CHAPTER 1

INTRODUCTION
CHAPTER - I

INTRODUCTION

The importance of language in human affairs has been recognized since the beginnings of literature and history. All of what our tradition tells us are distinctive human characteristics related to language: reason, conscience, the will - however these may be defined- are names for the internalizing of dialogues learned in language exchange with other human beings. The manipulation of abstractions and the preservation of general principles, without which the human achievements in art, technology, and philosophy would have been impossible, can exist only as language.

The English language of today reflects many centuries of development. The Hundred Years’ war, the rise of an important middle class, the Renaissance, the development of England as a maritime power, the expansion of the British empire, and the growth of commerce and industry, of science and literature, each in its way contributed to make the language more popular in the world scenario.

English is classified as a Germanic language. It belongs to the group of languages to which German, Dutch, Flemish, Danish, Swedish and Norwegian belong. It shares with these languages similar grammatical structure and many common words.1

Development of Kannada Language:

Kannada is one of the four major Dravidian languages, and has rich documents in it in the form of literary works and epigraphs. The oldest inscription in Kannada dates back to c 450 A.D. Since then, during this one-and-a-half thousand years, Kannada has passed through several stages of its development. The changes took place in all aspects of this language, i.e., phonology, word formation, sentence construction and the vocabulary. As a

result, in the vocabulary, there has been a noticeable change in the very way of thinking itself. The causes of such an overall change in the language are not only internal but also external in character. It is internal due to the cultural and socio-political changes involved in different stages in the course of time gave birth to new forms as a result of the differing experiences either by replacing the old ones or by way of their modification.

The Geographical regions are responsible for different types of pronunciation. Such changes reflect in chain effect on other levels of structure resulting thereby in a total change. The external changes are due to the contacts with the different languages and/or communities in due course of time and the influence they had on Kannada. Languages like Sanskrit, Prakrit, Persian, Arabic, Hindustani, Portuguese, English and the Dravidian languages like Tamil and Telugu have directly or indirectly influenced Kannada in succession of time. The literary works, epigraphs and other documents that are available in plenty are of immense help to trace such a change.²

The description of a language dealing with the state of affairs at a given point of time is known as a 'synchronic study'. The way of dealing with changes that occur over a period of time is known as a 'diachronic' or historical study of languages. Without a proper synchronic study there can't be a good diachronic study, this made linguists search for rigorous scientific methods for the analysis of languages. Under the changing circumstances in the methodological procedures, it has been adopted in the physical sciences. A group of linguists started evolving scientific analytical procedures for the analysis of languages. This kind of scientific tradition started with three great linguists, Ferdinand de Saussure, Edward Sapir and Lenard Bloomfield.³

Verb is the most difficult aspect not only in English and Kannada, but also in other languages of the world. Learning a language is to a very large

² Karnataka State Gazetteer part II, p.872
³ N. Krishnaswamy A Introduction to Linguistics, p.48
degree learning how to operate the verbal forms of that language, and, except in the case of those that are related historically the patterns and structure of the verb in each language seem to differ very considerably from those in every other language.  

Verbs are the important features of any language. Their importance lies in the fact that, they form such a key part of every day conversation.  

A verb is a word that tells or asserts something about a person or thing. Verb comes from the Latin verbum, which means a word. It is so called because it is the most important part of the sentence.

A verb may tell us-

1. What a person or thing does; as,

   Hari laughs.
   The clock strikes.

2. What is done to a person or thing; as,

   Hari is scolded.
   The window is broken.

3. What a person or thing is; as,

   The cat is dead.
   Glass is brittle.
   I feel sorry.

Verb is a part of speech which claims something, a class of words distinguished by all languages. The concept of verb has almost universal application, but the details of its semantic and functional characteristics, like its formal markers, are unique for each individual language.
Verb is a word which affirms or predicates something of some person or thing: a part of speech, expressing being, action, or the suffering of action. Verbs are a class of words used to show the performance of an action (do, throw, run), existence (be), possession (have), or state (know, love) of a subject. To put it simply, a verb shows what something or someone does. Most statements in speech and writing have a main verb. These verbs are expressed in tenses which place everything in a point in time.

The present study is an attempt to compare the verb systems of English and Kannada with regard to translation. English and Kannada are two quite different linguistic systems coming from two different language families. They differ in terms of word order, grammatical rules, word formation rules etc.

The attempt has been made here to discuss the morphological features of the verbs of English and Kannada with the objective that such a comparative study in respect of translation will enable in understanding an important part of the grammar of these languages. No doubt, the verbs play a crucial role in several grammatical processes in several languages of the world including English and Kannada and thus, should form a significant part of the organization of grammar. The present study also aims at providing the nearest Kannada equivalents to the English verbs for those who are interested in translation activity.

English and Kannada fall under different classes of languages; the former is an s v o language and the latter is an s o v language. The word order in English is fixed, whereas, barring the verb, word order in Kannada is generally flexible. Greenberg points out that, s v o languages are mainly prepositional; that is, in those languages prepositions occur to the left of the NP. On the other hand, s o v languages are mainly post-positional; that is post-positions occur to the right of NPs.

The ancient notion of government is: a verb governs its object. Notice now that in an s v o language the direction of government will be from left to
right. In s o v language the direction of government will be from right to left. Extending this to the function of preposition and post position, it has been noticed that these two categories govern their complement NPs. And in both cases the direction of government mimics that of verb governing its object. Thus:

- **S V O** Pre. NP  
  [e.g. English]

- **S O V** NP Post - P  
  [e.g. Kannada]

**Kinds of verbs:**

Most verbs indicate action (ate, chuckled). Action verbs with a direct object are called transitive verbs. Action verbs without a direct object are called intransitive verbs. Usually the action of a transitive verb is directed towards its object.

- **S Ab v dropped D.O. a dime**  
  D.O.=direct object

Most of the verbs can be either transitive or intransitive, according to an object is present or not. A Transitive Verb is a Verb that denotes an action which passes over from the doer or Subject to an object. An Intransitive Verb is a Verb that denotes an action which does not pass over to an object.

Mary sings a song. (transitive)

Mary sings. (intransitive)

In this study, the researcher has labelled verbs v.t (verb, transitive) or v.i (verb, intransitive), so that the learner can find out which is which.
The following verbs can be either transitive or intransitive; that is, they may be used either with or without direct objects.

For example:

- burn
- cook
- learn
- fasten
- drive
- answer
- close
- start

Some verbs, called linking verbs, express no action, but link the subject to a complement called a predicative. (Darlene is cute.) A predicative may be a noun, a pronoun, or an adjective. Forms of be (am, is, are, was, were, etc.) are the most commonly used linking verbs. Other linking verbs include become, appear, seem, and remain.

Classification of verbs

Kannada verbs are classified into different categories, such as:

**Simple verbs:** bā ‘come’, kodū ‘give’, māḍu ‘do’

**Complex verbs:**

- Sequence of noun + verb: uṭa māḍu / food do/ ‘eat’
  Vishrānti tago / rest take / ‘take rest’.
- Sequence of Adjective + verb: sihi anisu / sweet feel / ‘to like’
- Sequence of Verb + Verb: tindu bidu / eat leave / ‘to eat’
- Serial verbs: tagondu hogu / take go / ‘take away’
- Onomatopoeic verb: kaṭ kaṭāyisu ‘knocking’
- Causative verbs: malagisu ‘to make sleep’, tinnisu ‘to feed’
VERB-SCHEME

The majority of English verbs contain following four fundamental forms:

- the plain stem: love
- to+ stem: to love
- the -ed form: loved
- the-ing form: loving

Some verbs have no form ending in -ed (told, said), and some have two forms instead of the one form of 'walked' (broke, broken; came, come).

VERB SIGNALS

A number of grammatical signals identify verbs. One sign of a verb is that it shows past tense by adding -d or -ed (bake, baked; walk, walked), or by changing in other ways (run, ran; go, went). Another sign of a verb is that it adds -s or es to show present tense with a third-person-singular subject. (He bakes cakes.)

Auxiliaries, or helping verbs, are another kind of verb signal. They signal the main verb forms that follow them. Auxiliaries such as can, could, may, might, must, should, will, and would are followed by the simple, or base, form of a verb (can pass, might go)

Forms of be used as auxiliaries are usually followed by a present participle, which is the base form plus an -ing suffix (is feeling, was shopping). Forms of have (have, has, had) used as auxiliaries are followed by a past participle. Most part participles add -d or -ed to a base form (has faded). Some past participles add -n or -en to the base form (has fallen). And some past participles change the base form in other ways (has swum).

Another verb signal is position in a sentence. In statements the verb usually comes after the subject. (We all gargled).  

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*Compton's Encyclopedia, p. 281*
SOME ARCHAIC VERB FORMS IN ENGLISH

English verbs have not always had as few forms as they do at present. In Old English, the verbs were inflected as elaborately as those of German; this should not be surprising, since the two languages are closely related. However, after the seventeenth century, English verbs dropped most of their endings, and the speakers began to prefer to use verb phrases.

English literature preserves a great many of the older verb form, and these are often quoted. Without making any attempt to present a complete exposition of the grammar of English in earlier times, a list is made below of the more common forms that one is likely to encounter in one’s reading. The examples are taken from Shakespeare, who wrote just before most of those old forms went out of use.

FORMS USED WITH SUBJECT THOU

The most striking thing about older English to contemporary readers, aside from unusual vocabulary, is the use of the second person singular pronoun thou, and its objective form thee. Modern English uses the pronoun you for all second person meanings, whether singular or plural, subject or object. When thou was the subject, the ending -est (or -st) was added to the verb base in the present tense: thou playest, callest, waitest. The auxiliaries and modals added -st or just -t: thou hast, dost, canst, shalt, wilt. When do was used as a full verb, it had the form thou doest. In the past tense regular verbs usually abed-edst when thou was the subject: thou playedst, calledst, etc. Irregular verbs usually added est (or -st) to the past tense: thou knewest, camest, etc. BE had the forms thou art (present) and thou wert (past).

THIRD PERSON SINGULAR FORMS

Another striking thing about the verbs in older English was the use of the endings -eth (sometimes -th) instead of -s in the third person singular: he playeth, calleth, waiteth. As an auxiliary, do had the form doth; as a full verb it
was *doeth*; *have* used the form *hath*. There were no special forms in the third person singular for the past tense, or for *BE.*

**Formations of Negatives and Questions**

Older English did not use the auxiliary *do* to the extent that modern English does. Negatives were quite often formed simply by placing *not* after the verb: *he knoweth not, thou camest not.* Questions could be formed by inverting the subject and the verb: *knowest thou? came he?* These constructions are not possible, of course in modern English; we must say *he does not know, you did not come, do you know?, did he come?*

**Some quotations from Shakespeare showing older verb forms:**

The earth *hath* bubbles, as the water has,

And these are of them.  
(Macbeth)

Beauty *provoketh* fools sooner than gold.  
(As You Like It)

And it must follow, as the night the day,

Thou *canst* not then be false to any man.  
(Hamlet)

O mighty Caesar, *dost* thou lie so low?  
(Julius Caesar)

Blow, blow, thou winter wind,

Thou *art* not so unkind

As man's ingratitude.  
(King Lear)

The miserable *hath* no other medicine

But only hope.  
(Measure for Measure)

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9 "The Key to English Two-word Verbs," 1964, p.121-122
SCOPE

The present study is restricted to the morphological analysis of the English and Kannada verbs in regard to translation. This study is a descriptive analysis of verbs rather than a historical or etymological analysis, because the etymological analysis will not serve the purpose of this study. In present day usage, some verbs are not divided according to etymology even though they are derived forms. For example:

- distribute
- recover
- discover etc.

These are made up of two or more morphemes, but in present day English context, they are treated as single morphemes. Therefore, this study does not emphasize much about the etymological derivation.

The present analysis is based on 4183 English verbs with corresponding Kannada meanings. Only the appropriate and more commonly used meanings in Kannada are taken from Mysore University English - Kannada dictionary, because each verb has many meanings, from the nearest meaning to the farthest. If all the meanings are taken for study, it will become just a replica of the dictionary. So, only one nearest meaning for each verb is taken for the analysis. All the first meanings given against each verb in the Mysore University dictionary are not nearest meanings in present day context. To give the appropriate meaning equivalent of the verb, the researcher has taken meanings which are naturally used in day to day conversation in the target language. The meaning number against each verb is given in the Appendix-B

For example:

suggest - 1. (bhāvane, nenapu, sambandha, mo.vannu) mudisu
           2. sūcisu
recommend - 1. (tannannu, tanna atmavannu, tanna küsu mo.vannu. dēvara vashakke yā yāvane vyaktiya vashakke) oppisiko yā oppisu.

2. Shiphāras māḍu

In the above examples, second meaning is nearest and immediate meaning than the first meaning; therefore second meaning is taken up for analysis.

i.e. suggest = sūcisu
recommend = shiphāras māḍu

In other context, only one meaning is given in Mysore University dictionary and that meaning is not relevant in present day context.

For example:

radicalize - 

This meaning sounds like, to make a terrorist. But it actually means, to make a complete social and political change. The study is restricted only to Mysore University English-Kannada Dictionary as far as Kannada equivalents of the verbs are concerned.

The occurrences of semantic similarities are also studied in brief through examples and graphs wherever possible, to encourage future researchers to undertake similar studies.
OBJECTIVES:

A language lives only so long as there are people who speak it and use it as their native tongue. The greatness of the language largely depends upon regular conversation by the people. The English language is spoken by more than 340 million people as first language in United Kingdom, United States, and the former British Empire. English is widely used as a second language throughout the world; estimates of the number of speakers with varying degrees of proficiency range between 50 million and 300 million. In some of the developing countries which are experiencing the greatest growth, English is one of the official languages, as it is in India, Nigeria and the Philippines.

As the colonies gained independence, English continued to be used along with the vernaculars. In many of the new countries English is either the primary language or a necessary second language in the schools, courts and business. In India, English was to serve transitional purposes only until 1965, but it continues to be used officially with Hindi and fourteen other national languages, since English seems likely to occupy an increasingly prominent place in international communication.

Verbs are the important features of all languages. They play very important role in every day conversation. Hence, an attempt has been made to study the morphological analysis of the verbs. This study is an introductory survey of current findings about the English and Kannada verbs. It also gives complete verb lists with their nearest Kannada meanings. The research work is intended mainly to be a resource for translators, teachers, students and other professionals who have an interest in the language analysis and translation activity.

With the advent of internet and World Wide Web, English has now gained even more prominence. English is the most prevalent language on the internet all over the world. Contrary to any other expectations, it is now becoming the prominent language in the world.
Today, India is part of globalization. It's English educated population is the main base on which India could get on to globalization bandwagon with ease. It has been recognized that English education in India is linked to income generating potential. Hence, there is a pressure on English medium education institutions.

In the context of knowledge explosion, there is an urgent need for making the knowledge available to non English knowing people. This is possible only throw translation route, since it works as a bridge between source language and target language.

As translation is not being taught seriously in India, the available number of competent translators are very less. As a result, the regional language population is losing out in accessing knowledge. As knowledge is power, the ease of access to knowledge determines the exploitation of those who do not have access to knowledge by those who have such an access. As per the empirical data, it is a common knowledge that the English education is linked to economic status and thus it is invariably the economically backward people who are denied of English education. This lack of English education becomes more pronounced in an unequal society like India, where every disadvantage is tool for exploitation of the poor.

Hence, it is necessary to support the efforts of translators in all possible manner. Researches are being undertaken all over the world to automate the process of translation. For this purpose several concepts and methodologies are being employed, including machine translation, computer assisted translation etc. To ensure that the automation process of translation between two languages to work efficiently various strategies and techniques need to be adopted. In fact, IISc, IITs, NITs and other research institutions are being encouraged by newly set up National Translation Mission and other agencies to conduct researches in the field and develop an efficient automation process for translation.
Translation costs money. Hence, translation of knowledge from English to Kannada also costs money. Automating the process of translation would go a long way in saving the translation costs. This may lead to availability of knowledge to the non English knowing people at low costs.

As verb is an integral part of any sentence, automating the translation process must necessarily address the translation of verbs, so that the process is efficiently carried out. As such, there is a good ground for undertaking a serious study of establishing a relationship between verbs in English and Kannada. When such a relationship is established, the researchers in automation of translation process may be able to develop suitable algorithms and thereby take forward the automation process.

The present study emphasizes translation, because translation allows a communicative act to take place which because of existing linguistic and cultural barriers would not have been possible without it. For translator, reliability is important mainly as a professional pride, speed is important mainly as a source of increased income, perhaps even most important of all that the translator enjoys the work, and hence, this study provides all these to a translator by giving nearest Kannada equivalent meaning to an English verb.

This study helps to the teachers who are teaching English to Kannada medium students, as Kannada medium students need Kannada meaning while understanding English language. In this way this comparative study of verb may help teachers to teach English to Kannada medium students up to 10th or 12th std. in rural areas and up to 7th or 10th std in urban areas. Such type of study will help students whose native language is not English. To put it in a nutshell, it is hoped that, the present study will benefit students, language teachers, translators, administrators etc., in their respective jobs.
METHODOLOGY:

Appropriate choice of methodology affects the direction, structure and whole process of research. Throughout the study an attempt has been made to study the verbs and its morphological analysis. The source language data has been collected from various dictionaries as listed below:

1. Compact oxford reference diction-2004
2. Webster’s universal dictionary and Thesaurus-2002

The corresponding target language equivalents are taken from the Mysore University English –Kannada Dictionary-2000

As many as 4183 English verbs with their corresponding Kannada equivalents are studied mainly to help the translators in their craft. The comparative analysis with regard to translation of the verbs is carried out in one-to-one correspondences, one-to-many correspondences, many-to-one correspondences and many-to-many correspondences.

The charts and graphs help to analyze the morphological relationship of English and Kannada verbs as it occurs in translation. Therefore, the relevant charts and diagrams are used for better understanding of the study.

In the Appendix-B all the 4183 verbs are given alphabetically with their nearest Kannada meaning equivalents. All the equivalents are transliterated to help non-Kannadigas. In this study verbs are classified as transitive verbs and intransitive verbs, to indicate this, vt., and vi., are used respectively.