CHAPTER 5

WORD SENSE DISAMBIGUATION:

CATEGORIWISE MARATHI WORDS

Usually, words have a number of distinct senses (meanings) in a language. The process of identifying which sense (meaning) of a given word is used in any given sentence is called ‘word sense disambiguation (WSD)’. For the sake of convenience, as we studied printed corpora (soft copy) and we may apply the techniques discussed here on computer-readable data (printable), we consider word only in the sense of ‘orthographic word’, that is, a string of letters separated by space (section 1.1 of chapter 4).

1. INTRODUCTION

In this chapter, we take a look at and do an account of the ways in which words of different categories can be disambiguated. Additionally, we will discuss a few of the ambiguous punctuation marks as they contribute to fixing word-boundary in some cases (e.g. abbreviations like etc.). We characterize categories as discrete entities characterized by a set of properties which are shared by their members. Natural categories tend to be fuzzy at their boundaries and inconsistent in the status of their constituent members.

According to their functional and formal differences, words are grouped into different word classes, called ‘parts of speech’. For the purpose of discussion on techniques for disambiguation, we assume that there are eight main grammatical categories of words. The sub-categories considered further are classified as per the norms of Marathi traditional grammars. The grammatical categories of words are nouns, adjectives, verbs, adverbs, pronouns, postpositions, conjunctions, interjections. Marathi grammars used to fix such categories and their further divisions are listed in the references1, 2, 3, 4.

Before proceeding to the description of various techniques for disambiguation at the word level, it is assumed that the words in the text under consideration as context are pre-tagged with the respective parts of speech (POS). The work on part-of-speech tagging for Marathi has been done at I. I. T. Bombay with funding from TDIL, India. The procedures for POS-tagging for Marathi are described in various papers as listed in the references5, 6.

2. DISAMBIGUATION TECHNIQUES

The examples for instances of ambiguity at word level and otherwise given here are in the order of Marathi (M) and its translation in Hindi (H) and English respectively wherever it is not mentioned overtly. The discussion about the techniques for disambiguation is done on the basis of the categories words belong
Ambiguous words are discussed separately under the heads of noun, adjective etc. The account of ambiguous words belonging to each part of speech starts with listing all subclasses of that part of speech. Then the entry of the instances of ambiguous members belonging to all subclasses of each such class (part of speech) is presented in a particular sequence as shown below.

<table>
<thead>
<tr>
<th>Name of the sub-class</th>
<th>Word – “”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense (1) – translation equivalence in Hindi / translation equivalence in English</td>
<td>Phrase(s) – Marathi phrase(s) expressing sense 1 / its Hindi translation / its English translation</td>
</tr>
<tr>
<td>Key words – words / phrases pointing to choice of exact meaning (sense (1)) among others.</td>
<td>Remark – If any</td>
</tr>
<tr>
<td>Sense 2 – ... and so on.</td>
<td></td>
</tr>
</tbody>
</table>

Disambiguation techniques for punctuation marks (section 2.1), border-line or critical cases of word (section 2.2) such as multipart words, discontinuous words, clitics, short forms and onomatopoeic words as special class are discussed first which is followed by instances of ambiguous words of different parts of speech. The definition and illustrations of borderline cases of word are available in section 1 of chapter 4, so it is not discussed again while illustrating their instances.

2.1 PUNCTUATION MARKS

Punctuation is significant in written language other than the actual letters or numbers, including punctuation marks, inter-word spaces and indentation. Punctuation marks are symbols that correspond to neither phonemes (sounds) of a language nor to lexemes (words and phrases), but which serve to indicate the structure and organization of writing, as well as intonation and pauses to be observed when reading it aloud. The rules of punctuation vary with language, location, register and time, and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice. Language used in online chat and text messages, may have wildly different rules. In natural languages, punctuation is vital to disambiguate the meaning of sentences. For example, "woman, without her man, is nothing," and "woman: without her, man is nothing," have greatly different meanings. But, even they can be ambiguous.

The most frequently used ambiguous punctuation mark is full stop. It is ambiguous in all three languages, Marathi, Hindi and English in similar ways. The full stop is used either after completion of a sentence or after titles to persons or
short forms like abbreviations and sometimes acronyms. Titles to persons like ‘sau’ / ‘srimatii’ / Mrs. and abbreviations like ‘ii.’ / ‘ii.’ / etc. and acronyms like ‘taa.k.a.’ / ‘taa.k.a.’ / N.B. are finite in number in Marathi and can be stored in the lexicon along with full stop. Actually while doing word-to-word translation such ambiguity may not affect but it will affect in delineating the border of the sentence which can mess the translation in total. Full stops after titles of persons and the short forms can be detected while parsing by calling up required information from the lexicon.

Commas are ambiguous in monolingual situation of all three languages, Marathi, Hindi and English. The commas are either used between a term and its explanation or to separate the members in a list or to separate phrases. While doing translation it does not affect as the use of commas is similar in all three languages.

2. BORDER-LINE WORDS AND SPECIAL WORDS

Border-line words include multi-part words (section 2.2.1), discontinuous words (section 2.2.2) and clitics (section 2.2.3). Onomatopoeic words (section 2.2.5) and short forms (section 2.2.4) can be referred as special words.

2.2.1 Multipart Words

Multipart words refer to compound words and add-positional phrases. All Marathi compounds are written as single words except compound verbs. Even adpositions (postpositions) are attached to words forming single words. Instances of compound verbs are given in the section 2.5.14 about verbs.

2.2.2 Discontinuous Words

The discontinuous words in Marathi belong only to the class of conjunctions. The account of these words is taken in the section 2.7.5 about pronouns.

2.2.3 Clitics

The only clitic in Marathi is ‘ya’ (proclitic) which is bound to the preceding host, a verb form. In pronunciation it is pronounced but yet it is not acceptable in standard writing. Actually its presence (rare) in writing resolves the ambiguity of verb suffixes like ‘to’ or ‘te’. It helps to fix the exact meaning of the suffix in that instance.

2.2.4 Short Forms

As there is no practice in Marathi and Hindi to use all types of short forms frequently, except titles and degrees, there is no large number of short forms as in English; further, there is no ambiguous short forms found in Marathi.
2.2.5 Onomatopoeic Words

Onomatopoeic words are those words which imitate sounds by human, animal or other. Such types of words occur in all types of content words, and only in content words. It is observed that (though it seems strange) onomatopoeic words referring to the same entity differs from language to language though these words necessarily rhyme with that entity. Further, they can be ambiguous too. They are ambiguous across parts of speech, sometimes. Any occurrence of ambiguous onomatopoeic words will be considered separately during the discussion about the respective classes of words (sections 2.3 to 2.10).

2.3 NOUNS

Nouns denote persons, animals, plants, things, materials, and abstract concepts like qualities, processes, actions, relations, etc. A noun (alone or accompanied by other words) can be the subject (e.g., Ram sits), an object (e.g., Ram reads a book), an adverbial (e.g., table salt) or an attribute (e.g., Ram’s book / a book of Ram) of the sentence.

Nouns are further classified as common nouns (e.g., ‘mulagii’ / ‘laDakii’ / a girl), proper nouns (e.g., ‘raama’ / ‘raama’ / Ram), abstract nouns (e.g., ‘buddhii’ / ‘buddhii’ / intelligence) and nouns derived from infinitive verbs (e.g., ‘chaalaNe’ / ‘chalanaa’ / walking or walk). Within these sub-classes, abstract nouns (e.g., ‘shaantii’ / ‘shaantii’ / silence or peace) and common nouns (e.g., ‘nagara’ / ‘nagara’ / city) are used as proper nouns or proper nouns (e.g., ‘bhiima’ / ‘balawaana’ / powerful person) are used as common nouns. Sometimes, adjectives (e.g., ‘srimanta’ / ‘amir’ / rich) are used as nouns and nouns (e.g., ‘masaalaa’ / ‘masaalaa’ / spices) are used as adjectives and also, even conjunctions (e.g., ‘paNa’ / ‘lekin’ or ‘paNa’ / but or conditionfor something) are used as nouns. Actually, philosophically, each word (even interjection, like, ‘are’ / ‘abe’ / calling a less prestigious person or ‘kaare’ / ‘kyon’ / why) in ‘arelaa kaare karaNe / “baraabarakaa jawaab denaa” / answer in same tone) is the name of something and because of that any word belonging to any category (e.g., ‘wa’ in ‘wa chaa uchchaara’ / ‘wa’ kaa uchchaaraNa’ / pronunciation of ‘wa’) can behave like a proper noun.

2.3.1 Common Nouns

Word – ‘kalama’

Sense 1 – ‘dhaaraa’ / section

Phrases –
• ‘kaayadyaachyaa kalamaadwaare’ (M)
  ‘kaayade kii dhaaraa ke dwaaraa’ (H)
  law’s section as per
  as per law’s section

• ‘dona kramaankaachyaa kalamaanusaara’ (M)
  ‘do krammanka ke dhaaraa ke anusaar’ (H)
  Two number section as per
  as per section number two.

Key words –
• Adjectival phrase derived from noun, ‘kaayadaa’ / ‘kaayadaa’ / law. (Or it can be any noun like. ‘niyama’ / ‘niyama’ / rule) (Such adjectival constituent phrases are more likely to occur in such phrases.)
• The bag of words contains words pertaining to the field of law and / or administration.
• Postpositions expressing instrumental case are more likely to occur in such phrases.
• Verbs like ‘laaguu karaNe / ‘lagaana’ / bring into force are more likely to occur in such phrases.

Sense 2 – ‘chhaTaaii’ / chopping off

Phrase –
• ‘haata kalama karaNyaachi shikshaa’ (M)
  ‘haatha ki chhaTaaii karane kaa daNDa’ (H)
  hand chopping off of punishment

Key word –
• It always comes with ‘karaNe’ / ‘karanaa’ / do. Presence of verb ‘karaNe’ or its inflectional or derivational forms adjacent to ‘kalama’ in the phrase points to this sense.

Sense 3 – ‘kalama’ / grafting
Phrase –

- ‘gulaabaache kalama laawaNe’ (M)
  ‘gulaab kaa kalama lagaanaa’ (H)

  rose of grafting do
  do grafting of rose

Key words –

- ‘gulaabaache’ / gulaaba kaa’ / of rose
- The bag of words has words related to the field of gardening.
- The preceding or following adjectival phrase
- The possessive adjectival phrases derived from nouns like ‘jhaaDa’ / ‘peDa’ / tree are more likely to precede ‘kalama’.
- The possessive adjectival phrase derived from ‘kalama’ is more likely to precede noun like ‘ropa’ / ‘paudhaa’ / plant.

Remark –

- Sometimes ambiguity between sense 1 and sense 3 may not get resolved within the sentence, e.g., ‘kalamaachaa wichaara kara’ / ‘kalama’ or ‘dhaara’ ke bare men soch’ / think about section or grafting.

2.3.2 Proper Nouns

Marathi nouns have ‘saamaanya ruup’ which is a stem to which all suffixes and postpositions are attached. The ‘saamaanya ruup’ of a noun is an inflected form which acts like a stem. There are sets of rules for forming such stems. The proper nouns in Marathi do not get inflected. All suffixes and postpositions are attached to un-inflected form (base form) of proper nouns. This property facilitates to identify proper nouns in Marathi. For example, ‘nagaramadhye’ / ‘nagaramen / in Nagar (proper noun) and ‘nagaraamadhye’ / ‘nagaramen / in the city (comman noun). Wherever the proper noun is used as common noun in phrases like ‘kumbhakarNach jaNu’ / ‘jaise kii kumbhakaran’ / as if Kumbhakarna, it does not affect the translation.

When any word of any category is used as the name of that word, it behaves like a proper noun. Further, verbs / verb forms accompanying such proper nouns (i.e., name of any of the words in the language) form a group of actions related to word, a linguistic entity. This group consists of verbs like ‘lihiNee’ / ‘likhanna’ / write, ‘waachaNe’ / ‘paDhanaa’ / read, ‘mhaNaNe’ / ‘bolanaa’ / say, ‘baghaNe’ / ‘dekhanaa’ / see and ‘daakhawaNe’ / ‘dikhaanaa’ / show. Thus, verbs can be subcategorized for such words.
2.3.3 Abstract Nouns

Word – ‘aakaara’

Sense 1 – ‘aakaara’ / shape

Phrase –
  • ‘bhaaNdyachaa aakaara’ (M)
    ‘bartana kaa aakaara’ (H)
    vessel of shape
    shape of the vessel

Key words –
  • Adjectival phrase (‘bhaaNdyachaa’) preceding the word ‘aakaara’

Sense 2 – ‘ruupa’ / figure

Phrase –
  • ‘baaiichaa aakaara’ (M)
    ‘aurata kaa ruupa’ (H)
    woman of figure
    figure of a woman

Key words –
  • Adjectival phrase (‘baaiichaa’) preceding the word ‘aakaara’

Sense 3 – ‘aakaara’ / form

Phrase –
  • ‘aakrutiichaa aakaara’ (M)
    ‘aakrutii kaa aakaara’ (H)
    figure of form
    form of the figure
Key words –

- Adjectival phrase (‘aakrutiichaa’) preceding the word ‘aakaara’

Remark –

- The nouns whose ‘aakaara’ (shape / figure / form) may be referred can be subcategorized. This information will help to fix the exact sense of the word.

2.3.4 Nouns Derived from Infinitive Verbs (‘dhaatusaadhit naama’)

Word – ‘gaaNe’

Sense 1 – ‘gaana’ / singing (‘dhaatusaadhit naama’)

Phrase –

- ‘tujhe gaaNe sundara aste’ (M)
  
  ‘teraa gaanaa achchhaa hotaa hai’ (H)

  your singing nice is

  your singing is nice. (you sing well)

Key word –

- Adjectival phrase (‘tujhe’ / ‘teraa’ / your, in above phrase) preceding noun ‘gaaNe’ marks it as noun.
- Any type of verb can occur in such phrases.

Sense 2 – ‘gaana’ / song (common noun)

Phrase –

- ‘tuu gaaNe sundara mhaNatesa’ (M)
  
  ‘tuu ganaa achchhaa gaatii hai’ (H)

  you song nicely sing

  you sing a song nicely.

Key words –

- Such phrases must contain a verb synonymous to sing or say.
2.3.5 Onomatopoeic Nouns

Word – ‘kaT-kaT’

Sense 1 – ‘mashiinakii aawaaja’ (‘khaTa-khaTa’) / noise of a machine

Phrase –

- ‘mashina kaT-kaT aawaaja karaata aahe’ (M)
- ‘mashina khaTa-khaTa aawaaja karatii hai’ (H)

machine noise is making

machine is making noise’

Key words –

- Words related to machine must exist in the phrase. Actually, in English, there is no special word for noise of a machine.

Sense 2 – ‘pin-pin’ / wearying persistence or irritating low voice speech

Phrase –

- ‘kaT-kaT karaNe’ (M)
- ‘pin-pin karanaa’ (H)

irritating noise make

make irritating low voice speech

Key words –

- Any noun other than machine as agent in the phrase.

Remark –

- Connotatively, ‘kaT-kaT karaNe’ is used in the sense of making nuisance. Specially, when an unanimated noun is in a phrase; it is accompanied by the verb ‘asaNe’ / ‘honaa’ / to be. (e.g., ‘abhyaasaachii kaTa-kaTa asaNe’ / ‘paDhaaii kii khitiTakhiTa honaa’ / nuisance of study)

2.3.6 Nouns Denoting Persons

Word – ‘mulagaa’
Sense 1 – ‘laDakaa’ / a son

Phrase –

- ‘maajhaa mulagaa’ (M)
  - ‘meraa laDakaa’ (H)
    - my son
    - my son

Key words –

- Modifying adjective (‘maajhaa’) of this name is derived from proper nouns and pronouns mark the sense in the phrase. Such nouns and pronouns are inflected in possessive case.

Sense 2 – ‘ladakaa’ / a boy

Phrase –

- ‘shaaLetalaa mulagaa’ (M)
  - ‘paaThashaalaa kaa laDakaa’ (H)
    - school of boy
    - a boy (studying) in school

Key words –

- Modifying adjective (‘shaaLetalaa’) is derived from common nouns

Remark –

- Modifying adjective can play a role in disambiguation of nouns denoting persons.

2.3.7 Nouns Denoting Animals

Word – ‘gaaDhawa’

Sense 1 – ‘gadhaa’ / donkey

Phrase –
• ‘gaaDhawa jaata aahe’ (M)
  ‘gadhaa jaa raha hai’ (H)
  donkey is going
  donkey is going

Key words –

• The absence of verbs listed as key words for sense 2 marks the sense 1 of this word in the phrase.

Sense 2 – ‘gadhaa’ / donkey

Phrase –

• ‘gaaDhawa banaNe or banawaNe or hone/asane’ (M)
  ‘gadhaa bananaa or banaanaa or honaa’ (H)
  donkey become or make or be
    become or make or be donkey

Key words –

• This word in second sense is always accompanied by verbs synonymous to ‘banaNe’ / ‘bananaa’ / become or ‘banawaNe’ / ‘banaanaa’ / make or ‘hoNe’ or ‘asane’ / ‘honaa’ / be.

Remark –

• Presence or absence of a few verbs may mark a particular sense.
• Certain type of ambiguity, in which there is a metaphoric use of a word in a phrase, is maintained across the languages. Such cases do not affect translation. In some instances ‘gaaDhawa asane’ can be translated as ‘muurkha honaa’ / be an idiot as a matter of style.

2.3.8 Nouns Denoting Plant

Word – ‘gulaaba’

Sense 1 – ‘gulaaba’ / rose, as a flower

Phrase –
• ‘gulaabapushpa’ (M) / ‘gulaabapushpa’ (H) / rose flower

Key words –

• Sometimes, words synonymous to ‘pushpa’ / ‘pushpa’ / flower precede or follow this word.
• It is more likely that the bag of words contain words related to flower.

Sense 2 – ‘gulaaba’ / rose, as a plant

Phrase –

• ‘gulaabaache ropa’ (M)
  ‘gulaaba kaa paudhaa’ (H)
  rose plant
  rose plant

Key words –

• Usually ‘gulaaba’ in this sense is used in the company of words synonymous to and related to ‘ropa’ / ‘paudhaa’ / plant except in the field of gardening. Descriptions or narrations about gardening do not have specific mention of ‘ropa’ / ‘paudhaa’ / plant. And in such cases even if it is maintained in translation it does not affect the sense of the sentence.

Sense 3 – ‘gulachhabuu’ / a person with certain quality (a metaphoric use)

Phrase –

• ‘gulaabachii firakii ’ (M)
  ‘gulachhabuu ki chheDa’ (H)
  a person with certain quality teasing
  teasing a person with certain quality

Key words –

• A person is referred as ‘gulaaba’ in Marathi in a teasing sense and so verbs and nouns related to the action of ‘teasing’ are more likely to exist in such phrases. Further, the noun does not get inflected to serve as a stem (e.g. ‘gulaabachii’ but not ‘gulaabaachii’).
Sense 4 – ‘gulaaba’ / gulaaba, a given name to a person (male)

Phrase –

- ‘gulaababhaauu’ (M)/ ‘gulaaba’ (H) / gulaaba
- ‘gulaabalaa’ (M)/ ‘gulaabako’(H) / to gulaaba

Key words –

- A person’s name (proper noun) can be prefixed or suffixed with a gender specific title.
- Verbs present in such phrases are marked for gender in their inflectional form
- Proper nouns do not inflect to form stems as common nouns and abstract nouns do (e.g. ‘gulaabalaa’ but not ‘gulaabaalaa’).

Sense 5 – ‘gulaaba’ / gulaaba, a given name to a person (female)

Phrase –

- ‘gulaababaaii’ (M)/ ‘gulaabo’ (H) / gulaaba
- ‘gulaabalaa’ (M)/ ‘gulaabako’(H) / to gulaaba

Key words –

- A person’s name (proper noun) can be prefixed or suffixed with a gender specific title.
- Verbs present in such phrases are marked for gender in their inflectional form
- Proper nouns do not inflect to form stems as common nouns and abstract nouns do (e.g. ‘gulaabalaa’ but not ‘gulaabaalaa’).

Remark –

- Certain type of ambiguity (e.g., between sense 1 and sense 2 of this word) is maintained across all the three languages.

2.3.9 Nouns Denoting Things

Word – ‘ghongaDe’

Sense 1 – ‘kamalaa’ / blanket

Phrase –
• ‘jhopataanaa jaaDa ghongaDe angaawara gheNe’ (M)

• ‘sotesamaya jaaDaa kamalaa oDha lenaa’ (H)

while sleeping thick blanket take

take thick blanket on body while sleeping

Key words –

• Adjective (‘jaaDa’) specifying nature of thing (‘ghongaDe’) marks the sense in the phrase.
• Adverb (‘jhopataanaa’) specifying time (or place) marks the sense in the phrase.

Sense 2 – ‘jhanjhata’ / burdensome task

Phrase –

• ‘nasate ghongaDe anggawara gheNe’ (M)

khaalipili jhanjhata mola lenaa’ (H)

unnecessarily burdensome task take

invite burdensome task unnecessarily

Key words –

• Adjective (‘nasate’) specifying nature of thing (‘ghongaDe’) mark the sense in the phrase.

Remarks:

• Verbs related to sleeping mark the first sense in the phrase.
• Many times verbs describing inviting trouble mark the second sense in the phrase.
• Sometimes, the same verb can exist in the phrases marking different senses of the word. In such situation adjective or adverb guides for marking exact sense.

2.3.10 Nouns Denoting Quality

Word – ‘hushaarii’

Sense 1 – ‘sayaanaapan’ / clever-ness
Phrase –
- ‘hushaarii disaNe’ (M)
- ‘sayaanaapan dikhanaa’ (H)

clever-ness see or come to know about

see or come to know about clever-ness

Key words –
- Verb ‘disaNe’ (or ‘asaNe’) accompanying the word always mark sense 1.

Sense 2 – ‘shaanapaTTii’ / smart alec

Phrase –
- ‘hushaarii dakhawaNe’ (M)
- ‘shaanapaTTii dikhahaanaa’ (H)

smart alec behave like

behave like smart alec

Key words –
- The (causative) verb ‘dakhawaNe’ in the phrase marks the sense 2.

Remark –

- Usually the word is marked with sense 2 when the verb ‘dakhawaNe’ accompanies it in the phrase. But, sometimes it comes with the word even though it is used in first sense. In this condition, it is necessary to consider the context out of the sentence or to know the theme of the text / discourse.

2.3.11 Nouns Denoting Process

Word – ‘pachana’

Sense 1 – ‘pachan’ / digestion

Phrase –
• ‘annaache pachana’ (M)
  ‘anna kaa pachana’ (H)
  food of digestion
  digestion of food

Key words –
  • The noun (‘annaache’) expressing who is undergoing the process.

Sense 2 – ‘swikaara’ / acceptance

Phrase –
  • ‘wichaaranche pachana’ (M)
    ‘wichaaron kaa swikaara’ (H)
    Thought of acceptance
    acceptance of thought

Key words –
  • The noun (‘wichaaranche’) expressing who is undergoing the process.

2.3.12 Nouns Denoting Action

Word – ‘jhepa’

Sense 1 – ‘uDaana’ / soar

Phrase –
  • ‘pakshaachii jhepa’ (M)
    ‘pakhii kii uDaana’ (H)
    Bird of soar
    soar of a bird

Key words –
  • The noun (‘pakshaachii’) expressing who is undergoing / doing the action
Sense 2 – ‘uDaana’ / reach

Phrase –

• ‘wichaaraachii  jhepa’ (M)
  ‘wichaaronkii  uDaana’ (H)

  Thoughts of reach
  reach of thoughts

Key words –

• The noun (‘wichaaraachii’) expressing who is undergoing / doing the action

2.3.13 Nouns Denoting Relation

Word – ‘aajobaa’

Sense 1 – ‘daadaa’ / grandfather

Phrase –

• ‘baabaanchyaa  wadilaannya  aajobaa  mhaNataata’ (M)
  ‘pitaak  pitaako  daadaa  kahaten  hain’ (H)
  father’s       father           grandfather      is called

  father’s father is called as grandfather

Key words –

• The bag of words may contain words related to ‘wadiila’ / ‘pita’ / father.
• There may not be overt expression denoting relation with father (sense 1) or mother (sense 2) in the phrase or even in the sentence or in the text (discourse) as it is not important in environment of use of Marathi language.

Sense 2 – ‘naanaa’ / grandfather

Phrase –
• ‘aaiichyaa wadilaanna aajobaa mhaNataata’ (M)

• ‘maa ke pitaako naanaa kahaten hain’ (H)

mother’s father grandfather is called

mother’s father is called as grandfather

Key words –

• The bag of words may contain words related to ‘aai’ / ‘maa’ / mother.
• There may not be overt expression denoting relation with father (sense 1) or mother (sense 2) in the phrase or even in the sentence or in the text (discourse) as it is not important in environment of use of Marathi language.

Remark:

• Sometimes, the context is not available for disambiguation. Such cases are described as culture specific use of language.

Nouns used as adjectives can be detected during the part of speech tagging. In general, ambiguity across parts of speech can be resolved during the process of part of speech tagging (POS tagging).

2.4 ADJECTIVES

Adjectives describe characteristics and features of persons, animals, things, situations etc. English grammar identifies two broad classes of adjectives, modifiers (sometimes referred as predicative adverbs) (e.g., ‘chaangalaa’ / achchhaa’ / good in ‘chaangalaa mulagaa’ / achchhaa laDakaa’ / a good boy) and attributives (attribute of a noun) (e.g., ‘chaangalaa’ / achchhaa’ / good in ‘to mulagaa chaangalaa aah’ / ‘wo laDakaa achchhaa hai’ / that boy is good). They can occur as adverbs (modifying another adjective) or independent nouns. The adjectives can be comparative.

Marathi traditional grammar identifies several classes and subclasses of adjectives. There are quality-expressing adjectives (e.g., ‘chaangalaa’ / achchhaa’ / good), quantity-expressing adjectives (e.g., ‘paacha’ / ‘paancha’ / five). In Marathi, adjectives can be derived from

a] pronouns (e.g., pronouns, ‘to’ / ‘waha’ / that in ‘to mulagaa’ / ‘waha laDakaa’ / that boy),

b] nouns (e.g., ‘masaalaa(e)’ / ‘masaalaa’ / spicy as in ‘masaale bhaata’ / ‘masalaa bhaata’ / spicy rice),
c] verb forms (e.g., ‘gelaa’ / ‘gayaa huaa’ / one which has gone in ‘gelaa maaNuusa’ / ‘gayaa huaa aadami’ / the man who has gone)

     d] postpositions (e.g., ‘puDhachaa’ / ‘aagekaa’ / which is in front or next).

     The strong and productive suffixation of possessive case marker ‘chaa’ / ‘chii’ / ‘che’ / ‘chya’ to nouns (e.g., ‘mulaachaa’ / laDakekaa’ / boy’s as explained for pronoun next) and pronouns (e.g., ‘tyaachaa’ / ‘usakaa’ / his as in ‘tyaachaa rumaala’ / usakaa rumaala’ / his handkerchief) and sometimes, postpositions (e.g., as above) results in adjective in a sentence.

     All number-denoting adjectives can be written in words (e.g., ‘paacha’ / ‘paancha’ / five) as well as in numbers (e.g., ५ / ५ / 5). Number-denoting adjectives are further classified as

     e] cardinals (e.g., ‘paacha’ / ‘paancha’ / five),

     f] ordinals (e.g., ‘paachawaa’ / ‘paanchawaan’ / fifth),

     g] ‘awruttiaachaak’ (refers to multiplicity) (e.g., ‘paachapaT’ / ‘paanchagunaa’ / five times),

     h] ‘pruthakatwawaachaak’ (refers to individuals among a group) (e.g., ‘paachapaacha’ / ‘paanchapaancha’ / five in each group or at a time)

     i] in-definitives (e.g., ‘thoDaa’ / ‘thoDaa’ / little amount).

Cardinals can be

     j] whole numbers (e.g., ‘paacha’ / ‘paancha’ / five),

     k] fractions (e.g., ‘ek panchmaaunsha’ / ‘ek baTaa paanch / one fifth)

     l] ‘saakalyawachaak’ (refers to all in a group) (e.g., ‘paanchii’ / ‘paanchhii’ / all five).

     Morphophonologically, adjectives are grouped as adjectives that inflect for gender, number, person of and the attachment of suffixes to the word which they modify (inflectional) and the adjectives that do not do so (non-inflectional). The example of first group is ‘moThaa’ – ‘moThii’ / ‘baDaa’ – ‘baDi’ / big and that of second group is ‘goDa’ / ‘miThaa’ / sweet.

     The division of adjectives into modifiers and attributives is a syntactic issue. Semantically, the meaning of the adjective remains the same irrespective of its appearance in a sentence as modifier and attributive. It is true that the semantics of an adjective decides that whether an adjective can appear as modifier or attributive or in both ways. Still the position of an adjective in the sentence does
not affect its translation. It makes us not to consider these classes for issues while accounting ambiguity.

Adjectives that can occur as an adverb (modifying another adjective, e.g., ‘faara sundara’ / ‘bahuuta sundara’ / too pretty) or noun are ambiguous and such ambiguity can be resolved during the POS tagging.

Adjectives can be derived from nouns, pronouns, postpositions by attaching them suffixes like ‘chaa-chii-che-chyaa’ / ‘aatalaa-lii-le-lyaa’ / ‘raa-rii-re-ryaa’ / ‘aayachaa-chii-che-chyaa’ / ‘aayalaa-lii-le-lyaa’ / ‘lelaa-lii-le-lyaa’. These derivational suffixes except the suffix ‘chaa-chii-che-chyaa’ are not ambiguous as inflectional suffixes attachable to verbs and nominals. The adjectives thus formed can be ambiguous only because of the base form from which it is derived. Such base forms are accounted in respective classes. Further the most ambiguous possessive suffix ‘chaa-chii-che-chyaa’ is ambiguous logically. While translating it in Hindi and English, it does not affect as the translation remains the same. For example, ‘raamachaa mulagaa’ / ‘raamakaa beta’ / ‘Ram’s son (‘chaa’ expresses relation between persons) and ‘raamachaa haata’ / ‘raamakaa haatha’ / Ram’s hand (‘chaa’ expresses whole-part relation).

Thus, it is irrelevant to talk about its logical ambiguity at this point. The cases of ambiguous adjectives derived from words belonging to other parts of speech are considered where the base form itself is an ambiguous word.

It is expected that such study would throw light on the issue whether techniques change as per the parts of speech or as per its content.

Translation of numbers is known as ‘mirror translation’ as there is no chance to have alternatives. It does not affect even if adjectives inflect or not when it is about disambiguation in the process of translation.

**2.4.1 Adjectives Expressing Quality**

Word – ‘koraa / kori / kora’

**Sense 1** – ‘koraa’ or ‘kaalaa’ / without milk

Phrase –

- ‘koraa chahaa’ (M)
  - ‘kori chaaya’ (H)

black tea

black tea
Key words –

- The noun which is modified by this adjective

**Sense 2** – ‘na ubalaa huaa’ / not boiled

**Phrase** –

- ‘kora duudha’ (M)
  - ‘na ubalaa huaa duudha’ (H)
  - unboiled milk

**Key words** –

- The noun which is modified by this adjective

**Sense 3** – ‘na badalaa huaa’ or ‘asanskaarita’ / not changed or unaffected

**Phrase** –

- ‘kora mana’ (M)
  - ‘asanskaarita mana’ (H)
  - unaffected (innocent) mind

**Key words** –

- The noun which is modified by this adjective

**Sense 4** – ‘na dhoyaa huaa’ or ‘na pehanaa huaa’ or ‘nayaa’ / not washed or unused or new

**Phrase** –

- ‘kora kurtaa’ (M)
  - ‘nayaa kurtaa’ (H)
  - new top (free translation: new top)
Key words –

- The noun which is modified by this adjective

**Sense 5** – ’kora’ / blank

**Phrase –**

- ’kora kaagada’ (M)
  
  ‘kora kaagaja’ (H)
  
  blank paper
  
  blank paper

Key words –

- The noun which is modified by this adjective

**Remark –**

- Nouns can be subcategorized for the senses of this adjective.

### 2.4.2 Adjectives Expressing Quantity (Indefinite Adjectives)

**Word –** ‘thoDaa / thoDii / thoda’

**Sense 1** – ‘thoDaa’ / some

**Phrase –**

- ‘thoDaa chahaa’ (M)
  
  ‘thoDii chaaya’ (H)
  
  some tea
  
  some tea

Key words –

- The noun modified by this adjective

**Sense 2** – ‘thoDaa’ / little

**Phrase –**
- 'thoDa kaama' (M)
  - 'thoDaa kaama' (H)
  little work
  little work

Key words –
- The noun modified by this adjective

**Sense 3** – 'kama' / small

Phrase –
- 'thoDa pramaaNā' (M)
  - 'kama maaatraa' (H)
  small amount
  small amount

Key words –
- The noun modified by this adjective

**Sense 4** – 'nahnī' / little

Phrase –
- 'thoDī aDachaNa'
  - 'nahnī samasyaa'
  little problem
  little problem

Key words –
- The noun modified by this adjective

**Sense 5** – 'kama' / little

Phrase –
• ‘thoDi samaja’ (M)
• ‘kama samajha’ (H)

Little understanding

Key words –
• The noun modified by this adjective

Sense 6 – ‘kuchha’ / a few

Phrase –
• ‘thoDii fule’ (M)
• ‘kuchha fulen’ (H)

A few flowers

Key words –
• The noun modified by this adjective

Sense 7 – ‘thoDaa’ / little (adverbial use)

Phrase –
• ‘thoDa waagana badala’ (M)
• ‘thoDaa bartaa waaa badala’ (H)

A little behavior change

Change your behavior a little

Key words –
• The word modified by this adjective

Remark:

• Nouns can be subcategorized for this adjective
2.4.3 Adjectives Derived from Pronouns (Pronominal Adjectives)

Word – ‘tyaanchii’

Sense 1 – ‘unakii’ / their

Phrase –

- ‘baayaannii tyaanchii aDachaNa saangaawii’ (M)
- ‘auratone unakii samasyaa bataanii chaahiye’ (H)

ladies their problems should tell

ladies should tell their problem

Key words –
- The noun to which it refers

Sense 2 – ‘usakii’ / her

Phrase –

- ‘baaiinii tyaanchii aDachaNa saangaawii’ (M)
- ‘mahodayaane usakii samasyaa bataanii chaahiye’ (H)

lady her problem should tell

a lady should tell her problem

Key words –
- The noun to which it refers

Remark –
- Pronominal adjective can be disambiguated by considering the noun to which it refers. If such noun is not present in the sentence then one has to go beyond the sentence to serve the purpose.

2.4.4 Adjectives Derived from Nouns

Word – ‘Tipechaa’

Sense 1 – ‘uunchaa’ / high note

Phrase –
Key words –

• The noun modified by this adjective

Sense 2 – ‘noTa’/ note

Phrase –

• ‘Tipechaa majakuura’ (M)
  ‘noTa men likhaa’ (H)
  
  note of text
  
  text of note

Key words –

• The noun modified by this adjective

Remarks:

• The noun, from which this adjective is derived, itself was ambiguous and the derived adjective is also ambiguous.
• Modified nouns can be subcategorized for this adjective.

The above two words are derived by suffixing the most ambiguous suffix, ‘chaa/chii/che/chyaa, a possessive marker to pronoun and noun respectively. This fact does not reflect in translation. In both cases, the ambiguity is due to ambiguous base word and not due to ambiguous suffix.

2.4.5 Adjectives Derived from Verbal Nouns (‘dhaatusaadhit naama’)

Word – ‘baandhaNyaatalaa’

Sense 1 – ‘baandhanekaa’/ tying

Phrase –
• ‘krushNaalaa baandhaNyaatalaa dhokaa’ (M)
  ‘kuushNa ko baandhanekaa dhokhaa’ (H)
  Krishna in tying danger
  danger in tying Krishna

Key words –

• The object of the base verb plays the role for disambiguation.

Sense 2 – ‘baanaanekaa’ / making

Phrase –

• ‘laaDuu garama bandhaNyaatalaa dhokaa’ (M)
  ‘ladduu garama banaanekaa dhokhaa’ (H)
  sweet when it is hot in making danger
  danger in making sweet when it is hot

Key words –

• The object of the base verb plays the role for disambiguation.

Sense 3 – ‘baandhanekaa’ / building

Phrase –

• ‘bhinta bandhaNyaatalaa dhokaa’ (M)
  ‘diwaara bandhanekaa dhokhaa’ (H)
  wall in building danger
  danger in building wall

Key words –

• The object of the base verb plays the role for disambiguation.

Remark –
Unlike adjectives derived from pronouns and nouns, ambiguous adjectives derived from verbal nouns cannot be disambiguated considering the noun it modifies. In this example the modified noun in all three phrases was the same (‘dhokaa’ / ‘dhokhaa’ / danger) but the senses were marked by the object of the base verb (from which first noun is derived and further, from which adjective is derived).

2.4.6 Adjectives Derived from Postpositions

Word – ‘maagiila’ (derived from ‘maage’ / piichhe’ / behind)

**Sense 1** – ‘piichhekaa’ / which is behind

Phrase –

- ‘gharaamaagila aangaNa’ (M)
  - ‘ghara ke piichhekaa aangana’ (H)

  house behind backyard

  backyard behind house

Key words –

- The noun modified by this adjective

**Sense 2** – ‘gujaraa’ / last

Phrase –

- ‘maagila varshii’ (M)
  - ‘gujare barasamen’ (H)

  last year in

  in last year

Key words –

- The noun modified by this adjective

**Sense 3** – ‘pahalekii’ / due

Phrase –
• ‘maagila baakii’ (M)

• ‘pahalekii baakii’ (H)

due balance
due balance

Key words –
• The noun modified by this adjective

Remark –
• Adjectives derived from postpositions can be disambiguated by considering the nouns modified by them.
• In this case, neither the base postpostion ‘maage’ is ambiguous nor the suffix ‘ila’ is ambiguous but the syntactic process of word formation as well as phrase formation makes the adjective ambiguous.

2.4.7 Possessive Adjectives

The examples considered under the head of adjectives derived from pronouns and nouns are the examples of possessive adjectives as the suffix ‘chaa’ / ‘chii’ / ‘che’ / ‘chyaa’ marks possession. Possessive adjectives derived from verbal nouns behave like other similar adjectives derived from verbal nouns. The object of base verb serves as a tool for its disambiguation. All other possessive adjectives can be disambiguated by considering the noun they modify.

2.4.8 Comparative Adjectives

In Marathi and Hindi, comparison between adjectives is expressed by using adjectival phrases rather than single word (e.g., ‘chaangalaa’ – ‘pekShaa chaangalaa’ – ‘sarwaata chaangalaa’ / ‘achchhaa’ -‘se achchhaa’ – ‘sabase achchhaa’ / good – better - best). There is no special technique to resolve ambiguity of comparative adjectives. The strategies applicable to base adjective (‘chaangalaa’ / ‘achchhaa’ / good) will also be applicable to comparative adjective.

Word – ‘uuncha’

Sense 1 – ‘uunchaa’ / tall

Phrase –
• 'uuncha mulagaa' (M)
  'uunchaa laDaka' (H)
  tall boy
  tall boy
• 'muliikeShaa uuncha mulagaa' (M)
  'laDakii se uunchaa laDaka' (H)
  girl than tall(er) boy
  a boy taller than a girl
• 'sarwaata uuncha mulagaa' (M)
  'saba se uunchaa laDaka' (H)
  in all tall(est) boy
  a tallest boy among all

Sense 2 – 'uunčha-ii' / high

Phrase
  • 'uunčha iimaarata' (M)
  'uunčhaa biling' (H)
  high building
  high building
• 'shaaLepekShaa uunčha iimaarata' (M)
  'paaThashaalaa se uunchii biling' (H)
  school than tall(er) building
  a building taller than a school
• ‘sarwaata uuncha iimaarata’ (M)

’sabase uunchii bilding’ (H)

in all highest building

in all highest building

Remark:

• In case of use of an ambiguous comparative adjective in all degrees, the techniques for disambiguation remain the same. Here, the key word is the noun modified by the adjective.

Adjectives used as nouns can be detected during the part of speech tagging.

2.4.9 Adjectives Expressing Characteristics and Features of Persons

Word – ‘lahaana’

Sense 1 – ‘chhoTaa’ / young

Phrase –

• ‘wayaane lahaana’ (M)

‘umramen chhotaa’ (H)

(in age) young

young (in age)

Key words –

• The word (‘wayaane’ / ‘umramen’ / (in age) specifies that the adjective (‘lahaana’ / ‘chhoTaa’ / young) refers to the entity of comparison in age. It can be height, size of body etc. in its (adjective, ‘lahaana’ / ‘chhoTaa’ / young) other sense as below.

Sense 2 – ‘naaTaa’ / short

Phrase –


• ‘unchiine’ lahaana’ (M)
  ‘(lambaaii ke hisaabase) naaTaa’ (H)
  (in hight) short
  short (in hight)

Key words –

• The word (‘unchiine’ / ‘(lambaaii ke hisaabase)’ / (in hight)) specifies that the adjective (‘lahaana’ / ‘chhoTaa’ / young) refers to the entity of comparison in height.

Sense 3 – ‘patalaa’ / thin

Phrase –

• ‘angakaaThiine lahaana’ (M)
  ‘kada se patalaa’ (H)
  body (by) thin
  (with) thin body

Key words –

• The word (‘angakaaThii’ / ‘kada’ / body) specifies that the adjective (‘lahaana’ / ‘chhoTaa’ / young) refers to the entity of comparison in size of body etc.

2.4.10 Adjectives Expressing Characteristics and Features of Animals

Word – ‘jangalii’

Sense 1 – ‘jangalii’ / wild

Phrase –

• ‘jangalii pashuu’ (M)
  ‘jangalii jaanawara’ (H)
  wild animal
  wild animal
Key words –

- The noun (‘pashuu’ / ‘jaanawara’ / animal) that is modified by the adjective marks the sense.

**Sense 2** – ‘jangali’ / uncivilized

**Phrase** –

- ‘jangali wyaktii’ (M)
- ‘jangali wyakti’ (H)
- uncivilized person

**Key words** –

- The noun (‘wyaktii’ / ‘wyakti’ / person) that is modified by the adjective marks the sense.

**Remark** –

- An adjective is used in different sense when it modifies animate and human being.

### 2.4.11 Adjectives Expressing Characteristics and Features of Things

**Word** – ‘sundara’

**Sense 1** – ‘swaadisTa’ / tasty

**Phrase** –

- ‘sunder swayampaaka’ (M)
- ‘swaadishTa bhojana’ (H)
- tasty food

**Key words** –

- The word (‘swayampaaka’ / ‘bhojana’ / food) which is modified by the adjective marks the sense.

**Sense 2** – ‘sundara’ / pretty
Phrase –

- ‘sundara mulagii’ (M)
- ‘sundara laDakii’ (H)
- pretty girl
  pretty girl (a pretty girl)

Key words –

- The word (‘mulaagii’ / ‘laDakii’ / a girl) which is modified by the adjective marks the sense.

Sense 3 – ‘sundara’ / handsome

Phrase –

- ‘sundara mulagaa’ (M)
- ‘sundara laDakaa’ (H)
- handsome boy
  a handsome boy

Key words –

- The word (‘mulaagaa’ / ‘laDakaa’ / a boy) which is modified by the adjective marks the sense.

Remark –

- Such information can be made available by sub-categorization and developing ontology

2.4.12 Adjectives Expressing Characteristics and Features of Situations

Word – ‘joradaar’

Sense 1 – ‘jamake’ / fierce

Phrase –
• ‘joradaara bhaNDaNa’ (M)
  • jamake jhagaDaa’ (H)
  • fierce quarrel

Key words –

• The word (‘bhaaNDaNa’ / ‘jhagaDaa’ / quarrel) which is modified by the adjective marks the sense.

Sense 2 – ‘dhumasaana’ / bad

Phrase –

• ‘joradaara maaraamaarii’ (M)
  • ‘dhumasaana laDaaii’ (H)
  • bad fight

Key words –

• The word (‘maaraamaarii’ / ‘laDaaii’ / fight) which is modified by the adjective marks the sense.

2.4.13 Onomatopoeic Adjectives

Word – ‘kachakachiita’

Sense 1 – ‘kachcha’ / raw

Phrase –

• ‘kachakachiita aambaa’ (M)
  • ‘kachcha aama’ (H)
  • raw mango

Key words –
• The word ('aambaa’ / 'aama’ / mango) which is modified by the adjective marks the sense.

Sense 2 – ‘ekadama’ / exact (There is no practice in English to use such type of adjective for green; the particular names are given to a range of green color.)

Phrase –

• ‘kachakachita hirawaa’ (M)
  ‘ekadama haraa’ (H)

exact/perfect/definite green

exact/perfect/definite green

Key words –

• The word ('hirawaa’ / 'haraa’ / green) which is modified by the adjective marks the sense.

2.5 VERBS

Verbs denote actions, processes, action-processes and states. The main function of verbs is to form the predicate of a sentence which is the central constituent of a sentence that governs the other constituents of the sentence. A predicate always consists of at least one finite verb form, i.e., a verb form that has a specific person and number.

Marathi verbs are classified as transitive and intransitive as per usual practice. Transitive verbs can be mono-transitive with one object in the phrase. For example,

• ‘tyaane pustaka waachale’ (M)
  ‘usane kitaab paDhi’ (H)

he book read

he read the book

Transitive verbs also can be di-transitive with two objects, direct and indirect, in the phrase. Such verbs are called as ‘dwikarmak kriyaapada’ ('kriyaapada’ means verb). For example,
There are verbs which are used as transitive as well as intransitive (‘ubhayawidha kriyaapada’). For example, ‘ughaDale’ / ‘khuulaa’ / opened as in phrases,

- ‘tyaane mala pustaka dile’ (M)
- ‘usane mujhe kitaab dii’ (H)
- he me book gave

he gave me a book

Here, the verb form ‘ughaDale’ / ‘khuulaa’ / opened is marked with transitivity. While it is intransitive in phrase,

- ‘daar ughaDale’ (M)
- ‘darwaaja kholaa’ (H)
- he door opened

the door opened

Some intransitive verbs do not make the sentence meaningful without the presence of other particular verbs. These are called as ‘apurnawidhaana kriyaapada’, i.e., verb forms which cannot complete the meaning of the sentence. For example, the verb form ‘jhaalaa’ / ‘huaa’ / become alone does not complete the meaning in the following sentence.

- ‘raama jhaalaa.’ (M)
- ‘raamaa huaa.’ (H)

Ram becomes. (free translation: Ram becomes.)

Intransitive verbs that complete the meaning of the sentences are called as ‘puurnawidhaana kriyaapada’. For example,
• ‘raama gelaa’ (M)
  ‘raama gayaa’ (H)

Ram went

Verbs are also classified as compound verbs and composite verbs. Compound verbs denote single action but have two constituent verb forms (e.g., ‘khaauun Taak’ / ‘khaa le’ / eat). Many times, the second verb form in a compound verb denotes mode of the action or the mood of the speaker (e.g., ‘Taak’ / ‘le’ / --- in ‘khaauun Taak’ / ‘khaa le’ / eat denotes that the speaker wants to finish eatables by eating.). Composite verbs denote sequence of actions (‘khaauun jaa’ / ‘khaakar jaa’ / eat and go). Compound verbs are usually stored in the dictionary. Composite verbs are formed of two verb forms, namely, main verb (e.g., ‘jaa’ / ‘jaa’ / go) and assisting verb (‘sahaayyak kriyaapad’ / ‘gauN kriyaapada’) (e.g., ‘khaauun’ / ‘khaakar’ / eat and).

There is another level of classifying verbs. Verbs can be primary verbs, for example,

• ‘mii shikate.’ (M)
  ‘mai paDhatii huun.’ (H)

I learn

I learn

Or

• ‘mii kaama karate.’ (M)
  ‘main kaama karatii hun.’ (H)

I work do

I do the work.

Verbs can be causative verbs (‘praayojaka kriyaapada’), for example,

• ‘mii mulaalaa shikawate’ (M)
  ‘main laDakeko paDhaatii huun (H)

I boy teach (free translation: I teach a boy.) Or
There are several subclasses of causative verbs. When a causative form is derived from an intransitive verb, the derived verb can be used as transitive or intransitive, for example, ‘shikawate’ refers to profession (intransitive) as well as action (transitive) as used in following phrases,

- ‘mii shikawate’ (M)
- ‘main paDhaatii huu’ (H)

I teach

and

- ‘mii mulaalaa dhaDaa shikawate’ (M)
- ‘main laDakeko paaTha paDhaatii huu’ (H)

I teach a lesson to a boy

Here, mulaalaa is indirect object and dhaDaa is direct object.

Some causative verbs derived from intransitive verbs however always behave like a transitive verb. For example,

- ‘mii mulaalaa (object) chaalawate’ (M)
- ‘main laDakeko chalaatii huu’ (H)

I make a child walk.

There is another class of verbs, called ‘shakya kriyaapada’ (verb forms indicating possibility or ability). There is a similar suffixation to both classes of verbs, namely, causative verb forms (‘praayojaka kriyaapada’) and verb forms
indicating ability or possibility (‘shakya kriyaapada’). Hence, people get confused. For example,

- ‘mii mulaalaa (object) chaalawate’ (transitive, causative) (M)
  
- ‘main laDakeko chalaatii huu’n’ (H)

I make a child walk

and

- ‘aataa malaa chaalawate’ (ability)
  
- ‘ab main chal sakatii huu’n’

now I can walk

now I can walk

The verb forms expressing positive mood of the speaker are grouped under the label of ‘karaNa ruupa kriyaapada’ (e.g., ‘karrawe’ / ‘karen’ / should do) and the verb forms denoting negative mood of the speaker are titled as ‘akaraNa ruupa kriyaapada’ (e.g., ‘karuu naye’ / ‘na karen’ / should not do).

There are two special classes of Marathi verbs. The first includes ‘bhhawakartuk / akartuk kriyaapada’, i.e., verbs which need not to have agent in the phrase, for example, ‘sanjaawaNe – le’ / ‘shyaama honaa’ / be time of evening.

The second includes the verbs which do not conjugate for all tenses, genders, numbers and persons are called as ‘aniyamita kriyaapada’ (irregular verbs) for example, ‘paahijae’ / ‘chaahiya’ / must. These verbs are either auxiliary or modular.

These verbs are very few in number (say, about eight). All of them are not ambiguous. In most cases the presence of such forms guide to resolve ambiguity at morphology-level. This is discussed in detail in the next chapter.

2.5.1 Verbs of Action

Word – ‘waachaNe’

Sense 1 – ‘paDhanaa’ / read

Phrase –
• `'pustaka waachaNe’ (M)
   ‘kitaaba paDhanaa’ (H)
   book read
   read a book

Key words –
• The object (‘pustaka’ / ‘kitaaba’ / a book) of the verb specifies the sense.

Sense 2 – ‘bachanaa’ / save

Phrase –
• `'jiiwa waachaNe’ (M)
   ‘jaana bachanaa’ (H)
   life    be saved
   life is saved

Key words –
• The object (‘jiiwa’ / ‘jaana’ / life) of the verb specifies the sense.

Remark –
• There is a proverb in Marathi,
  o  ‘waachaal (sense 1) tara waachaala(sense 2).’ (M)
     ‘paDhoge to bachoge.’ (H)
     read     if     will be saved
     (you) will be saved if (you) read)

In some instances the phrase proved to be ambiguous.
  o  ‘waachaala (sense 2) tara waachaala (sense 1)’ (M)
     ‘bachoge to paDhoge’ (H)
     are saved   if   can read
     (you) can read if (you) are saved
Thus, the phrase can be read in either way. In this case, the nature or the subject of the discourse decides the meaning of the phrase. In any case, the two occurrences of the string ‘waachaala’ in a phrase, definitely refers to different senses for each of its occurrence.

2.5.2 Verbs of Process

Word – ‘banaNe’

Sense 1 – ‘bananaa’ / become

Phrase –

- ‘shikshaka banaNe’ (M)
- ‘adhyaapaka bananaa’ (H)

  teacher become

  become a teacher

Key words –

- The object (‘shikshaka’ / ‘adhyaapaka’ / a teacher) of the verb specifies the sense 1.

Remark –

- In this sense the verb is used as transitive.

Sense 2 – ‘bananaa’ / get fooled

Phrase –

- ‘to banalaa’ (M)
- ‘wo bana gayaa’ (H)

  he got fooled

  he got fooled

Key words –

- Absence of object marks this sense. The agent is necessarily a human being or anything is considered to be resembling with humans.
Remark –

• In this sense verb is used as intransitive.

2.5.3 Verbs of State

Word – ‘rahaaNe’

Sense 1 – ‘rahanaa’ / stay

Phrase –

• ‘gharii rahaaNe’ (M)

‘gharamen rahanaa’ (H)

house in stay

stay in a house

Key words –

• The place adverb (‘gharii’ / ‘gharamen’ / in a house) of the verb marks the sense.

Sense 2 – ‘rahanaa’ / keep on

Phrase –

• ‘karata rahaaNe’ (M)

‘karate rahanaa’ (H)

Doing keep on

keep on doing

Key words –

• In this sense, the verb (‘rahaaNe’ / ‘rahanaa’ / keep on) comes as constitute of the compound verb (‘karata rahaaNe’ / ‘karate rahanaa’ / keep on doing) and denotes the aspect of the action. The aspect is marked together by ‘++ta rakaNe’.

Sense 3 – ‘lenaa’ / finish or have

Phrase –
• ‘karuuna rahaaNe’ (M)

‘kara lenaa’ (H)

done have (free translation - have done or finish doing)

Key words –

• In this sense, the verb (‘rahaaNe’ / ‘lenaa’ / finish or have (+ verb participle)) comes as constitute of the compound verb (‘karuuna rahaaNe’ / ‘kara lenaa’ / finish doing or have done) and denotes the aspect of the action. The aspect is marked together by ‘++uuna rakaasNe’.

Remark –

• The ambiguity of the ambiguous word, the verb ‘rahaaNe’, in the compound verbs ‘karata rahaaNe’ and ‘karuuna rahaaNe’ is resolved due to the forms ‘karata’ and ‘karuuna’ of verb ‘karaNe’ in the compound verbs respectively.

2.5.4 Transitive Verbs

The example (‘waachaane’) cited under verb of action (section 2.5.1) is also the example of transitive verb.

2.5.5 Di-transitive Verbs

Word – ‘deNe’

Sense 1 – ‘denaa’ / give

Phrase –

• ‘mulaalaa (indirect object) pustak (direct object) deNe’ (M)
  ‘laDake ko kitaaba denaa’ (H)

  boy to book give

  give a book to a boy

Key words –

• Absence of words that marks other sense of the verb points to this sense.

Sense 2 – ‘denaa’ / gift
Phrase –

- ‘mulaalaa pustaka bheTa deNe’ (M)  
  ‘laDake ko pustaka bhenTa denaa’ (H)  
  boy to book gift
  
  gift a book to a boy

Here, mulaalaa is indirect object and pustaka is modifier and bheT is direct object.

Key words –

- The word ‘bheTa’ marks the sense 2.

Remark –

- This technique underlies the principle of ‘viyoga’ discussed in Sanskrit tradition. (section 3.2 of chapter 3)
- This verb is ambiguous for translation from Marathi to English and not for Marathi to Hindi.
- There is a tendency to store the compound verb ‘bheTa deNe’. In such situation there are other problems needed to be solved, namely, inflection of the word ‘bheTa’ and identification of discontinuous constituents ‘bheTa’ and ‘deNe’. In Hindi, the situation in this regard is the same.

2.5.6 Intransitive Verbs

The example ‘rahaaNe’ cited under verb of state (section 2.5.3) is also the example of intransitive verb.

2.5.7 Intransitive Verb Forms That Need Complementary Words

(‘apuurNawidhaana kriyaapada’)

Word – ‘jhaalaa’

(past, indicative, perfect, masculine, singular, third person form of the verb ‘hoNe’)

Sense 1 – ‘banaa’ / became

Phrase –
- 'raama shikshaka jhaalaa’ (M)
- 'raama adhyaapaka banaa’ (H)
- Ram teacher became
  Ram became a teacher

Key words –
- The verb ‘hoNe’ / ‘bananaka or honaa’ / become, transitive or intransitive, is a verb of process. The word (‘shikshaka’ / ‘adhyaapaka’ / a teacher) that refers to the final state of the process of becoming marks the sense 1.

**Sense 2** – ‘huua’ / grew

Phrase –
- ‘raama uuncha jhaalaa’ (M)
  ‘raama lambaa huaa’ (H)
- Ram tall grew
  Ram grew tall. (Ram’s height grew)

Key words –
- The verb ‘hoNe’ / ‘honaa’ / grow, transitive or intransitive, is a verb of process. The word (‘uuncha’ / ‘lambaa’ / tall), that, refers to the final state of the process of becoming, marks the sense 2.

**Sense 3** – ‘huua’ / get or have

Phrase –
- ‘raamaalaa mulagaa jhaalaa’ (M)
  raama ko laDakaa huaa’ (H)
- Ram baby boy got
  Ram got a baby boy

Key words –
The use of phrase ‘mulagaa hoNe’ marks the sense (‘hona’ / get or have). This is a special case of use of ‘hoNe’ in sense 3.

2.5.8 Intransitive Verb Forms That Don’t Need Complementary Words (‘puurNawidhaana kriyaapada’)

Word – ‘gelaa’
(past, indicative, perfect, masculine, singular, third person form of the verb ‘jaaNe’)

Sense 1 – ‘gayaa’ / went

Phrase –

- ‘raama kaamaawara gelaa’ (M)
- ‘raama kaamapara gayaa’ (H)

Ram to work went

Key words –
- The verb ‘jaaNe’ / ‘jaanaa’ / go, is a verb of process. The word (‘kaamaawara’ / ‘kaamapara’ / to work), that, refers to the final state of the process of going, marks the sense 1.
- Additionally, the absence of the words related to ‘death’ in the bag of words marks the sense 1.
- In some instances, the only phrase, ‘raama gelaa’ may either mean Ram went or Ram passed away. In such cases, one has to refer to the context out of the sentence as well as look for the theme / subject of the discourse.

Sense 2 – ‘mara gayaa’ / died or passed away

Phrase –

- ‘raama gella aaNi tyaachii mule anaatha jhaalii’ (M)
- ‘raama maraa aur useske bachche anaatha hue’ (H)

Ram died & his children orphan became

Ram died and his children became orphans.

Key words –
The bag of words necessarily contains the words related to ‘death’.

Remark –

1. In the phrase ‘raama gelaa to gelaa(cha)’, the reduplication of the word ‘gelaa’ in the phrase, separated by (‘to’ / ‘to’ / means) marks the sense 1, i.e., ‘gayaa’ / went.

2. raama gelaa to gelaa(cha) (M)   
   raama gayaa to gayaa(hi) (H)

Ram went means went (emphasis) (free translation: Ram went)

2.5.9 Causative Verbs Related to Transitive Primary Verbs

The causative verb, related to the ambiguous primary verb of action, (‘waachaaNe’) means (‘paDhanaa’ / read) or (‘bachanaa’ / get saved), is ‘wachawaNe’. The verb ‘waachawaNe’ is used only in the sense of (‘bachaanaa’ / save (someone)). The causative verb form ‘wa chuuna gheNe’ is used in the sense of (‘paDhake lenaa’/ ask or make (someone) to read). In short, an ambiguous primary verb may be related to different causative verbs for its different senses.

Word – ‘bharawaNe’ (related to transitive verb ‘bha raNe’ / bharanaa’ / fill)

Sense 1 – ‘khilaanaa’ / feed

Phrase –

1. ‘mii mulaalaa jewaNa bharawate’ (M)
   ‘main laDake ko khaanaa khilaatii hun’ (H)

I boy to food feed
I feed (food to) a boy

Here, mulaalaa is indirect object and jewaNa is direct object.

Key words –

1. The direct object (‘jewaNa’ / ‘khaanaa’ / (food)) of the verb marks the sense 1. Even the indirect object (‘mulaalaa’ / laDake ko’ / to child) also mark the sense 1 in this sentence.

Sense 2 – ‘bha ra sakanaa’ / able to fill

Phrase –
• ‘malaa paaNii bharawate’ (M)
  'main paanii bhara sakatii hun’ (H)
I water fill can
    I can fill water

Key words –
• The direct object ‘paaNii’ / ‘paanii’ / water marks this sense.
• The ability or possibility to feed is expressed by adding verb ‘shakaNe’ when the verb ‘bharawaNe’ is used in the sense of ‘khilaanaa’ / feed. For example,
  o ‘mii mulaalaa bharawuu shakate’ (M)
  ‘main ladake ko khilaa sakatii hun’ (H)
    I boy to feed can
    I can feed a/the boy

Sense 3 – ‘se bhara ke lenaa’ / get filled

Phrase –
• ‘mii tichyaakaDuuna paaNii bharawuuna ghete’ (M)
  ‘main usase paanii bhara ke letii hun’ (H)
I her water to fill got / make
    I got / make her to fill the water

Key words –
• The direct object (‘paaNii’ / paanii’ / water) of the verb marks the sense 2.
• The postposition ‘kaDuuna’ / ‘se’ / by also mark the sense 2.

Remarks:
• The constituent ‘gheNe’ of the verb form ‘bharawuuna gheNe’ marks the aspect of the verb, ‘bharawaNe’.
• This strategy is adapted sometimes to disambiguate the possibility of interpreting the verb ‘bharawaNe’ either as causative verb or as the verb expressing ability.
2.5.10 Causative Verb Forms Related to Intransitive Primary Verbs

In section 2.5.9 we have discussed the causative verb ‘waachawaNe’ / ‘bachaanaa’ / save, which is not an ambiguous verb though it is related to an ambiguous primary verb ‘waachaNe’ / paDhanaa’ or ‘bachanaa’ / read or get saved.

There are cases where the primary verb does not refer to a particular action but the related causative verb refers to an additional action. For example, ‘paLaNe’ / dauDanaa’ / run do not refer to any action related to kidnapping, but, ‘palawane’ refers to kidnapping also as illustrated below.

Word – ‘paLawale’ (past, perfect, indicative, neuter, singular, third person form of the verb ‘paLawaNe’)

Sense 1 – ‘dauDaayaa’ / make or ask to run

Phrase –

- ‘mii mulaalaa joraata paLawale’ (M)
  ‘maine laDake ko jora se dauDaayaa’ (H)

I boy fast made/asked to run

I made/asked the boy to run

Key words –

- The adverb of manner (‘joraata’ / ‘jora se’ / fast) marks this sense.
- Absence of instrumental adverb also marks this sense.

Sense 2 – ‘bhagaayaa’ / kidnapped

Phrase –

- ‘mii mulaalaa paishaankaaritaat paLawale’ (M)
  ‘maine laDake ko paison ke liye bhagaaya’ (H)

I boy money for kidnapped

I kidnapped the boy for money

Key words –
• The adverbial phrase expressing purpose (‘paishaapkarita’ / ‘paisu ke liye’ / for money), marks this sense.

Remark:

• The verb ‘paLawane’ can be subcategorized for adverbs which will help in its disambiguation.

Consider the sentence, ‘mii mulaala paLawale’. It is difficult to find the context within the sentence for its disambiguation as illustrated below. In such cases, key words can be found outside the sentence, or the subject / theme of the text / discourse can serve the purpose.

• ‘mii mulaala paLawale’ (M)

‘maine laDake ko dauDaaya’ (H)

I boy asked / made to run

I asked / made the boy to run.

And

• ‘mii mulaala paLawale’ (M)

‘maine laDake ko bhagaaya’ (H)

I boy kidnapped

I kidnapped the boy

2.5.11 Causative Verbs Related to Intransitive Primary Verbs That Require an Object

The example cited in the section 2.5.10 is also the example of the causative verbs related to intransitive primary verbs

2.5.12 Causative Verbs Related to Intransitive Primary Verbs That Do Not Need Objects

The example (‘chalawate’) cited in section 2.5.13 (particularly sense 2) also serves as the example of this kind.

2.5.13 Verbs Expressing Ability

Forms of the causative verb and the forms of the verb expressing ability related to the same primary verb are similar. There is always a possibility of ambiguity
across these sub-classes. The translations in both cases are distinct. There are some lexical causative verbs (e.g., ‘daakhawaNe’ / ‘dikhaanaa’ / show) related to primary verbs (e.g., ‘baghaNe’ or ‘disaNe’ / ‘dekhanaa’ or ‘dikhanaa’ / see (or can see)). The problem of ambiguity across these two classes does not arise in such cases as the process of formation of causative verb and verb of ability is different.

Word – ‘chalawate’ (present, indicative, habitual, feminine singular first / third person form of the verb ‘chaakawaNe’)

**Sense 1** – ‘chalaatii hun’ / make to walk

**Phrase** –

- ‘mii mulaalaa chaalawate’ (M)
- ‘main laDake ko chalaatii hun’ (H)

<table>
<thead>
<tr>
<th>I</th>
<th>boy</th>
<th>make to walk</th>
</tr>
</thead>
</table>

**Key words** –

- The object (‘mulaalaa’ / ‘laDake ko’ / boy) in the phrase marks the sense 1.

**Sense 2** – ‘chalaa jaataa hai’ or ‘chala sakatii hun’ / able to walk or can walk

**Phrase** –

- ‘malaa chaalawate’ (M)
- ‘mujhase / main chalaa jaataa hai / chala sakatii hun’ (H)

<table>
<thead>
<tr>
<th>I</th>
<th>am able to walk</th>
</tr>
</thead>
</table>

**Key words** –

- The absence of any object in the phrase marks the sense 2.
- The case of the subject also marks this sense.

**Remark:**

- In the above example, ‘sanyoga’ is the underlying principle while marking sense 1 where as ‘wiyoga’ is the underlying principle while marking sense 2. (section 3.2 of chapter 3)
**Sense 3** – ‘chalaatii hun’ / drive

Phrase –
- ‘mii gaaDii chaalawate’ (M)
- ‘main gaaDii chalaatii hun’ (H)
  
  I car drive
  
  I drive a car.

Key words –
- The object (‘gaaDii’ / ‘gaaDii’ / car) marks the sense 3. Presence of any vehicle as object in the sentence marks this sense.

**Sense 4** – ‘chalaa letii hun’ / tolerate

Phrase –
- ‘mii tyaache waagaNe chaalawate’ (M)
- ‘main usakaa bartaawa chalaatii hun’ (H)
  
  I his behavior tolerate
  
  I tolerate his behavior

Key words –
- The object (‘waagane’ / bartaawa’ / behavior) marks the sense 4.

Remark –
- There can be a phrase like ‘mii kaahiihii chaalawate’ which can be interpreted in more than one way as illustrated below.
  - ‘mii kaahiihii chaalawate’ (M)
  - ‘main kuchhabhii chalaatii hun’ (H)
  
  I anything drive
  
  I drive anything

And
This type of ambiguity can be resolved by referring to the context outside of the sentence and understanding the subject of the discourse / text.

2.5.14 Compound Verbs (All Constituents Being Verb Forms)

Word – 'chalawuuna ghete' (present, indicative, habitual, feminine singular first / third person form of the verb 'chaakawuuna gheNe')

Sense 1 – 'chalawaa letii huu / make to walk

Phrase –

- 'mii mulaakaDuuna chaalawuuna ghete’ (M)
- 'main laDake se chalawaa letii huu’ (H)

I boy to walk make

I make the boy to walk

Key words –

- The word ('mulaakaduuna' / 'laDake se or ko' / boy) in the phrase marks the sense 1.
- The absence of direct object also marks this sense.

Sense 2 – 'chalawaa letii huu / make to drive

Phrase –

- 'mii mulaakaDuuna gaaDii chaalawuuna ghete’ (M)
- 'main laDake se gaaDii chalawaa letii huu’ (H)

I boy car to drive make

I make the boy to drive a car.

Key words –
• The object (‘gaaDii’ / ‘gaaDii’ / car) marks the sense 3. Presence of any vehicle as an object in the sentence marks this sense.

**Sense 4** – ‘chalaa letii huun’ / tolerate

**Phrase** –

- ‘mii tyache waagaNe chaalawuuna ghete’ (M)
- ‘main usakaa bartaawa chalaa letii huun’ (H)

I tolerate his behavior

**Key words** –

• The object (‘waagane’ / bartaawa’ / behavior) marks the sense 4.

**Remark:**

• We have seen in the last section that the phrase ‘mii kaahihi chalawate’ is ambiguous. Further, ‘chaalawuuna ghete’ is synonymous to ‘chalawate’ in case of most of its usages. But particularly in the phrase, ‘mii kaahihi chalawuuna ghete’, ‘chaalawuuna ghete’ only means ‘main kuchhabhi chalaa letii huun’ / I tolerate anything and not otherwise.

2.5.15 Compound Verbs (At Least One Constituent of which is Other than Verb Form)

**Word** – ‘baahera basate’ (present, indicative, habitual, feminine and neuter, singular, third person form of the verb ‘baahera basaNe’)

**Sense 1** – ‘baahara baaThatii hai’ / sits outside

**Phrase** –

- ‘tii aata naahii baaherach basate’ (M)
- ‘wo andara nahii baaharahii baiThatii hai’ (H)

she inside no(t) outside sits
she (never) sits inside, she sits outside only

**Key words** –
• Presence of adverb(s) of place (‘aata’ & ‘baahera’ / ‘andara’ & baahara’ / inside & outside) mark(s) the sense 1.

Sense 2 – ‘rhumain hotii hai’ / get periods

Phrase –
• ‘tii niyamiita baahera basate’ (M)
  ‘wo samaya ke anusaara rhumain hotii hai’ (H)
  she regularly gets period
  she regularly gets period

Key words –
• The adverb of time / frequency marks the sense 2.

2.5.16 Composite Verbs

Word – ‘yeuuna jaa’ (singular imperative form of the verb ‘yeuuna jaaNe’)

Sense 1 – ‘aakara jaa’ / come and then go

Phrase –
• ‘gharii yeuuna jaa maga kaamaawara’ (M)
  ‘ghara aakara jaa baada men kaama para!’ (H)
  home come and go after / then to work
  ‘meet me then go to work!

Key words –
• The time adverb ‘maga’ / ‘baada men’ / then points to the sense 1.

Remark:
• Here, the phrase ‘yeuuna jaa’ is the example of composite verb.

Sense 2 – ‘aa jaa’ or ‘aa’ / come

Phrase –
• ‘ekadaa yeuuna jaa gharii’ (M)

‘ekabaara aa jaa (aa) gharar’ (H)

sometime come home

come home sometime

Key words –

• The time adverb ‘ekadaa’ / ‘ekabaara’ / sometime points to the sense 2.

Remark –

• Here, the phrase ‘yuuuna jaa’ is the example of compound verb.

2.5.17 Finite & Nonfinite Verb Forms

Syntactically, verbs can be in finite or nonfinite. The suffixes involved in nonfinite forms are not ambiguous; they do not express multi-functions. Suffixes involved in Finite forms, can be ambiguous and the way such ambiguity can be resolved is illustrated in the next chapter in detail.

2.6 Adverbs

Adverbs define the circumstances of a state, action or process. Adverbs typically express place, time and manner. Adverbs are used in different position in a sentence, namely, qualifying a verb, qualifying an adjective, qualifying an adverb and as an attribute to a noun. Some adverbs are comparative.

As Marathi adjectives do, Marathi adverbs also can be grouped as inflectional (e.g., ‘chaangalaa’ – ‘chaangalii’ / ‘achchhaa’ – ‘achchhii’ / good) and non inflectional adverbs (e.g., ‘jalada’ / jalada’ / fast).

As usual, Marathi adverbs are classified broadly (as English adverbs do) as adverbs of time, place, manner and quantity (e.g., ‘bharapuura’ / bahuta’ / much). These classes are further subdivided. Adverbs of time are grouped as adverbs expressing time (e.g., ‘aataa’ / ‘ab’ / now), frequency (e.g., ‘saalosaal’ / ‘har saal’ / each year) and continuity (e.g., ‘nitya’ / ‘nitya’ / always). Adverbs of place includes adverbs expressing situational place (e.g., ‘ithe’ / ‘yahaan’ / here) and transformational condition / change of place (e.g., ‘maaguun’ / ‘pichhese’ / from behind). Adverbs of manner are further parted as adverbs expressing type of manner (e.g., ‘kase’ / ‘kaise’ / how), the way of repetition of manner (e.g., ‘paTapaTa’ / ‘jhaTapaTa’ / fast or in hurry).

Semantically, there are adverbs expressing query (e.g., ‘asa kaaya’ / ‘aise kuun’ / why like this) as used in sentence below.

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• ‘asa kaaya karaate tuu!’ (M)
  ‘aisa kuun karatii hai tuu’ (H)

 like this why is doing you

 how is she doing like this!

The word ‘kaaya’ is also used as interrogative pronoun as in following phrase.

• ‘kaaya karate tuu?’ (M)
  ‘kyaa karatii hai tuu?’ (H)

 what are doing you? (what are you doing?)

Remark –

• In the first phrase, the presence of ‘asa’ / ‘aisaa’ / like this and the
  exclaimatory mark, (!) mark the sense of adverb of querry where as in the second
  phrase the absence of ‘asa’ / ‘aisaa’ / like this and the presence of question mark
  marks the sense of interrogative pronoun.

There are adverbs expressing negation (e.g., ‘na karataa’ / ‘na kiye hue’ / not done).

Considering word formation strategy, adverbs can be base / head adverbs
(e.g., ‘aaja’ / ‘aaja’ / today), derived adverbs (e.g., ‘moThyaane’ / ‘jorase’ / loudly)
and compound adverbs (e.g., ‘gallogallii’ / ‘har galii’ / in each lane or
‘aataaparyanta’ / ‘ab tak / till now). Actually such classification is true for all words
belonging to all categories. But such classification is considered especially for
adverbs because of their unique behavior.

In Marathi when any postposition or case marker is attached to nouns,
pronouns, adjectives or a member of a group of postpositions, the resulting word
acts as an adverb in the sentences. This is one of the most productive rules in
Marathi as far as word formation processes are concerned. There are over a
hundred postpositions which produce adverbs as described above.

There are several strings of alphabets in Marathi which act as adverbs as well
as postpositions. But their appearance in word order is different. Postpositions are
attached to the words they follow whereas adverbs can stand independently. Such
ambiguity can be resolved easily by considering their position in the sentence.
Consider word (‘puDhe’ / ‘saamane’ or ‘aage’ / in front of or ahead).
- ‘raamaapuDhe Doka Teka’ (M)
- ‘raama ke saamane maathaa Teka’ (H)
- god Ram in front of head touch / put
salute god Ram

Here, it is a postposition as it is attached to the noun ‘raama’. In this case, the whole word, ‘raamaapuDhe’ acts like an adverb of place in the sentence.

In the sentence below, it is an adverb of transition as it stands independently in the sentence.

- ‘raamaachyaa puDhe nighuuna jaa’ (M)
- ‘raama ke aage nikala jaa’ (H)
- Ram ahead pass and go
pass the Ram

As explained for adjectives, whether adverb is inflectional or non inflectional, it does not matter as far as ambiguity goes.

2.6.1 Adverbs Defining State

Word – ‘aaDa’

Sense 1 – ‘(ke) pichhe’ / behind

Phrase –

- ‘aamachyaa aaDa lapuu nakosa’ (M)
- ‘hamaare pichhe chhupanaa mata’ (H)
us behind hide do not
don’t hide behind us

Key words –

- The verb (‘lapuu nakosa’) qualified by the adverb points the sense 1.

Sense 2 – ‘biicha (men)’ / in between
Phrase –
• ‘aamachyaa aDa yeuu nakosa’ (M)
  ‘hamaare biich men aanaa mata’ (H)

  don’t come in between us / don’t be obstacle for us

Key words –
• The verb (‘yeuu nakosa’) qualified by the adverb points the sense 2.

Remarks –
• The word ‘aaDa’ is an adverb of place when it is used in sense 1 above. It is an adverb of state when it is used in sense 2 above.

2.6.2 Adverbs Defining Action

Word – ‘joraane’

Sense 1 – ‘jora se’ / loudly

Phrase –
• ‘joraane bolaNe’ (M)
  ‘jora se bolanaa’ (H)

  speak loudly

Key words –
• The verb (‘bolaNe’) qualified by the adverb points the sense 1.

Sense 2 – ‘jora se’ / fast

Phrase –
• ‘joraane dhaawaNe’ (M)

‘jora se dauDanaa’ (H)

fast run

run fast

Key words –

• The verb (‘dhaawaNe’) qualified by the adverb points the sense 2.

Remark –

• This is an example of adverb of manner also as it denotes manner of the action while defining / qualifying it.

2.6.3 Adverbs Defining Process

Word – ‘niiTa’

Sense 1 – ‘achhii taraha se’ / completely

Phrase –

• ‘niiTa pachaNe’ (M)

‘achhii taraha se pachanaa’ (H)

properly digest

digest properly

Key words –

• The verb (‘pachaNe’) qualified by the adverb points the sense 1.

Sense 2 – ‘Thika taraha se’ / comfortably

Phrase –

• ‘niiTa shwaasa gheNe’ (M)

‘thika taraha se shwaasa lenaa’ (H)

comfortably breath (free translation: breath comfortably.)
Key words –

- The verb (‘shwaasa gheNe’) qualified by the adverb points the sense 2.

2.6.4 Adverbs Expressing Situational Place (Adverbs of Place)

The example cited in the section 2.6.1 serves also as the example of this sub-class.

2.6.5 Adverbs Expressing Time (Adverbs of Time)

Word – ‘parawaa’

Sense 1 – ‘parason’ / day after tomorrow

Phrase –

- ‘parawaa yeiina’ (M)
- ‘parason aauungi’ (H)

  day after tomorrow  (I) will come
  (I) will come day after tomorrow

Key words –

- The future tense of the verb (‘yeNe’ / ‘aanaa’ / come) points to the sense 1.

Sense 2 – ‘parason’ / day before yesterday

Phrase –

- ‘parawaa aale hote’ (M)
- ‘parason aaii thii’ (H)

  day before yesterday  (I) come  had
  (I) had come day before yesterday.

Key words –

- The past tense of the verb (‘yeNe’ / ‘aanaa’ / come) points to the sense 2.
2.6.6 Adverbs of Manner

The example cited in the section 2.6.2 serves also as the example of this subclass.

2.6.7 Adverbs of Quantity

Word – ‘khuupa’

Sense 1 – ‘bahuta’ / enough

Phrase –

- ‘khuupa’ jhaala’ (M)
- ‘bahuta’ ho gayaa’ (H)

enough is

(it) is enough (of it)

Key words –

- The verb (‘jhaala’) modified by the adverb points to the sense 1.

Sense 2 – ‘bahuta’ / too much

Phrase –

- ‘khuupa’ kela’ (M)
- ‘bahuta’ kiyaa’ (H)

too much did

did too much

Key words –

- The verb (‘kela’) modified by the adverb points to the sense 2.

2.6.8 Comparative Adverbs

In Marathi and Hindi, comparison between adverbs is expressed by using adverbial phrases rather than single word (e.g., ‘chaangalaa’ – ‘pekshaa chaangalaa’ – ‘sarwaata chaangalaa’ / ‘achchhaa’ -‘se achchhaa’ – ‘sabase achchhaa’ / good – better - best). There is no special technique to resolve
ambiguity of comparative adverbs. The strategies applicable to base adverbs ('chaangala-ii-le-lya' / 'achchha-ii-e' / good) will also be applicable to comparative adverbs.

Word – ‘chaangale’

**Sense 1** – ‘achche’ / good

**Phrase** –

- ‘chaangale disaNe’ (M)
- ‘achche dikhanaa’ (H)
- good look 
- look good

**Key words** –

- The verb ('disaNe' / 'dikhanaa' / look) points to the sense 1. Additionally, neuter form of the adverb i.e., ‘chaangale’ also marks the sense.

**Sense 2** – ‘achchii’ / beautiful

**Phrase** –

- ‘tii chaangalii disate’ (M)
- ‘waha achchii dikhatii hai’ (H)
- she beautiful looks 
- she looks beautiful

**Key words** –

- The pronoun ('tii' / 'waha' / she) points to the sense 2. Additionally feminine form of the verb ('disaNe' / dikhanaa' / look) i.e., ‘disate’ also points to this sense.

**Sense 3** – ‘achchaa’ / handsome

**Phrase** –
• ‘to chaangalaa disato’ (M)

‘waha achchaa dikhataa hai’ (H)

he handsome looks

he looks handsome

Key words –

• The pronoun (‘to’ / ‘waha’ / he) points to the sense 3. Additionally masculine form of the verb (‘disaNe’ / dikhanaa’ / look) i.e., ‘disato’ also points to this sense.

Sense 4 – ‘achchii taraha se’ /

Phrase –

• ‘chaangale paLaNe’ (M)

‘achchii taraha se dauDanaa’ (H)

well run

run well

Key words –

• The verb (‘paLaNe’ / daidanaa’ / run) points to the sense 4.

Sense 5 – ‘achchaa’ / good

Phrase –

• ‘chaangalaa waataNe’ (M)

‘achchaa laganaa’ (H)

good feel

feel good

Key words –

• The verb (‘waaTaNe’ / laganaa’ / feel) marks the sense 5.

Remark –
Usually, the sense of adverb ‘chaangalaa’ is marked by the verb which is modified by it. In few cases along with such verbs the subject also marks the sense e.g., ‘disaNe’ / dikhanaa’ / look.

2.6.9 Adverbs Qualifying a Verb

The examples cited in the sections 2.6.1 and 2.6.2 serve also as the example of this sub-class.

2.6.10 Adverbs Qualifying an Adjective

No instance of ambiguous adverbs qualifying adjectives was found during the corpus study. Traditional Marathi grammar refers them as adjectives as they relate to nouns and not to verbs.

2.6.11 Adverbs Qualifying an Adverb

Word – ‘saraLa’

**Sense 1** – ‘sidhaa’ / directly

**Phrase** –

- ‘wichaarat basu nakosa, saraLa aata ye’ (M)
  
  ‘puchhate mata roho, sidhaa andara aa’ (H)

  ask do not directly in come

  do not ask (anybody), directly come in

**Key words** –

- The phrase, ‘wichaarat basu nakosa’ points to the sense 1.

**Sense 2** – ‘sidhaa’ / straight

**Phrase** –

- ‘saraLa majhyaakaDe bagha’ (M)
  
  ‘sidhaa merii tarafa dekha’ (H)

  stright me to look

  look straight to me
Key words –

- The adverb, ‘majhyaakaDe’ and the verb ‘bagha’ which is qualified by the adverb under consideration together point to the sense 2.

2.6.12 Base Adverbs

There are many examples of base adverbs discussed in this section (e.g., 2.6.1).

2.6.13 Derived Adverbs

In Marathi, when postpositions or suffixes are attached to the noun-stems, either adverbial or adjectival phrases / phrase-like constructions are produced; it is a very productive process. Many times, it happens that two distinct words have similar stems to which suffixes are attached. This leads to ambiguity even though base forms and the suffix are not ambiguous.

Word – ‘angaThyaanwara’ (root word: ‘angaThii’ / ‘anguuThii’ / ring)

Sense 1 – ‘anguuThiyyon ke uupara’ / on (the) rings

Phrase –

- ‘angaThyaanwara kharcha karaNe’ (M)
- ‘anguuThiyyon ke uupara kharcha karanaa’ (H)

rings on spend

spend on the rings

Key words –

- The head word / verb (‘kharcha karaNe’) of the phrase (‘angaThyaanwara kharcha karaNe’) marks the sense 1.

Sense 2 – ‘anguuThon ke uupara’ / on (the) thumbs (root word ‘angaThe’ / ‘anguuThe’ / thumbs)

Phrase –

- ‘angaThyaanwara gondaNe’ (M)
- ‘anguuThono ke uupara guundanaa’ (H)

thumbs on mark tattoo

mark tattoo(s) on the thumbs
Key words –

- The head word / verb (‘gondaNe’) of the phrase (‘angaThyanwara gondaNe’) marks the sense 2.

2.6.14 Compound Adverbs

Word – ‘maagepuDhe’ (‘maage’+‘puDhe’)

Sense 1 – ‘pahale yaa baada men’ / sooner or later (time adverb)

Phrase –

- ‘te kaama maagepuDhe hoiila’ (M)
- ‘wo kaama pahale yaa baada men hogaa’ (H)

that job / task sooner or later will be over

sooner or later that job will be over

Key words –

- The subject (‘kaama’ / kaama’ / job) points to sense 1. Additionally, the verb ‘hoiila’ also mark this sense. The verb ‘hoiila’ (root form ‘hoNe’) can be subcategorized for adverbs of time.

Sense 2 – ‘aagepichhe’ / behind or before (place adverb)

Phrase –

- ‘tyaachyaa maagepuDhe uubhe raha’ (M)
- ‘usake aagepichhe khaDe raho’ (H)

his behind or before stand

stand behind or before him

Key words –

- The verb ‘uubhe raha’ / ‘khaDe raho’ / stand marks the sense 2. The verb ‘uubhe raha’ (root form ‘uubhe rahaNe’) can be subcategorized for adverbs of place.

Remarks –
• Marathi verbs can be subcategorized for time adverbs and place adverbs.

2.7 Pronouns

The pronoun is a word used in place of any noun. Pronouns allow the speaker/writer to avoid awkward repetitions of words and to show different relations to and between different nouns. A pronoun can function as a substitute for a noun and as a determiner of a noun. According to the meaning and the function, the pronouns are divided into different classes, namely, personal pronouns, reflexive pronouns, demonstrative pronouns, relative pronouns, interrogative pronouns, and indefinite pronouns.

Marathi pronouns include personal pronouns (e.g., first person: ‘mii’ / main / I, second person: ‘tuu’ / ‘tuu’ / you, third: ‘to’ / ‘waha’ / he), demonstrative pronouns (e.g., ‘haha’ / ‘yaha’ / this), relative pronouns (e.g., ‘jo’ / ‘jo’ / which), interrogative pronouns (e.g., ‘kona’ / kauna / who), indefinite pronouns (e.g. ‘kaaya’ / ‘kyaa’ / what) and reflexive pronoun (e.g., ‘mii swatah’ / main khud / myself).

2.7.1 First Person Pronouns

As far as translation of a Marathi text into Hindi and English is concerned both ‘mii’/‘main’/I and ‘aamhii’/‘hama’/we have the same translation into Hindi and English though the same pronoun stands for both genders, masculine and feminine. The distinction for gender is not marked in the translation in case of both pronouns. Gender of ‘mii’/‘main’/I is marked through inflectional form of the verb in Marathi and Hindi unlike that in English, e.g., I do can be translated as ‘mii karato’ or ‘karate’/‘main karataa huun’ or ‘karatii huun’. Such ambiguity will be active while translating an English text into Marathi or Hindi. Gender for ‘aamhii’ is not marked even through inflectional form of the verb in Marathi. But in Hindi it is marked, e.g., ‘aamhii karato’/‘hama karate hai’ or ‘karatii hai’/we do.

How such ambiguity about gender (and so) can be resolved is discussed in the next chapter by focusing on the Marathi verb suffix ‘to’. Even for other such Marathi verb suffixes similar techniques can be applied. Mostly, the context useful for disambiguation of all personal pronouns lies outside the sentence.

2.7.2 Second Person Pronouns

Marathi pronoun ‘tuu’/‘tuu’/you have the same translation into Hindi and English and ‘tumhii’/‘tuma’ or ‘aapa’/you have the same translation into English though the same pronoun stands for both genders, masculine and feminine. The distinction for gender is not marked in the translation in case of both pronouns. Gender of ‘tuu’/‘tuu’/you is marked through inflectional form of the verb in Marathi and Hindi unlike that in English, e.g., you do can be translated as ‘tuu karatosa’ or ‘karatesa’/‘tuu karataa hai’ or karatii hai. Such ambiguity will be active while translating an English text into Marathi or Hindi. Similarly, English you can be translated into Marathi and Hindi as ‘tuu’/‘tuu’ and ‘tumhii’/‘tuma’ or ‘aapa’. Gender for ‘tumhii’ is not marked even through an inflectional form of verb in Marathi. But
in Hindi it is marked, e.g., ‘tumhii karataa’/‘tum karate ho’ or ‘karatii ho’/you do. Further in Hindi the formal pronoun ‘aapa’ is more frequently used in place of ‘tuma’ than in Marathi ‘aapaNa’ is used in place of ‘tumhii’.

### 2.7.3 Third Person Pronouns

In Marathi and Hindi, there is a practice to use plural form of third person, ‘te’/‘we’ or ‘aapa’ and ‘tyaa’/ ‘we’ or ‘aapa’ for a single person he and she respectively to show respect. Even the verb form is used which agree with plural form and not with singular form of the third person pronoun, ‘to’/‘waha’ and ‘tii’/‘waha’.

**Remark** –

- All these three cases described above are just the identification. The study to resolve such type of ambiguity is potential of another Ph.D. This task is often covered under *anaphora resolution*.

### 2.7.4 Reflexive Pronouns

In Marathi and Hindi there is only one reflexive pronoun, ‘swatah’/‘khuda’/self. Unlike English it is written separately next to the main personal pronoun, e.g., ‘mii swatah’/‘main khuda’/myself. Techniques of anaphora resolution may throw light on ‘disambiguation of reflexive pronouns’.

### 2.7.5 Demonstrative Pronouns

In Marathi and Hindi, there is a practice to use plural form of demonstrative pronouns, ‘he’/‘ye’ and ‘hyaa’/ ‘ye’ or ‘te’/‘we’ and ‘tyaa’/ ‘we’ for a single person he and she respectively to show respect. Even the verb form is used which agrees with plural form and not with singular form of the demonstrative pronoun, ‘haa’/‘yaha’ and ‘hii’/‘yaha’ or ‘to’/‘waha’ and ‘tii’/‘waha’.

Even this is just a description of the identification of the instance of ambiguity. The study to resolve such type of ambiguity is often covered under *anaphora resolution*.

There are other examples of ambiguous demonstrative pronouns such as ‘to’/‘wo’/he or that and ‘tii’/‘wo’/she or that

**Word** – ‘to’

**Sense 1** – ‘wo’/ that

**Phrase** –
Key words –

- Relative pronoun or adjective ‘jo’/‘jo’/who or which points the sense 1. In this phrase it is relative adjective.

Remark –

- ‘jo --- to’ in above phrase is the example of broken conjunction.

Sense 2 – ‘wo’ / he

Phrase –

- ‘to jaauuna aalaa’ (M)
- ‘wo jaakara aayaa’ (H)

Key words –

- Absence of any relative pronoun like ‘jo’/’jo’/who or which points the sense 2

2.7.6 Relative Pronouns

Word – ‘jo’

Sense 1 – ‘jo’ / who

Phrase –

- ‘jo mulagaa aalaa to gelaa’ (M)
- ‘jo laDakaa gayaa wo aayaa’ (H)

the boy went who came
Key words –

- The noun (‘mulagaa’) which is replaced by the relative pronoun marks this sense.

**Sense 2 – ‘jo’ / which**

Phrase –

- ‘jo kutra aala to gelaa’ (M)
- ‘jo kuttaa aayaa wo gayaa’ (H)

which dog came that went

the dog went which came

Key words –

- The noun (‘kutraa’) which is replaced by the relative pronoun marks this sense.

Remark –

- This ambiguity can be resolved by considering whether the reference of ‘jo’ is to human being (who) or non human being (which). This is also a sort of anaphora.

2.7.7 Interrogative Pronouns

The pronoun ‘kaaya’ can be used as interrogative pronoun as well as indefinite pronoun.

**Sense 1 – ‘kaaya’ (M) (used as interrogative pronoun) / ‘kyaa’(H) / what (E)**

Phrase –

- ‘haataata kaaya aahe?’ (M)
- ‘haathamamen kyaa hai?’ (H)

in hand what is

what is (there) in the hand?

Key words –

- Presence of question-mark points the sense 1.
Sense 2 – ‘kaaya’ (M) (used as indefinite pronoun) / ‘kyaa’(H) / what (E)

Phrase –

- ‘haataata kaaya aahe te saanga.’ (M)
- ‘haathamen kyaa hai wo bataa.’ (H)

in hand what is that tell
tell (me) what is (there) in the hand.

Key words –

- The absence of question-mark marks the sense 2.

Remark –

- In case of this language triplet of Marathi, Hindi and English this multi interpretation does not affect the translation.

2.7.8 Indefinite Pronouns

Word – ‘koNa’

Sense 1 – ‘koii’ / no one or nobody

Sense 2 – ‘kisiko’ / any one or anybody

Phrase –

- ‘koNii koNaasa hasuu naye’ (M)
- ‘koii kisiko hase naa’ (‘koii kisiko na hase’) (H)

nobody anybody laugh should not
nobody should laugh at anybody

Key words –

- The word order and the case markers resolve the ambiguity here.

2.7.9 Phenomenon of Onomatopoeia Regarding Pronouns

There is no onomatopoeic pronoun but some pronouns are used in duplication that resembles with onomatopoeic words, e.g., ‘mii-mii tuu-tuu’/’main- main tuu-
tuu’ used as in phrase ‘mii-mii tuu-tuu karaNe’/’main- main tuu-tuu karanaa’/argue hard blaming each other.

2.8 Postpositions

Prepositions connect words and word groups with each other. They express a local, temporal, modal or causal relation between two facts. Accordingly, they can be local, temporal, modal and causal. A preposition usually governs a case.

Various types of postpositions are considered in Marathi. They express entities as below. (The postpositions are underlined in the examples given below.)

- **Time** – e.g., ‘waaje paryanta’ / ‘bajane tak’ / till it’s *** clock
- **Place** – e.g., ‘haataata’ / haathamein / in hand
- **Instrument** – e.g., ‘raamaamuLe’ / ‘raama ke kaaraNa’ / because of Ram
- **Purpose** – e.g., ‘raamaasaaThii’ / ‘raama ke liya’ / for Ram
- **Absence** – e.g., ‘raamaashiwaaYa’ / ‘raama ke binaa’ / without ram
- **Comparison** – e.g., ‘raamaapekshaa’ / ‘raama se’ / than Ram
- **Ability** – e.g., ‘raamaasaarakhaa’ / ‘raama jaisa’ / like Ram
- **Relation** – e.g., ‘raamaasambandhii’ / ‘raama ke bare men’ / about Ram
- **Companionship** – e.g., ‘raamaasaha’ / ‘raama ke saath’ / with Ram
- **Fraction** – e.g., ‘mulaa npaikii’ / ‘bachcho nme’ / from – among the boys
- **Exchange** – e.g., ‘raamaasajwaji’ / ‘raama kii jagaha’ / in the place of Ram
- **Direction** – e.g., ‘raamaakaDe’ / ‘raama kii tarafa / towards Ram
- **Opposition** – e.g., ‘raamaawiruddha’ / ‘raama kii wirodhame’ / against Ram
- **Quantity** – e.g., ‘pelaabhara’ / ‘pelaa bhara ke’ / full of cup
- **Inclusion** – e.g., ‘raamaahii’ / ‘raamabhi / ram also
- **Only-ness** – e.g., ‘raamacha’ / ‘raamhii’/ only Ram

2.8.1 Postpositions Expressing Time

Word – ‘puDhe’

**Sense** 1 – ‘ke aage’ / latter on (used as adverb of time)

Phrase –

- ‘te puDhe baghuu’ (M)
  ‘waha aage dekhenge’ (H)
  that later will see
  will see that later

Key words –
• The verb ‘baghuu’/‘dekhenge’/let (us) see marks the sense 1.

**Sense 2 – ‘ke saamane’ / in front of (used as adverb of place)**

**Phrase –**

- ‘dewaapuDhe diwaa Thewa’ (M)
- ‘bhagawaana ke saamane diyaa rakha’ (H)

  god in front of lamp / light keep

  keep lamp / light in front of god.

**Key words –**

• The verb ‘Thewa’/‘rakha’/keep marks the sense 2.

**Ramark:**

• Verbs can be subcategorized for time and place.

**2.8.2 Postpositions Expressing Place**

The examples in 2.8.1 stand also for this sub-class.

**2.8.3 Postpositions Expressing Instrument**

**Word – ‘kaDuuna’**

**Sense 1 – ‘se’ / by**

**Phrase –**

- ‘he kaama raamaakaDuuna karawuuna ghe’ (M)
- ‘ye kaama raamase kara ke le’ (H)

  this job Ram by done get

  get this work done by Ram.

**Key words –**

• In this phrase the verb (form) (‘karawuuna ghe’) points the sense 1. Usually presence of causative verb marks this sense of ‘kaDuuna’.
Sense 2 – ‘se’ / from

Phrase –
- ‘raamaakaDuuna pustaka ghe’ (M)
- ‘raamase kitaaba le’ (H)
- Ram from book take
  take the book from Ram

Key words –
- In this phrase the verb (form) (‘ghe’) points the sense 2.

2.8.4 Postpositions Expressing Purpose

Word – ‘prityartha’

Sense 1 – ‘ke liye’ / for

Phrase –
- ‘lagnaaprityartha aagamana’ (M)
- ‘shaadii ke liye aanaa’ (H)
- marriage (for) arrive
  arrive (for) marriage (arrive to attend marriage)

Key words –
- The word ‘aagamana’ marks the sense 1.

Sense 2 – ‘kaa’ / of

Phrase –
- ‘lagnaaprityartha aamantraNa’ (M)
- ‘shaadiikaa nimantraNa’ (H)
- Marriage for invitation
  invitation for marriage
2.8.5 Postpositions Expressing Comparison

Word – ‘madhye’

Sense 1 – ‘main’ / in

Phrase –

- ‘kholii(chyaa) madhye baisa’ (M)
- ‘kamare main baisa’ (H)

room in sit

sit in the room

Key words –

- The presence of single entity (’kholii’) related to ‘madhye’ marks this sense. Further, the fact that ’kholii’ is inanimate also marks this sense. Additionally, the verb ‘baisa (basaNe)’ also marks this sense.

Sense 2 – ‘ke saatha’ / with

Phrase –

- ‘amachyaa madhye baisa’ (M)
- ‘hamare saatha baisa’ (H)

us in between / among sit

sit with us

Key words –

- The verb ‘baisa (basaNe)’ and the presence of single entity (’amachyaa’, root, ’aamhii’) related to ‘madhye’ mark this sense. Further, the fact that ’aamhii’ is animate also marks this sense.

Sense 3 – ‘ke biicha main’ / between

Phrase –
Govind, sit between Ram and Sham

Key words –

- The verb ‘baisa (basaNe)’ and the presence of two entities (‘raama’ & ‘shaama’) related to ‘madhye’ mark this sense.

Sense 4 – ‘ke biicha’ / among

Phrase –

- ‘amachyaa madhye raama sarwaata chaangalaa aahe’ (M)
  ‘hamare biicha raama sabase achchhaa hai’ (H)
  us among Ram in all good is

Ram is the best among all of us

Key words –

- The predicative adjective ‘chaangalaa’ marks this sense.

2.9 CONJUNCTIONS

Conjunctions are mainly classified as coordinating conjunctions, and subordinating conjunctions. Further, they can be adversative conjunctions, disjunctive or alternative conjunctions, correlative conjunction (used in pairs: though-yet), compound conjunctions (compound expressions). Conjunctions may indicate reason, purpose, result, condition, time and place.

2.9.1 Coordinate Conjunctions

Word – ‘aaNakhii’

Sense 1 – ‘aura’ / beside

Phrase –
• 'tithe itihaasaachii pustake hotii;' (M)

'wahaa itihaasa kii kitaaben thii;' (H)

there history on books were

aanakhii itara wiShyaañchiihii pustake hotii' (M)

aura anya wiShaya kii bhii kitaaben thii’ (H)

besides other subjects on also books were

there were books on history; besides,

(there were) books on other subjects also.

Thus, the whole translation is as below.

• Marathi: ‘tithe itihaasaachii pustake hotii; aanakhii itara wiShyaañchiihii pustake hotii’

Hindi: ‘wahaa itihaasa kii kitaaben thii; aura anya wiShaya kii bhii kitaaben thii’

English: there were books on history; besides, there were books on other subjects also.

Key words –

• The relation between the phrases ‘itihaasaachii pustake’ and ‘itara wiShyaañchiihii pustake’ underlies this sense. These both phrases are referring to the same entity (‘pustake’), the second phrase is about additional information regarding that entity.

Sense 2 – ‘fira se’ / again

Phrase –

• ‘kaal aaalo hoto, aataa aaNakhii udyaa kashaala yeeu? (M)

‘kala aayaa thaa, aba fira se kala kyun aauun? (H)

Yesterday had come now again tomorrow why come

I had come yesterday, why should I come tomorrow again?

Key words –
• The relation between ‘kaala’ & ‘udyaa’ and repetition of the verb ‘aalo’ & ‘yeuu’ (root, ‘yeNe’) mark this sense.

2.9.2 Subordinate Conjunctions

Word – ‘mhaNaje’

Sense 1 – ‘yaane’ / equals (this is an example of explainatory conjunction.)

Phrase –

• ‘eka rupayaa mhaNaje shambhara paise’ (M0)
  'eka rupaiyyaa yane sau paise’ (H)
  one rupee equals hundred paisa
  one rupee means hundred paisa

Key words –

• The fact that equivalence of value of a rupee and hundred paisa is shown by the conjunction ‘mhaNaje’ marks this sense.

Sense 2 – ‘kii’ / then (this is an example of conjunction indicating condition)

Phrase –

• ‘tujhe kaama jhaale mhaNaje jaauu’ (M)
  'teraa kaama huuaa kii jaayenge’ (H)
  your work is over then will go
  (as) your work is over then (we) will go

Key words –

• As two consecutive actions expressed by ‘kaama jhaale’ and ‘jaauu’ are connected by ‘mhaNaje’ marks the sense.

Sense 3 – ‘yaane’ / that is to say (this is an example of illative conjunction which indicates inference)

Phrase –
• ‘to aalaa mhaNaje kaama hoNaara’ (M)
  ‘wo aayaa yaane kaama hogaa’ (H)
  he came that is to say work will be over
  he has come that is to say work will be over

Key words –
• In this sentence, ‘mhanaje’ connects reason (‘to aalaa’) and the result (‘kaama hoNaara’); this marks the sense 3.

Remark –
• The relation between segments of a sentence points the sense of a conjunction which joins them. The knowledge of relation constitutes real world knowledge. The greate challenge is to formulate real world knowledge in a way so that it can be retrieved easily.

  It is observed that meaning of the conjunction in a sentence can be established by knowing the relation between the segments joined by that conjunction. Hence, here after, the key words for disambiguation are not mentioned in cases of conjunctions.

2.9.3 Explanatory Conjunctions

  Example of this sub class is discussed in section 2.9.2.

2.9.4 Conjunctions Indicating Condition

  Example of this sub class is discussed in section 2.9.2 and 2.9.5.

2.9.5 Conjunctions Indicating Result

Word – ‘kii’
  Sense 1 – ‘kii’ / that
Phrase –
• ‘to itakaa khelalaa kii tyaache anga dukhuu laagale’ (M)
  ‘wo itanaa khela kii usakaa badana darda karane lagaa’ (H)
  he as much played that his body paining started
  he played so much that his body started paining
Sense 2 – ‘kii’ / so that (this is the example of conjunction indicating purpose)

Phrase –

• ‘aushadha ghe, hetuu haa kii tuu bare whaawe’ (M)
‘dawaa le, hetu ye kii tuu Thika ho’ (H)
medicine take purpose this that you get well
take medicine so that you get well

Sense 3 – ‘ke baada’ / then (this is the example of conjunction indicating condition)

Phrase –

• ‘to aalaa kii mii jaato’ (M)
‘wo aane ke baada main jaataa hun’ (H)
he comes then I go

   (when) he comes then I go / I go when he comes

Sense 4 – ‘kii’ / or (this is an example of disjunctive or alternative conjunctions)

Phrase –

• ‘tulaa dnyaana hawe kii dhana’ (M)
‘tujhe gyaana chaahiye kii dhan’ (H)
you knowledge want or money
you want knowledge or moneey

2.9.6 Disjunctive or Alternative Conjunctions

The example of this sub class is discussed in section 2.9.5

2.9.7 Conjunctions Indicating purpose

The example of this sub class is discussed in section 2.9.5 and 2.9.8

2.9.8 Conjunctions Indicating Reason

Word – ‘kaaraNa’
Sense 1 – ‘kyon kii’ / because

Phrase –

- ‘tyaala pagaara miLaalaa kaarana tyaane kaama kele’ (M)
- ‘usako wetana milaa kyon kii usane kaama kiyaa’ (H)

he salary got because he worked

Sense 2 – ‘kyon kii’ / so that (this is the example of conjunction indicating purpose.)

Phrase –

- ‘abhyaasa kara kaaraNa tuu naapaasa hotaa kaama naye’ (M)
- ‘paDhaaii kara kyon kii tujhe fela honaa nahii hai’ (H)

study so that you fail should not

study so that you won’t fail

2.9.9 Illative Conjunctions Indicating

The example of this subclass is discussed in section 2.9.2.

When suffixes and postpositions are attached to Marathi relative pronouns conjunctions are produced. This is one of the productive word formation processes in Marathi. No ambiguous conjunction is found in this class.

2.10 INTERJECTIONS

Interjections express emotions like joy, sadness, surprise, praise, approval, disapproval, excitement, fear, pain, hesitation, denial, disappointment, relief, shock and regret. It can also express opposing mood, disgusting mood, and addressing mode, silence mode, troubling mode, recollecting mode.

Interjections can be of any size, right from single phoneme like ‘aa!’ or full sentence like ‘what an idea it is!’ The use of any interjection always shows different moods of speaker which is often accompanied by tone and gesture. In analysis of written corpus these are not available. Further, in case of translation to find appropriate equivalence for an interjection is more difficult than that for a word belonging to any other part of speech class as it is quite fast changing repository.
It is found that to know the meaning of an interjection one has to consider full sentence. Here are few examples.

Word – ‘o:’

Sense 1 – ‘haan’ / what (answering)

Phrase –

- ‘o:! aale, kaaya mhanaaliisa?’ (M)
- ‘haan! aayii, kyaa bola?’ (H)

what! coming, what did you say?

what! coming, what did you say?

Key words –

- Response (‘aale’) following the interjection (o:) marks this sense.

Sense 2 – ‘suniye’ / listen (addressing)

Phrase –

- ‘o:! jaraa ikaDe yaa’ (M)
- ‘suniye! jaraa yahaan aanaa’ (H)

listen! please here come

listen! please come here

Key words –

- Request (‘jaraa’) following this interjection marks this sense.

Sense 3 – ‘o:’ / wow (surprise)

Phrase –

- ‘o:! hiryaachii angaThii...!’ (M)
- ‘o:! hire kii anguuThii...!’ (H)

wow! diamond of ring...! (free reanslation: wow! diamond ring...!’)
Key words –

- The fact that the interjection is followed by short and incomplete phrase ('diamond ring') which just include the noun marks this sense.

**Sense 4** – ‘o:’ / oh god (shock)

**Phrase** –

- ‘o:! maajhii hiryachii anagThi…!’ (M)
- ‘o:! merii hire kii anguuThi…!’ (H)
- ah! my diamond of ring...!
- ah! my diamond ring...!’

Key words –

- Incomplete phrase which includes modifier of head noun (i.e., maajhii hiryachii angaThi...) follows the interjection; this marks the sense.

**Sense 5** – ‘o:’ / oh god (sorrow / sadness)

**Phrase** –

- ‘o:! mii maajhii hiryachii angaThii harawali’ (M)
- ‘o:! maine merii hire kii anguuThii ghuuma gayii’ (H)
- oh! god! I my diamond of ring lost
- oh! god! my diamond ring is lost!’

Key words –

- The complete sentence follows the interjection; it marks this sense.

**Sense 6** – ‘o:’ / huh (agreement)

**Phrase** –

- ‘o:! asa aahe tara!’ (M)
- ‘o:! / haan! aisaa hai to’ (H) /
- huh! how it is so!
- huh! it is how!
Key words –

- The phrase (‘asa aahe tara’) marks this sense.

**Sense** 6 – ‘are’ / oh (remembering)

**Phrase** –

- ‘o:! killii ...’ (M)
- ‘o:! chaabii...’ (H)
- oh! keys...
- oh! keys...

Key words –

- The fact that the single word (‘killii’) follows the interjection points this sense.

**Sense** 7 – ‘are’ / ah (joy)

**Phrase** –

- ‘o:! bara jhaala tuu alaasa!’ (M)
- ‘are! achchaa huaa tum aaye!’ (H)
- oh! good that have you come
- oh! good that you have come

Key words –

- The phrase (‘bara jhaala’) marks this sense.

**Sense** 8 – ‘are’ / ah (excitement)

**Phrase** –

- ‘o:! wimaanaane jaayacha!’ (M)
- ‘haan! hawaaii jahaaja se jaanaa hai!’ (H)
- wow! airoplane by going
  - wow! going by airoplane!
Key words –

- The phrase (‘wimaanaane jaayacha’) marks this sense.

Word – ‘hushsha’

Sense 1 – ‘haah’ / phew (trouble)

Phrase –

- ‘hushsha! damale!’ (M)
  - ‘haah! thaka gayii!’ (H)
  - phew! tired! (free translation: phew! so tired!)

Key words –

- The word (‘damale’) marks the sense.

Sense 2 – ‘hash’ / whew (relief)

Phrase –

- ‘hushsha! suTale buwaa’ (M)
  - ‘hash! chhuuta gayii bhagawaana’ (H)
  - whew! got relieved at last!
  - whew! At last got relieved!

Key words –

- The phrase (‘suTale buwaa’) marks the sense.

Remark –

- It can be observed from above examples that mostly the whole phrase following the interjection marks the sense.

CONCLUDING COMMENTS

We, surely, can identify the instances of ambiguity within a sentence and further, we can resolve them too. In this context, the words which help in disambiguating a given word are called ‘key words’. In other words, key words constitute meaning-qualifying context surrounding the word under consideration for
disambiguation. The exercise described in this chapter focuses on key words within the sentence.

As for the nature of such key words, we can conclude that for the words belonging to different parts of speech, there are different types of words / phrases. We can establish some relation in between the ambiguous word and the key words related to it. The observations in this regard are as below.

In natural languages, punctuation is vital to disambiguate the meaning of sentences. The most frequently used ambiguous punctuation mark is full stop. The cases of its appearance after the titles to persons and the short forms can be detected while parsing by calling required information from the lexicon. Sometimes, the presence or absence of question-mark points the exact sense of pronoun.

The only clitic in Marathi, ‘ya’ (proclitic) actually by its presence resolves the ambiguity of verb suffixes like ‘to’ or ‘te’.

The bag-of-words is a common tool for resolving local ambiguity (section 2.6 of chapter 3). Sub-categorization, real-world knowledge formulation, the theme or the subject of the text / discourse determination are a few solutions to the problem of disambiguation. Word order and case markers may resolve ambiguity.

Across all parts of speech, presence or absence of some words, i.e., key words mark the sense of an ambiguous word. Many times, even synonyms of any key words helping to resolve ambiguity of an ambiguous word in a given sentence can resolve ambiguity of that word in other sentences. This is less frequent in case of translation of ambiguous adjectives and adverbs.

When the whole phrase can be read in either way, the theme or the subject of the discourse decides the meaning of that phrase. In any case of multiple ambiguous appearance of a word in a phrase; if it is not a case of reduplication; the word order serves as the tool for disambiguation of that word.

Sometimes ambiguity cannot be resolved within the sentence. In few cases whole discourse cannot help in disambiguation of a word. These cases are culture specific.

When ambiguity, due to metaphoric use of word is maintained across given languages it does not affect translation.

Disambiguation of nouns can be achieved by looking for other related nouns that answer who, who’s, what, who is undergoing the process or action, who is doing action. Many times, the modifying adjective or possessive adjectival phrases, adverb specifying time (or place), postpositions and verbs help to resolve ambiguity in case of nouns. A noun acting as both proper noun and common noun, sense can be marked by looking at the stem of that noun in the given sentence.
An ambiguous adjective can be disambiguated by looking for the noun modified by that adjective. A pronominal adjective can be disambiguated by considering the noun to which it refers. If such noun is not present in the sentence then one has to go beyond the sentence to serve the purpose. An ambiguous adjective derived from a verbal noun can be disambiguated by considering the object of the base/root verb. In case of use of an ambiguous comparative adjective in all degrees, the techniques for disambiguation remain the same for all degrees. Usually, the point of reference to which comparison is done disambiguates that adjective. Adjectives used as nouns can be detected during the part of speech tagging.

The object of the verb or the agent of the verb specifies the sense of an ambiguous verb. Absence of object marks the intransitive sense of a verb compared to its use as transitive verb. The place adverb, adverb of manner, instrumental adverb, the adverbial phrase expressing purpose, the adverb of time/frequency, verb form of a constituent verb of a compound verb, the final state of the process of becoming related to a verb expressing process, few chunks, the postposition or case marker attached to the agent noun help in resolving verb ambiguity. An ambiguous primary verb may be related to different causative verbs for its different senses.

The verb qualified by the adverb points the sense of that adverb. Sometimes, the tense and the gender of that verb point to the sense of adverb. Sometimes, gender of the adverb marks its sense. In a few cases, along with such verbs the subject or another adverb also marks the sense. Even the pronoun in the sentence points to the sense of the adverb. Usually the head word/verb of the ambiguous adverbial phrase marks the sense.

The study to resolve ambiguity at the use of pronouns is potential of another Ph.D. This task is often covered under anaphora resolution. The disambiguation of relative pronouns can be done by considering whether its reference is to human being or non human being.

The verb may mark the sense of an ambiguous postposition. The noun to which postposition is attached or the predicative adjective also mark the sense of postposition sometimes.

The meaning of a conjunction in a sentence can be established by knowing the relation between the segments joined by that conjunction. The knowledge of such relation constitutes real world knowledge. The greater challenge is to formulate real world knowledge in a way so that it can be retrieved easily.

It can be observed that the whole phrase following the interjection marks its sense.

In fine, we can claim that words can be categorized and subcategorized for senses also as it is done for grammatical functions.
To perorate, local ambiguity can be resolved mechanically and hence machine can learn the process. Only distant ambiguity is more problematic although it must be said whatever contextual variables resolve ambiguity for man could resolve ambiguity in the case of the machine well.