

An Architecture of a Data-Driven Pedagogical Grammar of Kannada

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The tradition of writing grammars for languages is very old. The structure of the grammar depends upon the theory (the ideas about what a language is from the point of view of native speaker and also the social scientists including those from the language analyzed in terms of psychological and sociological perspective) of language on which the author banks upon to write it and the purpose for which it is written. In the recent times the technology ushered in is also trying to change the mode of delivery of the content of the grammar to the recipients Thus we have traditional grammars, structural grammars, descriptive grammars, transformational grammars, pedagogical grammars, school grammars and now, computational grammars, internet grammars etc. Many grammarians ancient and modern also thought and took to grammar for scholastic pleasure and some thought even that it is a sacred realm where ordinary mortals need not tread. Just a few years ago, the grammars per se were considered as tough to understand, only for the use of scholars, educators etc. to be interpreted by them for the needy. Now, the world of technology thinks in terms of anything to make it 'easy' and wants to deliver in a 'user friendly manner' and grammar need not be an exception. In the internet, at present what we largely find as grammars are just versions of the print grammars converted into the machine readable form with hyperlinks that take the user to different chapters/topics, etc. of the grammar.

The important differences between the notions of a 'grammar' and a 'pedagogical grammar' generally conceived by the practitioners are that the general grammar is based on a formal theory of language, its main concern is language structure, emphasis is on formal properties of the language or based on the semantic principles for the analysis of the forms and their meanings. Those who follow transformational grammarians think in terms of surface structure and deep structure and are interested in analyzing what way the grammar works with respect to the presentation and analysis of ideas by native speakers and it is rule oriented. Where as in the case of pedagogical grammar it is eclectic in nature since it draws its insights from any and all the available ones of language, main concern being language learning and teaching, it is function oriented and role oriented.

Here it is intended to present ‘A Pedagogical Grammar of Kannada’ prepared for a second or foreign language teacher and learner. Also, it is useful for any person to know structure and functioning of Kannada. It is data driven and uses Kannada text with Roman transliteration extensively.

Let us examine the way the understanding of the notion of pedagogical grammar elucidated in the above paragraph is put into practice in the internet form. The users of this grammar are both teachers and learners of Kannada conversant with the use of internet. The teachers use it to clarify themselves of any doubt about a concept or example from pedagogic point of view. So also the students normally consult this to understand the concepts (Meta language used to describe concepts) and also to learn the actual use of the language. The latter is the main purpose. This happens in the context sensitive way of lessons available in the net as also in the context neutral environment.

Since in most of the cases language learning is for communicative purposes, the second language pedagogy suggests that the language teaching and learning should start from simple sentence and proceed to the complex ones and also from frequent patterns of sentences to the infrequent ones. That is to say, what comes after what and what goes with what. Though there are statistical methods to arrive at some kind of classification or the other in this regard, the intuition of the linguistically oriented native speaker materials producer plays an important part in deciding these. Hence, the architecture of a Kannada pedagogical grammar commences with the simplest sentence as a basic unit for the understanding of the language structure. And the conversations thus based can be summed up in the simplest term as ‘question and answer practice, in most cases of language learning.’

Before going into the actual elucidation of the grammar there are many decisions taken in the context of language structure as well as internet. The following decisions were taken: Sentence as a dynamic phenomenon in language use and not as a static structure in the language. So it forms the basis from which the grammar begins. The spoken standard Kannada normally used in and around Southern part of Karnataka forms the language variety. Since the grammar is going to be used by those conversant with internet, only Roman transliteration of the Kannada letters will be used. The same in due course, can be made available in Kannada fonts too either using UNICODE. The user friendliness is also introduced by providing English gloss for the sentences and the vocabulary used in the illustrations. This type of pedagogical grammar can be used as a tool to learn a language by the motivated learner as once upon a time people were learning grammar to learn a language.

A decision has to be taken about all the teachable/learnable items that are embedded in each sentence pattern.

Sentence Patterns

Sentences with only nouns or Copula or verb less sentences

idu eenu?

idu pustaka.
ivu eenu?
ivu pustakagaLu.
ivu eSTu pustakagaLu?
ivu muurupustakagaLu.
ivanu yaaru?
ivanu kaavalugaara
ivaru yaaru?
ivaru kaavalugaararu.
avaru yaaru?
avaru aNNandiru.
idu pustakanaa?
jaidi, idu pustaka.
alla idu pustaka alla.
avaru kaavalugaararaa?
haudu, avaru kaavalugaararu
alla, avaru kaavalugaararu alla.
avaru naukararu.
adu yaava kacheeri?
adu taaluuku kacheeri.
adu entha pustaka?
adu doDDa pustaka.
aa pustaka yaaradu?
aa pustaka nannadu.
aa kitaki enthadu?
aa kitaki cikkadu.
oo
uu
mattu
athavaa

Sentences with Verbs

Sentences with Modal Verbs

nimage eenu beeku?
nanage pustaka beeku.
(beeDa, saaku, saalalla, iSTa, iSTa illa, gottu, gottilla)

Sentences with Permissive Forms of Verbs

naanu manege hoogalaa?
naavu manege hoogooNa.

Sentences with Imperative Forms of Verbs

niinu manege hoogu
niivu manege hoogi/hoogiri
avaru manege hoogali - optative mood - speaker gives his option resulting in a kind of permissiveness.

naanu manege hoogabeeku
beeDa, beeDi, baaradu, bahudu, kuuDadu

Sentences with Potential Forms of Verbs

naanu manege hoogaballe
naanu manege hoogalaare

Sentences with Present Definite Forms of Verbs (Present Indefinite/Habitual)

niivu saayankaala elli irtiiri?
naanu saayankaala maneyalli irtiini/iralla.
naanu avarannu kariitiini/kareyalla

Sentences with Present Forms of Verbs

naanu kacheeriyinda manege bartiini/baralla
naanu kacheeriyinda manege baruvenu. (general present/habitual cum definite future)

Sentences with Purposive Infinitive Forms of Verbs

niivu kacheeriyinda manege eeke bartiiri?
naanu kacheeriyinda manege uaaTa maaDakke bartiini.
MaaDalu, maaDalikke, maaDokke, maaDoodakke

niivu hooguvudaralli naanu bartiini.
niivu hooguvudarinda tondareyaagutte
niivu hooguvudannu taDiitaare

Sentences with Causative Forms of Verbs

naanu ninage tinDi tinnistiini. (more natural)
naanu maguvannu malagistiini

Sentences with Reflexive Forms of Verbs

naanu tale baacikoLtiini.

Sentences with Past Tense Forms of Verbs

naanu manege bande/barlilla.

Sentences with Past Participle Forms of Verbs

naanu kaceerige hoogi manege bande.
naanu kaceerige hoogade manege bande.

Sentences with Conditional Forms of Verbs

naanu kaceerige hoodare nimma manege bartiini.
naanu kaceerige hoogade iddare nimma manege bartiini.

Sentences with (present) continuous forms of verbs

naanu kaceerige hoogtaa irtiini.
iralla
naanu kaceerige hoogtaa iddiini.
illa

Sentences with (Past) Continuous Forms of Verbs

naanu kachheerige hoogtaa idde.
hoogtaa irlilla.
naanu kaceerige bandiddiini
bandilla
naanu kaceerige bandirlilla

Sentences with Relative Participle Forms of Verbs

adu naanu nooDida kaagada.

adu naanu noDada kaagada. (nooDuva)

Sentences with Participial Nouns (not necessary as participles are derived from verbs)

aa kaagada ooduvavanu nanna maga

aa kaagada oodidavanu nanna maga

aa kaagada oodadavaru illi illa.

aa kaagada ooduvudu iiga alla (ooduvaaga type is adverbial constructions)

ante

anta

emba

endu

The Computational Aspects

Back end has the following: Clean tagged corpora of Kannada – methodology used to create the corpora this forms the database for the phonology, morphology and syntax of the grammar.

Programmes to process the queries of users include the frequently sought questions and providing of the probable answers.

A general study to know the user needs resulted in identification of their needs and an inventory of their frequent needs of a pedagogical grammar are the grammatical category of the word, meaning of the word, the mode of addition of the case/tense suffixes and the internal changes that take place during such additions, concordance etc.

Multilingual dictionary of Kannada – Hindi – English forms data base of meanings. This database has words of the corpora as well as other frequently used words of the languages.

Output are the results of the random queries.

Test-bed: for accuracy of the results and its user friendliness.

Sentence types like N+N, N+V

Sentence length from shortest to the longest.

Given a sentence break into phrases and clauses

Provide analysis of a given sentence and also analyse a sentence from the database.