

A Cognitive-Linguistic Approach to the Analysis of Verbal Nouns and Gerunds in Kannada

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Abstract

In the process of cognitive learning, understanding the language structure of the speech focused plays a major role. These two processes lead to the next level, that is, application. Furthermore, the learners are required to acquire the skills of problem solving, decision making, etc. This paper concentrates on learning derivation of nouns from verbs in Kannada, which is a problematic area as far as second language learners of Kannada are concerned.

Verbs in Kannada, like any other Dravidian language, are highly productive and hence can be called verb-focused language. There are four types of Nouns, which are derived from verbs. They are 1. Derived Nouns, such as koDuge 'presentation', ooduvike 'reading', etc., 2. Gerunds, such as tinnuvudu 'eating', maaDuvudu 'doing', etc., 3. Participial Nouns, such as, bareyuvavanu, 'the male person who writes, taruvavaLu 'the female person who brings', koDuvavaru 'the person who gives and 4. Personnel nouns, such as naTa 'the male person who acts' and naTisu is 'act', Similarly, caalaka is 'the male who drives', calisu is 'the drive'. The derivational process and contexts of their usages and the problem in distinguishing them, etc., are explained in detail in the paper. The paper concludes that the problem can be solved by cognitive-linguistic approach with ample and appropriate examples.

Keywords: Cognitive learning, Linguistic approach, Kannada verbs, derived nouns, gerunds, participial nouns, personnel nouns, derivation

1. Introduction

Cognition is the mental process of acquiring knowledge and understanding through the knowledge of linguistic features and experience through application of the linguistic features. It includes processes such as knowing, understanding and application at the basic level of learning. In the process of cognitive learning, understanding the language structure of the speech focused plays a major role. These two processes lead to the next level, that is, analysis, synthesis and evaluation (Bloom, 1956) and practice of the learnt rules in newer situations. Furthermore, the learners are required to acquire the skills of problem solving, decision-making, etc., at a later stage.

This paper concentrates on learning derivation of nouns from verbs and their uses in Kannada, which is a problematic area as far as second language learners, are concerned.

2. Verb-focused languages

Verbs in Dravidian languages are highly productive and morphologically rich, hence these languages are called verb-focused languages. Nouns, adjectival participle, that is, relative participle, etc., are derived from verbs and numerous inflections are done using verbs. Inflections have different structures. Kannada, one of the major Dravidian languages, is no exception to this concept. Before going into the details of gerunds and derived or verbal nouns, a cursory look at the inflections will help in the derivation of these verb-based nouns.

3. Inflections

As pointed out earlier, the inflections are abundant in Kannada to express a lot of senses.

Example

1. Conditional: bandare
Structure baa/ba-nda-re
Verb root/stem + past tense marker + conditional marker
2. Verbal participle (VP): bandu
Structure baa/ba-nd-u
Verb root/stem + past tense marker + VP marker
3. Perfect Relative participle (RP): koTTidda
Structure: koTTu - idd - a
Verbal Participle +i (ru) + past tense+ RP marker
4. Present continuous aspect: maaDuttiruvavaLu
Structure: maaDutt + iru + vava + Lu
Continuous stem+iru+ tense marker + person, gender, number (PNG) marker.
5. Negative RP nooDada
Structure: nooDu + ad + a
Verb root/stem +negative marker +RP marker

These are only a sample of inflections to give an introduction the inflectional structure of Kannada (Halemane, 1989).

4. Verb-based Derived Nouns

Derivation of nouns from verbs is a very important one in the leaning of Kannada as a second language, in particular and as first language or mother tongue, in general. This is true of other major Dravidian languages as well. The cognate language learners, to a greater extent, learn it easily as similar derivations are available in the mother tongues of these learners, whereas the non-cognate learners of Kannada, like Hindi, Marathi, Punjabi, Bengali, etc. find it very difficult. Only a cognitive-linguistic approach can offer solutions to this everlasting problem.

There are four types of nouns derived from verbs. They are classified as shown below:

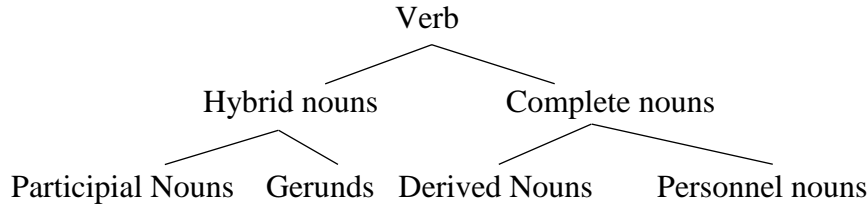


Diagram 1

Each of the nouns has its own structure and use. Before discussing about the focus of this paper, namely, Gerunds and Derived nouns, the remaining two, namely, Participial nouns and Personnel nouns are analysed here to introduce and understand better the verb based nouns. The participial nouns and gerund are hybrid nouns because they are modified by adverbs like verbs and not adjectives, though they are nouns and take case markers.

5. Participial Nouns

These nouns are derived from the relative participle (RP) form of the verbs, which function as adjective and hence called adjectival participle also (Sridhar, 1990). The relative participle form may be in any tense, in a simple or continuous form. The third person pronouns, namely, avanu 'he', avaLu 'she', avaru 'he/she honorific' are added to these forms to derive the participial nouns (PN) and give the meaning of 'the person who does/did the work...'

These nouns are very regular and productive in use. These nouns are used as agentive, experiencer, instrumental etc., as other nouns. However, they take adverbs as modifiers as pointed out earlier.

In the non-past form in Kannada, they have the following structures (1) 'verb root/stem+ tense marker+ RP marker' and (2) 'verbal participle + auxiliary verb+ RP marker'

Example

6. baruva + avanu = baruvavanu 'the person (masculine) who comes'
- taruva + avaLu = taruvavaLu. 'the person (feminine) who brings'
- koDuva + avaru = koDuvavaru. 'the person (respect) who gives'

Sentences

7. ivattu namma manege baruvavanu nanna sneehita
today we-poss. house-dat. come-PN. I-poss. friend
'The one who comes to our house today is my friend.'
8. nanage habbakke ŚarT taruvavaLu nanna akka
I-dat. festival-purp. shirt bring-PN I-poss. elder sister
'The one who brings shirt for me for festival is my elder sister'

These participial nouns can be derived from any possible form of RPs.

Example

9. koTTu +id + a+ avanu/avaLu/ avaru, as in
koTTida+ avanu 'he who has given'
koTTida+ avaLu 'she who has given'
koTTida +avaru 'they who have given'

The first- and second-person pronouns also use these markers only to differentiate gender and number. It depends on the context of usage.

10. naanekoTTida+ avanu '(It is) me who have given'
naanekoTTida+ avaLu '(It is) me who have given'
naavekoTTida +avaru '(It is) me who have given'
11. niinekoTTida+ avanu '(It is) you who have given'
niinekoTTida+ avaLu '(It is) you who have given'
niivekoTTida +avaru '(It is) you (plural) who have given'

Present Perfect

12. namma maneyalli taajmahal nooDiruvavanu naanobbane.
we-poss. house-loc. tajmahal see-PN I -one-person
'I am the only one in my family who has seenTajmahal.'
13. iiskuulinalli paasaagiruvavaLu vijayalakshmi obbaLe.
this school-loc. pass-PNvijayalakshmi one-person
'The only one who has passed in this school is Vijayalakshmi.'

Past Perfect

14. ii pustaka tandiddavanu raajaa.
this book bring-PN Raja
'The one who had brought this book was Raja.'
15. nanage kaagada barediddavaLu lakshmi.
I-dat. letter write-PN lakshmi
'The one who had written me a letter was Lakshmi.'

Present Continuous Tense

16. alli uuTamaaDuttaairuvavanu rajaa.
there eat-PN raja
'The one who is eating there is Raja.'
17. aDige maaDuttiruvavaLu kavita.
cook do-PN Kavita
'The one who is cooking is Kavita.'
18. alli hooguttiruvavaru vidhyarthigaLu.
there go-PN students
'Those who are going there are students.'

Past Continuous

19. ninne ninna jote baruttiddavanu yaru?
yesterday you-soc. come-PN who
'Who is the one who was coming with you yesterday?'
20. avana jote haaDuttiddavaLu yaaru?
he soc. sing-PN who
'Who is the one who was singing with him?'

Negative Participle Noun

The negative participle noun is obtained by adding third person human pronouns to negative R.P. The negative participial noun does not show tense distinction.

21. nooDada + avanu = nooDadavanu
+ avaLu = nooDadavaLu
+ avaru = nooDadavaru
22. jooraaagi maatanaaDadavaLu niine
loudly speak-PN-neg. you
'You are the one who didn't speak loudly.'
23. chennaagi baiyyadavaLu avaLe
nicely scold-PN-neg. she
'She is the one who didn't scold nicely.'
24. veegavaagi ooDidavaLu naane
fast run-PN I-emph.
'I am the one who ran fast.'
25. nidhaanavaagi heeLidavaru niivee
slowly speak-PN you-emph.
'You are the one who spoke slowly.'
26. mukhyavaagi baradavara paTTi maaDi
mainly come-PN list make
'Make a list of those who have not come mainly.'

6. Personnel Nouns

These nouns are also derived from verbs by adding different markers, like, /-a/, /-gaara/, /-aaDiga/, /-ka/, /-kaara/, /-aaLu/, etc., to derive personnel nouns to mean a person or an agentive noun like, actor, driver, etc.

Example

27. nata - actor
caalaka - driver
paalaka - guardian
aaTagaara - player
huuvaaDiga - flowers hawker

moosagaara-	cheater
aparaadhi -	criminal
apaharaNakaara -	kidnapier
abhineetri -	actress
citrakaara -	painter
siDuka -	short tempered person
spardhaaLu -	contestant

7. Verbal Nouns

The verbal nouns otherwise called derived nouns have the quality of pure or complete nouns and hence they take adjectives, they can be declined with case markers, and can take plural suffixes too. To differentiate all the other nouns derived from verbs, this one is called verbal noun. The other one is gerund or gerundial noun. Both are derived from the same verb root. The derivation of these nouns in Kannada is very productive. There are more than eight different markers suffixed to the verb root or stem to derive these nouns. They are /-ike/, /-ige/, /-aata/, /-vu/, /-pu/, /-ta/, /-ø/, /-e/, etc., as derivational markers and there are some suffixes like /-aNe/ which are used with Sanskrit words only. There are a few verbs, for which the voiced consonants become voiceless to derive a noun.

It is not that easy to condition the distribution of these markers. However, the paper tries to arrive at a formula for their distribution to some extent. Note that in the syllabic representation, C=consonant, V= vowel short and \check{V} = vowel long are used.

7.1. /-ta/

This is suffixed to disyllabic words with the pattern CVC^2V , where C^2 represents a retroflex consonant.

Example

28.	seLe-ta	‘force’
	guNi-ta	‘multiplication’
	kuNi-ta	‘dance’
	eLe-ta	‘attraction’

Example-sentence

29.	niirina	seLeta	jas:sti	ittu
	Water-poss.	force	more	was
	‘The force of the water was more.’			

7.2. /-Ta/

This occurs with disyllabic words with the pattern $C\check{V}C^3V$, where C^3 represents the retroflex consonant /-D-/.

30.	aaDu	‘play’	aaTa	‘game’
	ooDu	‘run’	ooTa	‘race’
	nooDu	‘see’	nooTa	‘sight’

Example- sentence

31. avana aaTa chennaagi ittu
his play good-adv. was
'His play was good.'

7.3. /-ike/

This marker is used mainly in two contexts: (a) with verb roots and (b) with words (Sridhar, 1990). This paper tries to propose conditions for the distribution also.

(a) /-ike/¹

32. CVC-i as in

beri	'mix'	berike
turi	'grate'	turike

33. CVC-u as in

tooru	'show'	toorike	'appearance'
haaru	'fly'	haarike	'flight'
baaLu	'live'	baaLike	'long-lasting'

Example-Sentence

34. kaDime beleya vastugaLu baaLikebarOdilla
low price things durability have no
'Low price things have no durability.'

35. /-ike/²

This suffix is added to full words.

36. kaTTu 'build' kaTTuvike 'building'
hoogu 'go' hooguvike 'going'

7.4. /-ige/

37. eeLu 'get up' eeLige 'progress'
heru 'bear' herige 'delivery'
oppu 'agree' oppige 'acceptance'
holi 'sew' holige 'sewing'
naDe 'walk' naDige 'walking'

Example-Sentence

38. avara eeLige saadhyavilla
they-poss. progress possible-neg.
'Their progress is impossible.'

Since the occurrence cannot be conditioned, only at the lexical level it has to be taught or given clues about the suffixes. The cognition, therefore, is word level and not suffixes. Take for example; a single verb may take different suffixes to derive different nouns are also available in Kannada. Nevertheless, they are very few in number.

39. koDu 'give' koDuge 'gift' koDuvike 'giving'

Example-Sentence

40. nimma koDuge tumba amuulyavaadudu
your contribution very precious
'Your contribution is precious.'

7.5. /-ø/

41. haaDu 'to sing' haaDu 'song'
hiDi 'to catch' hiDi 'fistful'
uuhe 'assume' uuhe 'assumption'
kaLe 'subtract' kaLe 'subtraction'

Example-Sentence

42. aa dinada nenapu innu hasiraagi ide
that day-poss remembrance still fresh is
'The remembrance of that day is still fresh.'

7.6. /-pu/

43. nene 'remember' nenapu 'remembrance'
hoLe 'shine' hoLapu 'lustre'

Example-Sentence

44. ittiicege kolegaLu jaasti aaguttive
now-a-days murders many happen
'Many murders are happening now-a-days.'

7.7. /-e/

45. kollu 'to kill' kole 'murder'

Example-Sentence

46. jiivanada OTadalli eshTo kashTagaLannu kaaNabahudu
life course many difficulties see- subj.
'In the course of life, we may see many difficulties.'

7.8. Voiced Consonant Becomes Voiceless

47. teegu 'belch' teeku 'belching'

Example-Sentence

48. avara kauSallyavannuavara ooTadinda kaaNabahudu
his skill-acc. his running -abl. see- can
'His skill can be seen through his running.'

7.9. /-aNe/

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49.	jooDisu	‘to attach’	jooDaNe	‘attachment’
	sudhaarisu	‘to reform’	sudhaaraNe	‘reformation’
	khaNDisu	‘to denounce’	khaNDane	‘denunciation’

Example-Sentence

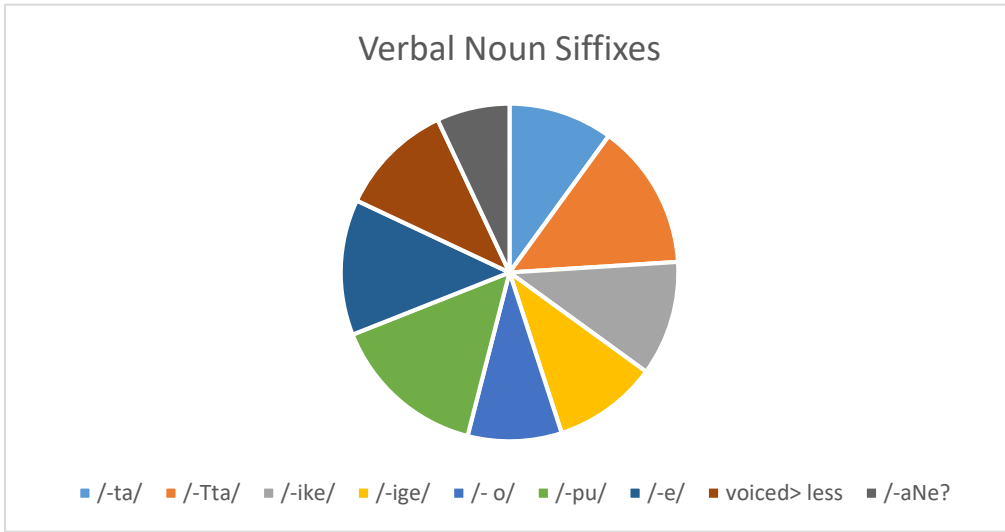
50. unnata ŚikshaNadalli innuu sudhaaraNegaLu aagabeekide
 higher education-loc. still reformations happen-should
 ‘In higher education still reformations should happen.’

The Sanskrit words lose their verbalising marker /-isu/ and the nominalising marker /-aNe/ is suffixed to the stem.

It is to be noted that there are no full-fledged rules framed for the selection of the suffixes for the derivations. In the cognitive process of learning the suffixes, only a few linguistic rules can help in learning and the remaining are to be learnt by practice or by rote memorisation (Vijayalaxmi, 2018). The second language learners of Kannada fail many times to give the exact noun forms derived from the verbs. Only a lexical identification is possible in many cases.

To find out the frequency of occurrence of the verbal noun markers, 100 verbs were randomly selected, and the frequency of their occurrence arrived at is given in the table below.

S.No.	Marker	Noun	Frequency
1.	/-ta/	guNi>ta	10
2	/-Ta/	aaDu>aaTa	14
3	/-ike/	tOru>tOrike	11
4	/-ige/	eeLu>eeLige	10
5	/-ø/	haaDu>haaDu	9
6	/-pu/	nene>nenapu	15
7	/-e/	kollu>kole	13
8	Voiced > Voiceless	ODu>OTa	11
9	/-aNe/	jODaNe	7



8. Derivation and Relationship

There are nouns derived from verbs, which show relationship between them and others do not show any.

8.1. Derivation of Nouns Related to the Verb

Most of the nouns derived show a relation between the verb and the noun derived from it. They reflect the same meaning as expressed by the verb root.

Example

51. oodu ‘read’ - ooduvike ‘reading’
 nooDu ‘see’ - nooTa ‘sight’

Example-sentence

Homophonous verb roots having different meanings, when undergo the process of derivation, their nouns, so derived, are also different. These are understood only by context and not by their verb roots.

52. kaTTu ‘to bind’ kaTTu ‘a sheaf’
 kaTTu ‘to build’ kaTTuvike ‘building’
53. ii saamaanugaLannu kaTTu
 these items-acc. tie-imp.
 ‘Tie these items/things.’
54. nooTina ondu kaTTannu nanage koDu
 note-poss. one bundle-acc. I-dat. give-imp.
 ‘Give me one bundle of note.’

8.2 Derivation of Nouns Not Related to the Verb

These do not show any relationship between the verb and the noun derived from it.

Example

55.	eeLu	'to get up'	eeLige	'progress'
	hiDi	'hold'	hiDi	'a fistful'

9. Gerunds

The gerundial nouns express the action indented by the verb. The gerunds, which are called 'action nouns' have the verbal features also, such as, taking adverbs, not taking plural markers, etc. Since the gerunds have the features of both noun and verb they are called 'hybrid nouns' also, for they take the characteristics of the verbs from which they are derived and the quality of nouns after derivation (Nadaraja Pillai, 1986). The gerunds show past and non-past tense. However, the non-past forms are very frequent in use.

Gerundial nouns are formed by adding /-vudu/ to the verbs. It is equivalent to the English gerundial /-ing/ construction as in eating, writing, reading, etc.

Example

56.	tinnuvudu	'eating'
	maaDuvudu	'doing'
	nooDuvudu	'seeing'
	haaDuvudu	'singing'
	ooDuvudu	'running'
	kolluvudu	'killing'
	aaLuvudu	'ruling'

Example-Sentence

57.	heccige	ooDuvudu	deehakke	oLLeyadalla		
	more	running	health-dat.	not good		
	'Running more is not good for health.'					
58.	beegane	tinnuvudu	oLLeyadalla			
	fast	eating	not good			
	'Eating fast is not good.'					
59.	pratidina	praaNigaLnnu	kruuravaagi	kolluvudee	avana	kasubaagide
	everyday	animals-acc.	mercilessly	killing	his	duty become
	'Mercilessly killing animals everyday has become his duty.'					
60.	kriyaaSiilavaagi	kelasa	maaDuvudu	oLLeyadu		
	actively	work	doing	good-be		
	'Doing work actively is good.'					
61.	jooraagi	haaDuvudu	kaNThakke	haanikaaraka		
	loudly	singing	throat-dat.	harmful		

‘Singing loudly is harmful to the throat.’

The gerundial form in general is a non-past form with the suffix /-vudu/ added to the verb stems. In the case of past construction, /-iddu/ is added to the verb stem as in (61) and (62).

Example

62. ninne niinu haaDiddu cennaagi ittu
yesterday you sang good was
‘Yesterday you sung was good.’

63. hooda vaara niinu maaDiddu innuu nenapide
last week you did still remember-be
‘Last week you did is still remembered.’

9.1. Features and Uses of Gerunds

Gerunds have some special features, which are not accessible with the verbal nouns.

9.1.1. With Case Markers

As discussed earlier, the gerunds take case markers as they have, mainly, characteristic features of nouns. At the same time, as named earlier the hybrid nouns, which have the features of verb also, these nouns take adverbs.

64. kaafi kuDiyuvudakke manege hoogi
Coffee drink-purp. house-dat. go-imp.
‘Go home to drink coffee.’

65. cennaagi ooduvudannu kali
Well reading-acc. learn
‘Learn reading well.’

66. jagaLa maaDuvudu sariyalla.
quarrelling- ger. not good
‘Quarrelling is not good.’

67. cinema nooDuvudaralli nanage aasaktiilla
Cinema see-Ger.-loc. I-dat. interest no
‘I have no interest in seeing the film.’

9.1.2. Substitution of Infinitive Form

The verbal noun constructions with the dative case marker can be substituted by the infinitive constructions with /-alu/

68. avanu kaafi kuDiyalu manege hooguttaane
He coffee drink-inf. house-dat. goes
‘He goes home to drink coffee.’

9.1.3. Negative Gerunds

The negative gerundial nouns are formed by the addition of /alla/ to the affirmative noun, and it is used only as a part of the predicate.

69. keeLoodalla 'not to be listened'
maaDoodalla 'not to be done'

Example-sentence

70. niinu hiige maaDoodalla
you this way do-neg.
'you don't do like this.'

9.1.4. With Comparative Marker

Gerundial noun with comparative marker /-inta/ gives the meaning 'instead' or 'rather than'

71. aa sinima nooDoodakkinta pustaka ooduvudu oLLeyadu
that cinema see-abl. book read-ger.good
'Instead of seeing that film, it is better to read a book.'

9.1.5. With Nominative Subjects

Gerundial nouns are used with nominative subjects unlike the derived nouns, which can occur with possessive nouns also.

72. avanu ooduvudu/avana ooduvike sariyilla
he reading/his readingis not good
'His reading is not good.'
73. avanu oppuvudu/avanaoppige namage beeku
his consent/his we- dat. want
'We need his consent.'

9.1.6. Gerunds as Habitual

The non-past form is commonly used as habitual and is very frequently used.

74. dinavu ooduvudu oLLe abhyaasa
everyday reading good exercise
'Reading every day is a good exercise.'
75. brandi kuDiyuvudu aarogyakke oLLeyadalla
brandy drinking health-dat. good- neg.
'Drinking brandy is not good for health.'

9. Conclusion

This paper discussed, in detail about the nouns derived from verbs, which are of four types, namely, (1) participial nouns, (2) personal nouns, (3) verbal nouns and (4) gerundial nouns. Out of

these four, personal nouns and verbal nouns are a challenge always to learn for the second language learners of Kannada, since they do not have well defined conditions for the distribution of the suffixes.

On the other hand, formation of participial nouns presupposes that the learners know the Relative Participle form and that the formation of gerunds presupposes that the learners know the behaviours of verbs for better understanding of the form and use. The best strategy to learn the forms and uses of the verbal nouns and personal nouns is to have a lexical study. The learners are required to group the verbs based on the suffixes they take. In addition to knowing, understanding and application, the learners are to be taught the techniques of analysing and synthesizing the forms of the nouns derived from the verbs. Furthermore, the learners are to be imparted the skills of problem solving, decision-making, etc., at a later stage.

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