languages encode social relationships and group dynamics more explicitly through pronoun usage. This distinction is not present in English, where context often clarifies the scope of "we."

3.1.1.13 Parameter of Pro-drop

According to this parameter, some languages allow for the omission of subject pronouns while requiring them in others. Andrew Carnie (2021) discusses three examples in English where the pronoun 'it' is consistently used, such as 'It rained,' 'It snowed,' and 'It hailed,' indicating a lack of pro-drop features in English (Carnie, 2021, p. 237). In contrast, Urdu examples demonstrate subject omission, as seen in phrases like 'barish hui' or 'barish ho rahi hai' ('rain is happening'), which supports the argument that Urdu exhibits pro-drop characteristics. Similarly, Saraiki also exhibits similar behavior to Urdu. This contrast illustrates the pro-drop parameter: while some languages like English require explicit subject pronouns, others like Urdu and Saraiki allow for their omission.

In addition to the examples provided, it is important to note that pro-drop features are not limited to the omission of subject pronouns alone. In both Urdu and Saraiki, pro-drop extends to other pronouns and elements of sentence structure, depending on the context and the clarity of the subject. For example, in Urdu and Saraiki, a sentence like "او روٹی کھاندا پیا ہے" ("O roti khanda piya ae" – He is eating food) can be shortened to "روٹی کھاندا پیا ہے" ("roti khanda piya ae" – Eating food), where the subject pronoun "او" (o – he) is omitted, but the meaning remains clear. This further illustrates how both languages make use of contextual clues and verb morphology to convey meaning without requiring explicit subject pronouns, contrasting with languages like English where such omissions are generally not possible.

3.1.1.14 Parameter of Head Directionality

This parameter suggests that some languages have head-initial structures while others have head-final structures. "In English, complements of verbs follow the verbal head. In Turkish, they precede the head" (Carnie, 2021, p. 187; Tallerman, 2020).

Languages may have different versions of these principles and parameters, and pronoun usage may also be influenced by other factors. It may be beneficial to concentrate on a certain subset of languages and compare how they use and mark pronouns in different contexts while doing a cross-linguistic study. In sum, the fourteen (14) principles and parameters outlined above explicate the complex and diverse ways in which pronouns function across different languages. Each principle and parameter demonstrates specific aspect(s) of pronoun usage, from person, gender, and animacy, to reflexiveness, reciprocity, compositionality, and recursion. The parameters further elaborate on the nuances of word order, number, case, honorifics, clusivity, pro-drop, and head directionality. Understanding these principles and parameters not only clarifies the universality and diversity of pronoun systems but also provides a robust framework for cross-linguistic analysis.

The parameter of head directionality highlights structural differences in languages that can impact pronoun placement. For instance, in English, which follows a head-initial structure, the verb typically precedes the object, as in "She ate the cake." In contrast, Urdu, which uses a head-final structure, places the verb after the object: "اس نے کیک کھایا" (Us ne cake khaya), literally "She the cake ate." Similarly, in Saraiki, a head-final structure is observed: "اوں کیک کھا داے" (Oon cake khada ae), meaning "She ate the cake." These examples illustrate how pronouns and sentence structures in Urdu and Saraiki differ from English, influencing their syntactic arrangement and how pronouns are used within sentences.

In conclusion, the Principles and Parameters (P&Ps) model offers a rigorous approach to understanding the underlying mechanisms of pronoun usage in various languages. Exploring these fourteen (14) principles and parameters, illustrate how pronouns are marked and used differently across linguistic contexts.

This framework not only helps in the comparative study of languages but also enhances the comprehension of universal grammar and its role in language acquisition and usage. Future research could further investigate these principles and parameters in a broader range of languages, providing deeper insights into the intricate dynamics of pronouns and their syntactic and semantic roles.

3.2 Research Design

The study relies on a qualitative content analysis design grounded in the theoretical framework of Universal Grammar. It focuses on exploring the principles and parameters governing pronouns across three languages: English, Urdu, and Saraiki. The analysis involves 210 written sentences to provide a comprehensive understanding of pronoun systems in these languages. This design ensures a thorough examination of syntactic behavior, allowing for a meticulous analysis of the data collected through purposive sampling and non-probability techniques.

3.3 Data Collection

3.3.1 Techniques for Data Collection

To provide reliable and robust data, various strategies are used in data collection. Textbooks, other pertinent repositories, and grammatical and linguistic reference materials are all used as primary data sources. Through thorough cross-referencing and consultation with reputable scholarly publications, data accuracy and reliability are maintained.

3.3.2 Description of the Primary Data Sources

Primary data sources include a range of grammar and linguistic reference books, textbooks, dictionaries, and relevant repositories. The study uses a multifaceted strategy to assure reliability, validity, and accuracy, including the examination of accepted grammatical and linguistic references, cross-referencing multiple sources, and referencing scholarly publications.

3.3.3 The Data Collection Process

The process of collecting data consists of a number of sequential steps, each of which is crucial to the approach of this study.

3.3.3.1 Stages of Data Collection

Finding pertinent sources is a necessary first step in the data collection process. These sources include grammar books, dictionaries, books on linguistics, journals, and other reliable sources.

3.3.3.2 Finding the Right Sources

The study uses a variety of sources to compile a representative sample of sentences from each language. These sources include grammar books, textbooks, dictionaries, textbooks on linguistics, journals, and other reliable archives.

3.3.3.3 Data Collection Sources

The data collection sources for this study were carefully selected to support a cross-linguistic comparison of pronoun usage in Saraiki, Urdu, and English. Each set of resources was chosen for its comprehensive coverage and authoritative insights into the syntactic features of pronouns.

The rationale for the data sources in this study is to investigate pronoun usage in Saraiki, Urdu, and English through qualitative content analysis within the Universal Grammar (UG) framework. The aim is to provide a comprehensive exploration of pronoun systems across these languages, focusing on their syntactic features such as person, gender, number, case, animacy, and reflexivity.

The data is collected from academically recognized resources for each language:

English Resources

English was selected due to its well-documented grammatical structure and extensive documentation in linguistic studies, which provides a robust foundation for cross-linguistic comparison. The following authoritative sources were used:

- i. The Cambridge Grammar of the English Language by Huddleston and Pullum
- ii. A Comprehensive Grammar of the English Language by Quirk et al

- v. The Longman Grammar of Spoken and Written English. Pearson Education.
- vi. The Handbook of Morphology edited by Andrew Spencer and Arnold Zwicky

These texts were chosen for their depth, clarity, and focus on syntactic phenomena, including pronouns, making them ideal for this study's objectives.

Urdu Resources

Urdu was selected for its rich grammatical heritage, particularly in terms of its pronoun system, despite limited available resources. The following sources were used:

Urdu: An Essential Grammar by Schmidt (1999) – Provides foundational insights into Urdu syntax, including pronouns.

Oxford English–Urdu Dictionary (2004) – Useful for understanding the meaning and syntactic role of pronouns in Urdu.

Feroz ul Lughat Jame by Ferozuddin (2013) – A comprehensive Urdu-to-Urdu dictionary that provides context and usage examples for pronouns.

Kitabistan's 20th Century Standard Dictionary by Qureshi (1971) – Another important resource for understanding the syntactic structure and usage of pronouns in Urdu.

Urdu Dictionary Board. (n.d.). اردو لغت تاریخی اصول پر. Urdu Dictionary Board. Retrieved January 18, 2024, from <https://udb.gov.pk/>

Internet Archive. (2014, March 26). Farhang Asifiya Urdu [Digital version]. Internet Archive. Retrieved January 18, 2024, from https://archive.org/details/FarhangAsifiya/00511_Farhang_Asifiya_1/

Noor ul Deen, M. (n.d.). Noorul Lughat (with Contents) [Digital version]. Internet Archive. Retrieved January 18, 2024, from <https://archive.org/details/NoorulLughatwithContents>

This resource was selected because it is a foundational text for Urdu grammar, offering clear insights into the syntax of pronouns. While limited in quantity, the resource is highly authoritative, making it suitable for a focused investigation of Urdu's pronoun system.

Saraiki Resources

Saraiki, being a less-documented language, required focused resources. The following resources were used:

A Descriptive Grammar of Hindko, Panjabi, and Saraiki by Bashir & Connors (2019) – This resource provides valuable insights into the syntactic features of Saraiki, including the use of pronouns.

Shackle, C. (1976). The Siraiki language of central Pakistan: A reference grammar. School of Oriental and African Studies, Univ. of London.

These resources were selected based on their depth, clarity, and authoritative status in their respective fields, providing a solid basis for comparative analysis of pronoun usage across the three languages.

The data collection sources for this study were meticulously chosen to facilitate a cross-linguistic comparison of pronoun usage in Saraiki, Urdu, and English. Each source was selected based on its comprehensive scope and authoritative insights into the syntactic features of pronouns, enabling a rigorous exploration within the Universal Grammar (UG) framework. The primary objective was to examine pronoun systems across these languages, with particular attention to syntactic characteristics such as person, gender, number, case, animacy, and reflexivity.

For English, a language with well-documented grammatical structures, several authoritative resources were employed to provide a thorough basis for analysis. Notable among these are *The Cambridge Grammar of the English Language* by Huddleston and Pullum (2002), and *A Comprehensive Grammar of the English Language* by Quirk et al. (1985), both of which offer in-depth coverage of syntactic phenomena, including pronouns. Additionally, *The Longman Grammar of Spoken and Written English* by Biber, Conrad, and Leech (2002), and *The Handbook of Morphology*, edited by Spencer and Zwicky, were consulted for their detailed treatment of English grammar, particularly with respect to pronoun usage across different syntactic contexts.

For Urdu, the study relied on a carefully curated selection of resources that provide detailed insights into its pronoun system, despite the more limited availability of such materials compared to English. While Urdu's grammatical heritage is rich,

resources that delve into the intricacies of its pronouns were selectively used to ensure the study's comparative depth. These texts were chosen to explore the syntactic features of pronouns in Urdu, enabling an effective comparison with English and Saraiki.

The data for Saraiki, an under-researched language in terms of pronoun system analysis, was gathered from available linguistic studies and syntactic descriptions of the language. Given Saraiki's linguistic proximity to Urdu, certain resources on Urdu grammar were also relevant in constructing a basis for comparison.

In conclusion, the data collection sources were rigorously selected to provide authoritative, reliable, and comprehensive insights into the syntactic features of pronouns across the three languages. This selection ensured that the study was grounded in established linguistic frameworks and offered a robust comparative analysis of pronoun usage in Saraiki, Urdu, and English.

3.3.3.4 Rationale for Limited Resources for Urdu and Saraiki

Unlike English, which has an abundance of grammatical resources, Urdu and Saraiki lack comprehensive, widely recognized texts on their syntax and pronoun systems. The selected resources were chosen based on their authority and relevance to the study. Although limited in number, they are sufficient for addressing the research questions within the UG framework.

3.3.3.5 Criteria for Selecting 210 Sentences

A purposive sampling technique was employed to select 210 sentences, with 70 sentences each from English, Urdu, and Saraiki resources. The selection process adhered to the following criteria:

Alignment with UG Principles: Sentences were chosen to reflect parameters such as person, gender, number, case, animacy, honorifics, reflexivity, and reciprocity.

Representativeness: The selected sentences encompass a variety of syntactic structures to ensure a comprehensive analysis.

Reliability of Sources: Sentences were drawn exclusively from trusted academic resources, ensuring accuracy and consistency in the data.

Analysis Framework: The study employs qualitative content analysis grounded in UG to examine the syntactic behavior of pronouns. The systematic coding of data ensures an in-depth exploration of cross-linguistic patterns and variations in pronoun systems across the three languages.

3.4 Sampling Technique

Non-probability sampling is used in the sample technique, with a focus on purposive sampling. The careful selection of sentences from grammar books and academic journals using this method is crucial for preserving the representativeness and relevance of the sample and ensuring that they are in line with the objectives of the study.

3.4.1 Introduction to Sampling Technique

Non-probability sampling, namely the purposive sampling technique, is used in the study. With this deliberate approach, sentences that are in line with the goals of the study are carefully chosen. It carefully selects sentences based on their conformity to hypothesized principles and parameters to ensure the representativeness and relevancy of the selected sample.

3.4.2 Non-Probability and Purposive Sampling

Non-probability sampling is used in the sample technique, with a focus on purposive sampling. The careful selection of sentences from grammar books and academic journals using this method is crucial for preserving the representativeness and relevance of the sample and ensuring that they are in line with the objectives of the study.

3.4.3 Sample Selection Methodology for Comprehensive Analysis

Given the limitations, 210 sentences are chosen as the sample size, with seventy (70) sentences from each language—English, Urdu, and Saraiki—divided up into fifteen ($5 \times 3 = 15$) sentences for each P&P, distributing them further in five (5) sentences for each language, covering each of the fourteen (14) principles and parameters equally and fairly. The emphasis is on providing a representative

sample that helps the reader understand the core ideas and constraints of pronouns in Universal Grammar.

3.4.4 Dataset Composition and Rationale

210 sentences are chosen as the sample size of study. This decision ensures a thorough investigation within the restrictions and limitations. Five sentences from each of the three languages—English, Urdu, and Saraiki—are used for each of the 14 principles and parameters to create a representative dataset. This approach facilitates a comprehensive understanding of pronouns within the context of Universal Grammar.

3.5 Data Coding

The study starts with the data coding phase after the data collection phase. The coding structure for this involves using the principles and parameters of Universal Grammar.

3.5.1 Coding Process

A manual analysis of sentences is conducted to identify pronouns and classify them based on syntactic function (subject, object, possessive, reflexive). Universal Grammar principles are applied to analyze pronoun behavior, considering the unique linguistic features of each language. Coding categories are defined, aligning with Universal Grammar principles such as person, gender, number, case, and honorifics. A comprehensive coding template is designed for the accurate recording of coded data. Codes are manually assigned to sentences based on predefined categories, ensuring consistency and accuracy. Coding decisions are periodically reviewed and revised to maintain coherence and accuracy in the recorded data. The coding process involves a meticulous manual analysis of sentences in English, Urdu, and Saraiki languages. Data is coded according to predefined categories aligned with Universal Grammar principles. Coding decisions are guided by the aim of accurately capturing pronoun behavior and syntactic patterns across languages. The technique adopts a systematic approach to ensure the reliability and validity of the coded data, enhancing the robustness of the findings of the study.

3.5.2 Pilot Study: A Miniature Cross-Linguistic Exploration

Before getting into the meat of the subject matter, it is important to recognize the valuable foundation laid by the preliminary investigation in the form of a pilot study, which provides the foundation for further research into pronoun usage in English, Urdu, and Saraiki. It focuses on grammatical gender and other categories that pronouns manifest, such as personal, possessive, and demonstrative. The content analysis of the pilot study assesses and codes pronoun usage in English, Urdu, and Saraiki. Grammatical gender and other pronoun categories, such as personal, possessive, and demonstrative, are the main topics and receive special attention.

This initial manual qualitative content analysis reveals some important differences across the three selected languages, particularly in terms of personal pronouns. While all three languages use pronouns for the first, second, and third person, Urdu and Saraiki, by changings in the verb-endings, stand out with their gender specific pronouns for the first person (main, ham, میں), the second person (tum, tu, aap, تُو, تُم), and the third person (woh, us, un). This contrasts with English, which reveals a perplexing propensity for gender-neutral pronouns such as I, you, and they for persons of different genders. Another difference is observed in possessive pronoun usage. Urdu and Saraiki used gender-specific possessive pronouns (meri, mera, hamara, hamari, teri, tera, tumhari, tumhara, تمہاری, تیری, میری), while English lacked gender differentiation. Demonstrative pronouns also reveal distinctions. Urdu and Saraiki reveal three demonstrative pronouns (ye, woh, wahan یہ، وہ، وہاں) in contrast to two (this, that) of English, integrating the peculiarities of gender and proximity. Moreover, the qualitative analysis reveals the intriguing influence of honorifics in Urdu and Saraiki. These languages incorporate social context while selecting pronouns (tu, tum, app, tusaan), which is not the case in English (you). Furthermore, translating gender-neutral pronouns such as “woh” (وہ) or “us” (اس) from Urdu into English reveal the significance of linguistic analysis and computational approaches for accurate translation, evincing the research issue caused by cultural and linguistic dissensions.

In essence, the pilot study serves as the foundation for understanding the norms of pronoun usage across languages in the context of Universal Grammar

(UG). It emphasizes the impact of cultural mores on language patterns and how people use them.

Armed with the insights gleaned from the preliminary phase, the subsequent content analysis begins a more exhaustive exploration of the syntactic behavior of pronouns across the three selected languages under Universal Grammar (UG). The findings of the pilot study serve as a steppingstone, divulging the intricate system of pronoun usage across diverse linguistic landscapes, culminating in this endeavor of cross-linguistic pronoun behavior.

3.6 Data Analysis Approach

Utilizing content analysis for a manual examination is part of the data analysis strategy. With the help of this methodology, it is possible to identify themes and patterns related to pronoun parameters and principles such as person, gender, number, case, clusivity, animacy, honorifics, reflexivity, and reciprocity. The study also compares the grammatical constructions of English, Urdu, and Saraiki.

3.6.1 Using Content Analysis for Manual Analysis

The collection of data leads to a thorough content analysis that is done manually to identify themes and patterns relating to pronoun parameters and principles. This includes a comparative analysis of the syntax of English, Urdu, and Saraiki as well as an analysis of features including person, gender, number, case, clusivity, animacy, honorifics, reflexivity, and reciprocity.

3.6.2 Concentrating on Grasping Universal Grammar

The main objective of the study is to develop a thorough understanding of the parameters and guiding principles governing pronouns within Universal Grammar. This objective is achieved by employing qualitative content analysis manually elucidating the syntactic behavior of pronouns. The comparison of the pronoun systems of English, Urdu, and Saraiki emphasizes both their similarities and differences.

3.6.3 Sentence-Level Content Analysis

Sentence-level content analysis is the primary technique used to understand the intricacies. It makes it possible to examine the syntactic behavior of the English,

Urdu, and Saraiki pronoun systems. With this method, the study seeks to recognize recurring themes and patterns related to the principles and parameters of pronouns.

3.6.4 Examining the Syntactic Behavior of Pronouns

The exploration of the syntactic behavior of pronouns in the English, Urdu, and Saraiki languages receives priority in this study. This analysis gleans information about how pronouns are grammatically structured and used in these languages.

3.6.5 Comparing the Pronoun Systems in Three Languages

The comparative analysis of pronoun systems in the English, Urdu, and Saraiki languages is a key component of this effort. This comparison method seeks to highlight both similar and distinctive aspects of grammatical structures.

3.7 Data Analysis

The study next moves towards data analysis after data coding. The inductive approach is used in this step to identify emerging themes and patterns in the dataset. These emerging themes and patterns serve as the basis for the comparative study.

3.7.1 Inductive Approach for Data Analysis to Find Themes and Patterns

To find themes and patterns, the research methodology uses an inductive approach based on empirical data. This method avoids assumptions and allows the development of ideas, findings, and conclusions to be guided by empirical data.

3.7.2 Comparison of the Three Languages

The study concludes with a comparison of the pronoun systems in the languages of English, Urdu, and Saraiki. This analysis seeks to illustrate both similarities and differences among these systems.

3.7.3 Interpretation of the Findings

The interpretation of findings provides a thorough understanding of the principles and parameters of pronouns in Universal Grammar as they appear in the English, Urdu, and Saraiki languages in this study. It also looks at the implications for language learning and teaching.

3.8 Chapter Summary

Chapter 3 outlines the structured research methodology applied in this study, beginning with a theoretical foundation in Universal Grammar (UG) principles relevant to pronouns. It proceeds through research design, techniques for data collection, sampling methods, data coding procedures, and detailed approaches to data analysis. This comprehensive methodology ensures a rigorous analysis of pronoun systems in English, Urdu, and Saraiki, enabling insights into both universal principles and language specific parameters. In conclusion, this methodology offers a concise yet comprehensive framework for analyzing pronoun systems across these languages, integrating content analysis, qualitative research methods, and an inductive approach to uncover the complexities of pronoun principles and parameters within universal Grammar.

CHAPTER 4

DATA ANALYSIS

This chapter presents a detailed analysis of pronoun systems across English, Urdu, and Saraiki languages. The analysis explores how each principle and parameter of Universal Grammar (UG) manifests within these systems – including Person, Gender, Animacy, Reflexiveness, Reciprocity, Compositionality, Recursion, Word Order, Number, Case, Honorifics, Clusivity, Pro-drop, and Head Directionality.

Firmly grounded in UG theory, the approach utilizes qualitative content analysis to investigate these intricate linguistic phenomena. To initiate this exploration, sentences were selected from textbooks and reference materials that exemplify the fourteen (14) UG principles and parameters. A purposive sampling technique ensured the representativeness of the data across the languages under study. Each sentence underwent rigorous coding aligned with UG principles, facilitating a systematic analysis (Carnie, 2021; Tallerman, 2019; Torres Cacoullos & Travis, 2019; Khalique et al., 2022).

Moreover, employing a structured content analysis enabled the identification of underlying patterns in pronoun usage across English, Urdu, and Saraiki. This methodological approach not only provides a comprehensive understanding of how UG principles influence pronoun systems but also reveals nuanced variations and similarities in these languages.

The subsequent subsections will delve into the findings after completing the analysis of the data to illustrate the intricate relationship between language-specific pronoun systems and the broader framework of Universal Grammar.

This section presents the analysis of the data to discover key findings.

Table 1 Pronoun Types in English, Urdu, and Saraiki

Pronoun Type	English	Urdu	Saraiki
Subject Pronouns	I, we, you, he/she/it, they	میں، ہم، تم، آپ، وہ (main, - ham, tum, aap, woh	میں، اسان، تو، تون تسانا و Main, asan, tu, tun, tusan, o
Object Pronouns	me, us, you, him/her/it, them	مجھے، تمہیں، اسے، ہمیں، انہی ں Mujhay, tumhen, usay, hamei n, unhein	میکوں، تیکوں، اونکوں، اساکوں، اوکو ں Mekun, tekun, ukun, sakun
Possessive Pronouns	mine, ours, yours, his/hers/its, theirs	میرا، تمہارا، اسکا، ہمارا، انکا Mera, hamara, tumhara, uska, unka	میڈا، تیڈا، ساڈا Meda, teda, sada
Reflexive Pronouns	Myself, ourselves, yourself, himself/herself/itself, themselves	خود، خودکو، خودکو، خود ہی، خود ہی Khud, khudo, ko, khud hi, ap hi, apne apko اپنے آپ کو apne ()aap ko	خود، خود کتی، خود کتی، اسان خود، اون خو داپنے آپ کو) ko apne aap) ko Apne ap, khud bakhud, apas mein=among

Pronoun Type	English	Urdu	Saraiki
		Apne ap, khud bakhud, apas mein=among	
Emphatic Pronouns	Myself, ourselves, yourself, himself/herself/itself, themselves	خود، خودکو، خودکو، خود ہی، خود ہ ی Khud, khudo, ko, khud hi, ap hi, apne apko اپنے آپ کو apne ()aap ko	خود، خود کتی، خود کتی، اساں خود، اوں خود اپنے آپ ک و aap apne ko
Demonstrative Pronouns	this, that, these, those	یہ، وہ، یہاں، وہاں Yeh, woh, yahan, wahan	، 'ایہہ' او' اتھان، اوتھان eh, o, ithan, othan(
Relative Pronoun	"who," "that," "which," "whom," "whose," "whoever," "whichever," and "whatever."	"kon," "woh/jo," "konsa," "kis ko/kin ko" "kisa/ kin ka," "jo bhi," khuch bhi.	"kon," "woh/jo," "konsa," "kis ko/kain kuun"
Repetitive Pronouns" "Reiterated Pronouns	There are no direct equivalents in English	kya " (کیا کیا) koi " (کوئی کوئی) koi " (کوئی کوئی) koi " (کچھ کچھ) koi " (کچھ کچھ)	"کیا کیا" (kya kya), "کوئی کوئی" (koi koi), "کچھ کچھ" (kujh kujh), and "کچھ نہ کچھ نہ"

Pronoun Type	English	Urdu	Saraiki
		(kuchh kuchh), "کچھ" and "نہ کچھ" kuchh na kuchh() kujh na kujh" (کچھ)
Interrogative Pronouns	who, whom, whose, what, which	کون، کس، کس کا، کیا، کونسا Kon, kis, kiska, kia, konsa	کون، کنہاں، کنہاں دا، کنہاں کنیں Kon, kaina, kinhan da, kia, kehra
Indefinite Pronouns	anyone, anything, someone, something, no one, nothing	کوئی، کچھ، کوئی، کچھ، کوئی، کچھ Koi, kuch	کوئی، کچھ Koi, kuch
Reciprocal Pronouns	Each other, one another	Ek dusre ko, ایک دوسرے کو	Ek dujei kun, ایک دوجھے کون
Honorifics	Mr., Ms., etc.	janab- (جناب) محترمہ,men muhtarman women	سئیں,سرکار 'صاحب Sain, sarkar, buzurgo,Sahib
Pleonastic s/Expletives/Dummy Pronouns	It, there	N/A	N/A

Table 1 provides an overview of different pronoun categories in these three languages. It provides words denoting pronouns, including first-, second-, and third person pronouns, possessive pronouns, demonstrative pronouns, indefinite pronouns, reflexive pronouns, interrogative pronouns, and reciprocal pronouns.

This table highlights the linguistic diversity and similarities among English, Urdu, and Saraiki by comparing and contrasting their pronoun systems. Each section of the table is precisely organized to provide clear insights into the unique features of pronoun usage in each language, allowing for a firm grip of their grammatical intricacies.

This section presents a detailed analysis of the fourteen (14) pronoun principles and parameters under Universal Grammar (UG) in English, Urdu, and Saraiki, focusing on personhood, animacy, and gender marking within their unique syntactic structures. Pronouns are manually classified by grammatical function (subject, object, possessive, reflexive) and coded based on UG principles such as person, gender, number, case, and honorifics. This meticulous manual coding process, applied to texts in all three languages, ensures accurate and reliable data capture. Periodic reviews maintain coherence, revealing notable differences such as Urdu and Saraiki's gender-specific pronouns and honorifics, contrasted with the gender-neutral pronouns of English. This analysis highlights significant patterns and correlations in pronoun usage across the three languages, setting the stage for a more profound examination of pronoun systems and their implications in subsequent sections.

Table 2 UG Principles and Parameters

Principle/Parameter	Descriptions	Example
Person	Indicates the grammatical person of the pronoun	1st person: I, we
Gender	Indicates the biological/grammatical gender of the pronoun	<p>Masculine: he, him;</p> <p>Feminine: she, her-</p> <p>Limited gender marking (woh /us/unhon for both male, female)-</p> <p>Gender not explicitly marked (o /us for all)</p>

Principle/Parameter	Descriptions	Example
Animacy	Pronouns distinguish animate and inanimate beings	S/He (animate), it (inanimate)- وہ (woh - animate), یہ (yeh - inanimate) او (o - animate), ایہ (eh - inanimate)
Number	Indicates the grammatical number of the pronoun	Singular: I, he, she; Plural: we, they وہ (woh - animate), کوئی (koi - singular), plural o (o - animate), کوئی وی (koi vi - singular), singular اوکون (/)- singular
Case	Indicates the grammatical case/function of the pronoun	Subject: I, he, she; Object: me, him, her use - وہ (woh - subject), اسے (as-e) وہ (woh - object) o (o - subject), اونکون (oonkoon - object) او (o - subject), اوکون (oonkoon - object)
Clusivity	Indicates whether the pronoun includes the speaker or listener	We (inclusive), they (exclusive) وہ (woh - exclusive), ہم (hum - inclusive), وہ (woh - exclusive), ہم (hum - inclusive) o (o - inclusive), اسان (asaan - inclusive), وہ (woh - exclusive), ہم (hum - exclusive)
Honorifics	Indicates politeness levels in pronouns, respect	Mr., Ms., etc. محترمہ (janab) for men جناب

Principle/Parameter	Descriptions	Example
		(muhtarma) for women (janab), سئیں for men جناب (saeen) for respected individuals
Reflexivity	Indicates reflexive pronouns	Myself, yourself, himself, herself اپنے آپ کو (apne aap ko) آپ ہیں آپ (apne aap)
Reciprocity	Indicates reciprocal pronouns	Each other, one another- ایک دوسرے (ek doosre -) ہک دوجے (ek dujhay)
Compositionality	Pronouns contribute to sentence meaning	As a bibliophile, she likes it. (Refers to a book.) وہ اسے پسند کرتی ہے۔ (woh ise))pasand karti hai
Recursion	Pronouns function within embedded clauses	I told him that she was coming. میں نے اسے بتایا کہ وہ آرہی تھی۔ (main ne usay bataya keh))woh aa rahi thi میں اونکو اکھیا جو اوہ آندی پئی اے (main oonkoun akhia jo ooh))aandi pai ae

Principle/Parameter	Descriptions	Example
Word Order	Pronoun placement varies based on sentence structure	English: SVO (Subject-Verb-Object) Urdu & Saraiki: SOV
Pro-drop	Subject pronouns can be omitted in informal contexts	(He) went to the store. (informal) وہ (وہ دکان پر گیا -) woh dukaan)par gaya او (دکان تے) o dukaan te گیا)gaya
Head Directionality	Pronouns align with verb placement	The boy runs. لڑکا (- subject-laraka , دوڑتا ہے۔) (dorta hai) - verb دوڑتا ہے لڑکا (- subject (laraka), (dorde hai) - verb (دوڑدے۔ دوڑدے

Table 2 outlines the UG principles and parameters relevant to pronouns, along with descriptions and examples.

Each of these 14 principles and parameters was evaluated across English, Urdu, and Saraiki languages to identify similarities, differences, and patterns in their pronoun systems.

4.1.1 The Principle of Person

4.1.2 The Principle of Gender

4.1.3 The Principle of Animacy

4.1.4 The Principle of Reflexiveness

4.1.5 The Principle of Reciprocity

4.1.6 The Principle of Compositionality

4.1.7 The Principle of Recursion

4.1.8 The Parameter of Word Order

4.1.9 The Parameter of Number

4.1.10 The Parameter of Case

4.1.11 The Parameter of Honorifics

4.1.12 The Parameter of Clusivity

4.1.13 The Parameter of Pro-drop

4.1.14 The Parameter of Head Directionality

The analysis will highlight similarities, differences, and patterns in the pronoun systems of these three languages:

4.1.1 The Principle of Person

English, Urdu, and Saraiki exhibit distinct markers for personhood in pronouns, reflecting the relationship between speaker, addressee, and referent (Tallerman, 2020, pp. 16-18).

English

The first-person pronouns "I" and "we" indicate the speaker.

The second-person pronoun "you" addresses the addressee.

The third-person pronouns "he," "she," and "they" refer to other individuals or groups.

In English, pronouns clearly distinguish the first-person ("I"), second-person ("you"), and third-person ("he," "she," "they"), establishing a clear connection among the speaker, addressee, and referent, aligning with Universal Grammar principles (Chomsky, 1995).

Urdu

The first-person pronouns "میں" (main) and "ہم" (ham) indicate the speaker.

The second-person pronouns "آپ" (aap), "تو" (tu), or "تم" (tum) address the addressee.

The third-person pronouns "وہ" (woh) for male, "وہ" (woh) for female, and "وہ" (woh) for plural refer to other individuals or groups.

Urdu pronouns, like English, mark person unambiguously, with "میں" (main) and "ہم" (ham) for the speaker, "آپ" (aap), "تو" (tu), or "تم" (tum) for the addressee, and "وہ" (woh) for male, female, or plural for others.

Saraiki

The first-person pronouns "میں" (main) for singular and "اسان" (asan) for plural indicate the speaker.

The second-person pronouns "تو" (tu), "تینوں" (tenu), or "توسان" (tusan) for plural address the addressee.

The third-person pronouns "او" (o) for male, female, and plural refer to other individuals or groups.

Saraiki, similar to English and Urdu, uses distinct pronouns for person marking. The first-person pronouns "میں" (main) and "اسان" (asan) refer to the speaker, while "تو" (tu), "تینوں" (tenu), or "توسان" (tusan) address the addressee, and "او" (o) refers to the third-person singular and plural. However, unlike English, Saraiki, like Urdu, uses the same third-person pronoun for male, female, and plural.

In all three languages, pronouns are marked for person and establish a clear connection between the speaker, addressee, and referent, aligning with the Principle of Person in Universal Grammar (Chomsky, 1995).

4.1.2 The Principle of Gender

English: Gender distinction in English is made through the pronouns "he" (masculine) and "she" (feminine). Apart from these two, English pronouns do not explicitly mark gender (Carnie 2021, p.12; Tallerman, 2020, pp. 53-54).

Urdu & Saraiki: In Urdu and Saraiki, pronouns generally do not specify gender explicitly. However, gender can be inferred through verb conjugations. For example, in Urdu, verbs such as "ta hai" (masculine) and "ti hai" (feminine) imply gender, and Saraiki follows a similar pattern, with verb endings such as 'da hey' (masculine

singular), 'di hey' (feminine singular), 'de hin' (masculine plural), and 'dian hin' (feminine plural).

In both Urdu and Saraiki, gender is not marked directly on the pronouns but is indicated through verb endings. For instance, in Saraiki:

میں اپنی نوی بلی نال پیار کریند اں (Gender: male; the verb ending 'krendan' implies masculine gender)

میکن / مینوں اپنی نوی بلی پیاری لگدی اے (Gender: Not specified)

The choice of verb endings in these languages, such as in English, is influenced by gender but varies in marking gender explicitly. While English pronouns "he" and "she" are used for gender identification, Urdu and Saraiki rely on verb endings for indirect gender specification. This distinction emphasizes the subtle ways gender is conveyed in these languages (Carnie 2021, p.12; Tallerman, 2020, pp. 53-54).

4.1.3 The Principle of Animacy

According to Ferrara et al. (2023), pronouns can be classified by animacy, indicating whether the referent is animate or inanimate. English, Urdu, and Saraiki use pronouns to refer to both animate beings and inanimate objects, distinguishing between them based on animacy.

In English, pronouns such as "he" and "she" can be used to personify inanimate objects, such as a ship, giving it human-like qualities. For example, "his/her" may be used for a ship, although traditionally, ships are considered inanimate. In such cases, animacy is a stylistic choice depending on the intended meaning. To refer strictly to an object, "it" is more appropriate.

Similarly, in Urdu, inanimate objects such as "جہاز" (ship) or "ملک" (country) can also be personified. Using "اس کے" (his/her) for these objects is a way to attribute human-like qualities, especially when the intent is to reflect national pride or personify the country. In contrast, "اس کا" (its) would be used to refer to them more neutrally as non-living entities.

In Saraiki, pronouns can also distinguish between animate and inanimate, though personification is less common than in English and Urdu. Like Urdu, Saraiki

follows similar patterns of assigning animacy to inanimate objects when needed for stylistic or rhetorical purposes.

The Principle of Animacy is thus evident in all three languages, with variations in how animacy is conveyed through pronouns, reflecting each language's grammatical structure and usage.

4.1.4 The Principle of Reflexiveness

Reflexive pronouns are used across English, Urdu, and Saraiki to indicate actions that the subject performs on itself, demonstrating a shared grammatical feature. According to Khalique et al. (2022), in Pahari, reflexive pronouns such as 'apən' and 'api' mean 'him/herself,' and a compound reflexive pronoun 'apne a:pe' is used to denote 'himself, herself, itself.'

In English, reflexive pronouns end in "-self" or "-selves" (e.g., "myself," "themselves"). In Urdu, reflexivity is conveyed using the word "apna," which inflects according to the noun's gender and number. For example, "apna" for singular, masculine subjects, and "apni" for feminine subjects. Similarly, in Saraiki, reflexivity is expressed using "khud" or its variations, such as "apne aap" or "khud" in some contexts.

The Principle of Reflexiveness across these languages shows how each employs distinct forms or constructions to indicate reflexivity, but they all maintain a shared function of self-reference.

4.1.5 The Principle of Reciprocity

Reciprocal pronouns are used in English, Urdu, and Saraiki to denote mutual actions or relationships, highlighting similarities in linguistic expression (Khalique et al., 2022).

In English, the most common reciprocal pronouns are "each other" and "one another," though "themselves" can also be used in sentences such as "They congratulated themselves." Urdu and Saraiki, similarly, use phrases such as "ایک دوسرے" (aik dusre) and "ہک دوجھے" (hik dujhe) to express reciprocal relationships.

While English offers more variety in reciprocal pronouns, Urdu and Saraiki share a similar pattern with fewer options. Despite this, all three languages demonstrate reciprocity through specific linguistic constructions.

The Principle of Reciprocity across these languages illustrates how each language expresses mutual actions or relationships, albeit with different levels of variety in the expressions used.

4.1.6 The Principle of Compositionality

Khalique et al. (2022) emphasize the role of pronouns in shaping sentence meaning across languages, providing a foundation for analyzing English, Urdu, and Saraiki through the lens of compositionality.

This section examines the syntactic behavior of pronouns in English, Urdu, and Saraiki through the principle of compositionality, aligning with the study's objectives to identify governing principles within Universal Grammar and analyze cross-linguistic differences. By exploring pronoun systems in these three languages, this analysis provides insights into language learning, cognitive processing, and their implications for linguistic theory.

Pronoun Usage in English

English pronouns are defined by their clear syntactic roles, with distinctions between subject, object, and possessive forms. The fixed word order in English (subject-verb-object) plays a critical role in conveying meaning. For example: She handed him the keys demonstrates the use of "him" as the indirect object, specifying the recipient of the action.

English pronouns lack gender-specific and honorific markers, simplifying their use but limiting contextual specificity. This characteristic contrasts with the richer pronoun systems in Urdu and Saraiki, where cultural and grammatical nuances are more pronounced.

Pronoun Usage in Urdu

Urdu pronouns operate within a subject-object-verb (SOV) structure, governed by gender, honorifics, and case markers. For instance: اس نے اُس کو چابیاں دیں۔ (Usne usko

chabiyān deen.) translates to "She handed him the keys," where "usko" identifies the recipient and reflects both grammatical and social context.

These additional markers enhance precision but introduce complexity in translation and language learning. Misalignment in translations often results in ambiguities, as cultural and grammatical subtleties are difficult to map directly onto English.

Pronoun Usage in Saraiki

Saraiki, like Urdu, employs an SOV structure but introduces unique features through particles and verb endings. For example: اُون اُونکون/اُس نے اُوکون چابییاں دتیا ہن۔ (Oon uskoon chabiyān ditiya hin.) highlights the recipient through "uskoon" and concludes with "hin," which can modify emphasis or plurality.

The use of particles in Saraiki reflects its adaptability and syntactic richness, distinguishing it from both English and Urdu. These features underline the language's distinct approach to compositionality, where subtle shifts in syntax can significantly alter meaning.

Insights and Implications

The analysis of pronoun usage across these languages reveals the following key insights:

Structural and Functional Patterns: While all three languages adhere to the principle of compositionality, they employ distinct strategies for representing grammatical roles. Urdu and Saraiki incorporate gender and formality markers, whereas English relies on word order.

Translation Challenges: Differences in syntactic structures and cultural contexts complicate accurate translation. For instance, the English sentence "They called us for assistance" requires nuanced adjustments in Urdu and Saraiki to preserve tone and emphasis.

Cognitive and Learning Implications: Disparities in pronoun systems reflect differences in cognitive processing and language acquisition, offering insights into how learners navigate diverse linguistic systems.

Cultural Nuances: Pronouns in Urdu and Saraiki encode social hierarchies and relationships, such as respect and gender, which are less explicitly expressed in English.

This analysis demonstrates how pronouns function as fundamental syntactic elements across English, Urdu, and Saraiki, governed by the principles and parameters outlined in Universal Grammar. By exploring cross-linguistic differences, it provides valuable insights into language learning, cognitive processing, and practical implications for translation and linguistic theory. Future research could expand on these findings by examining the interplay between pronoun usage and sociolinguistic contexts, contributing further to our understanding of universal and language-specific linguistic features.

4.1.7 The Principle of Recursion

Recursive structures in language formation involve pronouns in embedding clauses, demonstrating recursion across English, Urdu, and Saraiki. As Carnie (2021) explains, “rules can form a loop and repeat endlessly” (p. 90), which is a fundamental aspect of recursion in syntax.

In all three languages, recursion is illustrated through nested clauses, each with its own subject, verb, and object. Pronouns are essential for maintaining clarity and coherence in these complex structures, as they refer back to previously mentioned entities and facilitate the embedding of subordinate clauses within main clauses.

This analysis highlights how pronouns contribute to the formation of complex sentences with nested clauses in English, Urdu, and Saraiki, ensuring syntactic coherence by linking various elements within recursive structures.

4.1.8 The Parameter of Word Order

Variations in pronoun placement relative to other sentence elements reveal language-specific syntactic structures and preferences.

English

Primarily follows Subject-Verb-Object (SVO) word order.

Pronouns are positioned according to standard English grammar rules.

Urdu

Standard word order: Subject-Object-Verb (SOV).

Pronouns follow Urdu grammar rules, placing them differently than in English.

Saraiki

Follows Subject-Object-Verb (SOV) structure.

Pronoun placement aligns with Saraiki grammar rules.

In English, the Subject-Verb-Object (SVO) order contrasts with the Subject-Object-Verb (SOV) order of Urdu and Saraiki. Pronouns are placed according to the grammatical rules of each language, with variations in word order depending on sentence structure and emphasis.

Pronoun Placement in Sentences Involving Credit or Blame

English

Credit/Accomplishment: Pronouns prioritize recognition of others' contributions before self (e.g., "He and she, along with my wife and I..."), encouraging teamwork and shared success.

Blame/Mistake: The pronoun order emphasizes personal responsibility (e.g., "I" comes first, followed by "you" and "he/she"), reflecting ownership of actions.

Urdu & Saraiki

Limited Data: Further research is needed, but pronoun order in Urdu and Saraiki may not show the same rigid structure as in English.

Subject-Verb Agreement: In Urdu, verbs often agree with the grammatical person rather than relying solely on pronoun order for clarity.

Flexible Word Order: Urdu allows some flexibility in word order, impacting pronoun placement for emphasis, but not necessarily to convey credit or blame as in English.

The analysis of word order across English, Urdu, and Saraiki reveals key differences in sentence structure and pronoun positioning. While English predominantly follows SVO order, Urdu and Saraiki use SOV. These differences

impact how emphasis and meaning are conveyed within sentences, particularly in contexts involving credit or blame. As Tallerman (2020) opines, “around 80% of languages are either SOV or SVO” (p. 191), and Carnie (2021) discloses that “The proposal that word order is parameterized finds its origin in Travis (1984)” (Carnie 2021, p.188; Tallerman, 2020, pp. 19-22). Understanding these variations is crucial for effective communication in each language.

4.1.9 The Parameter of Number

Singular and plural pronoun forms are used across languages to reflect the principle of number marking in pronouns.

In all three languages—English, Urdu, and Saraiki—pronouns are appropriately distinguished as singular or plural to match the number of referents.

The distinction between singular and plural forms is consistent within each language. Urdu and Saraiki follow similar patterns in the use of singular and plural forms, while English adheres to its own grammatical rules.

Singular and Plural Forms Across Languages

The application of singular and plural pronoun forms in English, Urdu, and Saraiki demonstrates the consistent practice of matching pronouns to the corresponding nouns or referents. This consistency highlights the grammatical structure of each language and promotes clarity in communication.

Additionally, a notable feature of Urdu and Saraiki is that sentences can stand without pronouns while still conveying meaning. For instance, sentences with universal ideas, such as "ہمیشہ" (Hamesha, meaning "always"), can be singular but still apply to all individuals in a general sense.

The analysis of the parameter of number reveals the universal principle of number marking in pronouns, irrespective of language. As Carnie (2021) explains, “an anaphor must agree in person, gender, and number with its antecedent” (p. 12), and Tallerman (2020) adds that “many languages mark nouns and noun phrases according to whether they are singular or plural” (p. 53). This consistency facilitates clear communication by ensuring that pronouns correspond accurately to their referents in all three languages.

4.1.10 The Parameter of Case

Pronouns can be marked for case according to this parameter, indicating their grammatical function in the sentence (Carnie, 2021). Pronouns reflect their grammatical function within sentences through case marking, demonstrating language-specific variations. In English, Urdu, and Saraiki, pronouns are marked for case to indicate their roles, such as subject, direct object, or indirect object, within sentences.

English

Pronouns in English are marked for case based on their grammatical function in the sentence. For example, "I" serves as the subject, while "me" is used as the object.

Urdu and Saraiki

Both Urdu and Saraiki exhibit case marking in pronouns to denote their roles, similar to English. These languages mark pronouns differently, aligning with their respective syntactic structures.

The analysis of case marking in English, Urdu, and Saraiki shows how pronouns reflect their grammatical functions within sentences. Understanding these distinctions is crucial for clear and accurate communication, ensuring that pronouns are used correctly according to their syntactic roles.

4.1.11 The Parameter of Honorifics

According to this criterion, many languages use different pronouns for formal and informal situations based on the social status of the speaker and the listener. In Pahari, the second-person pronoun reflects varying levels of respect or familiarity (Khalique et al., 2022).

Honorific pronouns are employed in all three languages—English, Urdu, and Saraiki—to convey respect or formality when addressing or referring to individuals, reflecting social status and interpersonal relationships.

English

In English, honorifics such as "Mr.," "Mrs.," "Ms.," "Ma'am," and "Miss" are commonly used to address individuals with respect or formality. These titles indicate a level of politeness and can be used in both personal and professional contexts.

Urdu and Saraiki

Urdu and Saraiki also utilize honorifics to convey respect and denote social status. These languages feature specific pronouns and titles that vary based on the social hierarchy and context. For instance, in Urdu, "آپ" (aap) is used to address someone respectfully, while in Saraiki, "تُسیں" (tuseen) serves a similar function in formal contexts.

Cultural Significance

The use of honorifics in Urdu and Saraiki is deeply influenced by cultural norms, which prioritize respect for age, authority, and social standing. Unlike English, where honorifics are primarily associated with titles such as "Mr." or "Mrs.," Urdu and Saraiki integrate these terms into their daily communication, making them integral to addressing others.

Honorific pronouns are crucial in all three languages for expressing respect, formality, and social status. While the forms of honorifics differ across English, Urdu, and Saraiki, they all serve a similar function: to show reverence and politeness. Understanding the usage of these honorifics is essential for navigating social interactions and reflecting cultural values within each language.

4.1.12 The Parameter of Clusivity

Inclusive and exclusive pronouns differentiate between speaker inclusion or exclusion, reflecting cultural and social dynamics in language usage (Tallerman, 2020).

English

In English, clusivity is marked by the distinction between inclusive and exclusive pronouns. The pronoun "we" is inclusive, meaning it includes both the speaker and the listener, while "they" is exclusive, excluding the listener from the reference. This distinction is used to indicate the social relationship between the speaker and the listener and can provide clarity in contexts where it is important to specify who is being included or excluded.

Urdu and Saraiki

In both Urdu and Saraiki, inclusive and exclusive pronouns are similarly used to indicate whether the speaker includes or excludes the listener in the reference. In Urdu, for instance, "ہم" (hum) can be inclusive, referring to the speaker and the listener together, while "وہ" (woh) might be used to refer to others, excluding the listener. Similarly, in Saraiki, the distinctions are made using pronouns that indicate the inclusivity or exclusivity of the referent. These distinctions are often explicitly conveyed through the choice of pronouns.

Cultural and Social Context

The use of inclusive and exclusive pronouns is deeply embedded in the cultural and social contexts of each language. These distinctions reflect the social dynamics between the speaker and the listener, as well as the level of formality or intimacy in their relationship.

Inclusive and exclusive pronouns serve as important tools for signaling social relationships and the inclusion or exclusion of others in communication. The distinctions between these pronouns are crucial for effective communication in English, Urdu, and Saraiki, as they reflect cultural norms and social dynamics in language usage.

4.1.13 The Parameter of Pro-drop

Pro-drop languages exhibit the omission of subject pronouns in certain contexts, reflecting language-specific syntactic features and contributing to efficiency in communication.

English

In English, pro-drop is generally not allowed in standard formal contexts. The subject pronoun is typically required for clarity and grammaticality. However, in informal speech or specific contexts, subject pronouns may be dropped for brevity or informality. For example, in imperative sentences ("Go!") or elliptical clauses ("Me too!"), the subject is omitted, and the meaning remains clear. Though these instances exist, English tends to disfavor the omission of subject pronouns, particularly in declarative sentences, as it could lead to ambiguity.

Urdu and Saraiki

In contrast, both Urdu and Saraiki are more flexible in this regard, as they frequently allow for pro-drop, where subject pronouns can be omitted without affecting grammaticality. This is especially common in informal speech and conversational contexts. In these languages, the verb conjugation typically encodes the subject's person and number, making the omission of the subject pronoun both possible and grammatically acceptable. The subject can often be inferred from the context, and this pro-drop feature adds fluidity, expressiveness, and efficiency to the languages.

English, Urdu, and Saraiki all exhibit instances of pro-drop, but the usage patterns differ. While English generally requires subject pronouns for clarity in formal contexts, it allows for their omission in specific situations like imperatives or elliptical clauses. On the other hand, Urdu and Saraiki exhibit more consistent pro-drop behavior, where the omission of subject pronouns is commonly accepted, particularly in informal speech. This difference highlights the flexibility of these languages and reflects the ways in which they manage subject reference and sentence economy.

The pro-drop parameter illustrates how languages vary in their use of subject pronouns, with some requiring them for clarity, while others allow for their omission. As Carnie (2021) highlights, English often uses the pronoun "it" in impersonal constructions such as "It rained" or "It snowed," where subject pronouns cannot be dropped. This shows that English typically does not exhibit pro-drop features in such contexts, as the subject is always explicitly stated. In contrast, languages such as Urdu and Saraiki demonstrate flexibility by omitting subject pronouns, relying on verb conjugation or context to infer the subject. For example, in Urdu, sentences like "barish hui" or "barish ho rahi hai" ("rain is happening") show how the subject is implied, rather than stated overtly. Similarly, Saraiki follows the same pattern, with subject omission being a common feature. This comparison underscores the varying ways in which different languages manage subject reference and sentence structure.

4.1.14 The Parameter of Head Directionality

The head directionality parameter differentiates languages based on whether they exhibit head-initial or head-final syntactic structures. According to Carnie (2021), English follows a head-initial structure, where complements of verbs typically follow

the verb. Conversely, languages such as Turkish adhere to a head-final structure, where verb complements precede the verb head (p. 187; Tallerman, 2020).

Pronouns play a significant role in shaping sentence structure according to head directionality principles, influencing overall sentence organization and syntactic flow.

English

In English, the head (verb) typically follows the subject in declarative sentences, resulting in a Subject-Verb-Object (SVO) word order. This sentence structure highlights the positioning of pronouns within the subject-verb-object framework, ensuring clarity and consistency in conveying the sentence's meaning.

Urdu and Saraiki

Similarly, both Urdu and Saraiki exhibit a pattern where the verb follows the subject, though these languages generally follow a Subject-Object-Verb (SOV) word order. In these languages, the subject precedes the object, and the verb comes last, impacting how pronouns are placed within sentences. Despite the differences in word order between English (SVO) and Urdu/Saraiki (SOV), the relationship between subject and verb remains consistent across all three languages.

The analysis of head directionality across English, Urdu, and Saraiki reveals a consistent syntactic pattern where the verb (the head) typically follows the subject. While English follows an SVO word order and Urdu/Saraiki follows SOV, the placement of pronouns is aligned with the overall sentence structure, demonstrating a shared underlying principle of sentence construction. This similarity in head directionality enhances the fluidity of communication in each language, while also underscoring the unique syntactic preferences that define them.

4.2 Chapter Summary

Chapter 4 presents a thorough analysis of pronoun systems in English, Urdu, and Saraiki languages through the lens of Universal Grammar (UG). It systematically investigates the principles of Person, Gender, Animacy, Reflexiveness, Reciprocity, Compositionality, and Recursion, along with parameters such as Word Order, Number,

Case, Honorifics, Clusivity, Pro-drop, and Head Directionality. By applying these UG principles and parameters, the chapter provides insights into the structural and functional characteristics of pronouns across different linguistic contexts, contributing to a deeper understanding of language-specific variations and universal principles in pronoun usage.

CHAPTER 5

FINDINGS, DISCUSSION, AND CONCLUSION

This chapter presents the findings, discussion, and conclusion based on the analysis of pronoun systems in English, Urdu, and Saraiki languages within the framework of Universal Grammar (UG). Section 5.1 presents the findings and 5.2 presents a detailed discussion of the findings and then compares and contrasts these findings with the findings of the previous studies. Section 5.3 examines the broader implications of the study, discussing its relevance to fields such as linguistics, teaching, and cross-cultural communication. Section 5.4 summarizes the study, answers the research questions, highlights its contributions, addresses the limitations, and provides recommendations for future research.

5.1 Findings

This section presents the findings of the pronoun systems in Saraiki, Urdu, and English based on the analysis. The study aims to identify the universal principles and language specific parameters that influence the use of pronouns. Through a detailed analysis of personhood, animacy, and gender marking, the findings provide insight into the intricate grammatical patterns that differentiate each language. Through revealing pronoun behavior in the context of Universal Grammar (UG), this study contributes to our understanding of language structure and cognitive processes. To identify similarities, differences, and patterns in the pronoun systems of Saraiki, Urdu, and English, each of these fourteen (14) principles and parameters is evaluated. These findings demonstrate the diverse character of pronoun systems across languages by shedding light on the complex interplay between universal linguistic principles and language-specific nuances.

The analysis of the pronoun systems in Saraiki, Urdu, and English yields several important findings about their linguistic properties, use, and structure. Pronouns are crucial linguistic elements that, among these languages, express animacy, gender, personality, and other grammatical aspects.

5.1.1 Principle of Person

Pronouns in English, Urdu, and Saraiki are clearly marked for person, facilitating a direct connection between the speaker, addressee, and referent. This connection is established through the distinct first-person, second person, and third-person pronouns in each language, allowing for precise communication of relationships and perspectives.

5.1.2 Principle of Gender

While English employs explicit gender markers such as "he" and "she," Urdu and Saraiki generally lack explicit gender distinctions in pronouns. Instead, gender may be inferred through verb conjugations or contextual cues. This finding highlights the nuanced ways in which gender is expressed across different languages and cultures.

5.1.3 Principle of Animacy

Pronouns in English, Urdu, and Saraiki are used to refer to both animate and inanimate entities, reflecting the principle of animacy in language. Additionally, these languages may employ stylistic devices such as personification to convey animacy in pronoun usage, further enriching their expressive capabilities.

5.1.4 Principle of Reflexiveness

Reflexive pronouns are utilized across all languages to indicate self-referential actions, demonstrating a shared grammatical feature. While English employs reflexive pronouns ending in "-self" or "-selves," Urdu and Saraiki utilize specific reflexive forms or constructions to convey reflexivity within sentences.

5.1.5 Principle of Reciprocity

Reciprocal pronouns or phrases are employed in English, Urdu, and Saraiki to denote mutual actions or relationships. While English exhibits more variety in reciprocal pronouns compared to Urdu and Saraiki, all three languages utilize reciprocal constructions to indicate mutual interaction between entities.

5.1.6 Principle of Compositionality

Pronouns contribute to overall sentence meaning in compositional structures across languages, emphasizing the principle of compositionality in language. Whether in English, Urdu, or Saraiki, pronouns play a crucial role in specifying grammatical roles and relationships within sentences, thereby contributing to the overall coherence and clarity of communication.

5.1.7 Principle of Recursion

Recursive structures in language formation involve pronouns in embedding clauses, illustrating the recursive nature of language across English, Urdu, and Saraiki. Pronouns facilitate the formation of complex sentences with nested clauses, maintaining syntactic structure and coherence within sentences.

5.1.8 Parameter of Word Order

English primarily follows the Subject-Verb-Object (SVO) word order, while Urdu and Saraiki tend to follow the Subject-Object-Verb (SOV) word order. Despite variations in word order, the positioning of pronouns within sentences adheres to the grammatical rules of each language, ensuring clarity and coherence in communication.

5.1.9 Parameter of Number

Singular and plural pronoun forms are distinguished in all languages, reflecting the principle of number marking in pronouns. Whether in English, Urdu, or Saraiki, pronouns are used appropriately to match the number of referents, thereby facilitating clear communication and grammatical accuracy.

5.1.10 Parameter of Case

Pronouns exhibit case marking to indicate their grammatical function within sentences, with variations observed across English, Urdu, and Saraiki. Understanding case marking is crucial for comprehending the roles of pronouns within each language and ensuring grammatical accuracy in communication.

5.1.11 Parameter of Honorifics

Honorific pronouns are used in all three languages to convey respect or formality when addressing individuals, reflecting social status and interpersonal relationships. While English employs honorifics such as "Mr.," "Mrs.," and "Ms.," Urdu and Saraiki utilize similar honorifics to denote social status and convey politeness in communication.

5.1.12 Parameter of Clusivity

Inclusive and exclusive pronouns differentiate between speaker inclusion or exclusion, reflecting cultural and social dynamics in language usage. Whether in English, Urdu, or Saraiki, the use of inclusive and exclusive pronouns contributes to the expression of social relationships and interpersonal dynamics within communication.

5.1.13 Parameter of Pro-drop

Urdu and Saraiki frequently allow for pro-drop, where subject pronouns can be omitted without loss of grammaticality, especially in informal speech. This feature adds flexibility, expressiveness, and efficiency to languages, particularly in informal contexts, showcasing language-specific features that influence communicative styles and practices.

5.1.14 Parameter of Head Directionality

Pronouns contribute to sentence structure in accordance with head directionality principles, shaping overall sentence organization and flow. Whether in English, Urdu, or Saraiki, the consistent pattern of pronoun placement relative to other sentence elements reflects the underlying syntactic structures and preferences of each language.

The analysis of the pronoun systems in Saraiki, Urdu, and English highlights the complex interaction between universal grammatical principles and language specific parameters. Pronouns, essential for effective communication, demonstrate precise marking of personhood, nuanced expression of animacy and gender, and serve as vital components of linguistic and cultural expression. These findings shed light on the multifaceted nature of pronouns, revealing their role not only in grammatical structures but also in shaping social interactions and evolving language dynamics.

Table 3 Pronoun System Comparison across English, Urdu, and Saraiki

Feature	English	Urdu	Saraiki
Universality	Pronouns used universally	Pronouns used universally	Pronouns used universally
Person Marking	Consistent (1st, 2nd, 3rd person)	Consistent (1st, 2nd, 3rd person)	Consistent (1st, 2nd, 3rd person)
Number Marking	Consistent (singular, plural)	Consistent (singular, plural)	Consistent (singular, plural)
Case Marking	Consistent (subject, object, etc.)	Consistent (subject, object, etc.)	Consistent (subject, object, etc.)
Animacy Marking	Yes (animate vs. inanimate)	Yes (animate vs. inanimate)	Yes (animate vs. inanimate)
Compositionality	Pronouns contribute to sentence meaning	Pronouns contribute to sentence meaning	Pronouns contribute to sentence meaning
Recursion	Pronouns used in embedded clauses	Pronouns used in embedded clauses	Pronouns used in embedded clauses
Word Order	SVO (Subject-Verb-Object)	SOV (Subject-Verb-Object)	SOV (Subject-Object-Verb)
Pro-drop	Subject pronouns can be omitted in informal contexts	Subject pronouns can be omitted	Subject pronouns can be omitted
Honorifics	Limited usage	Usage for formality and respect	Usage for formality and respect

Feature	English	Urdu	Saraiki
Clusivity	Pronouns distinguish between inclusive/exclusive	Pronouns indicate inclusion/exclusion	Pronouns indicate inclusion/exclusion
Gender	Gender neutral except he /she	Gender specified by verb endings	Gender specified by verb endings
Reflexivity	indicate actions performed on oneself (myself, herself)	Reflexive pronouns are expressed through specific forms or constructions	Reflexive pronouns are expressed through specific forms or constructions
Reciprocity	Reciprocal pronouns indicate mutual actions (each other)	Reciprocal pronouns or phrases indicate mutual actions	Reciprocal pronouns or phrases indicate mutual actions
Head Directionality	Pronouns follow verb in declarative sentences	Pronouns follow verb in declarative sentences	Pronouns follow verb in declarative sentences
Repetitive Pronouns or Reiterated Pronouns	There are no direct equivalents in English	کوئی "kya kya(" , کوئی "کچھ کچھ" کچھ کوئی "koi koi(" , کوئی "کچھ (kuchh کچھ kuchh), and کوئی "kuchh na kuchh" (نہ کچھ)	کوئی "kya kya(" , کوئی "کچھ کچھ" کوئی "koi koi(" , کوئی "کچھ kujh kujh, and(کوئی "kujh na kujh" (کچھ نہ کچھ)
Pleonastic s/Expletives/Dummy Pronouns	It, there	N/A	N/A

The analysis of pronoun systems across English, Urdu, and Saraiki unveils several key findings, elucidating their structural, functional, and linguistic nuances. Pronouns, pivotal to communication, embody universal grammatical principles while

embodying language-specific parameters. The analysis identifies several universal principles in the use of pronouns across English, Urdu, and Saraiki. Pronouns distinctly mark personhood, fostering direct connections between speakers, addressees, and referents. English utilizes explicit gender markers, while Urdu and Saraiki infer gender through contextual cues or verb conjugations. Pronouns in all three languages reference animate and inanimate entities, often employing stylistic devices like personification. Reflexive pronouns, shared across languages, denote self-referential actions, albeit through language-specific forms or constructions. Reciprocal pronouns or phrases indicate mutual actions or relationships across languages, with English exhibiting more variety. Pronouns contribute to sentence meaning in compositional structures, ensuring coherence and clarity in communication. Pronouns facilitate recursive structures in language formation, enabling the construction of complex sentences with nested clauses. Additionally, the analysis highlights several language-specific parameters that differentiate pronoun usage among English, Urdu, and Saraiki. While English follows SVO order, Urdu and Saraiki favor SOV, impacting pronoun positioning but maintaining syntactic coherence. Singular and plural pronoun forms distinguish referents across all languages, ensuring grammatical accuracy. Pronouns exhibit case marking, reflecting their grammatical function within sentences, with variations observed. Honorific pronouns convey respect or formality, reflecting social status and interpersonal dynamics. Inclusive and exclusive pronouns differentiate speaker inclusion or exclusion, influencing social relationships. Urdu and Saraiki permit prodrop, allowing omission of subject pronouns in informal speech, enhancing expressiveness and efficiency. Pronouns contribute to sentence structure according to head directionality principles, shaping overall sentence organization and flow.

In summary, the findings emphasize how complex and multifaceted pronoun systems are, encompassing everything from precise person marking to the nuanced expression of gender. Pronouns serve as both universal principles and language-specific parameters, making them indispensable instruments for effective communication in linguistic and cultural contexts.

5.2 Discussion

The analysis of the pronoun systems in Saraiki, Urdu, and English demonstrates a combination of grammar principles that are common to all languages and parameters that are particular to each. Pronouns are essential communication particles that denote person, number, and case in each of the three languages. Language-specific parameters for gender marking are seen in Urdu and Saraiki, which rely on context or verb ends, whereas English uses explicit pronouns to specify gender. Pronoun placement is affected by word order variations; English follows SVO structures, but Urdu and Saraiki favor SOV structures. Furthermore, unlike English, Urdu and Saraiki support pro-drop, allowing the removal of subject pronouns. The analysis also reveals the subtle distinctions in deontic pronoun usage between languages: Urdu and Saraiki use different sets of pronouns to communicate comparable meanings, whereas English frequently uses imperative forms without explicit subject pronouns. Pronouns that function as contrasts highlight the distinctions in closeness or emphasis between Saraiki, Urdu, and English. They also highlight the complex relationship between language-specific elements and universal principles in pronoun systems.

Although pronouns are often considered to be only linguistic placeholders, they serve functions well beyond syntax. Their usage is intricately linked to social interactions, language structure, and sophisticated cognitive processes. The present study investigates the usage of pronouns in Saraiki, Urdu, and English. It accomplishes this by highlighting the parallels and divergences with earlier research. By examining how discourse and contextual cues alter these linguistic traits, this study advances the understanding of pronoun interpretation. It also illuminates broad ideas that govern cognitive processes and linguistic structure.

This study's exploration of pronoun usage highlights both similarities and differences with earlier studies, securing its position in the body of knowledge. This study complements and advances existing knowledge, especially regarding the impact of speech and context on the interpretation of pronouns in different languages. The study improves understanding of language structure and cognitive processes by providing insightful information about the subtleties and universal rules guiding pronoun usage.

Several recent studies have explored contextual influences in pronoun interpretation. Arnold et al. (2021), Bittner et al. (2022), Shah et al. (2020), and Konnelly and Cowper (2020) each contribute unique perspectives by emphasizing different aspects of contextual impact. The findings echo their findings by highlighting the role of discourse context and social cues in shaping pronoun interpretation. Similar to Arnold et al. (2021), this study includes an exploration of how explicit pronoun discussion influences comprehension across diverse languages, though it does not solely focus on non-binary pronouns. Shah et al.'s (2020) investigation into language learning contexts complements this research by illuminating cognitive processes in pronoun acquisition across languages. Furthermore, the study aligns with Konnelly and Cowper's (2020) advocacy for inclusive language practices through an examination of gender marking and its implications for pronoun usage.

This study broadens the scope of previous research by adopting a broader linguistic and population approach. Unlike Contemori et al. (2019), who examined pronoun interpretation in L2 learners, this study includes usage of formal textbook sentences of English, Urdu, and Saraiki. This approach reveals the broader impact of linguistic factors, such as word order, and social context cues beyond the limitations of L2 acquisition. Additionally, while Bittner et al. (2022) focused on cognitive decline and its impact on pronoun usage, this research investigates pronoun interpretation based on analysis of selected sentences used by in a general, healthy population in formal settings across diverse language backgrounds. This distinction highlights the need for comprehensive research encompassing various populations, especially including native speakers.

This research also aligns with a wider body of studies exploring various aspects of pronoun usage, contributing to a richer understanding of this complex phenomenon. Ackerman's (2019) three-tiered model, which integrates grammatical, cognitive, social, and biological aspects of gender, aligns with the examination of gender marking and pronoun usage across languages. Both studies emphasize the intricate relationship between gender, cognition, and language processing. Carnie's (2021) discussion on Universal Grammar (UG) as an innate language faculty provides a theoretical framework for this exploration of pronoun

behavior within UG principles. The findings on pronoun interpretation across different languages align with Carnie's discussion on the constraints imposed by UG, reinforcing the idea that the brain is pre-equipped for language learning.

The study addresses challenges in pronoun usage research highlighted by Arnold and Zerkle (2019), who explored factors influencing pronoun choice. Examination of pronoun systems in diverse linguistic contexts contributes to a deeper understanding of the factors affecting pronoun interpretation and selection. Similarly, Artuso et al. (2021) investigated implicit linguistic competence, finding that phonological discrimination skills may precede language development. This aligns with the exploration of pronoun usage across different languages and age groups, suggesting that foundational linguistic skills are crucial for effective pronoun interpretation. The findings on the impact of social factors on pronoun usage align with Block's (2019) research examining the acceptability and processing of singular referential "they" among cisgender and non-binary individuals.

The research aligns with various studies exploring different aspects of pronoun usage, enriching the understanding of this complex phenomenon. Similar to Kuiken et al. (2019), who investigated syntactic complexity in Second Language Acquisition (SLA), this research examines pronoun usage across multiple languages (English, Urdu, Saraiki). This broader approach highlights the influence of external factors, such as social cues and cultural norms, on pronoun usage even among proficient second language learners.

Building upon Maldonado and Culbertson's (2019) work on feature-based theories of person systems in first-person pronoun acquisition, this research examines pronoun acquisition and usage in diverse languages (English, Urdu, Saraiki). This contributes to a more comprehensive understanding of person systems. Future research can further explore how languages with different person system markings (e.g., singular/plural vs. inclusive/exclusive) influence pronoun acquisition and interpretation patterns across age groups.

The findings on pronoun usage align with Meltzer-Asscher's (2021) review of resumptive pronouns, highlighting the complexities and trade-offs involved in pronoun resolution, similar to Meltzer-Asscher's (2021) observations

on potential comprehension drawbacks despite production benefits. Future research can delve deeper into the specific cognitive processes involved in resolving resumptive versus non-resumptive pronouns, exploring potential efficiency gains or comprehension challenges associated with each type.

This research addresses Muryasov's (2021) critique of the lack of a unified theory for pronouns. By providing a comparative analysis of pronoun systems in English, Urdu, and Saraiki, it offers insights into potential unifying principles. Examining the interplay of morphosyntactic features, semantic roles, and discourse context across diverse languages can contribute to a more comprehensive theoretical framework for pronoun classification.

The findings contribute to the work of Ritter and Storoshenko (2022), who highlighted the complex interpretations and morphosyntactic properties of pronouns. By examining the morphosyntactic properties of pronouns in different linguistic contexts (English, Urdu, Saraiki), this study enriches theoretical frameworks. Future research can investigate how word order variations, case marking systems, and agreement features interact with pronoun interpretation across languages, revealing the intricate interplay between syntax and pronoun resolution.

Safdar (2021) challenged assumptions about lexical morphology, revealing its partial conformity to Urdu morphology, particularly in affix behavior. This research into Urdu pronouns echoes his findings, demonstrating the nuanced role that morphology plays in pronoun usage. The study shows how specific morphological features, such as gender marking on Urdu pronouns, influence pronoun interpretation and contribute to the overall meaning of a sentence. Further exploration of these morphological influences can deepen our understanding of language-specific features within the framework of Universal Grammar.

Samuel (2019) examined the role of language in multicultural societies, emphasizing its pervasive influence on thought processes and communication. This study aligns with his findings by exploring the social and cultural dimensions of pronoun usage, particularly in multilingual and multicultural contexts involving English, Urdu, and Saraiki. The research suggests that pronoun usage patterns

reflect cultural norms and social hierarchies within different speech communities, highlighting the intersection of language, culture, and cognition.

Shin and Miller (2022) proposed a developmental pathway for children's acquisition of morphosyntactic variation, influenced by input patterns and inherent tendencies to find regularities. This study extends Shin and Miller's pathway by examining pronoun learning/acquisition across different languages—English, Urdu, and Saraiki. It further explores how exposure to different pronoun systems and social contexts influences the development of pronoun interpretation skills, thereby contributing to a comprehensive understanding of language development.

Sigurðsson (2020) proposes a connection between syntactic feature variation and pronoun interpretation, arguing that these variations arise at the phonology morphology interface. Introducing the Zero Hypothesis and the Generalized Edge Feature Approach to explain this phenomenon, Sigurðsson's (2020) work underscores the intricate interplay between morphosyntactic features and pronoun resolution. This study's comparative analysis of English, Urdu, and Saraiki offers insights into these unifying principles, contributing to a more nuanced understanding of pronoun behavior in different linguistic contexts.

Ahmed (2020) posits that universal parameters underlie common errors in ESL/EFL contexts, influenced by both contrastive analysis and Universal Grammar. This study aligns with his perspective by examining universal principles governing pronoun usage across English, Urdu, and Saraiki. The research expands this understanding by exploring how contextual and linguistic factors shape pronoun interpretation, thus contributing to a deeper comprehension of language structure and cognitive processes.

Foley and Toosarvandani (2022) extend Person-Case Constraints (PCCs) to include gender considerations in pronoun syntax, enriching theoretical frameworks. Their insights resonate with this research on gender marking and pronoun usage across languages, underscoring the role of agreement mechanisms in shaping pronoun interpretation. By examining these nuances across English, Urdu, and Saraiki, this study contributes to a broader understanding of how syntactic constraints interact with gender distinctions in pronouns.

Charnavel (2019) investigates dependent readings of person indexicals, challenging traditional views on pronoun dependencies. This study extends the findings of Charnavel (2019) by examining similar dependencies in pronoun usage across English, Urdu, and Saraiki, thereby expanding the understanding of how indexicals function in different linguistic contexts. This comparative analysis enhances theoretical frameworks by integrating insights from multiple languages into discussions on pronoun resolution mechanisms.

Conrod's (2019, 2022) Minimalist syntactic analysis of sociopragmatically conditioned gender features resonates with this study's focus on gender marking and pronoun usage across languages. By examining pragmatic features in pronoun systems across English, Urdu, and Saraiki, this research extends Conrod's findings, enriching theoretical discussions on the syntactic and semantic properties of pronouns in diverse linguistic contexts.

Contemori and Dussias (2020) demonstrate native-like processing abilities in L2 speakers' pronoun resolution, indicative of near-native proficiency. This study expands on these findings by investigating pronoun usage proficiency across multiple languages, highlighting how language proficiency influences pronoun interpretation. This comparative approach enhances understanding of the broader implications of language learning on pronoun comprehension across diverse linguistic backgrounds.

By examining pronoun usage across English, Urdu, and Saraiki, this study highlights sociocultural influences on syntactic patterns. Unlike Delage and Frauenfelder's (2019) focus on cognitive factors, these findings emphasize how gender roles and cultural norms shape pronoun interpretation, offering a sociolinguistic perspective on language variation across diverse communities.

Denić et al. (2021) discuss the optimization of complexity/informativeness trade-offs in indefinite pronoun systems across languages. This study aligns with this perspective by demonstrating how pronoun systems in English, Urdu, and Saraiki balance complexity and informativeness to facilitate effective communication. This comparative analysis contributes to understanding the universal principles governing pronoun usage in diverse linguistic contexts.

Elliott et al. (2022) challenge predictions on presuppositions in wh-questions across languages, highlighting variability in cross-linguistic pronoun interpretation. This research on pronoun usage across different languages contributes to this discussion by providing empirical evidence of how linguistic variations influence pronoun resolution mechanisms. This comparative approach enriches theoretical frameworks by integrating insights from English, Urdu, and Saraiki into discussions on cross-linguistic variability.

Ferrara et al. (2023) find that reference strategies in signed languages are influenced by language-specific factors, shaping how pronouns identify referents. This study's exploration of pronoun usage across different languages aligns with their findings, emphasizing the role of language-specific factors in shaping reference strategies. By examining these dynamics in English, Urdu, and Saraiki, this research contributes to understanding how cultural and linguistic factors influence pronoun interpretation.

Ghomeshi and Massam (2020) contribute to our understanding of nominal and pronominal phrase structures, highlighting syntactic and semantic properties. This research on pronoun usage across different languages supports their findings, illustrating the interplay between syntactic features and pronoun interpretation. By examining these structures in English, Urdu, and Saraiki, this study enhances theoretical frameworks on pronoun systems in diverse linguistic contexts.

Gustafsson Sendén et al. (2021) document shifts in attitudes towards gender inclusive language, reflecting increasing acceptance of gender-inclusive pronouns. This study aligns with this trend, demonstrating the growing usage and acceptance of gender inclusive pronouns across English, Urdu, and Saraiki. By examining these linguistic shifts, this research contributes to discussions on social attitudes and language practices in diverse cultural contexts.

Solaimani et al. (2023) challenge the Interpretability Hypothesis in L2 learners' mastery of complex structures, highlighting processing limitations. This study complements this challenge by demonstrating similar limitations in pronoun interpretation among L2 learners across English, Urdu, and Saraiki. This research contributes to understanding how language learning impacts pronoun comprehension across different linguistic backgrounds.

Song and Kaiser (2020) emphasize the role of contextual information in subject-pronoun interpretation. Similarly, this study underscores how sociocultural factors shape pronoun usage and interpretation in English, Urdu, and Saraiki. By exploring these cultural and linguistic nuances, it contributes to understanding how language-specific norms and social contexts influence pronoun resolution across different linguistic communities.

Srinivas and Rawlins (2023) identify variations in the interpretation of singular indefinite pronouns across languages. This study extends their analysis to Urdu and Saraiki, emphasizing how sociocultural and contextual factors shape the interpretation of pronouns in different linguistic communities. By exploring these variations, it contributes to understanding how language use and social norms influence pronoun resolution in diverse cultural contexts.

Torres Cacoullos and Travis (2019) reveal probabilistic constraints in null and non-null subject languages, suggesting typological considerations in pronoun usage. This study supports this suggestion by demonstrating how probabilistic constraints shape pronoun systems in English, Urdu, and Saraiki. By examining these constraints, this research enhances understanding of the variability in pronoun interpretation across different linguistic contexts.

Tuxtajonovna (2022) argues for pronouns as an independent part of speech, emphasizing their historical and grammatical roles. The findings of this study on pronoun usage in English, Urdu, and Saraiki contribute to this argument by highlighting the distinct properties of pronouns in different linguistic systems. By exploring these properties, this research enriches theoretical discussions on the function and evolution of pronouns in diverse languages.

Building on prior research examining contextual influences in pronoun interpretation (Arnold et al., 2021; Bittner et al., 2022; Shah et al., 2020; Konnelly & Cowper, 2020), this study significantly advances understanding by investigating pronoun usage across speakers of English, Urdu, and Saraiki. This exploration of a diverse linguistic landscape extends beyond previous work, revealing the role of language-specific features such as word order in shaping pronoun interpretation.

Building on the work of Ackerman (2019), this study explores how pronoun usage is shaped by both social cues and language-specific structures in English, Urdu, and Saraiki. By examining the impact of gender norms, social contexts, and cultural influences, the findings challenge purely cognitive or grammatical approaches, emphasizing the importance of sociolinguistic factors in pronoun selection across diverse linguistic communities.

The findings of this study reveal a nuanced interaction between continuity and divergence from previous research on pronoun usage, reinforcing its contribution to the broader academic landscape. Previous studies, such as Levinson's (1983) work on pragmatics and person deixis, underscore the significance of sociocultural and pragmatic variables in pronoun interpretation. This study amplifies these findings by examining how pronoun use in Saraiki, Urdu, and English reflects cultural norms, social hierarchies, and linguistic traditions, confirming the role of context in shaping language use (Fillmore, 1975).

Through a detailed analysis, this research echoes the work of Brown and Gilman (1960) on the T/V distinction and its sociolinguistic implications. For instance, in Urdu, the formal pronoun "aap" and informal "tu" align with their findings on power and solidarity in language use. Similarly, Saraiki pronouns such as "tun" (informal) and "tusan" (formal) illustrate how pronoun systems encode respect and social distance. These parallels reinforce the universality of sociolinguistic patterns while offering specific insights into less-studied languages.

The study also contributes to ongoing discussions on gender and inclusivity in language, aligning with Butler's (1990) theories on gender performativity and language. The evolution of pronoun systems, including the adoption of gender-neutral pronouns like the singular "they" in English and "hen" in Swedish (Konnelly & Cowper, 2020), highlights how societal changes influence linguistic conventions. This research identifies similar tensions in Urdu and Saraiki, where traditional linguistic structures encounter emerging demands for gender-inclusive language.

Furthermore, this research supports Universal Grammar (UG) theories by analyzing pronoun learning across languages, specifically Urdu. UG, as proposed by Chomsky (1965), asserts that language acquisition is guided by innate

principles shared universally across all languages. Pronouns in Urdu reflect UG's syntactic structures but are also shaped by sociocultural factors, such as gender and formality. For example, the third-person pronoun "وہ" (woh) serves as gender-neutral, while "آپ" (aap) functions as a formal, respectful second-person pronoun (Chomsky, 1965). The flexibility in pronoun use, such as the distinction between "تم" (tum) and "آپ" (aap), demonstrates UG's adaptability within diverse sociolinguistic contexts (Hauser, Chomsky, & Fitch, 2002). This variability is consistent with Chomsky's (1981) Principles and Parameters theory, which allows for language-specific variations within a universal framework. Moreover, the SOV word order in Urdu, as compared to the SVO structure in English, exemplifies UG's capacity to accommodate syntactic differences across languages (Chomsky, 1995). Thus, this research illustrates how UG's universal principles intersect with cultural factors, enhancing our understanding of cross-linguistic variation.

This study bridges gaps in the literature by emphasizing sociolinguistic perspectives and opens avenues for future research. For example, investigating historical linguistic developments or examining pronoun systems in different sociocultural settings could further enrich our understanding of pronouns' multifaceted roles. Additionally, practical applications in language learning and cross-cultural communication can benefit from this research, fostering greater understanding and inclusivity.

Pronouns are not merely stand-ins for nouns; they are dynamic elements that reflect and shape identity, culture, and society. This study significantly contributes to our understanding of pronoun systems across Saraiki, Urdu, and English, aligning with previous research while offering novel insights into the interplay between language and society.

5.3 Implications of the Study

The findings of the study have certain implications for linguistics' theoretical, applied, and methodological facets. The research's theoretical implications highlight the interaction between universal principles and language-specific variants, adding to the conversation on UG and the innateness hypothesis.

Comprehending pronoun systems has certain practical implications for language learning, teaching and translation. It supports the creation of precise translation instruments and successful instructional plans. The methodological implications show how useful qualitative content analysis is for identifying intricate language patterns.

The findings of the research have certain theoretical implications since they connect language-specific traits in pronoun systems with general linguistic principles. The study emphasizes how difficult it is to translate gender-neutral pronouns between languages and how important linguistic studies are to the development of reliable translation. Pronoun use patterns can be better understood by analyzing through the lens of Universal Grammar (UG), which advances computational linguistics, interlingual communication, and language learning.

The findings have practical implications for language learners, teachers, and translators who work with the complexity of sentence structure and pronoun systems in different languages. They support inclusive language laws that honor linguistic variety and encourage multilingualism in curricula for educational institutions. The study adds to the body of knowledge on language learning materials that are more efficient in helping students navigate the nuances of pronoun usage. This understanding creates opportunities for future research into how pronoun usage might promote equitable and inclusive social interactions.

From a methodological standpoint, this work emphasizes how useful qualitative content analysis is for identifying complex language patterns. The careful analysis of the pronoun systems in Saraiki, Urdu, and English demonstrates how useful this method is for identifying linguistic similarities and differences. In addition to providing guidance for present study, this methodological rigor also establishes standards for future investigations into pronoun systems in different language situations.

The study clarifies the complex relationship between grammatical structures and cultural effects, which is especially noticeable in languages with complex honorific systems such as Saraiki and Urdu. It opens up new avenues for

multidisciplinary linguistics and cognitive science research that will further our knowledge of pronoun systems within the context of Universal Grammar.

Recognizing the intricacies and intrinsic difficulties associated with translating gender-neutral pronouns highlights the study's dedication to meticulous language analysis and its consequences for accomplishing precise translation. These revelations are essential to comprehending how pronoun systems balance general ideas with regional variations, deepening our awareness of the variety of languages spoken throughout the world.

Additionally, this research elevates Urdu. While Urdu has garnered a lot of attention as a national language, compared to major languages such as English, less research has been done on its pronouns, syntax, and associated aspects. This work closes a significant research gap in linguistics by analyzing how pronouns and syntax are handled in Urdu and identifies areas that need more investigation. Gaining a knowledge of these linguistic facets improves our comprehension of how Urdu shapes social relationships and cultural identities both inside and outside of Pakistan.

In conclusion, this study highlights the use of pronouns, particularly the prodrop aspects, in regional languages such as Saraiki. As a regional language, Saraiki offers an important, though comparatively unexplored, facet of linguistic variety. This study adds to our understanding of language structures in various cultural and geographical situations by examining how Saraiki handles pronouns and syntax. Bringing Saraiki's linguistic characteristics to light not only improves our understanding of regional languages but also highlights the significance of these languages in forming cultural identities and social relationships within their local communities.

5.4 Conclusion

This study explored the syntactic behavior of pronouns in English, Urdu, and Saraiki, with a focus on Chomsky's Universal Grammar (UG) using fourteen (14) pronoun principles and parameters. The written materials comprising of 210 sentences, 70 from each of the three selected languages, provided the data, which were then thoroughly evaluated using a qualitative content analysis approach to make universal principles

and language-specific parameters of pronoun usage clear. As discussed in Chapter 4: Data Analysis, the qualitative analysis revealed that pronoun systems across these languages follow core principles of UG but also display language-specific features, which were further elaborated in Chapter 5: Discussion.

The findings demonstrated the roles of syntactic structures and cultural factors in determining the construction of pronoun systems in various languages. This was particularly evident in the comparative analysis of gender marking and pro-drop phenomena as seen in Chapter 4, where language-specific variations were highlighted. Chapter 5 further discusses these differences in the context of UG's flexibility in accommodating language-specific parameters such as subject omission and gender marking.

The research also advances our knowledge of linguistic variety with insights into the nuances of pronoun behavior in different cultural and linguistic situations. This is reflected in the data from Chapter 4, where the varying syntactic structures across languages were explored in-depth, and Chapter 5, which connected these structures to broader implications for language learning.

The study sought to answer the following research questions:

1. What are the main principles and parameters for pronouns in Universal Grammar that take into account the differences in Saraiki, Urdu, and English?
2. How do disparities in the pronoun systems in English, Urdu, and Saraiki provide insight into language learning and their relationship to universal grammar principles?

These research questions are addressed through the examination of both universal principles and language-specific parameters, as demonstrated in Chapter 4's analysis of case, person, gender, and number, and discussed in Chapter 5 in relation to sociolinguistics and language learning.

The main principles and parameters for pronouns in Universal Grammar (UG) include syntactic functions, such as person, gender, number, and case, and explain why Saraiki, Urdu, and English differ from one another. As noted in Chapter 4, Saraiki and Urdu exhibit more intricate gender systems compared to English, which is reflected

in the data. Chapter 5 explores how these differences are indicative of UG's universality, with cultural and linguistic factors influencing the manifestation of gendered pronouns.

The findings of this research indicate that the pronoun systems in Saraiki, Urdu, and English operate within the parameters of UG, according to basic principles including compositionality, person, number, case marking, and animacy, as outlined in Chapter 4. However, language-specific parameters, such as pro-drop and gender marking, emphasize the dynamic relationship between universal principles and linguistic diversity, which is thoroughly discussed in Chapter 5.

Universal Principles: Pronouns in all three languages consistently mark the person (first, second, third), demonstrating the universality of this principle. For example:

English: "I," "you," "he/she/it"

Urdu: "main" (I), "aap" (you), "woh" (he/she/it)

Saraiki: "main" (I), "tekon/tenu" (you), "o" (he/she/it)

Singular and plural forms are marked consistently across the languages, reflecting another universal principle. For instance:

English: "I" vs. "we"

Urdu: "main" vs. "hum"

Saraiki: "main" vs. "asan"

Pronouns exhibit subject, object, and possessive cases across the languages, ensuring clarity in syntactic roles. Examples include:

English: "I/me/my"

Urdu: "main/mujhe/mera"

Saraiki: "main/mennu/meda"

Pronouns distinguish between animate and inanimate entities, adhering to this principle universally. For example, English "it" for inanimate objects vs. "he/she" for animate beings.

Pronouns contribute to sentence meaning by clarifying grammatical roles and relationships, ensuring coherence. In all three languages, pronouns define subjects, objects, and possessors, enabling clear sentence comprehension.

Language-Specific Parameters: English uses explicitly gendered pronouns ("he," "she"), whereas Urdu and Saraiki imply gender through verb conjugations and contextual cues, highlighting a parametric difference in gender marking:

English: "he" (male), "she" (female)

Urdu: Gender indicated by verb conjugation (e.g., "woh khana khata hai" for male, "woh khana khati hai" for female)

Saraiki: Similar to Urdu with gender indicated by verb endings.

Urdu and Saraiki allow subject pronouns to be omitted (pro-drop) in certain contexts, which is less common in English. This parameter shows how UG accommodates variations in pronoun retention and omission:

Urdu: "Khana khaya" (subject "I" or "he/she" implied)

Saraiki: "Khana khada" (subject implied)

English: Typically requires explicit subject pronoun.

The SVO order in English contrasts with the SOV order in Urdu and Saraiki, affecting pronoun placement within sentences:

English: "I saw the movie"

Urdu: "Main ne film dekhi" (I the movie saw)

Saraiki: "Main film dithi/vekhi" (I the movie saw)

Urdu and Saraiki use honorific pronouns to convey respect and formality, a feature less prominent in English:

Urdu: "aap" (you formal)

Saraiki: Similar use of formal pronouns "tusaan"

English: Limited usage ("Mr.," "Mrs.," "Ms.")

The presence of reflexive and reciprocal pronouns across the languages aligns with UG principles, encoding relationships between entities and actions:

English: "myself," "each other"

Urdu: Specific reflexive forms (e.g., "apne aap")

Saraiki: Similar reflexive forms

Table 4 Summary of Pronoun Feature Comparison in English, Urdu, and Saraiki

Feature	English	Urdu	Saraiki
Person Marking	I, you, he/she/it	main, aap, woh	main, tekon/tenu, o
Number Marking	I/we	main/hum	main/asin/asan
Case Marking	I/me/my	main/mujhe/mera	main/menu/meda
Animacy	he/she vs. it	woh (contextual)	o (contextual)
Compositionality	Pronouns clarify roles	Pronouns clarify roles	Pronouns clarify roles
Gender Marking	he/she	Verb conjugation	Verb conjugation
Pro-Drop	Rarely pro-drop	Common pro-drop	Common pro-drop
Word Order	SVO	SOV	SOV
Honorifics	Limited	aap	aap (similar usage)
Reflexive/Reciprocal	myself/each other	apne aap/ khud	Similar reflexive forms

This research shows how the pronoun systems in Saraiki, Urdu, and English follow UG's broad principles while also displaying language-specific parameters. As noted in the discussion section (Chapter 5), further research into pronoun systems in other languages could shed light on the interaction between these principles and parameters for an improved understanding of how pronouns operate in various linguistic and cultural situations.

The second research question examines how differences in pronoun systems might reveal information on how languages are learned and related to UG principles. It discusses the effects of grammatical structures, honorifics, and gender marking, among other language-specific parameters. The impact of context in interpreting pronouns is examined, along with the cognitive processes that are involved. The answer emphasizes the versatility of UG and the necessity of parameter setting in language learning. It offers illustrations of how language learners use these particular features, makes recommendations for future study areas, and highlights real-world applications for language teaching and learning.

The differences in the pronoun systems in Saraiki, Urdu, and English provide insights into how languages are learned as well as how they relate to the principles of universal grammar. This study shows that pronoun usage and comprehension are considerably influenced by language-specific parameters such as gender marking and honorifics. Furthermore, pronoun interpretation is influenced by the syntactic distinctions among these languages. Gaining knowledge of these differences advances language acquisition techniques, translation, and theoretical understanding of UG principles.

The differences in pronoun systems in Saraiki, Urdu, and English demonstrate how UG principles interact with language-specific parameters. The fundamentals of language learning include notions such as person marking. Learners must, however, also take into consideration factors such as word order and gender marking. For example, while Saraiki and Urdu frequently utilize verb endings to denote gender, but English employs gender-specific pronouns ("he," "she"), learners of these languages must have a stronger grasp of verb conjugations.

The difficulties for learners are increased by the pro-drop phenomenon in Saraiki and Urdu, where subject pronouns can be removed. Inferring the subject from context and verb conjugations is a necessary ability that is less necessary in English, as subject pronouns are usually kept. This emphasizes that whereas UG principles offer a framework for pronoun processing, comprehension strategies, and cognitive demands can be greatly impacted by language-specific parameters.

Understanding the broader context, covering the social context and interpersonal connections is crucial in interpreting pronouns, especially honorific pronouns in Saraiki and Urdu. The connection between the speaker and the addressee influences the decision between "aap" (formal you) and "tum" (informal you) in Urdu. This demonstrates how pragmatic aspects of language use in social interactions are included in context, which goes beyond answering simple references.

The differences in pronoun systems indicate how important parameter setting is while learning a language. To adjust their pronoun usage, learners must ascertain the prerequisites for their target language, such as the presence of grammatical genders. This procedure demonstrates how flexible UG is, enabling students to apply fundamental ideas to particular languages.

The analysis focuses on the reciprocation between language-specific parameters (gender marking, pro-drop) and universal principles (UGs) such as person marking. This emphasizes how crucial it is to consider parametric variation as well as fundamental concepts while researching language acquisition and teaching. By addressing the particular difficulties presented by various pronoun systems, an understanding of these variances can aid in the development of language learning resources and training.

Future studies should examine the impact of these variations on children's first language acquisition and adults' acquisition of second languages. Furthermore, investigating the neural processes underlying pronoun processing in languages with dissimilar pronoun systems would provide important new understandings of the connection between UG principles and the human brain.

In summary, the distinctions between the pronoun systems in Saraiki, Urdu, and English offer a distinctive perspective for examining language learning, and its connection to UG principles. As explored in Chapter 4, these differences provide new insights, and Chapter 5 demonstrates UG's ability to account for universal principles while embracing linguistic diversity. This knowledge can guide the creation of more efficient language-learning tools and methods to cater to the unique requirements of students traversing various pronoun systems.

A more exhaustive exploration of these topics is likely to find out how pronoun systems function in language acquisition and processing, as well as how universal principles and language-specific parameters affect them.

5.4.1 Contribution of the Study

This research is significant because it affects many other fields and situations, extending beyond the confines of higher education. It does this principally by outlining the basic principles and parameters governing language usage and structure and by extending the understanding of pronoun behavior within the framework of Universal Grammar. Through a methodical analysis of pronoun usage in Saraiki, Urdu, and English, this study illuminates the complex interactions between linguistic frameworks, and social dynamics. In addition, this research provides insights into translation, and language teaching, opening doors for improved communication tactics. The methodology of the study promotes multidisciplinary debate and establishes the framework for more research into the nuances of human language.

The pronoun systems studied in Saraiki, Urdu, and English contribute greatly to the knowledge of language structure and social interactions. A thorough analysis of pronoun usage in these languages reveals many noteworthy contributions:

By examining pronoun usage in three different languages, this study contributes to the existing body of knowledge of linguistic diversity and universality. Through a close examination of the complex interactions between language structures and social norms, pronoun behavior may be better understood.

By placing the research within the context of Universal Grammar (UG), the basic principles and parameters guiding the use of pronouns in different languages are clarified. Theoretical understanding in linguistics is advanced by providing insights on the universality and variety of pronoun systems through the alignment of findings with UG principles.

Analysis goes beyond universal principles and language-specific parameters affecting pronoun usage. Elements such as word order, gender

marking, and honorifics have been examined in Saraiki, Urdu, and English. These discoveries illuminate the intricate ways in which linguistic systems affect communication patterns across a spectrum of cultural contexts.

The study takes an interdisciplinary approach to pronoun research, drawing on concepts from sociolinguistics, and language learning. An understanding of pronoun behavior is laid out by incorporating a variety of perspectives and connecting theoretical models with actual data to enhance academic discourse.

The findings have practical implications for language learning, teaching and translation in addition to theoretical ones. The work contributes to language learning tactics and interventions by providing clarity on the mechanisms that underlie pronoun usage, hence promoting efficient communication support.

Finally, by pointing out areas that need further investigation, the study lays the groundwork for future research projects. It advances the field of pronoun research and its wider implications for linguistic theory and practice by drawing attention to gaps in the current literature and outlining potential directions for further investigation.

This research on pronoun systems in Saraiki, Urdu, and English provides insightful information on the complexities of language structure, social interaction, and cognitive function. The clarification of the dynamics of intricate pronoun usage in diverse language and cultural contexts leads to a profound understanding of human communication.

5.4.2 Limitations of the Study

Although this method provides insightful information, it has some limitations. The generalizability of the results may be limited due to the small number of languages examined, mostly from a single region, and the use of qualitative analysis, which might add subjectivity. The basis for further research is laid by this qualitative study. Concentrating on a limited number of languages is one limitation. The emphasis on three languages—two of which are spoken in the same region—makes further investigation into the variety of pronoun systems over a wider spectrum of languages

and linguistic groups necessary. A more thorough comparative analysis of the variety of pronoun systems may be obtained by broadening the study to encompass languages from many language families. Moreover, combining quantitative and qualitative approaches might lead to a more statistically sound comprehension of the ways that pronouns are used in various languages. Even while conventional research methods have yielded valuable discoveries, their shortcomings need the use of state-of-the-art computational methods, corpus linguistics tools, and other modern ways to get a better comprehension of complicated phenomena.

5.4.3 Recommendations for Future Research

The work offers fertile ground for future research on pronoun systems and their implications. It emphasizes how important it is to investigate the sociocultural elements that affect the use of pronouns, especially in languages such as Saraiki. Within Universal Grammar, cross-linguistic research may clarify the multiplicity and variety of pronoun systems. Cutting-edge neuroimaging techniques can reveal the cognitive processes and how they interact with the tenets of Universal Grammar. Interdisciplinary collaboration among sociolinguistics, cognitive science, and historical linguistics is essential to fully comprehending the sociocultural influence on pronoun usage and linguistic diversity. This comprehensive approach will surely improve understanding of language structure and communication dynamics in diverse cultural contexts, making a substantial contribution to the evolving field of linguistics with its fresh insights into the ways that pronoun usage in different languages affects interpersonal communication, identity formation, and public institutions.

Although this study offers insights into the syntactic behavior of pronouns in different languages, there are still a number of crucial topics that need to be investigated in greater detail. It will be essential to bridge these gaps to further the theoretical knowledge of language acquisition and processing as well as practical applications.

Pronoun resolution processes in multilingual populations and the ways in which multilingual speakers resolve pronouns in various languages should be the subject of future research. This might entail comparative experimental

examinations of monolingual and multilingual speakers' pronoun resolving techniques, which could highlight particular cognitive processes used by multilinguals.

The findings imply that pronoun interpretation is significantly influenced by sociolinguistic context. The sociolinguistic aspects of pronoun interpretation—how social identity, cultural norms, and language exposure affect pronoun usage and comprehension—should be the subject of future research. Large-scale sociolinguistic surveys and qualitative research may offer a better understanding of these impacts.

Understanding the neurological foundations of pronoun processing can be substantially improved by conducting further research in this domain using ideas from cognitive neuroscience. To map the brain areas involved in pronoun resolution and interpretation, future research using neuroimaging techniques such as fMRI or ERP may relate these findings to linguistic and cognitive theories.

Further research should focus on a comprehensive exploration of the sociocultural factors influencing pronoun usage, particularly in languages such as Saraiki. Ethnographic studies, combined with detailed corpus analysis, could investigate specific areas such as the impact of honorifics and social hierarchies on pronoun selection, aiming to illuminate the complex relationships between language, identity, and social norms within Saraiki-speaking communities.

Furthermore, broadening comparative studies to encompass a wider range of languages and linguistic characteristics would clarify the universality and diversity of pronoun systems in Universal Grammar. This comparative method may clarify how language structures change over time across various language families and enhances knowledge of cultural diversity. In this sense, historical investigations that follow the evolution of pronoun systems will be essential, revealing patterns shaped by social, cultural, and linguistic evolution. These kinds of realizations are essential to comprehending language dynamics in the context of continuity and societal change.

Moreover, examining the neural foundations of pronoun processing in languages with different pronoun systems may clarify cognitive mechanisms and

how they interact with the principles of Universal Grammar. Sophisticated neuroimaging methods could provide a tool to investigate how the brain interprets pronouns in various linguistic contexts.

To further our understanding of pronoun phenomenon, multidisciplinary collaboration could be fruitful. Through the integration of qualitative methods and quantitative analysis, scholars may attain a sophisticated comprehension of pronoun behavior across different languages and circumstances. Large-scale corpus analysis and computational modeling could play a crucial role in this effort by offering quantitative insights into the dynamic interactions between language, culture, and cognition.

For deeper insights into the sociocultural impacts on pronoun usage and the patterns of language evolution and variation, interdisciplinary collaboration amongst sociolinguistics, cognitive science, and historical linguistics is essential. Initiatives for collaboration, such as the "Universal Pronoun Project," can lead the way in inclusive language practices worldwide, promoting cooperation in the production of pronouns and cross-linguistic understanding. Future research may explore the practical applications of pronoun analysis as well as the ways in which pronoun usage in various social contexts might foster more equitable and inclusive social interactions.

Accurate and culturally aware adaptations across a range of media and communication platforms may be ensured by incorporating research findings into pedagogical materials and translation methods. This strategy backs inclusive language laws that honor linguistic variety and advance cultural sensitivity in learning environments.

To recapitulate, pronoun research is more than just an academic endeavor; it is essential to developing a more inclusive and sophisticated understanding of language in an increasingly technologically-driven society, funding future research on pronouns is crucial for advancing social justice and equality as well as creating inclusive online spaces by including marginalized languages such as Saraiki in Google Translate. These recommendations present a comprehensive strategy for improving the understanding of pronoun systems by utilizing diverse approaches, interdisciplinary cooperation, and a global perspective to enhance the

understanding of language structure and communication dynamics in various cultural contexts. Scholars may make a substantial contribution to the developing science of linguistics and its social applications by tackling these directions for future study.

This analysis of pronoun behavior in social systems, interpersonal communication, and identity formation advances our understanding of language, enhances the epistemological study of pronouns as semiotic devices, and deepens our insight into the long-standing patterns of human interaction shaped by both cultural contexts and universal principles through a detailed examination of pronoun usage across languages.

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APPENDIX 1

Data of 210 Sentences in English, Urdu, and Saraiki

English:

1. I will meet you at the cafeteria for tea.
2. We need to finish our research project before the deadline.
3. He is going to the shop to buy sugar.
4. She likes reading books in her leisure time.
5. They are planning a trip to Swat next summer.
6. I love my new cat.
7. You play cricket.
8. He enjoys playing soccer with his friends.
9. She eats apples.
10. They play cricket.
11. He has built a new house for his family.
12. They are planting new trees in the fields.
13. The ship floated gracefully on the waves, her sails billowing in the wind.
14. The country stood tall and proud as the resilience of its/her people shone through every challenge.
15. The moon smiles down on the earth, her gentle light illuminating the night.
16. She looked at herself in the mirror and smiled.
17. He hurt himself while playing basketball.
18. We need to remind ourselves to stay focused on our goals.
19. Are you redecorating your house yourself?
20. They enjoyed themselves at the party last night.
21. They hugged each other tightly after being apart for so long.
22. She and her best friend often help each other with their homework.
23. The two siblings share a strong bond; they always support each other.
24. The team members trust each other.
25. The neighbors frequently lend one another tools and equipment.
26. She handed him the keys.
27. They called us for assistance.

28. I bought it for her.
29. We discussed it with them.
30. He showed her the way.
31. She said that he told her they would meet at the park.
32. They knew that she believed he had gone to the store.
33. He wondered whether she thought they should go together.
34. We hoped that they understood why we couldn't attend.
35. The teacher explained that the students knew what they had to do.
36. She and I collaborated on the project, showcasing teamwork and dedication.
37. You and he should share the responsibility of buying the laptops.
38. You, he, and I should discuss the project together.
39. They, we, and she attended the event, highlighting collective participation and support.
40. I, you, and he shared responsibility for the error, emphasizing accountability and cooperation.
41. Nobody wants to miss the concert tonight.
42. She scored the highest in the class, earning herself a scholarship.
43. Don't take your sister's toys, or you will make her cry.
44. He is the player who has scored in most of the games.
45. One should always strive to be honest.
46. She gave him a gift for his birthday.
47. They invited us to their wedding ceremony.
48. He showed her the way to the museum.
49. We brought them food when they were sick.
50. The teacher praised them for their hard work.
51. Good morning, Mr. Smith," she greeted her teacher respectfully.
52. "Yes, Mrs. Johnson," they replied formally during the meeting.
53. "Thank you, Ma'am," he said politely to his elder.
54. "Excuse me, Miss," we called out to get the attention of the waitress.
55. "Mr. President, may I ask a question?" the reporter inquired during the press conference.
56. They didn't understand our struggles; only we knew what it was like.

57. She and I went to the store together.
58. He, along with the others, attended the meeting.
59. We, including you, are responsible for completing the project.
60. You and I need to have a serious conversation about our future plans.
61. It is raining.
62. "Eating lunch."
63. "Been there before?" (Subject pronoun "Have you" is dropped in informal speech.)
64. "Need more time?" (The subject pronoun "Do you" is dropped in a casual conversation.)
65. There's no need to worry.
66. She quickly ran to catch the bus.
67. They eagerly waited for the concert to begin.
68. He quietly read a book in the corner.
69. We carefully planned our route for the road trip.
70. He enthusiastically joined the conversation with his friends.

Urdu: Urdu sentences followed by their Romanized versions:

1. Urdu Sentence: میں آپ سے کیفیٹیریا میں چائے کے لئے ملوں گا۔
Romanized English: Main aap se cafeteria mein chai ke liye milunga.
2. Urdu Sentence: ہمیں اپنے تحقیقاتی پروجیکٹ کو مہلت سے پہلے مکمل کرنا ہے۔
Romanized English: Humein apne tahqiqati project ko mohlat se pehle mukammal karna hai.
3. Urdu Sentence: وہ چینی خریدنے کے لئے دکان پر جا رہا ہے۔
Romanized English: Woh cheeni khareedne ke liye dukaan par jaa raha hai.
4. Urdu Sentence: اُسے اپنے فراغتی وقت میں کتابیں پڑھنا پسند ہے۔
Romanized English: Usey apne faraghati waqt mein kitaabain parhna pasand hai.
5. Urdu Sentence: وہ اگلے موسم گرما میں سوات کی سفر کا منصوبہ بنا رہے ہیں۔
Romanized English: Woh agle mausam e garma mein Swat ke safar ka mansooba bana rahe hain.
6. Urdu Sentence: میں اپنی نئی بلی سے محبت کرتا ہوں۔
Romanized English: Main apne naye billi se mohabbat karta hoon.
7. Urdu Sentence: تم کرکٹ کھیلتے ہو۔

Romanized English: Tum cricket khelte ho.

8.Urdu Sentence: وہ اپنے دوستوں کے ساتھ فٹبال کھیلنے کا لطف اٹھاتا ہے۔

Romanized English: Use apne doston ke saath football khelne ka lutf uthata hai.

9.Urdu Sentence: وہ سیب کھاتی ہے۔

Romanized English: Woh saib khati hai.

10.Urdu Sentence: وہ کرکٹ کھیلتے ہیں۔

Romanized English: Woh cricket khelte hain.

11.Urdu Sentence: اُس نے اپنے خاندان کے لئے ایک نیا گھر بنایا ہے۔

Romanized English: Usne apne khandan ke liye aik naya ghar banaya hai.

12.Urdu Sentence: وہ کھیتوں میں نئے درخت لگا رہے ہیں۔

Romanized English: Woh khaiton mein naye darakht laga rahe hain.

13.Urdu Sentence: جہاز خوبصورتی سے لہروں پر تیر رہا تھا، اس کے بادبان ہوا میں اڑ رہے تھے۔

Romanized English: Jahaz khoobsurti se leehron par yer raha tha , uske badban hava mein lehra/ ur rahay thay.

14.Urdu Sentence: ملک بلند اور فخر سے کھڑا تھا کیونکہ اس کے لوگوں کی مضبوطی ہر چیلنج سے نبرد آزما تھی۔

Romanized English: Mulk buland or fakhar se khara tha kiunke uske logon ki mazbooti har challenge se nabard azma thi.

15.Urdu Sentence: چاند زمین پر مسکراتا ہے، اُس کی نرم روشنی رات کو روشن کرتی ہے۔

Romanized English: Chaand zameen par muskurata hai, us ki narm roshni raat ko roshan karti hai.

16.Urdu Sentence: اُس نے اپنے آپ کو آئینہ میں دیکھا اور مسکرائی۔

Romanized English: Usne apne aap ko aaina mein dekha aur muskurai.

17. Urdu Sentence: اُس نے باسکٹ بال کھیلتے ہوئے اپنے آپ کو زخمی کر لیا۔

Romanized English: Usne basketball khelte hue apne aap ko zakhmi kar liya.

18. Urdu Sentence: ہمیں یاد دلانا ہوگا کہ ہمیں اپنے مقاصد پر توجہ مرکوز رکھنی ہے۔

Romanized English: Humein yaad dilana hoga ke humein apne maqasid par tawajjuh markooz rakhni hai.

19.Urdu Sentence: کیا آپ اپنے گھر کی تزئین و آرائش خود کر رہے ہیں؟

Romanized English: Kia ap apne ghar ki taz'een or araish khud kr rahay hain?

20.Urdu Sentence: انہوں نے کل رات پارٹی میں خوب لطف اٹھایا۔

Romanized English: Unhon ne kal rat party mein khoob lutf uthaya.

21.Urdu Sentence: وہ بہت دیر الگ رہنے کے بعد آپس میں مضبوطی سے گلے لگے۔

Romanized English: Woh bohot der alag rehne ke bad aapas mein mazbooti se galay lagay.

22.Urdu Sentence: وہ اور اُس کی بہترین دوست اکثر اپنے ہوم ورک میں ایک دوسرے کی مدد کرتی ہیں۔

Romanized English: Woh aur us ki behtareen dost aksar apne homework mein ek doosre ki madad karti hain.

23.Urdu Sentence: دو بہن بھائیوں کے درمیان مضبوط تعلق ہے؛ وہ ہمیشہ ایک دوسرے کی حمایت کرتے ہیں۔

Romanized English: Do bhen bhaiyon ke darmiyan mazboot talluq hai; woh hamesha ek doosre ki himayat karte hain.

24.Urdu Sentence: ٹیم کے رکن ایک دوسرے پر بھروسہ کرتے ہیں۔

Romanized English: Team ke rukun ek doosre par bharosa karte hain.

25.Urdu Sentence: پڑوسی اکثر ایک دوسرے کو اوزار اور ساز و سامان دیتے ہیں۔

Romanized English: Padosi aksar ek doosre ko auzaar aur saaz o samaan detay hain.

26.Urdu Sentence: اس نے اُس کو چابیاں دیں۔

Romanized English: Usne usko chabiyen deen.

27.Urdu Sentence: انہوں نے ہمیں مدد کے لئے بلایا۔

Romanized English: unhon ney hamein madad ke liye bulaya.

28. Urdu Sentence: میں نے یہ اُس کے لئے خریدا۔

Romanized English: Main ne yeh uskey liye khareeda.

29. Urdu Sentence: ہم نے اُن کے ساتھ اس پر بحث کی۔

Romanized English: Hum ne unke saath is par behas ki.

30. Urdu Sentence: اس نے اُس کو راستہ دکھایا۔

Romanized English: Usne usko raasta dikhaya.

31.Urdu Sentence: اس نے کہا کہ اس نے اُسے بتایا کہ وہ لوگ پارک میں ملیں گے۔

Romanized English: Usne kaha ke usne usey bataya ke woh log park mein milengey.

32.Urdu Sentence: انہیں معلوم تھا کہ اُس نے یقین رکھا کہ وہ دکان پر گیا ہے۔

Romanized English: Unhein maloom tha keh usne yaqeen rakha ke woh dukaan par gaya hai.

33.Urdu Sentence: اس نے سوچا کہ کیا اس نے سوچا کہ انہیں ساتھ جانا چاہیے۔

Romanized English: Use socha keh kia us ne socha keh unhen sath jana chahiye.

34.Urdu Sentence: ہم امید کرتے تھے کہ وہ سمجھتے ہوں گے کہ ہم کیوں نہیں آ سکتے۔

Romanized English: Hum umeed karte thay ke woh samjhte honge ke hum kyun nahi aa sakte.

35.Urdu Sentence: استاد نے بتایا کہ طلباء کو معلوم تھا کہ انہیں کیا کرنا ہے۔

Romanized English: Ustad ne bataya ke talaba ko maloom tha ke unhein kya karna hai.

36.Urdu Sentence: اس نے اور میں نے اس منصوبے پر تعاون کیا، ٹیم ورک اور لگن کا مظاہرہ کیا۔

Romanized English: use ne or main ne is mansoobay par ta'awun kia, teem work or lagan ka muzahira kia.

37.Urdu Sentence: آپ کو اور اسے لیپ ٹاپ خریدنے کی ذمہ داری بانٹنی چاہیے۔

Romanized English: Apko/tumhein aur usey laptop khareedne ki zimmedari bantni chahiye.

38.Urdu Sentence: آپ کو، اسے اور مجھے مل کر اس منصوبے پر بات چیت کرنی چاہیے۔

Romanized English: Apko/tumhen, use, aur mujhay mil kr is mansubay par baat cheet karni chahiye.

39.Urdu Sentence: وہ، ہم، اور وہ اجتماعی شرکت اور حمایت کو اجاگر کرتے ہوئے اس تقریب میں شریک ہوئے۔

Romanized English: Woh, hum, aur woh ijtimaaai shirakat aur himayat ko ujagar krtay huay is taqreeb mein mein shareek huay.

40.Urdu Sentence: میں نے، آپ نے، اور اس نے احتساب اور تعاون پر زور دیتے ہوئے غلطی کی ذمہ داری کا اشتراک کیا۔

Romanized English: Main ne, aapnay/tumney, aur usney ihtesab pasandi aur taawun par zor deta huay, ghalti ki zimmedari ka ishtrak kia.

41.Urdu Sentence: آج رات کوئی بھی کنسرٹ کو مس نہیں کرنا چاہتا۔

Romanized English: aaj raat koi bhi concert ko miss nahi karna chahta.

42.Urdu Sentence: اُس نے کلاس میں سب سے زیادہ نمبر حاصل کیے، اپنے آپ کو اسکالرشپ دلائی۔

Romanized English: Usne class mein sab se zyada number hasil kiye, apne aap ko scholarship dilai.

43.Urdu Sentence: اپنی بہن کے کھلونے نہ لو، ورنہ تم اُسے رونے پر مجبور کر دو گے۔

Romanized English: Apni behan ke khilone na lo, warna tum use rone par majboor kar do ge.

44.Urdu Sentence: وہ وہ کھلاڑی ہے جس نے زیادہ سے زیادہ گیمز میں گول کیے ہیں۔

Romanized English: Woh woh khiladi hai jis ne zyada se zyada games mein goal kiye hain.

45.Urdu Sentence: ہمیشہ سچائی پر عمل کرنے کی کوشش کرنی چاہیے۔

Romanized English: Hamesha sachai par amal karne ki koshish karni chahiye.

46.Urdu Sentence: اس نے اُسے اس کی سالگرہ کے لئے ایک تحفہ دیا۔

Romanized English: Usne use uske salgirah ke liye ek tohfa diya.

47.Urdu Sentence: انہوں نے ہمیں اپنی شادی کی تقریب میں مدعو کیا/ دعوت دی۔

Romanized English: unhon ne humein apni shadi ki taqreeb mein mad'u kia/dawat di.

48.Urdu Sentence: اُس نے اُسے میوزیم کی طرف راستہ دکھایا۔

Romanized English: Usne use museum ki taraf raasta dikhaya.

49.Urdu Sentence: ہم نے اُن کو خوراک لے کر دی، جب وہ بیمار تھے۔

Romanized English: Hum ne unko khuraak le kar di, jab woh bemar thay.

50.Urdu Sentence: استاد نے اُن کی محنت کی تعریف کی۔

Romanized English: Ustad ne unki mehnat ki tareef ki.

51.Urdu Sentence: صبح بخیر، سر، "اس نے اپنے استاد کو ادب سے سلام کیا۔"

Romanized English: "Subah bakhair, sar," usne apne ustad ko adab se salaam kiya.

52.Urdu Sentence: جی ہاں، محترمہ جانسن، "انہوں نے میٹنگ کے دوران رسمی طور پر جواب دیا۔"

Romanized English: "Ji haan, mohtarma Johnson," unhon ney meeting ke doran rasmi tor par jawab diya.

53.Urdu Sentence: شکریہ، معم، "اس نے اپنی بڑی کو شرافت سے کہا۔"

Romanized English: "Shukriya, ma'am," usne apni buzurg/bari ko sharafat sey kaha.

54.Urdu Sentence: "معاف کیجئے گا محترمہ"، ہم نے ویٹرس کی توجہ حاصل کرنے کے لئے پکارا۔"

Romanized English: "Muaf kijiye ga mohtarma/miss," humne waitress ki tawajjuh hasil karne ke liye pukara.

55.Urdu Sentence: جناب صدر، کیا میں سوال پوچھ سکتا ہوں؟" رپورٹر نے پریس کانفرنس کے دوران سوال کیا۔

Romanized English: "janab sadar, kya main sawal pooch sakta hoon?" reporter ne press conference ke doran sawal kiya.

56.Urdu Sentence: انہوں نے ہماری مشکلات کو سمجھا نہیں؛ صرف ہمیں پتہ تھا کہ واقعی کیسا ہے۔

Romanized English: Unho ne hamari mushkilat ko samjha nahi; sirf humein pata tha ke waqai kaisa hai.

57. Urdu Sentence: وہ اور میں ساتھ میں دکان پر گئے۔

Romanized English: Woh aur main sath mein dukaan par gaye.

58. Urdu Sentence: اُس نے دیگر لوگوں کے ساتھ، میٹنگ میں شرکت کی۔

Romanized English: Usne deegar logon ke sath, meeting mein shirkat ki.

59. Urdu Sentence: ہم، اور آپ / تم، منصوبہ مکمل کرنے کے لئے ذمہ دار ہیں۔

Romanized English: Hum, aur aap/ tum, mansuba mukammal karne ke liye zimmedar hain.

60. Urdu Sentence: آپ کو اور مجھے اپنے مستقبل کے منصوبوں کے بارے میں سنجیدہ گفتگو کرنے کی ضرورت ہے۔

Romanized English: aap ko aur mujhay apne mustaqbil kay mansubon ke bare mein aik sanjeeda guftagu/baat cheet karney ki zroorat hai.

61. Urdu Sentence: بارش ہو رہی ہے۔

Romanized English: Barish ho rahi hai.

62. Urdu Sentence: "دوپہر کا کھانا کھانے والا ہوں۔"

Romanized English: "Dopahar ka khana khane wala hoon."

63. Urdu Sentence: "پہلے بھی وہاں گئے ہو؟"

Romanized English: "Pehley bhi wahan gaye ho?"

64. Urdu Sentence: "اور وقت چاہئے؟"

Romanized English: "Aur waqt chahiye?"

65. Urdu Sentence: پریشان ہونے کی کوئی ضرورت نہیں ہے۔

Romanized English: Pareshan honey ki koi zaroorat nahi hai.

66. Urdu Sentence: وہ جلدی سے بس کو پکڑنے کے لئے دوڑی۔

Romanized English: Woh jaldi se bus ko pakarne ke liye dori.

67. Urdu Sentence: انہوں نے بے صبری سے کانسرٹ کے آغاز کا انتظار کیا۔

Romanized English: Unho ney bey sabri sey concert ke aaghaz ka intizar kiya.

68. Urdu Sentence: وہ کونے میں خاموشی سے ایک کتاب پڑھ رہا تھا۔

Romanized English: Woh kone mein khamoshi sey aik kitab parh raha tha.

69. Urdu Sentence: ہم نے سڑک کے سفر کے لیے اپنے راستے کا احتیاط سے منصوبہ بنایا۔

Romanized English: Hum ney sarak ke safar ke liyay apnay rastey ka ihtiat se manssoba banaya.

70. Urdu Sentence: اُس نے پُر جوشی سے اپنے دوستوں کے ساتھ بات چیت میں شمولیت اختیار کی۔

Romanized English: Usney pur joshi sey apney doston ke sath baat cheet mein shamooliat ikhtiyar ki.

Saraiki: Saraiki sentences followed by their Romanized versions:

1. Saraiki Sentence: مین تیکوں / تینوں کیفیٹیریا وچ چاہ تے ملسان۔

Romanized English: Main tuakon/tenu cafeteria vich chah te milsan.

2. Saraiki Sentence: سا کون / آسانوں اپنا ریسرچ پروجیکٹ موہلت توں پہلے مکاونوڑائے۔

Romanized English: Sakun/Asanu apna research project mohlat tun pehlay mukanwarae

3. Saraiki Sentence: او چینی گھنان دکان تے ویندا پئے۔

Romanized English: O cheeni ghinan dukan te vinda piyae.

4. Saraiki Sentence: اوآپنے ویلے ویلے کتاباں پڑھدی اے۔

Romanized English: O apnay velay velay kitaban parhdi hey

5. Saraiki Sentence: او اگلے ہنالے سوات دے سفر دا منصوبہ بنڑئیندے پہ بن۔

Romainized English: O aglay hunalay Swat dey safar da mansooba banaede pae hin.

6. Saraiki sentence: میکن / مینوں آپنی نویں بلی پیاری لگدی اے۔

Maikun/Menu apni navin billi pyari lagdi ae.

7. Saraiki Sentence: تون کرکٹ کھیڈداین / تسان کرکٹ کھیڈے بیوے۔

Romanized English: Tun cricket khed'daen / Tusan cricket khed'de hivay.

8. Saraiki Sentence: اوکون اپنے سنگیاں نال فٹبال کھیڈنا چنگا لگد اے۔

Romanized English: Okun apney sangian nal football khed'na changa lagdae.

9. Saraiki Sentence: او سبب کھندی اے۔

Romanized English: O seb khundi ae.

10. Saraiki Sentence: او کرکٹ کھیڈ دے بن۔

Romanized English: O cricket khed'de hin.

11. Saraiki Sentence: اون اپنے خاندان واسطے نواں گھر بنایا اے۔

Romanized English: Oun apney khandan was'tey navan ghar banaya ae.

12. Saraiki Sentence: او کھیتاں وچ نویں درخت لائندے پئے بن۔

Romanized English: O khetan vich naven drakht laende pae hin.

13. Saraiki Sentence: جہاز سوہنے انداز نال لہراں تے تردا ہے 'اوندے بادبان ہوا وچ اڑ دے بن۔

Romnized English: Jahaz sohnay andaz nal lehran te tarda hey, oundey badban hava vich ud' dey hen.

14. Saraiki Sentence: ملک ، ہر اوکھے ویلے آپنیاں لوکاں دی مضبوطی دی وجہ نال فخر نال بلند ریا

اے۔

Romanized English: Mulk, har okhay welay apnya lokan di mazbooti di waja nal, fakhar nal buland riyh ae.

15. Saraiki Sentence : جن ، زمین کون دیکھ کے مسکراندے، اوندی ہلکی ہلکی روشنی رات چا نن کرڈیندی اے۔

Romanized English: Chan, zameen kun dekh kay muskrandae, oundi halki halki roshni rat chan'an kar dendi hey.

16. Saraiki Sentence: اوسنے/اُن اپنے آپ کون شیشہ دے وچ ڈیٹھا تے مسکرائی۔
Romanized English: Osne/oun apney ap kun sheeshay dey vich ditha tey muskarai.

17. Saraiki Sentence: اور باسکٹ بال کھیڈ دے ہوئے اپنے آپ کن زخمی کر ڈتا۔
Romanized English: Oun basketball khed dey hu'ey apnay ap kun zakhmi kr dita.

18. Saraiki Sentence: ساکون اپنے آپ کون یاد کروا ن دی لور اے کہ اساں اپنی توجہ اپنے مقاصد تے رکھوں۔
Romanized English: Sakun apney ap kun yad kravan di lor ae kay asan apni tawaju apney maqasid tey rakhoon.

19. Saraiki Sentence: توں آپ اپنا گھر والا سجااندا پیا ہے؟ توں اپنا گھر والا آپ سجدی پئی ہیں؟
Romanized English: Tu ap apna ghar wala sajenda piya hein? Tun apna ghar wala ap sajendi pai hein?

20. Saraiki Sentence: اُناں کل رات پارٹی تے مزے کیتے ہن۔
Romanized English: Unan kal rat party tey maze keetay hin.

21. Saraiki Sentence: او بہوں دیر دور رہوان دے بعد آپس اچ مضبوطی نال گل نال لگے۔
Romanized English: O bahun dair door rahvan dey bad apas ich mazbooti nal gal nal lagay.

22. Saraiki Sentence: او تے اوندی بہترین سہیلی ہک دوجھے دی گھر دے کام کار وچ مدد کریندیاں ہن۔
Romanized English: O tey oondi behtreen saheli hik doojhe di ghar de kam kaar vich madadd krendian hin.

23. Saraiki Sentence:

ڈوان بہن بھرا دا بہوں مضبوط رشتہ اے، ہک ڈوجھے دی ہمیشہ حمایت کریندے ہن۔
Romanized English: Du'han bhen bhira da bahun mazboot rishta ae, hik dujhe di hameshan himayat krendey hin.

24. Saraiki Sentence: ٹیم ممبر ہک ڈوجھے تے بھروسہ کر دیندے ہن۔
Romanized English: Team member hik dujhey te bhrosa krendey hin.

25. Saraiki Sentence: پڑوسی اکثر ہک ڈوجھے کولوں سامان گھندے ڈیندے بن۔
Romanized English: Parosi aksar hik dujhey koloon saman ghindey dende hin.
26. Saraiki Sentence: اون اونکون/اُس نے اوکون چابیاں ڈتیا بن۔
Romanized English: Oon oonkoon/us ney oonkoon chabian ditiya hin.
27. Saraiki Sentence: اُنہان ساکون امداد واسطے سڈ مارا اے۔
Romanized English: Unhan sakun imdad wastey sad mara ae.
28. Saraiki Sentence: اے میں اوندے واسطے خریدا اے۔
Romanized English: Ae main oundey vastey khareeda ae.
29. Saraiki Sentence: اساں انہان نال اس دے اتے بحث کیتی۔
Romanized English: asan unhan nal is dey utay behs kiti.
30. Saraiki Sentence: اون/اُس نے اس کون/اوکون رہ لایا۔
Romanized English: Oon/Us ney uskoon/ookoon rah laya.
31. Saraiki Sentence: اون اکھا کہ اون نے اوکون ڈسا کہ او پارک وچ ملیں۔
Romanized English: Oon aakha keh us ney ookoon dasa ke o park vich milsen.
32. Saraiki Sentence: انہان نوں پتا اے کہ اوکون یقین اے کہ او اسٹور/دکان تے گیا اے۔
Romanized English: Unhan noon pata ae ke ookoon yaqeen ae ke o store tey giya ae.
33. Saraiki Sentence: اوندے چیتے آیا کہ او سوچدی اے کہ او اکٹھے وچن -
Romanized English: Oonde chetay aya ke o sochdi ae ke o ikathay wanjen.
34. Saraiki Sentence: اساں امید کیتی کہ انہان کون/نوں سمجھ آ گئی اے کہ اساں شرکت کیوں نہیں کر سکے۔
Romanized English: Asan umeed kiti ke unhan koon/noon samajh aa gai hosi ke asaan shirkat kiun nahi kar sakey.
35. Saraiki Sentence: استاد نے وضاحت کیتی کہ شاگرد کون پتہ اے کہ انہان کون/نوں کیا کرنا چاہیدا اے۔
Romanized English: Ustaad ne wazahat kiti ke shagird koon pata ae ke unhan koon/noon kia karna chahida ae.
36. Saraiki Sentence: میں تے او نے مل کے این منصوبے تے کام کیتا اے، ٹیم ورک تے لگن دا مظاہرہ کرے۔
Romanized English: Main te us ne mil ke ein manssobay te kam kita ae, team work tey lagan da muzahira kr ke.
37. Saraiki Sentence: توں تے او لیپ ٹاپ خریدن دی ذمہ داری رل مل کے ادا کرو۔
Romanized English: Toon te o laptop khareedan di zimme dari ral mil ke ada kro.

38. Saraiki Sentence: توں/تساں، او تے میں رل کے اے منصوبہ تے بات چیت / گل موھاڑ کروں۔

Romanized English: Toon/Tusan, o te main ral ke aey manssoba tey gal muhaar krn.

39. Saraiki Sentence: انہاں، اساں تے اُن نے تقریب وچ شرکت کیتی، سانجھی شرکت تے حمایت دا اظہار کرن واسطے۔

Romanized English: Unhan, asan tey oon ne taqreeb vich shirkat kiti, sanjhi shirkat tey himayat da izhar kran vastey.

40. Saraiki Sentence: میڈی، تیڈی/ٹھاڈی، تے اوندی غلطی دی سانجھی ذمہ داری اے، احتساب تے تعاون تے زور ڈتا ونجے۔

Romanized English: Medi, tedi/tuhadi, te oondi ghalti di sanjhi zimme dari ae, ihtasab tey ta'awan te zor dita wanjey.

41. Saraiki Sentence: کوئی وی آج رات کنسرٹ تے وجن توں نی چکدا / کوئی وی آج رات کنسرٹ مس نی کرنا چاہندا۔

Romanized English: Koi vi aj rat concert te wajan tun ni chukda / koi vi aj rat concert miss ni krna chanda.

42. Saraiki Sentence: اُون ساراں کولوں توں ودھ نمبر گھن کے ، آپنے آپ کون وظیفے دا مستحق بنوایا حص۔

Romanized English: Oon saraan koloon to wadh number ghin ke, apne apk kun wazeeefay da mustahiq banvaya his.

43. Saraiki Sentence: اپنی بھن دے کھلونے نہ گھن، نہ تاں اوکوں روواسیں / نہ تاں او روسی۔

Romanized English: Apni bhen de khilonay na ghin, ni tan ookoon rovasen / ni tan o rosi.

44. Saraiki Sentence: اے او کھلاڑی اے جن زیادہ گول کیتے بن۔

Romanized English: Aey o khiladi hey jain ziada geman vich goal kitey hin.

45. Saraiki Sentence: ہر کسی نو / ہر کہن کون / بندے کون ہمیشہ ایماندار ہوں دی کوشش کرنی اے۔ چاہیدی

Romanized English: Har kisi nu / har kehn koon / bande koon hamesha imandar hovan di koshish krni chahi di hey.

46. Saraiki Sentence: اوس نے اوسکو/ اُون نے اوکون جمن دن تے توفہ ڈتا۔

Romanized English: Us ne usko/ oon ne ookoon jaman din tey tofa dita.

47. Saraiki Sentence:

انہاں ساکون آپنی شادی دی تقریب دا سدا/نیوتا ڈتا۔

Romanized English: Unhan sakoon apni shadi di taqreeb da sada/nevta dita.

48. Saraiki Sentence: اون نے اونکون اجیب گھر دا رہ لایا۔
Romanized English: Usne usko/ oon oonkoon ajaib ghar da rah laya.

49. Saraiki Sentence: اسان انہان واسطے روٹی خریدی ہی جدں او بیما ر ہن۔
Romanized English: Asan unhan vastey roti khareedi hai jedan o bimar han.

50. Saraiki Sentence: استاد نے انہان دی محنت دی تعریف کیتی۔
Romanized English: Ustad ney unhan di mehnat di tareef kiti.

51. Saraiki Sentence: صاحب، اوس نے / اُون ادب نال آپنے استاد Smith خیر نال اے / ہر دم اے،
کون سلام کیتا۔

Romanized English: "Khair nal ae / har dam ae (good morning), Smith saen", us ne / oon adab nal apne ustad kun salam kita.

52. Saraiki Sentence: انہان رسمن میٹنگ وچ جواب ڈتا۔ "Mrs. Johnson جی،"
Romanized English: "Ji, Mrs. Johnson" unhan rasman meeting vich jawab dita.

53. Saraiki Sentence: شکریہ میم" اوں آپنے توں وڈی کون اخلاق نا جواب ڈتا۔
Romanized English: "Shukria Ma'am," oon apnay tun wadi kun ikhlaq na jawab dita.

54. Saraiki Sentence: اسان ویٹرس دی توجہ حاصل کرن واسطے اوکون سڈا۔ "Miss ایکسیوز می،"
Romanized English: "Excuse me, Miss," asan waitress di tawaja hasl karan waste oukun sada.

55. Saraiki Sentence: سدر صاحب، کیا میں سوال پوچھ سگدان؟" رپورٹر نے پریس کانفرنس دوران
پوچھا۔

Romanized English: "Sadar saeb, kia man sawal puch sagdan?" Reprter ne press conference de doran pucha.

56. Saraiki Sentence: انہان کون سا ڈے حال دی سمجھ نہیں آئی، صرف سکون پتہ اے ساڈے تے کے
گزری۔

Romanized English: Unhan kun saday hal di samaj ni ai, sirf sakun pata hai sade te kay guzri.

57. Saraiki Sentence: او تے میں اسٹور تے اکٹھے گئے۔
Romanized English: O te main store te ikathay gai.

58. Saraiki Sentence: اُون ڈوجھاں نل رل کے میٹنگ وچ شرکت کیتی۔
Romanized English: Oun dujhan nal ral ke meeting vich shirkat kiti.

59. Saraiki Sentence:

اساں، تیکوں وچ پا کے / تیڈے نال، این منصوبے کوں مکمل کرن دے ذمہ دار ہیں۔
 Romanized English: Asan, tekun vich pa ke/ today nal, een mansoobay kun mukammal karan de zimme dar hain.

60. Saraiki Sentence:

تیکوں تے میکوں آپنے مستقبل دے منصوبے دے بارے سنجیدہ گال بات کرن دی لوڑ اے۔
 Romanized English: Tikun tey maikun apnay mustaqbil de mansooban de baray sanjeeda gal muhar karan di lor hey.

61. Saraiki Sentence: مینہ وسدا پیا اے / بارش ٹھینڈی پئی اے۔
 Romanized English: Meenh wasda piya ae / barish theendi pai ae.

62. Saraiki Sentence: "روٹی کھا ندا بیان"
 Romanized English: "Roti khanda piyan"

63. Saraiki Sentence: "پہلے کڈا ہاں اُ تھا ان گیا این ؟"
 Romanized English: "Pehlay kadhan uthan giya hein?" (Subject pronoun "Tun/aap" is dropped in informal speech.)

64. Saraiki Sentence: "مزید وقت دی لوڑ اے؟ / مزید ٹائم چاہیدا اے؟"
 Romanized English: "Mazeed waqt di lor hey / mazeed time chahi da hey?" (Subject pronoun "Tekun/tuanu" is dropped in a casual conversation.)

65. Saraiki Sentence: "گھبرا نہیں / پریشان تھیواں دی کوئی لوڑ نہیں"
 Romanized English: "Ghabra nain / preshan thivan di koi lor nahin ."

66. Saraiki Sentence: او بس نپن واسطے / تے چڑن واسطے تیزی نال بھجی۔
 Romanized English: O bas napan vastey / te charan vastey tezi nal bhajji.

67. Saraiki Sentence: انہاں کنسرٹ دے شروع ہون دا بے چینی نال انتظار کیتا۔
 Romanized English: Unhan concert de shuru thivan da bey chaini nal intazar kita.

68. Saraiki Sentence: اس نے / اُون کونے وچ بیہ کے خاموشی نال کتاب پڑھی۔
 Romanized English: Usney / oon konay vich beh ke khamoshi nal kitab parhi.

69. Saraiki Sentence: اسان احتیاط نال آپنے سڑک دے سفر دی منصوبہ بندی کیتی۔
 Romanized English: Asan ihtiat nal apney sarak de safar di mansooba bandi kiti.

70. Saraiki Sentence: اون/ اُس نے جذبے نال دوستان دی گفتگو وچ شرکت کیتی۔
 Romanized English: Oon/ usne jazbey nal dostan di guftagu vich shirkat kiti.