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A Study of the Syntactic Relationship Between Subject and Verb in Pashto

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ABSTRACT

The syntactic relationship between the subject and the verb in Pashto refers to the relationship between the two in a sentence, which is based on the influence of the subject and the verb on each other in terms of number, person, gender, tense, and other circumstances. If this process of syntactic relationship is not taken into account, then a correct sentence will not be formed and the sentence will not be able to convey the correct message to the readers. The value of this article is that it has studied the syntactic relationship between the subject and the verb in Pashto, which has made it easier for speakers of a second language to structure sentences. As a result, it was revealed that the verb is conjugated in the same way based on the subject. These conjugated forms are sometimes based on gender, person, number, and tense. In these cases, the verb does not remain in a fixed form but changes based on various factors and adapts itself to the subject. If the verb does not match the subject, then the message cannot be transmitted correctly to others and even learning the Pashto language becomes more difficult for others. The syntactic relationship of the subject and verb also indicates their position, coordination, and necessity in the sentence. The type of this research is review. Various works of Pashto linguistics have been used. The methods are descriptive and analytical. When necessary, oral opinions have also been taken from linguistics professors.

KEYWORDS: *Gender, Object, Order, Person, Sentence, Subject, Verb.*

Introduction

In Pashto, the syntactic relationship between the subject and the verb is the relationship that creates a relationship between the subject and the verb. If this relationship does not exist, the sentence is not considered grammatically correct. The subject and the verb in the sentence are compatible in various aspects. Accordingly, it is necessary to clarify the aspects of compatibility for readers, and especially for those who are second-language speakers.

Pashto is the ancient, national and official language of Afghanistan, which has speakers and lovers in neighboring countries and even continents. In addition to its specific geography (Afghanistan), they try to speak Pashto, as well as write and read it; so it was also necessary for second-language speakers to explore this section so that it would be easier for them to learn, write and read this language.

Syntactic relations are a subject related to a sentence, which must necessarily exist between its components (words, phrases, and clauses) in order for the sentence to be organized and meaningful. Syntactic relations are

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the process and order of order in a sentence that determines the position, structure, and function of each component. Sometimes, in our oral speech, the sequence of words is confused and the message cannot be transmitted correctly to the other party. The reason is the breakdown or incorrect use of these relations. The purpose of this article is to identify and use this relation for second-language speakers. The type of research is review and the methods are descriptive and analytical. As a result, it was revealed that in imperative sentences, there is a correspondence between the subject and the verb in the present and past tense, and in transitive sentences, there is a correspondence between the subject and the verb in the present tense.

Problem Statement

The syntactic relationship between subject and verb in Pashto is called the order and arrangement between the subject and verb that creates a complete meaning and concept in a sentence due to the harmony and balance of both. Subject, object and verb are important parts of a sentence. In addition to this, a sentence also has other components in its structure. The balance and harmony between these components is the process that establishes a syntactic relationship. If a part or a component is not used in a proper order and order, the sentence changes its grammatical form and its meaning is also damaged.

Based on this, this study is necessary to comprehensively examine the syntactic relationship between subject and verb in Pashto. Some clear and obvious key principles about this syntactic relationship are presented to the readers. So that it becomes easier for speakers of another language to learn this language and this problem can be solved in our written language as well.

The main problem of the study is that in Pashto, we have many sentences that sometimes do not have a subject, sometimes an object, and sometimes even a main verb. Another element between them completes the meaning, such as the subject's absence, the object performs the function or the auxiliary verb plays the role of the main verb instead of the main verb; but often there is inconsistency between these elements in terms of person, number, gender, tense, and verb forms, which creates problems for readers in conveying the meaning and also destroys the grammatical form of the sentence.

If this problem is not solved, that is, the syntactic relationship between the subject and the verb is not clear and its basic rules are not clear to others, the learning, development, and use of the Pashto language will be a great difficulty for speakers of other languages. They will rely on other languages instead of Pashto. With this, a language will lag behind economically, politically, and culturally.

The Value of Research

The value of this study is that it shows those whose native language is not Pashto and who want to learn this language the relationship between the subject and the verb in the structure of a sentence, and in which parts these relationships are interconnected. Where are the verb and the subject located in the sentence, and in which parts do they match? With this study, those people can learn and write Pashto sentences correctly. Similarly, it paints a picture of accurate sentences in our written language, where are the verb and the subject located? Why are some sentences ambiguous, the reader does not know where the verb or subject is located? This study can clarify and provide reasons for these conflicts in the syntactic relationship between the verb and the subject in relation to sentences.

Research Objectives

1. To identify the syntactic relationship between subject and verb in Pashto for second-language speakers.
2. To identify ways to coordinate subject and verb in Pashto for second-language speakers.

Research Questions

Can understanding the syntactic relationship between subjects and verbs in Pashto facilitate learning for second-language learners?

How can the methods of coordinating subject and verb in Pashto help in the correct use of Pashto sentences?

Research Methodology

The type of this study is review and its method is descriptive. In this article, various works of linguistics, especially syntactic works, have been used. Similarly, scientific articles have also been used in this regard. During the writing, first, the internal components of the sentence have been highlighted, and then the syntactic relationship between the subject and the verb has been clarified; because linguists believe that these components are proportional and consistent, from which relationships are created. On this basis, morphological works have also been used. The theories of linguistics professors have also been considered while preparing the writing, and this structure has been created on its basis.

Literature Review

In Pashto, the relationship between the subject and the verb has been discussed in several Pashto grammar books, particularly within discussions of nouns, predicates, and sentence structure. These discussions indicate that subject-verb coordination is considered one of the central grammatical characteristics of the Pashto language.

In Pashto sentences, there is often a close correspondence between the subject, object, and verb. In many imperative and transitive constructions, the verb agrees with the subject; however, in certain grammatical contexts, especially in transitive structures, the verb may agree with the object instead (Tagay, 1357, p. 17). This demonstrates the complexity of agreement patterns in Pashto and highlights the role of syntactic structure in determining verbal conformity.

Similarly, when first-, second-, and third-person subjects are used in sentences, the verb changes its form according to the grammatical person. The verb also changes in relation to singular and plural forms as well as masculine and feminine gender distinctions (Rashteen, 1372, p. 453). This variation illustrates that person, number, and gender are essential grammatical categories influencing verb morphology in Pashto.

According to Hashmi (2004), one of the most important characteristics of Pashto sentence structure is the consistency between the predicate and the subject. This agreement exists in three principal aspects: person, gender, and number. Such coordination contributes to grammatical clarity and semantic accuracy within Pashto sentences.

Sherzad (2016) further explains that Pashto verbs are conjugated either according to the subject or, in some cases, according to the object. This feature reflects the rich inflectional nature of Pashto verbs and demonstrates that verbal agreement in Pashto is not limited solely to the subject, but may also be influenced by object relations in particular syntactic environments.

Likewise, Zewar Rishtin (2018) argued that the relationship between the predicate and the subject in Pashto depends largely on the type and classification of the verb used in the sentence. This suggests that verbal agreement in Pashto cannot be studied independently from verb typology and sentence structure.

Khoishki (2019) classifies Pashto verbs into three major categories based on their grammatical and semantic functions: imperative, transitive, and imperative-transitive verbs. This classification is important because each verbal category demonstrates different patterns of agreement and coordination with the subject and object within Pashto syntax.

Most of the above texts are written in a professional manner, which is taught in universities, and are difficult for second-language speakers to understand. Accordingly, our article only shows the syntactic relationship between the subject and the verb in imperative and transitive sentences, in which parts there is a correspondence between the subject and the verb and in which parts the verb agrees with the subject. Some other parts of correspondence are also mentioned.

Syntactic Relation

In linguistics, syntactic relation refers to the relationships and proportional connections between the words and components of a sentence that make up a sentence. Such as the relationship between the subject, object, verb, and other grammatical relations in a sentence, how words and other components are combined and present a complete meaning in the sentence. In other words, the meaning of coherence or compatibility in a sentence is that there is grammatical coherence and compatibility between the components or groups of the sentence (noun and verb). This coherence or compatibility is considered in terms of number, gender, and person between the subject and verb of the sentence (Shirzad, 2016, p. 71).

For example: Ahmad writes an article. In this sentence, Ahmad is the subject and the article is the object and writes is the verb. The relationship between them here or the relationship is syntactic. In this sentence, the verb has a special role, which is connected to the subject (Ahmad) and the object (article), so that the sentence is complete.

Sentences

A sentence is a group of words that has a complete meaning and conveys a complete message to the readers. A sentence is an Arabic word, which is called a group in Bashkir and in English (Sentences). A sentence is a collection of words and phrases that convey a complete meaning. There must be a syntactic relationship between the components of a sentence (Jabbarkhel, 1399, p. 7).

Some grammarians have written five characteristics for Pashto sentences: "1- All the words of a sentence must have meaning. 2- The words of a sentence must be arranged in such a way that the sentence has meaning. 3- The words of a sentence must be arranged in such a way that the sentence has meaning. 4- The sentence must always be complete. 5- There must always be grammatical consistency (compatibility) between the elements of a sentence." (Wasil, 1391, p. 6).

It is clear from the above lines that the verb is considered the most important part of a sentence. If we remove the verb from a sentence, the sentence loses its meaning. For example: Kabul is a beautiful city. The internal components of this sentence convey a complete message due to their syntactic relationship. The part after the sentence (is) is a verb. If it is removed, only the phrase (the beautiful city of Kabul) remains.

It is clear that the verb is the main part of the sentence and often the subject also has a special role and the presence of both in the sentence is consistent or consistent. First, we will discuss the subject and the verb, then their syntactic relationship or consistency in the sentences.

Subject

In the sentence structure of many languages, the subject comes first and then the verb. Pashto sentences also have this structure; but sometimes for a special purpose, the verb comes before and the subject comes after. The subject is called (کړنده) in Pashto, in Dari and Arabic, and in English, the subject is called (Subject) (Sediqmal, 1401, p. 17).

According to linguists, the subject, verb, and object are considered the basic and important elements of a sentence in every language. Each of them is necessary and necessary for each other, and by studying one, the others are studied independently (Sherzad, 1397, p. 129). Of the three important elements, the verb is the most

important. The purpose is their position in the sentence, which is uncertain. In some sentences, the object and the verb come together. The object is that on which the effect of an action falls and is also called the deputy of the subject (Rishtin, 1372, p. 455).

Verb

A verb is a word that indicates the occurrence of an action or an event at a certain time. A verb is related to a specific time or tense, and it is difficult to understand it without a temporal relationship. On this basis, the verb is also called an action word (dictionary) and a simultaneous word (dictionary) (Ziyar, 2005, p. 142). According to linguists, in a normal sentence, in addition to the verb, subject, and object, there are many other words that indicate the time, state, cause, ..., and purpose of the verb. These words or phrases are called the adjuncts and functions of the verb (Rishtin, 2009, 455). We have already mentioned that the verb forms the main part of the sentence. According to scholars, verbs play a role in the text like gold. According to linguists, the verb has a broad meaning and shows various purposes.

Types of Verbs According to Meaning

In Pashto, verbs are divided into imperative and transitive verbs according to their meaning:

Imperative Verb

An imperative verb is one that has only a subject. An imperative verb does not have an object, and the verb agrees with the subject in the past and present tenses (Hashmi, 2004, p. 56). Examples:

Subject + Verb = Sentence

Number	Singular	Plural
1	زه ځم	موږ ځو
2	ته ځي	تاسي ځئ
3	دی - دا ځي	دوی ځي
Number	Singular	Plural
1	I go	we go
2	You go	you go
3	he - she goes	they go

In the above table, this part (I, you, it, we, you, they) is the subject. And the last part (go) is the verb. We see in the sentences of the table. There is no object and there is no need for it. On this basis, it is called an imperative verb.

Transitive Verb

A transitive verb is a verb that has an object in addition to a subject (Hashemi, 2004, p. 56). A transitive verb requires an object to complete its meaning. Examples:

Subject + Object + Verb = Sentence

Number	Singular	Plural
1	زه لیک لولم.	موږ لیک لولو.
2	ته لیک لولي.	تاسي لیک لولئ.
3	دی -- دا لیک لولي.	دوی لیک لولي.
Number	Singular	Plural
1	I read the letter.	We read the letter.
2	You read the letter.	You read the letter.

3	He -- This letter is reading.	They read the letter.

In the above table, the subject is (I, You, He, This, We, You, They). The part after the subject is called the object (letter) and the third part of the sentence (read) is verb.

Some grammarians have also divided Pashto verbs into three parts (imperative verb, transitive verb, and imperative verb) according to their meaning (Khoishki, 2019, p. 148).

Imperative verbs are verbs that do not agree with any element of the sentence in the past tense. These verbs are similar in meaning to imperative verbs, such as; I laughed, you cried. The students succeeded. The people rose up.

The Syntactic Relationship of Subject and Verb in Imperative Sentences

According to linguists, the relationship and coordination of the subject and the subject (predicate and object) of a sentence in Pashto depends on the type and group of the verb (Zewar Rishtin, 2018, p. 164). It was mentioned earlier that all Pashto verbs are divided into two parts (intransitive and transitive) according to their syntactic status.

In the present tense, imperative verb sentences:

Number	Singular	Plural
1	زه کابل ته ځم.	موږ کابل ته ځو.
2	ته کابل ته ځي	تاسي کابل ته راځئ.
3	دی - دا کابل ته ځي.	دوی کابل ته ځي
Number	Singular	Plural
	I am going to Kabul.	We are going to Kabul.
	You are going to Kabul.	You are coming to Kabul.
	he/she is going to Kabul.	They are going to Kabul

In the above sentences, this part (I, you, it, this and they) is the subject. The last part is the verb, whose syntactic relationship is as follows:

For the subject or speaker (I), the part of the verb (um) has the syntactic coordination (zə = əm). For the plural, the verb is conjugated in (- و) u.

The participle (-ي) e) has a grammatical form for the subject or (you, ته) For the plural, the verb is conjugated as (ئ - yə).

In the above sentences, the syntactic relationship between the subject and the verb is based on person and number; but in the case of the third person, this relationship does not appear according to gender and number because the verb is conjugated in the same way for all of them in (ي - I).

For the subject or third person (he, دی) the participle of the verb is conjugated as (ي - I).

For the subject or third person (she, دا) the participle of the verb is conjugated as (ي - I).

the third person plural is conjugated as (ي - I).

There are (5) verb conjugations in the present tense, based on the subject and verb in the imperative sentences.

The syntactic relationship between the subject and the verb in the past tense. Examples:

Number	Singular	Plural
1	زه پرون له انارستان څخه ننګرهار ته راغلم.	موږ پرون له انارستان څخه ننګرهار ته راغلو.
2	ته پرون له انارستان څخه ننګرهار ته راغلې.	تاسي پرون له انارستان څخه ننګرهار ته راغلئ.

3	دی پرون له انارستان څخه ننګرهار ته راغی.	دوی له انارستان څخه ننګرهار ته راغلل.
4	دا پرون له انارستان څخه ننګرهار ته راغله.	دوی پرون له انارستانه څخه ننګرهار ته راغلي.
Number	Singular	Plural
1	I came to Nangarhar from Anaristan yesterday.	We came to Nangarhar from Anaristan yesterday.
2	You came to Nangarhar from Anaristan yesterday.	You came to Nangarhar from Anaristan yesterday.
3	He came to Nangarhar from Anaristan yesterday.	They came to Nangarhar from Anaristan yesterday.
4	She came to Nangarhar from Anaristan yesterday.	They came to Nangarhar from Anaristan yesterday.

In the above sentences, this part (I, we, you, you, it, they, it, they) is the subject and the last part is the verb, whose syntactic relationship is as follows:

For (I) the subject or speaker, the part of the verb (um-mə) has a syntactic order. For the plural, its verb part is conjugated with (U, و).

For the subject (you) the part (e-ې) has a syntactic order. For the plural, its verb part is conjugated with (yə - ئ).

For the third person singular (دی) the participle of the verb is conjugated with (-ی) ay. For the plural, the participle is conjugated with (ل - l ə).

For the third person singular (دا) the participle of the verb is conjugated with (ه - la). For the plural, the participle is conjugated with (ې - le).

In the past tense, there are (8) participles of the verb in the imperative verbs, depending on the subject and verb.

Syntactic Relationship Between Subject and Verb in Transitive Sentences

Transitive sentences are those in which the verb has an object in addition to the subject. These sentences differ in their syntactic relationship in the present and past tenses. The present tense, like imperative verbs, has a predicate and a verb-verb relationship.

Transitive sentences in the present tense:

Number	Singular	Plural
1	زه خط ليکم.	موږ خط ليکو.
2	ته خط ليکي.	تاسي خط ليکئ.
3	دی - دا خط ليکي.	دوی خط ليکي.
Number	Singular	Plural
1	I write.	We write.
2	You write.	You write.
3	He,she writes.	They write.

In the above sentences, this part (I, we, you, he, she, they) is the subject and the last parts are verbs, whose syntactic relationship is as follows:

For the subject or speaker (I), the part of the verb (ام-əm) has a syntactic correlation. For the plural, the verb ending (u و-) has been modified.

For the subject (you), the part of the verb (e - ی) has a syntactic correlation. For the plural, the verb ending (yə - ئ) has been modified.

For the subject or third person (the) the part of the verb (I ى) has been modified. For the plural, the verb ending (I ى) has been modified.

For the subject or third person feminine of (da, she), the verb (ي- i) part is conjugated. For the plural, the verb stem (ي- i) is conjugated.

Similarly:

These students are writing letters, Ahmad and Shakeel are writing letters

These students are writing letters, Nilab and Nida are writing letters

In these sentences, we can also see that in the case of the third person, the gender issue is not taken into account and all the verbs have the declension part (ي -- i).

The syntactic relationship between the subject and the subject in transitive sentences in the past tense. Examples:

Number	Singular	Plural
1	احمد زه وخندولم.	احمد مورږ وخندولو.
2	احمد ته وخندولي.	احمد تاسي وخندولئ.
3	احمد دی وخندوه.	احمد دوی وخندول.
4	احمد دا وخندوله.	احمد دوی وخندولي.
Number	Singular	Plural
1	Ahmed, I laughed.	Ahmed, we laughed.
2	Ahmed, you laughed.	Ahmed, you laughed.
3	Ahmed, he laughed.	Ahmed, they laughed.
4	Ahmed, she laughed.	Ahmed, they laughed.

In the above examples, Ahmed is the subject and (I, we, you, she, he, they) are the objects. The last part is the active part of the sentence, each part has its own attribute (inflectional part).

In the first sentence, a syntactic relationship is established between the verb and the object; because the object is the first person, the inflectional part (ام- əm) is inflected for the object.

In the second sentence, the object (second person) is singular; so the inflectional part (ي- e) agrees with the object and has no correspondence with the subject.

In the third sentence, the object (the, third person) is singular, so the inflectional part (zuraki - ə) has the inflectional part (ال- əl) for the object in the plural. In this way, we see that a syntactic relationship is established between the object and the verb in the past continuous tense.

Transitive Sentences Without a Subject

In transitive passive verbs, the syntactic relationship between the subject and the verb is consistent in the present and past tenses. In such verbs (transitive passive) or sentences, there is no subject and the object acts as a substitute; therefore, the object is also called the agent of the subject (Zewar Rishtin, 2018, p. 166).

Examples of present: You are being harassed. You are(plural) being harassed, we are being harassed. In these sentences, the subject is the substitute object (you, you, we). The verb agrees with it.

Examples of the past tense: The university was saved, the branch was cut, the letters were written, the garden was watered. In these sentences, the masculine and feminine singular verb parts also agree with them in gender and number.

Other Ways of Coordinating Subject and Verb

1. If two subjects are brought for a verb, one male and the other female; then the verb takes the masculine plural form. For example: Ahmad and Nida came from Anaristan.
2. If the subject is plural and comes in the form of an inflection; then the verb agrees with the noun closest to it. For example: Boys and girls came from the village. Girls and boys came from the village. You ate two apples and two pomegranates. You ate two pomegranates and two apples.
3. If the first, second, and third person in a sentence comes as the subject; then the verb takes the plural form of the speaker or the addressee. For example: I, you, and he will go to Kabul tomorrow. You and he will both go. That is, the addressee is considered the subject of the speaker and the absent addressee (Rishtin, 1372, p. 453).
4. Collective noun: In nouns that are collective, there is a definite agreement between the subject and the verb. For example, the army came.

Conclusion

Like other languages of the world, Pashto has its own grammatical or syntactic structure and order. An explanation or exploration of this structure and texture in a guided manner can make it easier for speakers and writers of other languages to learn, write, and read Pashto. Subject, object, and verb are essential elements in the structure of the Pashto language, and identifying and adjusting their relationships and positions in a sentence is part of the process of presenting the correct sentence form and message to others.

The connection of syntactic relations between subject and verb is the process of presenting the correct meaning to readers in terms of gender, number, person, tense, and other aspects. If the syntactic relationship between the subject and verb of a Pashto sentence is weak or not connected: then learning, writing, and reading Pashto becomes difficult for others as well. Accordingly, the place of each important element (subject and verb) in the structure of a sentence should be identified, and attention should be paid to it in terms of gender, number, person, and tense; Then, second-language learners can speak and create accurate and precise text by using these parts of Pashto sentences correctly. This article has shown that in imperative sentences, there is a correspondence between the subject and verb in the present and past tenses, and in transitive sentences, there is a correspondence between the subject and verb in the present tense; but in the past tense, there is a relationship between the verb and the object. Overall, writing rules and guidelines regarding some parts of the Pashto grammar can significantly increase the development of the Pashto language and the number of speakers and users.

Suggestions for Future Studies

1. Future studies should investigate subject-verb coordination across different Pashto dialects in order to identify grammatical similarities and differences among regional varieties of the language.
2. Further research is needed on the challenges faced by second-language learners in understanding Pashto subject-verb agreement, so that more effective teaching methods and grammar materials can be developed.
3. Future researchers are encouraged to conduct corpus-based and computational studies on Pashto grammar to provide more accurate and systematic analyses of subject-verb agreement patterns in both spoken and written Pashto.

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