Halliday has recognised four functions of language and has set up four components in the grammar of English which represent the four functions. The system of mood is set up to account for the 'interpersonal' or speech functional relation. In this function of language the hearer is an obligatory participant throughout conversion. "In addition, the well described, speech functions, statements, questions and answers, commands and exclamations, the interpersonal component includes such option's as those of speaker's comment's, on the probabilities, on the degree of relevance, etc, of the message and speaker's attitude (for example, confirmation, reservation, contradiction). These options prove a means of repression of the linguistic roles that can be occupied by the speaker in a communication situation".

The relation between this function and syntax is brought out by the system of mood and modality.
1. Sit down. kuLituko.
2. She sat down. avalu kuLitaLu.
3. Did she sit down. avalu kuLitaLee?

Sentence (1) is a command, (2) is a statement or declarative sentence, and (3) is an interrogative (question). (1) differs from (2) and (3) in that while (1) can not take modal auxiliaries, can, may, must etc, (2) and (3) can. That is to say (1) can't take a tag after it:

* Sit down, can't you?

kulitukoLLalu aagadee?

There is yet another difference between (1) on the one hand, and (2) and (3) on the other hand: (1) is always expressed in the present tense only, whereas (2) and (3) can freely select from the system of tense and modality. These considerations along with many others motivate to separate (1) from (2) and (3) systematically.

4. Clause ——- Imperative
           ——- Non-Imperative

The sentence (2) is a plain statement where as (3) is in a way of asking for information. This alone is sufficient reason to consider declaratives and interrogatives separately. With this distribution in view, system (4) extends to (5).
Here we can make a contrastive analysis of interrogatives. Interrogatives are special kinds of requests but they demand linguistic responses whereas imperatives in general are concerned with some form on non-linguistic behaviour or action.

Every native speaker of English, or one who claims to know English, is aware of the fact that in English question are signalled by means of such diversified forms as (a) interrogative word order-inversion as in (6) Wh-words as in (7) and intonation as in (8).

6. Is Radha a teacher? raadhaaLu shikshakiye?
7. Who is a teacher? shikshakaru yaaru?
8. Radha is a teacher? raadha shikshakiyaa?

The devices (6) to (8) are found in Kannada also, but Kannada does not make use of (6) as a device for questions.

**SUB-AUX INVERSION:**

In English a declarative statement normally has the word-order Subject, Object, Complement Adverbial. The word-order in the interrogative is Verb, Subject, Complement Adverbial. This inversion, however, is of particular, restricted type. The element S is preceded...
by only one item from the closed system of the "anomalous finites? which are 24 in number: is are, has, have, had, do, does, did, will, would, shall, should, can, could, may, might, must, need, dare, might, used (to). They function as "syntactic operators".3

The syntactic operator of this kind is present in every finite verbal group. This is the only group which can operate at element predicate in an independent clause structure in English. Every finite verbal group is essentially divided into two, even though it contains elements from one to five. It always divides into a finite part and a non-finite part. The dividing line between the two parts of the verbal group is the place of the subject, and this is the exponent of interrogation as in (9):

9. Has he been coming?

When a finite verbal group consists of a single word (finite verb) in either simple present tense form or simple past tense form, of example 'He comes' or 'He came' it takes auxiliary like do, does, did plus the infinitive of the lexical verb: Do he come? Did he come? In English word-order in interrogatives is non-segmental except in the case of tag questions e.g.,

10. a He was \(\rightarrow\) there, \(\uparrow\) wasn't he?
   
   b There wasn't \(\rightarrow\) anything \(\uparrow\) was there?
Tags with an auxiliary followed by a personal pronoun has no lexical meaning of its own, but it only serves the purpose of carrier of the PS order.

Kannada does not make use of word-order device for questioning. The anomalous finites do not exist in Kannada. Hence errors are normally noticed even in the speech of educated Kannada speakers.

11. a Where she went? (for where did she go?)

The sentence 11 (a) may not be totally ungrammatical as the native speakers of English also make use of a rising intonation to ask questions. But the use of the intonation alone as a device in all situations may sound odd to the native ear. Kannada speakers normally make use of intonation as a signal for questions. In Kannada Yes-No questions are normally expounded intonational. Wh-words are used only in formal situation. 11 (b) is ungrammatical and inversion is obligatory in such type of clauses in English.

So question patterns with inversion not only form important teaching items but need careful selection and grading for presentation.

Intonation

Kannada normally makes use of a rising intonation irrespective of the type of question used, and the type of responses expected.
English makes use of different types to intonation systems according to the context involved. Intonation is not the property of syntax and does not constitute structural meaning, except in the case of echo questions.

Intonation is more independent and supra-segmental feature. But this can be imposed upon any structure. And if different intonation patterns are not made use of as the native-speakers do, perhaps people's attitude such as confirmation, suggestion etc are not conveyed thoroughly if only the rising intonation is used. Hence a short exposition and the intonation system will not be out of place here.

**INTONATIONS IN TAIL-QUESTIONS**

a. There are two falling tones, if the speaker is sure about his utterances or if he does not expect an answer, which especially occurs when speaking about the weather.

12. a It is ↓ hot day, ↑ isn't it?
   
b She can't ↓ come ↑ can she?

b. There is a following tone followed by raising tone, if the speaker does not feel sure and invites the listener to give either confirmation or correction in case he is wrong:

13. Today is ↓ Tuesday, ↑ isn't it?
c. There are two raising tones if the speaker suggests that, although he is asking for information, he expects confirmation and will be surprised if he does not.

14. You like \( \uparrow \) Tuesday, \( \downarrow \) don't you?

The inversion question has a rising tone as in:

15. Can he \( \uparrow \) come.

The question word question has a falling tone as in:

16. a. Why did he give it \( \downarrow \) to?
   b. Who comes \( \downarrow \) first?
   c. Where does he \( \downarrow \) live?

Sometimes the Wh-words questions have a rising tone. It then expresses:

a. A personal interest in the person spoken to, making the question less formal.

17. Where do you \( \uparrow \) live?

b. A request for repetition, with rising tone on the interrogative pronoun.

18. How much did you say?
As is remarked earlier, Kannada uses only rising intonation. In the tail questions the listener can not make out whether the question demands confirmation. The rising intonation in the case of whether sound is odd to the native speakers. In the Wh-question Kannada learners may sound personally interested even in situations where they are expected to be non-interested.

It is a fact of common knowledge that a construction with an interrogative word or the seemingly interrogative pattern need not always be a question. Some examples are given in (19):

19. a Why not tell him that she has come at 4.00 pm
   (a suggestion rather than question).

   b Must we become involved in long discussion about things. I'm tired, Good-bye (a protest).

   c Will you show me your driver's license.
      I got to be sure (a near command).

   d Shall I open the door (an offer to do something).

   This is also observable in Kannada, but it should be noted that there is no one to one to correspondence between Kannada and English.

20. a yaaroo bandaru. (a statement)

   b eenu shekhe ! (a exclamation)
c yaake maaDaLikaagittu (a protest)
d avaLige svalpa buddhl heeLabaarade? (suggestion)
e avanu liga eenu maaDuttirabahudu. (a pondering)

Inspite of parallelism of patterns, Kannada speakers as foreign Language learners of English have great difficulty and fail to answer questions asked of them in English either because they are not aware that has been asked at all, having missed in the particular instance the question signal, or having mistaken an interrogative utterance for a non-interrogative one.

It is not only useful but also important to investigate (1) which of the devices are decisive for interrogative features of an utterance and under what circumstances, and (2) whether a hierarchy can be established of the related prominence of the three components of interrogatives. The problem is of the greater importance in the spoken language as they frequently alternate with statements in normal conversation.

It is difficult to give a satisfactory definition of the term question which would include all types that would identify themselves as questions. Sentences listed under (21) are not regarded as question though they demand verbal responses.

21. a Describe it.

b Tell me your name.

c I want that confession.
Such patterns are found in Kannada also:

22. a adannu Vivarisu.
   b avana hesaru heelu.

Here, however, those utterances which the average speaker would unhesitatingly consider as questions are analysed.

Classification of question on linguistic grounds is rather difficult as is clear from (23).

23. a He went to school.
   b He went to school.
   c Why did he go to school.

If (b) and (c) are grouped together as opposed to (a), the classification is not satisfactory one because (c) resembles (a) more than it resembles (b) in intonation. It is unsatisfactory to group (a) and (c) on the basis of the intonation, because (b) resembles (a) more than it resembles (c) in terms of syntactic features. So "no inclusive definition can cover the pattern and at the same time meet the demands scientific parsimony. The only substitute is to isolate types that can be linguistically defined."6

24. a Let's go, shall we?

naavu hooguvaa, aadite/aaguvadillave?
b Let's not go, shall we?
   naavu hooguvadu beeDa, aayittee?

c She works well, doesn't she?
   avaLu chennaagi kelasa maaDuttaLe, allavaa?

d He doesn't go fast, does he?
   avanu veegavaagi hooguvaddilla, allavaa?

e They work well, do they?
   avaru cheennagi keLasa maaDuvaru, allava?

f It doesnot work well, doesn't it?
   adu chennagi kelasa maaDuvardilla, allava?

(23) (a) and (b) are statements followed by tag. There are conveniently labelled as tag questions. In (23) (a) and (b) the statement is jussive type (use of let) and it is inclusive of speaker also. In English when the jussive is inclusive, the tag can only be positive. In Kannada, both positive and negative tags are permitted. (23) (c) is a positive statement with a negative tag. (23) (d) is a negative statement with a positive tag. That is tags have the polarity opposite to that of the main part of the clause. This is what has been called "reversed polarity" type. In (23) (e) and (f) the tags have the same polarity. This is "constant polarity." In Kannada, however negative tag is used but no restriction on the use of positive tags. The above restriction on the use of positive tags. The above patterns can be systematically represented as (24).
In English there is concord between the main clause and the tag with regard to tense, person, number and gender. The same tense of the verb and the same or corresponding pronoun of the subject, are repeated in the tag. In Kannada tag is only a morpheme: allavaa, aaguvadilla, etc. Hence the question of concord does not arise at all. Also, since the tag does not carry and general-suffix, Kannada speakers tend to use yes, no or isn't it in the tag irrespective of the different forms used in the main clause. In addition to this, the modal auxiliaries are non-existent in Kannada and the kannada speakers have great difficulty in carrying over the same modal auxiliary in carrying over the same modal auxiliary in the main clause to the tag. The following typical errors are found in the speech, of educated speakers, where 'isn't it' is used universally as a tag.

25  a  *She works well, isn't it?
   b  *He doesn't work well, isn't it?

Also, it is also not uncommon to come across such forms as where 'no' is used as a variant of 'isn't it'. 
26. a She sent, no?

b They didn't go, no?

This is a serious learning problem, the main difficulty being the concord in the English tags question pattern.

Learning difficulties are observed not only in the question forms but also in the responses to such questions also. In English when a positive answer is suggested column (3) is the normal response.

As a response Kannada speakers normally say Yes or No according to positiveness or negativeness of the situation. Strangely enough forms of the type 'yes, she didn't' also heard. It is difficult to locate the cause of this unusual pattern and different educationists in India explain it in different way. "In English selection of Yes or No in response to question (statement) depends on what we call "the polarity of the situation": positive, answer 'yes', situation negative answer 'No' (irrespective of the polarity of preceding utterance"). In Hindi, Bengali and number of other Indian languages, the selection of the appropriate response normally depends on the polarity-relationship between question (or statement) and situational facts."

This is true in case of Kannada speakers. It is also possible that a Kannada listener first tries to nullify or accept what the speaker has thought about the fact of the situation and there after tells about the real fact. But it is clear that the tags "indicate not
simply that the questioner wants certain information, as to simple
Yes-No question. Further more these types of questions indicate
whether questioner's state of belief was originally either positively or
negatively oriented toward the topic of the question.\textsuperscript{10}

What-ever cause may be, it is clear that the Kannada speakers
need rigorous training to master these questions. Consider the
following questions:

27. a Do you play cricket?
   niिनु क्रिकेट आडूट्याा?

   b Do you play cricket or football?
   niिनु क्रिकेट आडूट्याा फुटबालालाा?

28. a What does she teach?
   अवलू एनू कालिसुत्तााले?

   b What does he teach, English or History?
   अवनू इंग्लिशा कालिसुत्तालाा इत्ठालाा?

29. a Your name?
   निन्ना हेसारु?

The sentence (27a) asks 'Yes-No' answer, and the sentence
(27b) though non-wh-in form does not demand any yes or no
answer. The sentence 28 asks for information about one or more of,
the participants in, or circumstances of, the process. These
questions always carry a Wh-element as question word.
Here (27) is called Yes/No questions, (28) Wh-questions and (29) echo questions, since it is a question-signalled only by intonation and a rising intonation in this case is obligatory. To put systematically:

30. Questions
   - Yes/No questions
   - Wh-questions
   - Echo questions

Within (29) and (30), (b) names the alternative question itself. This is a disjunctive feature as labelled by Holiday. 29 (a) and 30 (a) are non-disjunctive because the alternative are not named in the question itself.

Now the system (32) can be represented as:

31. Question
   - disjunction
     - non-disjunctive
       - Yes/No questions
       - Wh-questions
       - Echo questions

27. a is non-disjunctive Yes/No.

27. b is disjunctive Yes/No.

28. c is non-disjunctive Wh.

28. d is disjunctive Wh.
YES-NO QUESTIONS

The essential element in this type of question is inversion. Consider the following examples.

Questions | Responses
--- | ---
32. a Are you working? | Yes, I am
| No, I am not
niinu kelasa maaDuttiruviyaa? | haudu
| illa.

b Can't you bring me flowers? | Yes, I can.
| No, I can not
niinu nanagaagi huuvugaLannu taraLu saadhyaVillavaa? | sadhyavide
| illa.

c Must you go early? | Yes, I must
| No, I must not.
ishtu beega hoogabeekaa? | hauda
| illa.

d Isn't Radha working hard? | Yes, she is
| No, she is not
raadha parishramadinada kelasa maaDuttillavaa? | hauda
| illa.
e  Do you know about Shakespeare?  Yes, I do
   No, I do not

ninage shekaspiyara bagge  haudu
gottideyaa?  illa.

f  Does Ravi go to school?  Yes, he does
   No, he does not

ravi shalege hooguttaneyee?  haudu
illa

g  Did you go to stadium  Yes, I did
   yesterday?  No I did not

ninu ninne maidanakke  haudu
hoogiddeyaa?  illa.

In English a special finite, as in 32 (a) to (d) always opens the
question with inversion and is also repeated in the short responses.
When there is no other special finite as in 32 (e) to (g), then we
use the do-form as a special finite. Kannada conspicuously
contrasts itself in that it does not make use of inversion.

As is said in the beginning, Kannada makes use of
morpheme/clitics such as -ee -aa -oo or ‘eenu’ at the end of the
structure. Hence, most commonly, Kannada speakers ask the
question with a rising intonation instead of using inversion. The
typical may in which questions are asked by the Kannada speakers.
33. a you play football?
   b You play football, aa?
   c You play football, no?
   d You play football, isn't it?

In addition to this, they very often fail to make use of the correct response forms. The normal response used by them are - yes-no in parallel with the Kannada responses ‘haudu-illa’. The special finites including the do-forms do not exist, or even when they do exist they are not in such distinct forms as they are in English. A post-positional suffix is made use of to express attitude like obligation, suggestion, etc, which come always after the verb and are never separated from the verb by any other element. Last of such finites and the inversion techniques are the major reasons for the errors mentioned in (33). Patterns of the type (32 a) to (g) along with corresponding short responses should be drilled thoroughly in the space controlled repetition. Consider the following Wh-questions.

34. a Who wrote shakuntala?
   shakuntalavannu yaaru baredaru?

   b What is that?
   adu eenu?

   c What is she doing?
   avalu eenu maaDuttiddale?
d What do you read?

nilnu eenu ooduttiruviiyaa?

e Who did you give it to?

nilvu adanru yaarige koTTiri?

f Where did you go?

nilnu ellige hoode?

g When did you go home?

nilnu manege yaavaga hoode?

h Why did you go to the city?

nilvu peeTege eeke hoodiri?

The sentence (34 a) asks for the subject. The word order is the same as that of the answer to that question: namely,

j. kalidas wrote shakuntala.

kaLidaasanu shakuntalavannu baredanu.

The short response as it is called to such a question is 'kalidas did' and not the full statement. In Kannada normal response is 'kaLidaasa' or 'kaaLidaasanu baredanu'. Kannada learners have no problem in using the correct pattern while asking for the subject. But they may not produce the normal response as the native speakers do.
The sentences (34 b) to (34 h) ask for other part of the clause and in English inversion is used. (34 b) asks for complement, (34 c) for the verb activity, (34 d) for the object, (34 e) for the indirect object, and (34 f) to (34 h) for adjuncts. Inversion is not a feature of interrogatives in Kannada. The question is formed in the same way as done while asking for the subjects. The whole word-order is undisturbed and a question word replaces the element which is questioned.

While questioning elements other than the subject the Kannada speakers normally commit the following errors.

35. a *What he is doing?
   b *Where you went?
   c *Whom you gave it?
   d *What you saw?

These mistakes are very often committed by Kannada speakers. Hence the magnitude of the learning and teaching problems are transparently clear.

Another problem which is connected with this is the use of proper pattern in the relative clauses. English makes use of inversion only in independent question forms and not in dependent question forms. Kannada speakers when they have learnt the inversion technique with respect to the independent
question forms tend to carry over the pattern in the case of dependent question forms also, for example clauses in indirect speech in English.

36. He asked when he would come.

Kannada learners use (36) instead of 36.

37. He asked when would he come?

Because of absence of inversion technique they ask independent questions like 'when would he come?' as 'when he would come?' Due to lack of correct understanding of the contrasts existent in English they ask dependent questions like 'He asked when would he come?' as in (37). Hence the Wh-forms on the whole are a real source of confusion and error. The pattern in which Wh-word exist but inversion is absent. It should not only be pointed out but drilled thoroughly.

THEMATIC INTERROGATIVE PRONOUNS

In English emphatic interrogative pronouns are used to give the interrogative pronouns more stress (intensifiers); they are formed by adding ever (written in two words) or on earth, the devil which expressed anger.

38.a. Who ever are you?

b. Who ever broke my pen?

c. What ever are you doing?
d. Who on earth is that young man?

e. Who the devil do you think you are?

f. What the devil do you mean by that?

These forms must not be confused with the concessives who ever, what ever etc, which exist in Kannada also. We can also give parallel structural in Kannada as follows:

39.1. naanu yaakaadaruu bande?

Why the hell I came?

2. Avaru eelligaadaruu hoodaru?

Where the hell they went?

3. eenu bekaadaruu maDuttiya?

Whatever would you like to do?

Thus, the word “aadaru” is an intensifier which emphasises the particular in the sentence.

IDOMATIC USE OF INTERROGATIVE PRONOUNS

Kannada does not possess the idiomatic use of interrogative pronouns as they exist in English as -41:

40. a It was so dark I could not tell who was who?

b He is a clever fellow. He knows what’s what.

(What is good and what is not good?)
c The twins are so alike I can't tell which is which.

d There is Mr. What's his name?

e It's what-do-you-call-it?

In Kannada to question the numeral of the type underlined in (41) there is a separate question word: 'eSTane' which is absent in English.

41. He is the sixth child?

Kannada speakers question this as 'avanu eSTane magu'?

Since English does not have a separate question word, they tend to use questions like:

* What is his position in the family?

It is difficult to construct exact question as it formed in Kannada.

It is not possible to frame the equivalent question using 'eSTane'. The equivalent question forms in English should be taught in detail.

As for as intonation is concerned, it is clear that rising intonation though has the greatest distributional range in the main domain of question forms. Jesperson was right when he said that "a high or rising to is generally the most reliable sign of the
question." It is clear that functions of intonations are secondary. In English intonation help to distinguish between various types of question such as repetitive, echoed etc. Though in Kannada rising intonation is normal with every type of question, in English it is generally accompanied by another exponent either inversion or question-word.

Secondly in English in most cases inversion is used even when accompanied by the question words. Wh-words are distributionally restricted in English to special questions only. Here lies the major difference between Kannada and English as inversion is completely absent in Kannada.

Inversion is ruled in English only when asking for the subject or in some fragmentary questions. Hence inversion is a major problem, and so the hierarchy in which structures should be chosen for teaching is: primary exponent-inversion and secondary exponent-wh-word and last component intonation. But it is useful and economical to present two exponents at a tune whenever practicable. But since in English word order is one of the fundamental devices at various levels of grammatical structure inversion should be given utmost importance. This is comparable with special question morphemes in Kannada.
TYPICAL ERRORS

A. Yes-No questions :
   a  This car is going to Banjara Hills ?

B. Tag questions :
   a  She is going to the market, isn’t it?
   b  He is a studious boy, isn’t it/No?

C. Wh-Questions :
   d  Where she went?
   e  What he is doing?
   f  Where they went?
   g  When you came?

D. Wh-Questions with omitted prepositions :
   h  Whom you gave it?
   i  What you are thinking?

E. a  How is she? (for what is she like?)
   b  How is he? (for how is he like a pianist?)
   c  Who is your father? (for what is your father?)

F. Non-understanding of Questions :
   a  What man is he?
   b  What is this part of?
   c  Where are you from?
G Non-use of prepositions along with certain Wh-words:

a. Who did you give the book?

b. Which young man is your teacher?

(for who among those young men is your teacher?)

**CONTRASTIVE FEATURES**

A **Yes-No Questions**

<table>
<thead>
<tr>
<th>English</th>
<th>Kannada</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Uses rising intonation for informative questions and falling intonation for confirmatory questions.</td>
<td>Always uses the rising intonation.</td>
</tr>
<tr>
<td>c. Morphemes/clitics are not used at the end of the questions.</td>
<td>The question is framed by the use of clitics-aa-ee-oo etc.</td>
</tr>
<tr>
<td>d. The anomalous finites begin the question, and rest of the verbal group is separated by the subject, in all other interrogative forms subject comes immediately after the first auxiliary.</td>
<td>Such anomalous finites do not exist.</td>
</tr>
</tbody>
</table>
B. Tag Questions

a  There is a concord between the verb of the main clause and that of the tag i.e. the auxiliary of the main clause is positive the tag is negative and vice-versa. 

Tags are expressed by morphemes like -aayitee, 'aagudillavee' etc. and hence there is no concord. Moreover, positive and negative morphemes are freely used.

b  Rising intonation while asking for information and falling intonation while asking for confirmation is used.

Always rising intonation is used.

c  Response is either 'yes I did, or no, I didn't type', i.e. positive observed and forms of the type 'haudu' maaDilla exist.

Such restrictions are not observed and forms of the or negative short responses type 'haudu' maaDilla exist.

C WH-Questions

a  Inversion is made use of except while asking for the subject.

Inversion is never made use of in Kannada.

b  Normally falling intonation used. An occasional rising intonation give the impression of being personally involved.

Always the rising intonation is used.
c Change in the tonic syllable The concept of tonic changes the type of the syllable does not exist in question-e.g. repetitive vs. Kannada.

Learning Problems

a Inversion

Whereas Kannada never makes use of inversion, English inverts subject and the auxiliary of the verbal phrase- This causes a difficulty. Kannada has no forms comparable with English and hence there is an increased difficulty. Inversion with the help of auxiliary 'do' an additional problem.

b Intonation

Whereas Kannada makes use of only the rising intonation, English both rising for Yes/No and echo questions, falling for Wh-questions. English also uses falling and rising intonation for informatory and confirmatory questions respectively in tags. A rising intonation in the case of Wh-question when personal interest is shown. These difference though not important for the mastery of grammatical patterns create a lot of confusion while learning spoken English.

c Wh-Words

There is no one to one correspondence in the choice of the question words. The range of usage of Wh-words is much wider in
English than it is in Kannada. English does not restrict to itself so rigidly as Kannada does in the use of Wh-words for human and non-human words. The use of 'what' and 'which' is specially problematic to the Kannada speakers.

Finally, it may be useful to add a word about the interrogatives based on my experience as a teacher. Kannada learners normally may answers questions either in the classroom or outside. But it is noticed that they are just incapable of asking questions. This shows that there is a remarkable difference in the question patterns in Kannada and English. Hence, intensive teaching in this area of grammar is required. The usual method followed is that teacher asks questions and students answer. Due to this method, though students get enough practice in learning declarative statements, they hardly get any practice in uttering or using the correct question patterns. With the result no conscious effort is made by the learner to learn and use correct patterns.

It is not a surprising that students even after their graduation, ask such ungrammatical questions as - "where she went?" for "Where did she go?" This fact itself should provide motivation for the teachers engaged in the teaching of English as a foreign language not to neglect question patterns but to make an attempt to establish the interrogative patterns in a systematic way.
OBSERVATIONS:

First, let us discuss the role of Wh-words in English and Ye-words in Kannada. It is necessary to make some of our observations about Wh-words in terms of indefiniteness, referentiality, interrogativity, and movement.

Wh-words used in questions are indicated of gaps in the knowledge of the questioner. For example, somebody asks a question as 'when did you come back?' It is evident that the addressee had gone to scope place and has returned. It is also obvious that the questioner has the knowledge of these things. However, he does not know the time and the day of the addressee’s return. That is the gap which the questioner wants to bridge by eliciting an answer from the addressee. Thus, there is a some sort of indeterminancy indicated by the Wh-word "when".

The second feature of Wh-words is lack of references. For example, when some one asks a question like 'who has broken the window?' obviously he is not referring to any particular person. In fact, he can not because he does not know who has broken the window. And this is evident that in the use of the question word 'who'. Lack of the reference and indefiniteness have the effect of indeterminateness.

Interrogativity pertains to the function of interrogative. As is known, not every occurrence of Wh-word has the function of interrogation. This function of Wh-words. In other words,
interrogativity is not a natural or inherent property of Wh-words. As we know, wh-words can be used as relative pronouns. Lastly, the important aspect is 'movement'. Again movement is not an obligatory process. For instance, there is no Wh-dislocation in the case of an echo-question.

When we look at Ye-words in Kannada, we notice that they share the first three properties of Wh-words in English, but differ as far as the application of dislocation or fronting is concerned. That is to say Ye-question words that as illustrated in the following examples do not indicate any definiteness or reference:

1. a niinu yaavaaga maraLi bande?
   b you when returned.
   c When did you return?

2. a baagilu yaaru teredaru?
   b door who opened.
   c Who opened the door?

As in English, Ye-question words in Kannada do not have interrogativity as their inherent property. For instance, in the example (3) below, the Ye-word has interrogativity as its function, the Ye-word in (4) functions as an indefinite pronoun, ans Ye-word in (5) functions as relative pronoun.

3. a kiDaki yaaru muridaruu?
   b Window who broke.
c Who broke the window?

4. a yaaroo diDaki muridaru.
   b Somebody window broke.
   c Somebody broke the window.

5. a kiDaki yaaaru mudidaroo nanage gottilla.
   b Window who broke I know not.
   c I do not know who broke the window.

In the above three respects, Wh-words in English and Kannada show close similarity. However, there is an important difference between the two languages. Let us explain the difference in some detail and look at the following pairs of English statements and questions.

6. a John is going home for Christmas tomorrow.
   b John is going home for Christmas when?
   c When is John going home for Christmas?

7. a Mary bought a new dress yesterday.
   b Mary bought what yesterday?
   c What did Mary buy yesterday?

8. a Jim is going to Delhi.
   b Who is going to Delhi?
   c Who is going to Delhi?
On looking at these syntactic positions of the time adverb, object and subject in the above statement respectively, we notice that the three constituents occur in three different positions: the time adverb is in sentence final position, the object is in sentence-medial position and the subject is in sentence-initial position. But the interesting thing about the positional behaviour of Wh-words - 'when', 'what', 'who' - is that inspite of their referentiality with, 'tomorrow' - 'a new dress' and 'Jim' all the three of them occur sentence initially. This dislocation is not found in the case of Kannada Ye-question words. Let us look at some examples in Kannada.

9. a santoshanu naaLe deepaavaLigagi manege hooguttiddane.
   b santosh tomorrow Dewali-for home going is.
   c Santosh is going home for Diwali tomorrow.

10. a santoshanu yaavaaga deepaavaLigaagi manege hooguttiddane?
    b santosh when Diwali-for home going (is).
    c When is Santosh going home for Diwali?

11. a santoshanu deepaavaligaagi naaLe manege hooguttiddane.
    b santosh Diwali-for tomorrow home going is.
    c Santosh is going home for Diwali tomorrow.
12. a santoshanu deepavaligaagi yaavaaga manege hoogutiddane?
   b santosh Diwall-for when home going is.
   c When is Santosh going home for Diwali?

13. a naaLe santoshanu deepaavaligaagi manege hoogutiddane?
   b tomorrow santosh Diwali-for home going is.
   c Santosh is going home for Diwali tomorrow.

14. a yaavaaga santoshanu deepaavaligaagi manege hoogutiddane?
   b When santosh Diwali-for home going is.
   c When is Santosh going home for Diwali?

15. a santoshanu deepaavaligaagi manege naaLe hoogutiddanne.
   b santosh Diwali-for home tomorrow going is.
   c Santosh is going home for Diwali tomorrow.

16. a santoshanu deepaavaligaagi manege yaavaaga hogutiddanne.
   b santosh Diwali-for home when going is.
   c When is Santosh going home for Diwali?

We observe that the time adverb 'naaLe' (tomorrow) and the Ye-question word 'yaavaaga' (when) are positionally interchangeable. That is to say, as soon as the 'naaLe' slot is vacated, it is filled by
the Ye-word 'yaavaaga' (when) and therefore there is no trace or unfilled gap. On the other hand, when we insert a Wh-word like 'when' in the place of the 'tomorrow' and then fronted it to the sentence initial position in the surface structure, a gap is left in the 'when' slot. Wh-question words in English, barring the exception of echo-questions, invariably occur in the sentence initial position. In Kannada, on the other hand 'Ye-question words invariably occupy the position of subject, object, complement, adjuncts etc.

Another feature of English questions is the application of 'do' support and inversion rule. English has a system of auxiliary verbs and while framing questions except declarative questions the helping verb which occurs after the subject in the deep structure is dislocated the subject in the front of the subject. This process is not there in Kannada. As a result of this difference, Kannada learners of English apply neither 'do' support rule nor the inversion rule. Therefore, they produce non-inverted questions such as the following.

17. Why you are late?
18. What you want?
19. What it is doing?
20. How I can come?
21. Why it can not move?
22. Where she is going?
23. Why they don’t talk to me?
Kannada Ye-questions observe the principle of scrambling and not that of dislocation. This probably is the reason why Wh-questions produced by Kannada learners of English sound like echo questions or questions in the deep structure form. Here are some examples.

24. Where you went?
25. You bought what?
26. You came when?

It is precisely because of these non-fronted questions being used instead of wh-fronted ones that we find it difficult to identify whether a Kannada learners of English is asking using an information seeking question or an echo-question. Of course, the context of conversation will help us to identify it as one or the other.

The absence of inversion in Kannada questions has a positive as well as negative influence on a Kannada learners' ability to produce polar questions. The positive impact is seen in the facility to produce declarative Yes/No questions such as:

27. You are going to Bangalore tomorrow?

But the negative influence of the absence of inversion in Kannada is that the learners find it difficult to frame inverted polar questions. Therefore, instead of producing the following sentence:
28. Are you going to Bangalore tomorrow?

They produce a non-inverted polarity question such as given in (27).

The Wh-words in English interrogative construction invariably occupy pre-verbal position. The verb may be i) a auxiliary verb which is already present in the deep structure, ii) it may be an additional auxiliary verb resulting from 'do' support, or iii) a main verb, as in the following sentences respectively.

29. Where are you going?
   wh-item+aux.

30. When did you come back?
    wh-item+do support

31. Who told you the news?
    wh-item+MV

We do not have questions in which the Wh-constituent follows a verb. The following sentences are ungrammatical:

32. *Are where you going?
33. *Did when you come back?
34. *Told who the news?

This is meant that in interrogative constructions in English the Wh-constituent has a pre-verbal position. Of course, echo-questions
are exception to this rule. For example, the Wh-constituent in the following sentences occupies a post-verbal position.

35. You went where?
   MV wh-item

36. They bought what?
   MV wh-item

37. You are going when?
   aux+MV wh-item

In Kannada 'ye' questions, on the other hand, the Ye-word can occupy pre-verbal as well as post-verbal position. Here are some examples:

38. a anupamma hoodaddu eelli?
   b Anupama went where?
   c Where did Anupama go?

39. a avaru yaavaaga bandaru?
   b they when came.
   c When did they come?

40. a yaavaaga nivvu hooguttiri?
   b When you go+will.
   c When will you go.
In Kannada generally Ye-words occur in the post verbal position, which is more natural in the language. But when one wants to emphasise the ye-word, it may be brought to the sentence initial position for focussing that particular element.

Kannada multiple questions are reduplicated whereas English does not reduplicate Wh-words in multiple questions. For example:

41. a yaaru yaaru eeneenu tandaru?
   b Who who what what brought ?
   c Who brought what ?

We notice that (41) a is perfectly grammatical multiple question whereas (41) b is not a grammatically correct sentence. The sentence (41) c is an acceptable multiple question in English.

Reduplication of some and not all Ye-words is found in Kannada not only in case of multiple question but also in the case of single question. Let us look at the following sentences.

42. a. niivu eenennu tanderi?
   b. you what what brought?
   c. What did you bring?

In example (41 a) and (41 c) there are actually two questions- a question about the subject ‘yaaru, yaaru’ (who) and a question about the object ‘eenu, eenu’ (what). In example (42 a) and (42 c).
There is only one question and that is about the object 'eenu eenu' (what). The interesting point about both single and multiple Kannada questions is that the Ye-question word can be reduplicated. This does not happen in English.

The last observation is about the tag questions in Kannada. These tag questions may or may not contain reference to the subject and tense marker. English, on the other hand, invariably repeats or refers to the subject and carries the tense marker. Let us consider the following examples:

43. a  niivu pustaka oodutiddiri, allave?
    (no person reference and tense marker)

    b  You book reading Yes/No.

    c  You are reading the book, aren't you?
    (tense marker present progressive and person reference)

44. a  avaru huLiyannu nooDiddaare, allave?

    b  they tiger have seen, no is it.

    c  They have seen the tiger, haven't they?
    (tense marker present perfect and person reference)

45. a  nlinu baruttiyoo, barodillavo?
    (main verb with TM and subject reference)

    b  you come will come will no yo?
Now let us discuss the implication of this comparative study for teachers, students materials writers and learners. The analysis has shown that there are three areas where many Kannada learners of English as foreign language may make mistakes. These areas are Wh-movements, ‘do-support’ and subject-auxiliary verb inversion. The people who are intrusted with the job of writing text books of English are, therefore, required to have sufficient number of remedial exercises focussing these areas. It is also important that teachers of English also need to pay special attention to these areas. If this is not done, Kannada learners of English will get their first and second degree and will still carry this lacunae in their linguistic repertoire. They may continue producing in speech as well as in writing wrong questions such as:

46. You are going when?
47. Why you are not coming?
48. Which one you want?

These mistakes will become fossilised in their linguistic competence and performance. Hence, constant remedial work in the area of polar and content questions is necessary.

The present analysis of questions in the two languages is by no means exhaustive. Researchers can still explore into this area using different syntactic and semantic theories.
REFERENCES


8. Ibid - PP-12.


