

Journal of Peace, Development and Communication



Volume 08, Issue 03, July-September 2024
 pISSN: 2663-7898, eISSN: 2663-7901
 Article DOI: <https://doi.org/10.36968/JPDC-V08-I03-29>
 Homepage: <https://pdfpk.net/pdf/>
 Email: se.jpdc@pdfpk.net

Article:	Analyzing Theme and Rheme in the Urdu Translation of the Documentary <i>Living Without Water</i>
Author(s):	Walees Fatima Visiting Lecturer at University of Gujrat and PhD Scholar, Department of English, University of Gujrat, Pakistan
Published:	29 th September 2024
Publisher Information:	Journal of Peace, Development and Communication (JPDC)
To Cite this Article:	Fatima, W. (2024). Analyzing Theme and Rheme in the Urdu Translation of the Documentary Living Without Water. <i>Journal of Peace, Development and Communication</i> , 08(03), 468-491. https://doi.org/10.36968/JPDC-V08-I03-29
Author(s) Note:	Walees Fatima is serving as a Visiting Lecturer at University of Gujrat and also PhD Scholar at Department of English, University of Gujrat, Pakistan Email: walees.fatima456@gmail.com

ABSTRACT

This research examines thematic expressions using theme-rheme analysis of the English documentary 'Living Without Water' as a descriptive examination of textual metafunction. The translation is conducted by a researcher with a communication approach, focusing on the subject matter and the conveyance of information, namely the theme and rheme. The emphasis is on meaning in the translation of text from English to Urdu, as Halliday and Hasan examine the principles of text connection via the concept of textual metafunction (Al-Azzawi, 2004). Thematic expressions are examined as Theme and Rheme, using various samples from the data, which indicate distinct alterations and transitions in theme and rheme. The deficiency of understanding obscures the message of translated documentaries from English to Urdu. The concept of Theme Rheme is examined in the target book, and the translator encountered some literary challenges.

Keywords: Screen translation, thematic expressions, textual metafunctions

Introduction

Screen translation is very significant in the field of translation. There are different issues faced by the society, the basic issue is the lack of water so the social issue of water is selected. The documentary is translated from one language to another by using the Hallidayan model to analyze theme rheme on different examples. Language has significance in different fields as in translation and translation always conveys textual and cultural meanings into another language. Halliday derives three main functions of language experiential, interpersonal, and textual and in this research, the textual aspect is used to analyze the data. Theme rheme are the elements that create a text and also transfer from one language to another. It is observed with topical theme, textual theme, interpersonal theme, and multiple themes and SFL clears all these topics that convey meanings. SL and TL can be analyzed by SFL from different perspectives and in also in different aspects. Halliday (1995) says that translation focuses on content as well as on form (Alshehri) and this is created with the help of theme rhyme. To create textuality, reading, and writing are important factors (Al-Azzawi, 2004) and Textual connectivity is important in the creation of text in the source language as well as in the target language. Three basic points by Baker create a text first thematic pattern second textual characteristics and third the creation of meanings and coherence.

The meanings and words are created by the strategy of textual elements as Baker (1992) defines it as ‘it is an information flow’ (baker, 1992) that’s why Meaning and form are created in two different ways thematic structure and information structure. The starting position of a clause is a theme by Halliday and he suggests that ‘the Theme extends from the beginning of the clause up to (and including) the first element that has a function in the form of transitivity’ (Huffel). Alshehri suggests that there are different variations at the different levels to the position of the theme and shifts always occur at different levels while translating a documentary. When shifts occurred then the position of theme rheme also changed because of the intention of target rules. Theme and rheme are considered as best tools for the sake of translation (Alshehri, 2017).

The biggest issue in the universe is the issue of water and different societies are facing the problems of water. The documentary about the water issues ‘Living Without Water’ is selected and translated by the researcher. The minorities in the universe are facing the problems of water like Peru. This study is descriptive as well as qualitative study by using the model of Halliday. The different random samples are taken and analyzed by the framework and ten examples are taken and analyzed by the set framework of Theme and Rheme. Random examples are discussed and analyzed and the final result of these examples shows that there are differences in both texts.

Research Questions

1. How Theme rhyme function of language in the Source text is observed in Urdu translation of living without water?
2. What type of problems are faced by translators while translating living without water?

There are different researches on the theme rheme but concerning the theme rheme, there is not any research on the Hallidayan model. In the screen translation, there is no theme rhyme analysis in the documentary. This study is delimited to the theme rheme analysis on the text of two languages; English and Urdu. Different studies can be held as in Punjabi and Urdu.

Different aspects can be discovered in Film translation, and comparative study as the comparison of two texts such as literary and technical text.

Literature review

This section is about the literature review of different scholars relating to the topic of research. There are two different parts of this section. One is related to the metafunctions of language and the second is about Theme Rheme. In which the different literatures discuss the different scholars about the title.

Translation is a process of transformation of one language to another language (Bai, 2018) that is also a transformation of one culture to another. The communicative strategy is used to make text communicative by the translator to convey the best meanings of one proper set to another. A translator needs high skills to identify and understand the meanings of one text or any kind of text that provides good translation. Fadly (2013) suggests that there are different ways to translate a text such as theoretical background (Fadly, 2013). Translation is defined as a phenomenon and concept by Halliday. "Thematic Patterning in English and Arabic and Its Implications on The Translation" written by Alshehri (2017) states that the translation can be used for translating as well as for interpreting ideas. It is used as a process as well as for a product (Alshehri, 2017). Munday (2016) suggests a translation in three different ways (Munday, 2016); "(1) The general subject field or phenomenon (2) the product that is, the text that has been translated (3) the process of producing the translation, otherwise known as translating" (p. 8). Different procedures are used such as social norms etc to analyze a text very critically (Regmi, 2010). Meanings are taken from the linguistic patterns that are a description and explanation of human language. The machine is used to translate the audio-visual text. Different studies have been done on machine translation in the sense of artificial intelligence. Machine translation reduces cultural and contextual issues (Huang & Agbanyo, 2022; Asian Scholars Network, 2024). The styles of translators are also expanded by the corpus methodologies with a focus on lexical choices. The stylistic variations in the source text and target text are provided by Li (2024). The grammar is closely related to the translation that is dependent on linguistics. The characteristics of the source text are shifted to target just because of the linguistics. Linguistic background always fills the gap between translation studies with linguistics. It also has a close relationship with society; it can proceed to the approaches of culture to connect society with translation.

Linguistics shows the effects and aspects of society that are linked with linguistic choices. SFL helps the translator to shift from one text to another. Chen et al. (2022) have worked on SFL to show that the approaches of SFL can enhance the accuracy of Translation studies. The multimodal texts such as films etc. are analyzed by using SFL (Ma & Wang, 2023). Chen and Yu have worked on the texts to analyze the genre-specific translations. Translation has different aspects as equivalence (Catford, 1965), the act of communication (Mason, 2005), rendering the meaning (Newmark, 1988) and translation as an instrument. Screen literature has as much significance in the field of translation as audiovisual translation. Matkivska (2014) proposed that the importance is just for animated movies and the translation of documentary (Matkivska, 2014). Audiovisual translation needs the understanding of the linguistic expressions as well as extra-linguistics to understand and convey the meanings. Here digital technology helps to understand the content and makes it easy to transfer them into another language. Chaume (2018) created a study and proposed that four turns are important in the

field of translation descriptive, cultural, sociological, and cognitive (Frederic, 2018). Nichols (2016) designed a study and said that distance learning is preferred by students. They watch TV and waste time because the content is not provided. At the very least people develop their linguistic patterns. The documentary is taken as a truth-telling. It is very significant in the field of translation. Smith (2016) says that different ways make it motivated and that Documentaries are designed to convey informative content and motivate the researcher to research documentaries.

Matamala (2009) says that there are some features to changing one language to another as users and using both are important elements. Field, tenor, and mode are highly important in the documentary translation. These are applied by him in research. Textual functions are by Mode such as Theme and Rheme (Matamala, 2009). These are translated by following different strategies like domestication and foreignisation that are discussed by Venuti (1995). The research of documentaries always demands the description of everything because each and everything is going to be described. So this is a descriptive study. There are different issues in this society but the worst issue is the lack of water. The documentary about the water crisis. The theme rheme of textual metafunction is analyzed. The water crisis issues are observed in the arid regions and also create domestic issues. People will face scarcity of water in 2025 because there is not enough water to live in some areas. They have to use less water for agriculture and industrial problems (Seckler, Barker, & Amarasingh, 1999). The economic water scarcity is faced by 348 million people and water will be sufficient for that type of region and people. Ansari et al. (2015) suggest that Pakistan has some resources of water such as rain and Glaciers (Khoso, Wagan, Tunio, & Ansari, 2015). In developing countries, most of the countries will face water shortage in the population of the world. The documentary is presenting the problems faced by the people (Seckler, Barker, & Amarasingh, 1999).

Wagan and Khoso (2014) wrote an article in which they state the deficiency of water is linked to the shift of people from one position to another. Population and industrial problems are increasing (Wagan & Khoso, 2014). This documentary is related to the shortage of water in the city of Peru and different areas are discovered where water is very short (Eagin & Graham, 2014). Eagin and Graham (2014) proposed work and said that there is development and improvement, as well as changes, occurred in the water crisis of Peru (Eagin & Graham, 2014). Water is affecting the people very badly in different areas where people are very poor. They do not have money to buy water.

Textual Metafunctions

Halliday proposes SFL and suggests that conveys semiotic meanings, not a textual element but takes the meanings from context through different choices such as linguistic properties (Alshehri, 2017). The context has different situations and realizations as Field, Tenor, and Mode. Subject, relationship, and medium are cleared by SFL and convey the concept and meaning. The metafunction that tells us about the topic is called Experiential metafunction (Bloor & Bloor, 2004) but the metafunction that conveys the relationship between the listener and speaker is called interpersonal metafunction analyzed by mode and modality (Alshehri, 2017). The textual element creates coherence, cohesion, and thematic patterns through the analysis under the concept of Halliday about SFL. Some researcher takes and analyzes it in the Systemic Functional linguistic as well as in the Discourse Analysis in the perspective of Prague School of thought. There are different aspects in which textual elements

are analyzed as in the semiotics and lexico-grammatical. It has much significance in the field of translation Halliday (1992) suggests (Alshehri, 2017) that ‘the translation (translating/interpreting) is a meaning-making activity, and we would not consider any activity to be the translation if it did not result in the creation of meaning’ (p. 22) and also states that meaning-oriented translation conveys the meanings from one text to another text. The unit of meaning depends upon the unit of translation of any one text and the unit always needs to know what is content and what is form. Linguistic choices are dependent upon textual points and social meanings of both texts. Reading and writing are important to create textuality in translation studies (Al-Azzawi, 2004). Baker proposes that the connectivity of the text identifies three features as first the thematic pattern in a text. Second, the textual characteristics of a text, and third, cohesion and coherence are created.

Theme and Rheme

Linguistics gives much importance to the word's order and their arrangement. The problems will be solved by textual strategies. Baker (1992) identifies it as ‘it is an information flow’ (baker, 1992). There are two ways to convey meaning thematic structure and information structure. The concept of Hallidayan SFL and Prague schools introduce the theme. A clause is always divided into two parts as theme that refers to thematic patterns and a rheme that refers to the thematic structure. They are defined by different researchers in different ways. Hallidayan concept of theme and rhyme is applied in this research. Sometimes, the first position of the clause is called theme and the remaining is called rheme. He (2007) defines it as ‘word order is a representation of the train of thought, and therefore the first position in the clause is special’ (Huffel, 2007). The point of departure is the starting point of the clause to whom a speaker speaks. Theme and rhyme both come together in a clause.

Mona Baker suggests in his book ‘in other words’ as it is dependent upon the hearer and there are two parts of a sentence given and new. (baker, 1992). Prague school of thought defines a theme as structured according to the interpretation. So, it is different from the idea of Halliday. He said that theme is not related to given information but is about the speaker same is the case with rheme which is not about new information but about the listener. Some researcher relates it to the topic of the sentence but ‘topic is not theme and theme is also not a topic’. Meanings are dependent upon three basic things theme which is the flow of information, mood which is a function of speech and choice tells about the theme (ibid). The theme has different types as the topical theme that will be marked topical theme and unmarked topical theme. When the subject and topic of the clause are the same then that theme will be called an unmarked topical theme such as interrogative and adjunct etc but when the topic and subject are not the same then that theme will be called a marked topical theme. There is an interaction of writers and readers in interpersonal themes. It includes vocatives, modals, and finite verbal operators. When they come at first position then they become theme, they have thematic expressions. The organized form comes in a textual theme. They include continuatives which are the discourse markers, conjunctions, and conjunctive adjuncts. They come on the first position then they become textual themes. When topical, interpersonal, and textual come together then that becomes multiple themes. Interpersonal themes are marked themes. A predicated theme is also there which is known as cleft sentences.

There are also some disagreements about the concept of theme by Halliday and Steiner who composed a comparative study about theme and rheme. The theme has some points as,

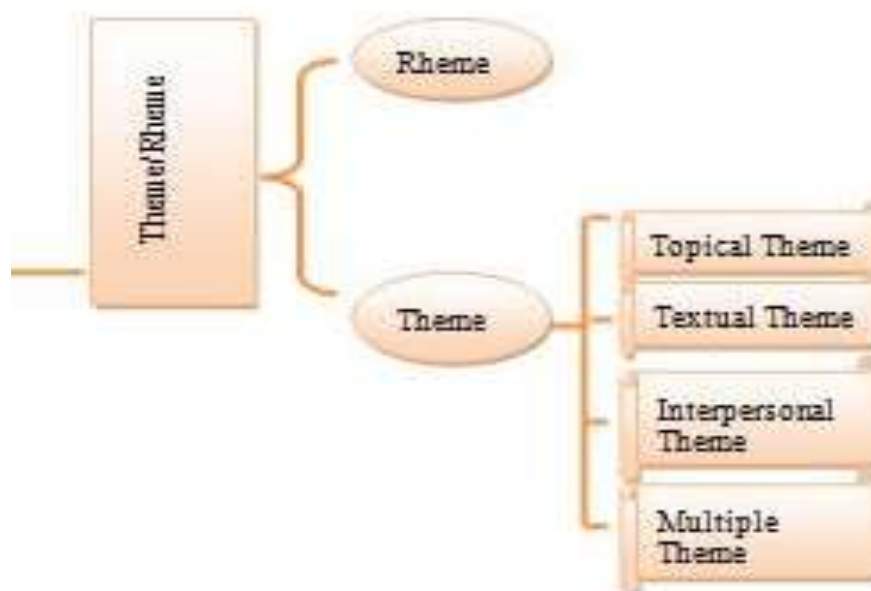
sometimes, either a starting point or departure time. The theme of the former clauses, in complex sentences, is linked with the previous one. The theme because of the type of sentence as simple or complex has an impact on the whole text (Huffel, 2007). The focus of the research is on English and Urdu that's why the Hallidayan concept is used because his concept is for all languages (Huffel, 2007). Meanings are conveyed through the patterns of theme rhyme. Jing (2015) proposed that Theme and rhyme are stores of knowledge through the impression that grammar is easily improved (Jing, 2015). Alshehri impressed that there are some variations are created at the different levels of the study. So, the shift has occurred at different levels for the sake of meaning. So, the position of the theme and rhyme are changed because of differences at different levels (Alshehri, 2017). Different factors are important to understand the meanings of screen literature like linguistic and non-linguistic. Ulfah (2010) states that the analysis of English movies creates some changes in factors that change the meaning. This research is related to the textual analysis by using theme/rheme in which the data of the English Urdu documentary 'Living without Water.' Different researchers work on the textual function of language in different languages as English, French, Japanese, and Chinese but the focus of this research is on two basic languages English and Urdu.

Research Methodology

The researcher translates the English Documentary 'Living Without Water' from English to Urdu by using, a computer-assisted tool, SDL Trados. The data is taken from English and the researcher is a translator who translates it into Urdu. The source data is a Documentary that is running 49:18 in length and is produced and directed by Sam Kingsley and Henry Richards in 2015. This documentary is about the lack of water and it is affecting the people and animals of Peru. The government also opposed the process of issues of water in different cities of Peru. It is protesting by citizens and organizations and their every aspect struggle for their rights. The research is done step by step. First of all, the data is selected, translated by using SDL Trados, and then checked by an expert. Secondly, the data is analyzed by set framework in this research. The data is analyzed under the textual metafunction of language. Every clause is divided into two basic parts Theme and Rheme. There are four basic themes discussed topical theme, interpersonal theme, textual theme, and multiple themes. For the theme rhyme analysis, a clause is selected as a unit of analysis.

Halliday proposed some major functions of language but here a part of textual metafunction is discussed. Halliday divides the notion of theme rhyme into four parts topical theme, textual theme, interpersonal theme, and multiple themes (Kang, 2016).

Figure-3.1: The Sub-system of Context of Situation, Discourse and Lexicogrammar



It is a thematic analysis whose focus is on the meanings of texts. The theme is considered as a topic of the clause and it is an orientation of a clause and it connects a clause with its whole co-texts. The theme is being talked about and the rhyme gives information about the topic that is a theme. It is linked with the phenomena of the clause. These are used to analyze the Urdu translation of English Documentary. This is analyzed under the thematic description of Halliday's concept of theme rheme. English is a language of fixed order but Urdu is a free-ordered language so the patterns of the rhyme differ from each other because of their position. If, in a sentence, the topic and subject are different then that is called a marked theme and when they are the same that is called an unmarked theme. Theme is divided into three categories Experiential, Interpersonal, and Textual Theme.

Halliday suggests that it involves transitivity. Mostly, the topical theme comes at first position is called theme, and the rest part is called rheme. It is divided into a marked theme and an unmarked topical theme. When the subject and topic are the same then that is called an unmarked theme but when they are different then that is called a marked theme. There is an interaction of writers and readers in interpersonal themes. It includes vocatives, modals, and finite verbal operators. When they become at first position then they become theme, they have thematic expressions. The well-ordered form comes with a textual theme. They include continuatives which are the discourse markers, conjunctions, and conjunctive adjuncts. They come on the first position then they become textual themes. When topical, interpersonal, and textual come together then that becomes multiple themes. Translation problems are also observed in the process of translation by the researcher as a translator.

Data analysis

Theme/Rheme

The data is taken from the English Documentary 'Living Without Water'. Ten examples are taken and analyzed under the set framework of Halliday of Theme and Rheme.

Extract no. 1

ST

They would be healthier and in better shape.

TT

وہ صحت مند تو انارہیں گے۔

Table-4.31: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
They				would be healthier and in better shape

Table-4.32: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
وہ				صحت مند تو انارہیں گے۔

This is highlighted in the Documentary 'Living without Water' that is translated into Urdu by a translator who is a researcher as well. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. These are translated into Target text that is Urdu according to the characteristics of the language. this example shows that the declarative

sentence is used with the Theme and rheme. Here the subject is ‘They’ in the sentence. This character is being talked about basically, it is a topic. The source language has the same topic as well as subject. So, it is an unmarked topical theme. To create accuracy in the sentence the same topic and subject is used. The rest part of the sentence as ‘would be healthier and in better shape’ is called Rheme. The active sentence is used because the focus is on the subject.

The features of the target text are used to convey the best meanings and expressions of the source language to the target language. The ‘وہ’ is used as a theme that is being talked about as well as a subject. It has the same subject and theme so it is an unmarked topical theme. ‘صحت مندو توانا رہیں گے’ is a rheme because it gives information. It is a declarative sentence that gives a topical theme. Different problems are faced when it is translated as structural problems.

Extract no. 12

ST

So far availed organizations installed 80 nets here.

TT

اب تک موجودہ تنظیموں نے یہاں 80 نیٹ لگائے ہیں۔

Table-4.33: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
Availed Organizations		So far		installed 80 nets here

Table-4.34: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	

موجودہ تنظیموں		اب تک		نے یہاں 80 نیٹ لگائے ہیں
----------------	--	-------	--	--------------------------

This is also taken by the same Documentary 'Living Without Water' that is also translated into Urdu. In this 'Availed Organization' is used as the subject in this declarative sentence. It is being talked about. It is also a topic of the sentence so it is called a topical unmarked theme as shown in the above table. It creates accuracy in the sentence. The focus is on the subject so it is an active sentence. To convey the exact meanings and expressions of source language into the target language the same thematic rules of target texts are used. The TT has 'موجودہ تنظیموں' as a theme and subject so it is also an unmarked topical theme as shown in the above table. The rest of the part of the sentence 'نے یہاں 80 نیٹ لگائے ہیں' is used as rheme because it gives information. It is a simple sentence. The phrase 'so far' connects this sentence with the previous one and also creates discourse. It is used to arrange the meanings and expressions of the source text to the target text. It is a phrase that is being talked about. 'اب تک' is used in the target language. it connects it with the previous one. It is translated in a way that does not change the meanings of ST into TT.

In the sentence the topical theme as well as a textual theme so, multiple themes are used here to convey the best meanings as well as the expressions in the target text as shown in the table. The structural problems are faced by translator. In this example, an unmarked topical theme is used.

Extract No. 13

ST

I personally think that it is because of unregulated exploitation.

TT

میں ذاتی طور پر سمجھتا ہوں کہ اس کی وجہ اس کا غیر منظم استحصال ہے۔

Table-4.35: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	

It	I personally think	That	It, I personally think, that	is because of unregulated exploitation.
----	--------------------	------	------------------------------	-----------------------------------------

Table-4.36: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
اسکی وجہ	میں ذاتی طور پر سمجھتا ہوں	کہ	میں ذاتی طور پر سمجھتا ہوں، کہ، اسکی وجہ	اس کا غیر منظم استحصال ہے۔

This is highlighted in the Documentary ‘Living without Water’ that is translated into Urdu by a translator who is a researcher as well. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. These are translated into Target text that is Urdu according to the characteristics of the language. There are different clauses are used in the source language. ‘It’ is used as a topic as well as the subject of the sentence. So it is an unmarked topical theme. The rheme that gives information is ‘is because of unregulated exploitation’. This is an active and declarative sentence.

In the target text 'اس کی وجہ' is a theme as well as the subject of the sentence so it is also an unmarked topical theme. The part that gives information is 'اس کا غیر منظم استحصال ہے' that is a rheme. The syntactic problems are highlighted. ‘I think’ is a grammatical category that is a start of the sentence. It is creating relationship between reader and writer and also between narrators with audience. The meanings are arranged in well ordered form. The interaction is created in the target language as ‘میں ذاتی طور پر سمجھتا ہوں’ according to the rules of target language. it is known as the interpersonal mood adjunct theme. The connector ‘that’ is used in between topical and interpersonal theme and it is translated as 'کہ'. The multiple theme is also used as 'میں ذاتی طور پر سمجھتا ہوں، کہ، اس کی وجہ'. The thematic and structural problems are faced.

Extract No. 14

ST

Every house has its own a tank

TT

ہر گھر میں ایک ٹینک ہوتا ہے۔

Table-4.37: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
Every House				has it's own a tank

Table-4.38: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
ہر گھر				مینا ایک ٹینک ہوتا ہے

This is highlighted in the Documentary 'Living without Water' that is translated into Urdu by a translator who is a researcher as well. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. The topic and theme of the sentence 'ہر گھر' is used. So, it is the unmarked topical theme. The rheme 'میں ایک ٹینک ہوتا ہے' is used. It is a declarative sentence. The translator tries his best to convey the meanings according to the target language. he faces some syntactic as well as semantic issues. He solved them by using some strategies.

Extract No. 15**ST**

I think the best would be an access road.

TT

میں سمجھتا ہوں کہ بہترین کام سڑک کی رسائی ہوگا۔

Table-4.39: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
The best	I think		I think, The best	would be an access road.

Table-4.40: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
بہترین کام	میں سمجھتا ہوں	کہ	میں بہترین کام سمجھتا ہوں	سڑک کی رسائی ہوگا۔

The example is taken from the Documentary 'Living without Water' that was translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. The topic and subject 'بہترین کام' is used. 'سڑک کی رسائی ہوگا' is used as rheme because it is giving us information. These are used as an active sentence as well as a declarative sentence. The start of the clause is with grammatical category as 'I think'. It creates a relationship between the narrator and the audience. It is used as a mood adjunct. It is translated as 'میں سمجھتا ہوں' it is used as an interpersonal mood adjunct theme without any change. This sentence is not any theme between topical and interpersonal but a textual theme is used. The grammatical category 'کہ' is used to link the sentence.

The multiple themes are used as 'میں سمجھتا ہوں، کہ، بہترین کام' in the target text as well as in the source language. Here the three Themes are used together. So, it is a multiple theme. The translator tries to maintain sustainability in both ST as well as in TT.

Extract No. 16

We have to wait for a water truck to come.

TT

ہمیں پانی کے ٹرک کا انتظار کرنا پڑتا ہے

Table-4.41: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
We				have to wait for a water truck to come

Table-4.42: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
ہمیں				پانی کے ٹرک کا انتظار کرنا پڑتا ہے

The example is taken from the Documentary 'Living without Water' that was translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme and Interpersonal Theme are used in source text that is English. 'We' is used as the subject and the theme is called an unmarked topical theme in the source language and it is translated as 'ہمیں' which is also a topical theme.

The rest part of the sentence 'has to wait for a water truck to come' gives information so it is rheme in the source language and it is translated as 'پانی کے ٹرک کا انتظار کرنا پڑتا ہے' in the target language. This is a declarative sentence.

Extract no. 17

ST

And you've your own pipe system?

TT

کیا پائپ سسٹم آپ کا اپنا ہے؟

Table-4.43: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
You		And	You, and	've your own pipe system?

Table 4.44: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
کیا پائپ سسٹم				آپ کا اپنا ہے؟

The example is taken from the Documentary 'Living without Water' that is translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. The Theme and subject of the sentence are 'you'. It is the unmarked topical theme. It is translated as 'آپ' and it is used as a subject. The theme of the translated text

is 'کیا پائپ سسٹم'. It is a marked topical theme. The rest part of the sentence 'your own pipe system?' is a rheme that is translated as 'آپ کا اپنا ہے'. This is an interrogative sentence. The textual theme 'and' is also used which is translated as اور. So, here multiple themes are used topical and textual themes.

Extract No.18**ST**

That goes to watering plants.

TT

اس سے حاصل ہونے والا پانی پودوں کی آبیاشی کرتے ہوئے ہی صرف ہو جاتا ہے۔

Table-4.45: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
		That		Goes to watering plants

Table 4.46: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
اس سے حاصل ہونے والا پانی				پودوں کی آبیاشی کرتے ہوئے ہی صرف ہو جاتا

				ہے۔
--	--	--	--	-----

The example is taken from the Documentary 'Living without Water' that was translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. 'That' is a starting element of the source element that is a continuative textual theme and it also creates a discourse. 'اس سے حاصل ہونے والا پانی' is a subject and theme of a sentence. It is the unmarked theme. Here the subject is invisible. This sentence starts with the textual theme but when it is translated then it is the topical theme. It is a textual transformation into a topical theme. There was a problem to translate it.

Extract No.19

ST

How has the decrease in water affected you farmers?

TT

پانی میں کمی نے آپ کاشتکاروں کو کیسے متاثر کیا ہے؟

Table-4.47: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
How				has the decrease in water affected you farmers?

Table 4.48: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	

پانی میں کمی				نہ آپ کاشتکاروں کو کیسے متاثر کیا ہے؟
--------------	--	--	--	------------------------------------------------

The example is taken from the Documentary 'Living without Water' that was translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. Here the subject is 'decrease in water' and 'how' is a theme. The subject and topic are different so it is a marked theme. 'has the decrease in water affected you farmers?' is a rheme. In the target text, it is translated as 'پانی میں کمی' that is a subject as well as the topic of the sentence. So, it is the unmarked topical theme. The rest part of the sentence 'نہ آپ کاشتکاروں کو کیسے متاثر کیا ہے؟' gives us information. So, it is rheme.

Extract No. 20**ST**

From that moment, my life changed.

TT

میری زندگی اسی لمحے سے بدل گئی۔

Table 4.49: The analysis of Theme/Rheme

ST				
Theme				Rheme
Topical Theme	Interpersonal Theme	Textual Theme	Multiple Theme	
		From that moment		changed

Table 4.50: The analysis of Theme/Rheme

TT				
Theme				Rheme
Topical Theme	Interpersonal	Textual	Multiple	

	Theme	Theme	Theme	
میری زندگی				اسی لمحے سے بدل گئی۔

The example is taken from the Documentary 'Living without Water' that was translated into Urdu by the researcher. The text has different features that make it textual and the researcher translates it by using the language features according to the target text by using the pattern of theme rheme. Topical Theme, Textual Theme, and Interpersonal Theme are used in source text that is English. This sentence is started with 'for that moment'. It is a continuative textual theme. It is translated as 'میری زندگی' which is the subject and topic of the sentence. So, it is the unmarked topical theme. 'changed' is used as Rheme and translated as 'اسی لمحے سے بدل گئی' that is also rheme.

Findings and Conclusion

This section is about the findings and conclusion of the paper. The data that is a translation is analyzed according to the set framework. There are two portions of this paper one is about the findings of the research questions and the second is about the conclusion with limitations and future implications.

Findings

When the data (Living Without Water) is discussed then there are different findings obtained from data discussion according to the set framework of the theme rheme. Three different types of themes are observed topical themes in which some themes are marked in the target text and some are unmarked topical themes that are highly observed in both texts. The interpersonal theme is observed with vocatives, modals, and finite verbal operators in both source languages as well as in the target language. The same is the case with textual themes like the conjunction, continuative, and continuative adjunct are highly observed in the source language. These are analyzed in previous sections. When all these types of themes are observed in the same sentence then multiple themes are considered.

Conclusion

The current paper discussed much significance of a portion of the textual meta-function of language-like theme rheme by the set framework of Halliday. The source and target data are observed with theme rheme. The English documentary 'Living Without Water' is translated into Urdu by a researcher and it is analyzed under the framework of translation studies. Theme rhyme has much significance in creating the relationship between the reader and the translator. The pattern of theme rheme changed from the source language to the target language. There are three types of themes that are used first is topical by having a marked topical theme and unmarked topical theme, second is interpersonal themes like vocatives, modal, and finite verbal operators and third is a textual theme by having continuatives, conjunctions, and continuative adjuncts. These are used by translator and writer to create meaning for the sake of the reader and interpreter. This choice is not only dependent upon the reader but these are used according to the norms and character. There are different problems created in the process of translation so the translator uses different strategies.

This study is limited only to theme rheme analysis; it can be analyzed on the ideational metafunction and interpersonal functions. It can also be analyzed on coherence and cohesion by taking translation into different languages as Punjabi. A small change in the word can change the meaning of the whole text. It has future implications like analyzing cohesion and coherence.

References

- Chen, S., Xuan, W. W., & Yu, H. (2022). Applying systemic functional linguistics in translation studies: A research synthesis. *Babel*, 68(4), 517–545. <https://doi.org/10.1075/babel.00275.che>
- Huang, W., & Agbanyo, G. K. (2022). Multicultural neurolinguistics in translation. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.939517>
- Li, Y. (2024). Corpus-based studies on translator's style: Retrospect and prospect. *International Journal of Applied Linguistics and Translation*. <https://doi.org/10.11648/j.ijalt.20241003.12>
- Ma, Y., & Wang, B. (2023). Systemic Functional Linguistics in multimodal translation studies: Current trends. *Journal of Translation Studies*, 18(2), 105–130.
- Asian Scholars Network. (2024). Translation technologies and cultural dimensions. *Asian Journal of Research in Education and Social Sciences*. <http://myjims.mohe.gov.my/index.php/ajress>
- Ahmed, J. U. (2010). Documentary Research Method: New Dimensions. *Indus Journal of Management & Social Sciences*, 1.
- Al-Azzawi. (2004). Coherence in Translation.
- Alshehri, S. A. (2017). Thematic patterning in English and Arabic and its implications on translation.
- As-Safi, P. A. (2019). *Translation Theories, Strategies, And Basic Theoretical Issues*.
- Bai, Z. (2018). On Translation Strategies of English Movie Titles. *Journal of Language Teaching and Research*, 119.
- Bagheri & Nemati. (2014). On the Translation Strategies of Movie Dubbing and Subtitling: A Frequency Analysis on Explication in Translation. *Linguistics and Literature Studies*, 86.
- baker, m. (1992). *in other words*. new york.
- Bloor & Bloor. (2004). *The Functional Analysis of English* (Vol. 8). London, New York.
- Burlaga, C. M. (2004). A contrastive approach to the thematic analysis of text and genre: An examination of lead news articles in Le Monde, Al-Itihad, and The New York Times
- Callahan, & William A. (2015). The visual turn in IR: documentary filmmaking as a critical method. *international studies*, 1.
- Catford, J. (1965). A linguistic theory of translation. 20.
- Chang, Y. (2012). A Tentative Analysis of English Film Translation Characteristics and Principles. *Theory and Practice in Language Studies*, 71.
- coover, R. (2012). visual research and the new documentary. *Studies in Documentary Film*, 203.
- Dewi, R. W. (2016). A SYSTEMIC FUNCTIONAL LINGUISTICS (SFL) ANALYSIS OF EXPOSITION TEXTS AS TEACHING MATERIALS WRITTEN BY PRE-SERVICE TEACHERS. *Journal of English and Education*.
- Eagin & Graham. (2014). A study of water and sanitation access trends in Peru: where do inequities persist? *Journal of Water Sanitation and Hygiene for Development*, 1.

- Eslamieh, D. R. (2018). Domestication and Foreignisation in Dubbing and Subtitling of Duncan Jones' English Movie Warcraft into Persian. *International Journal of English Language and Translation Studies*, 162.
- Fadly, A. (2013). THE ANALYSIS OF TRANSLATION PROCEDURES IN SUBTITLE. 7.
- Fiorelli, L. (2016). What Movies Show: Realism, Perception and Truth in Film. *Penn Libraries*, 3.
- Frederic, C. &. (2018). An overview of audiovisual translation: Four methodological turns in a mature discipline. *Journal of Audiovisual Translation*, 40.
- Hall, S. (2012). APPLYING TEXTUAL METAFUNCTION IN EFL WRITING: AN APPROACH TO TEACH WRITING. *עלון הגיטע*, 66, 37.
- Huffel, J. V. (2007). The Hallidayan notion of Theme.
- Jabbari & Ravizi. (2012). Dubbing Verbally Expressed Humor: An Analysis of American Animations in Persian Context. *International Journal of Humanities and Social Science*, 263.
- Jalilifar, A. (2009). Thematic Development in English and Translated Academic Texts. *Journal of Language & Translation*, 81.
- Jing, W. (2015). Theme and Thematic Progression in English Writing Teaching. *Colombian Applied Linguistics Journal*.
- Kang, J. (2016). A Functional Approach to the Status of Theme and Textual Development. *Theory and Practice in Language Studies*, 2.
- Kaufman, Guy, Highfield, Leung, & Wallis. (2017). *RESEARCH AND EVALUATION OF SCREEN TIME AND DIGITAL TECHNOLOGY*.
- Kazemi, F. (2015). Theme Markedness in Persian and English Medical Texts: A Systemic-functional Approach. *Theory and Practice in Language Studies*.
- KHALAF, B. K. (2016). AN INTRODUCTION TO SUBTITLING: CHALLENGES AND STRATEGIES. *International Journal of Comparative Literature and Translation Studies*, 122.
- Khoso, Wagan, Tunio, & Ansari. (2015). AN OVERVIEW ON EMERGING WATER SCARCITY IN PAKISTAN, ITS CAUSES, IMPACTS AND REMEDIAL MEASURES. *Journal of Applied Engineering Science*, 35.
- Kianbakht. (2016). Translation Quality Assessment in Screen Translation. *International Journal of Language and Linguistics*, 51.
- Koçak, A. (2013). A COMPARATIVE REGISTER ANALYSIS OF THE LANGUAGE OF COOKING USED IN TURKISH RECIPES.
- Kuta, C. (2017). The Negative Impact of Excessive Screen Time on Language Development in Children Under 6-Years-Old: An Integrative Review with Screen Time Reduction Toolkit and Presentation for Outpatient Pediatric and Family Health Providers. *American academy of Nurse Practitioners*, 4-5.
- Mason, B. H. (2005). The Translator as Communicator. 1.
- Matamala, A. (2009). Translating documentaries: from Neanderthals to the Supernanny. *Perspectives: Studies in Translatology*, 1.
- Matkivska, N. (2014). Audiovisual Translation: Conception, Types, Characters' Speech and Translation Strategies Applied. 38.

- Moura, Almeida, & Geerts. (2016). A Video is Worth a Million Words? Comparing a Documentary with a Scientific Paper to Communicate Design Research. *Procedia Computer Science*, 747.
- Munday, J. (2016). *Introducing Translation Studies* (Vol. fourth). London and New York: Routledge.
- Newmark, P. (1988). *A text Book of Translation*. New York.
- Nichols, M. (2016). Reading and Studying on the Screen: An Overview of Literature Towards Good Learning Design Practice. *Journal of Open, Flexible and Distance Learning*, 33.
- pinto, m. (2019). Quality Factors in Documentary Translation. *Journal des traducteurs*, 288.
- Raijmakers, B. (2006). Design Documentaries: Inspiring Design Research Through Documentary Film.
- Rajala, A. L. (2017). Documentary Film, Truth and Beyond – On the Problems of Documentary film as Truth-telling. 2.
- Regmi, K. (2010). Understanding the Processes of Translation and Transliteration in Qualitative Research. 16.
- Saber, & Fariba. (2018). Lexical Translation in Movies: A Comparative Analysis of Persian Dubs and Subtitles Through CDA. *Arabic Language, Literature & Culture*, 29.
- Santos, L. M. (2016). Nord's Documentary Versus Instrumental Translation: The Case of Hugo's Seckler, Barker, & Amarasingh. (1999). Water Scarcity in the Twenty-First Century. *International Journal of Water Resources Development*.
- Sharmin, Špakov, Rähä, & Jakobsen. (2015). Where and for how long do translators look at the screen while translating? *Looking at Eyes. Eye-Tracking Studies of Reading and Translation Processing*, 1.
- Smith. (2016). NARRATIVE STRUCTURE AND AUDIENCE MOTIVATION IN DOCUMENTARY FILM. 6.
- Stoop, Kreutzer, & Kircz. (2013). Reading and learning from screens versus print: a study in changing habits. *New Library World*, 1-2.
- Subtitle, P. (2018). The dubbing & subtitling of Bollywood Films: A Colloquium. 7.
- Ulfah, Y. F. (2010). REGISTER ANALYSIS IN ENGLISH MOVIE ADVERTISEMENTS OF WWW.21-CINEPLEX.COM.
- Wagan & Khoso. (2014). WATER SHORTAGE; ITS CAUSES, IMPACTS AND REMEDIAL MEASURES. *6th International Civil Engineering Congress*, 1.
- Walsh, G. (2016). Screen and paper reading research – a literature review. *Australian Academic and Research Libraries*, 1.
- Wang, B. (2014). Theme in Translation: A Systemic Functional Linguistic Perspective. *International Journal of Comparative Literature and Translation Studies*.
- Wissmath, Weibel, & Groner. (2014). Dubbing or Subtitling? Effects on Spatial Presence, Transportation, Flow and Enjoyment. *Journal of Media Psychology*, 114.
- Zabalbeascoa, P. (1994). FACTORS IN DUBBING TELEVISION COMEDY. *Perspectives*, 89.