

THE SYNTACTIC FEATURES OF SOUTH AFRICAN INDIAN
ENGLISH AMONG STUDENTS IN NATAL, WITH REGARD
TO USE AND ATTITUDES TOWARDS USAGE

by

SUSAN L. CROSSLEY

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Faculty of Health Sciences,
University of Durban-Westville.

Supervisor: Prof A. Brimer (University of Durban-Westville)

Co-supervisor: Dr R. Mesthrie (University of Cape Town)

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ABSTRACT

Two tests were developed and administered to 122 South African students of Indian descent and 70 South African students of European descent. One test elicited use of certain syntactic constructions through requesting subjects to make specified grammatical changes to verbally presented sentences. The other test elicited attitudes regarding acceptability and beliefs about own and others' use of non-standard syntactic forms. In both cases, test items were based on non-standard syntactic forms reported to occur in the speech of Indian South Africans. Results were analysed statistically and on the basis of significant group differences, fourteen syntactic features of South African Indian English were identified. These results, as well as those concerning language attitudes and beliefs, are discussed in terms of the literature and implications for clinical application and further research. Sex differences in use and attitudes were also investigated but were found to be of little significance.

PREFACE

This study investigates the syntax of English-speaking South Africans who are of Indian descent. As a frame of reference, the syntax of English-speaking South Africans of European descent is used. The terms "Indian" and "European" have been used throughout this report without prejudice as abbreviations to indicate the difference between the two groups in terms of descent.

The reported comparisons are not intended to highlight racial, cultural or ethnic differences. Rather, the comparisons are made to identify differences in language on the dimension of Standard versus Non-standard English, so that in professions such as speech therapy, language pathology can be distinguished from language difference.

Lakoff, who studied woman's language as a variety, comments, "there is a danger of opposing 'women's language' to the 'standard', as there is of opposing any group's language to a hypothetical standard, and it is by no means clear what is best for women or for society: to perpetuate the dual standards of acceptability or to seek to merge them" (1977:85).

This comment forms the crux of this discussion. The use of the Standard as a yardstick with which to compare all other language varieties is dangerous in that "a yardstick" easily becomes "the yardstick". "A yardstick"

refers to any tool with well-known features which can be used as a starting point for the description of other entities. "The yardstick" on the other hand, suggests that the yardstick is the one and only model of correctness. The Standard thus serves a useful function in descriptive comparisons but its use as the model for evaluative comparisons is to be avoided.

In studying the language used by Indian students, Standard South African English as used by European middleclass South Africans has been taken as a yardstick for descriptive purposes only. South African Indian English (SAIE) is accepted by the writer as being a variety in the same way as the language of this report is considered a variety. It was not intended that any value judgement be placed on SAIE, the other non-standard forms studied, nor the language of the European subjects. Earnest consideration was given to the feasibility of describing the language of Indian students without any comparisons, but this proved out of the question, since it would necessitate a description of every aspect of language. Efficiency dictated that a comparison with another variety was essential as much of the description could then be accepted as given. The aims of this study are scientific and it is hoped that readers of this report will appreciate that language differences were merely recorded and that social attitudes were elicited, not created.

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LIST OF ABBREVIATIONS

UDW	University of Durban-Westville
UND	University of Natal (Durban)
Ewd	.....	Edgewood College of Education
BE	.....	Black English
BEV	.....	Black English Vernacular
SE	.....	Standard English
RSE	.....	Remote Standard English
NE	.....	Non-standard English
RNE	.....	Remote Non-standard English
SAIE	....	South African Indian English
SAE	.....	South African English
SACE	....	South African Coloured English
RNC	.....	Relevant Non-compliance
S	.....	Subject
Subj.	...	Subject (clause element)
NP	.....	Noun phrase
Aux.	....	Auxiliary verb
Cop.	....	Copula
V	.....	Verb
3ps	.....	Third person singular
Pron.	...	Pronoun
Prep.	...	Preposition
Syll.	...	Syllable
Adv.	....	Adverb

CHAPTER 1 : INTRODUCTION

1.1 Frame of reference

Language use and attitudes about language usage vary from person to person, but linguistic similarities between groups of people often exist, particularly where social networks have been established. Such social networks reflect interaction patterns between people with something in common e.g. occupation, interest, way of life, place of residence, age or social class and the more closed the network, the more linguistically similar the members (Cheshire, 1982; Romaine, 1982; Russell, 1982; Dorian, 1982; Milroy & Margrain, 1980). Such people, who share linguistic norms of use and attitudes towards this usage, form a speech community. The linguistic norms of use, referred to as the language variety of that speech community, can be described in terms of phonology, prosody, syntax, morphology and lexicon. Where the common norms involve syntax and morphology (i.e. grammatical norms), the variety is referred to as a dialect (Trudgill, 1975).

Speech communities are nested within one another with large speech communities comprising smaller, more specific speech communities as social interaction between members increases. However, no speech community is totally homogeneous linguistically and notions such as dialect

refer to clusters of frequently occurring features rather than discrete systems in which use is categorical (Hudson, 1980). A speech community is thus a group of people who use certain linguistic variants (i.e. forms of particular linguistic variables) more frequently as a group than do other groups of people, but since such use is relative, no clearcut boundaries between speech communities or between language varieties exist. It is commonly accepted that two of the superordinate speech communities in South Africa are those comprising Indian and European English-speakers, each of these in turn comprising smaller speech communities.

Of particular relevance to this study, is the notion of standard versus non-standard language, in this case, English. In becoming standardized, a language variety undergoes direct and deliberate intervention by society in the form of selection, codification, elaboration of function and acceptance by a community of users (Haugen, 1966). Standard English (SE) is therefore a variety of English which has undergone these processes and which can therefore be described in terms of a formal set of norms of "correct" usage. It is accepted by society as the variety associated with officialdom, business, education and the mass media.

Non-standard English (NE) is a generic term for all varieties that differ from SE. Although all varieties are linguistically equal in that each represents a rule-

governed system capable of expressing all the intents of its speakers, varieties are not necessarily socially equal. It is on the social level that NE is frequently associated with inferiority, resulting in the notions of NE being a corrupt version of SE, and NE speakers being inferior as language users. For this reason, studies investigating linguistic differences should also tap attitudes towards these differences.

The term "attitude" includes all the subjective reactions of beliefs, opinions and judgements that affect language or that are affected by it. Attitudes that affect language use, i.e. attitudes regarding the characteristics, status and role of individuals and groups and which determine varieties and styles used, are not investigated in this study, but attitudes resulting from language use, specifically judgements of the acceptability of linguistic forms, beliefs about own language usage and beliefs about the use of linguistic forms by others, are given major emphasis.

It can be noted that although variation in language use and attitudes between groups of people has been associated with such factors as age, social class, region of origin, level of education, sex, occupation and race, correlations between these sociological variables and linguistic variables reflect social network patterns, not causes. Although the two groups involved in this study may on the

surface appear to differ primarily in terms of race, any linguistic variables associated with one group or the other are interpreted as reflecting differences in social interaction patterns. Language is never racially determined, but it can be culturally determined in so far as people who share an ethnic background may, through circumstance or free volition, associate more frequently with one another than with others, i.e. they may form a speech community through a social network.

As this study is descriptive of language behaviour, making no attempt to identify causes for any differences, this discussion omits mention of theories regarding the origins of language varieties, language change over time and the rules governing choice of variants. Furthermore, as this study deals with social groups rather than individuals, theories regarding verbal repertoire, bidialectalism, diglossia and polylectal grammars have also been omitted.

1.2 Relationships between attitudes towards language, beliefs about own usage, and actual usage

Intuition dictates that people will use the language forms that they approve of and that they will readily admit to such use. However, studies by Labov (1966, reported in Labov, 1970, 1973) and Trudgill (1972) amongst others show that the relationship between stated attitudes about the

prestige or acceptability of a variety, actual behaviour and stated beliefs about habitual usage is not always straightforward. For example, people may under- and over-report use of linguistic forms, they may profess negative attitudes about the language variety that they habitually use and admit using, or they may falsely claim to use a variety that they regard as prestigious.

Discrepancies between actual use, believed or claimed use and stated attitudes of prestige can be explained in terms of the presence of two sets of norms within a community. Labov (1966, reported in 1970, 1973) postulated the existence among the working class of covert prestige, associated with the non-standard language of the working class, which operated at an unconscious level. This was contrasted with the overt prestige of the standard language of the middle class. While this description may have applied to Labov's data, it appears that his original notion of covert prestige, postulated to explain linguistic change "from below", is too narrow to account for all attitude-language discrepancies (cf. Romaine, 1982). For example, where Labov claims that covert prestige attitudes are experienced only by members of the lower classes, Trudgill (1972) found covert prestige attitudes among males of all classes, and C-JN Bailey (1973:178) describes the reversal of plus and minus prestige values resulting from feelings of solidarity within any subgroup, including ethnic subgroups. Where Labov limits the existence of

covert prestige to non-standard language. Gumperz (1964, reported in 1970:207) describes a situation suggesting covert prestige accorded to the standard variety. Finally, where Labov regards covert prestige as an instrument of language change, the findings of Milroy and Margrain (1978) suggest it can also be responsible for language preservation.

It is therefore possible to retain Labov's notion of two sets of norms, one overt and one covert, but to extend the frame of reference to include any speakers, any variety and any goal. Perhaps the essential element is that of a feeling of solidarity towards a linguistically different subgroup, where there is a conflict as to whether to use language that is socially prestigious but which alienates the speaker from the in-group, or to use the linguistic norms of the subgroup and risk social condemnation. According to C-JN Bailey (1973:178), such conflicts result in ambiguous feelings about one's own language, and perhaps all discrepancies between reported attitudes, reported beliefs about habitual usage and actual language use can be explained thus. It is probable, too, that the audience to whom one declares one's beliefs, will influence the truth of such declarations, and investigators who are members of the same subgroup may be given different accounts of habitual usage and prestige judgements compared with investigators who are considered to be outsiders.

1.3 Issues in sociolinguistic research with special reference to the study of syntax

In order to explain language variation, large quantities of data need to be gathered and analysed. Much sociolinguistic research is therefore descriptive of phonological, grammatical and lexical variants used in different social contexts as well as descriptive of accompanying attitudes. Phonological and lexical data are relatively easy to collect since the range of variants and linguistic contexts is limited in each case. Grammatical data are less easily collected, not only because their range of variants and contexts is wider, but also because many forms are rarely used and their occurrence is largely unpredictable. Generally, attitudes are easily elicited, since few people object to airing their opinions, but the reliability of such reports is difficult to establish. Whatever the type of linguistic data, however, the researcher still faces the problems presented by the "Observer's Paradox" (Labov, 1970:113) if he is aiming to document the vernacular. The vernacular is recommended as the style of choice owing to its reported regularity and subsequent usefulness as a baseline for comparisons (Labov, 1970; Stubbs, 1983). However, because it emerges only in the least formal of situations when little attention is paid to speaking, it is difficult to record. Attempts to circumvent this and other problems are discussed below.

Three common sources of data are informant intuition, where a speaker is asked direct questions about his use of language; live speech which is then transcribed to produce texts for later analysis; and written language which can be analysed in its collected form. In the former, the informant is responsible for much of the analysis and research validity may be jeopardized if the informant attempts to provide the answers he thinks the researcher wants to hear or if he is unsure about the forms he uses. Furthermore, the informant may not be typical of the community being studied (e.g. a "lame", cf. Labov, 1972). In any event, the data obtained reflect an idiolect, precluding reliable generalization.

Observing and analysing actual speech or written language transfers the task of analysis from the subject to the linguist, and is potentially a more reliable practice, especially if many subjects are used instead of just one. Methods used to tap actual speech or writing may involve the observation of naturally occurring language (live interactions or material recorded or printed in the mass media) or the elicitation of language, either language in general through conversational interviews or group discussions, or specific forms of language through tasks such as reading passages or word lists, repeating or completing sentences, answering questions, changing given forms and predicting the next utterance in a given sequence. Attempts to reduce observer effects include

concealing the tape recorder, using radiotelemetry over a long period of time, using self-selected groups of subjects so that the desire to chat overrides the stress of being recorded, allowing subjects to record themselves when they feel comfortable doing so and arranging for the researcher to join a social network so that as an "insider", he can record members of the network without causing stress. To avoid drawing attention to the specific forms of language being investigated, the aims of the study may be concealed by using distractors (cf. Levine & Crockett's study, 1966) and incomplete explanations.

The investigation of attitudes about language usually involves elicitation since attitudes spontaneously expressed in letters to the press or public announcements are rare. Instead, the researcher uses interviews, group sessions or postal questionnaires to elicit subjective reactions to pre-recorded or printed samples of speech. Tasks are given such as rank-ordering a set of response options, selecting one option from a list, completing a semantic differential scale, identifying inappropriate elements in a speech sample or text, or answering open-ended questions. To increase validity in the case of auditory stimuli, i.e. to ensure that subjects respond to language characteristics and not to speaker characteristics, different language varieties may be recorded by the same speaker (cf. the "Matched guise technique" of Tucker & Lambert, 1969; the "Ethnic guise

technique" of Williams, 1973, cited in Wolfram & Fasold, 1974:71).

The wide variety of methods used to investigate language use and attitudes is testimony to the difficulty inherent in obtaining valid and reliable data. Not only must researchers ensure as far as possible that their data accurately reflect the language of the community, but also, their conclusions must be verifiable by others. Validity may be determined by repeating investigations using different methods, which allows any methodological bias to be identified, whereas reliability checks are made using the same data collection methods and analysis procedures, usually on a different sample of the population being studied. At present, no one method of data collection or analysis is regarded as meeting all criteria of acceptance, but as Labov comments, "By the time the methodologies are perfected, the most important work has often been done..." (1970:99).

With this background to methodological issues, the methods used in the present study are now introduced, through a discussion of three studies in which these methods were pioneered and adapted.

1.3.1 The work of Greenbaum and Quirk (1970)

Greenbaum and Quirk (1970), hereafter referred to as GQ, experimented with the elicitation techniques developed by Quirk and Svartvik in 1966, in order to refine methodology suitable for the study of use and attitudes in the field of syntax. Their work thus represents a study of methodology rather than of syntax.

Their methodology involves pen-and-paper tests in which groups of subjects are presented with utterances and instructions to respond in a specific manner. Use and attitude tests are complementary in that for each syntactic category, there is a performance item to elicit habitual or potential use, and a corresponding judgement item to elicit the subject's attitude about this usage. The types of tests devised by GQ are summarized as follows:

- Performance - Operation - Compliance
- Selection
- Completion - Forced-choice
- Word placement
- Composition
- Judgement - Evaluation
- Preference
- Similarity

Use (performance) can be elicited through operation tests

in which subjects are asked to effect some change in a given sentence, or through completion tests in which subjects are required to add elements to a given sentence. The two types of operation test, compliance and selection tests, both involve presenting the subject with a sentence and an instruction to carry out some linguistic task and to write down the resulting sentence. Examples of tasks include putting the sentence in negative form, converting a statement into a question, changing the tense or substituting a plural pronoun for a singular pronoun.

Although the subject may interpret the situation as a test of his ability to carry out the stipulated task, the focal point for the researcher is not the task itself but the effect of the task on the syntax of some other part of the sentence. The true purpose of the test as a whole, and of specific test items, is thus concealed from the subject. The unobtrusiveness of this elicitation technique enhances the validity of the results since the responses are likely to contain unmonitored syntactic forms which reflect true habitual or potential use.

In compliance tests, the subject is confronted with some deviance, either in the test sentence or in the sentence produced by carrying out the task. It is this deviance which elicits use of the syntactic construction in question. The subject may ignore it and simply carry out the task as instructed, or he may choose to reduce or

eliminate it, by going beyond the task instruction and making additional changes to the sentence.

An example of an item containing deviance in the test sentence is *He hardly could sit still* with the instruction to substitute *they* for *he*. It was predicted that the position of the adverb *hardly* would be considered deviant to the extent that subjects would move the adverb to another position in the sentence, thus indicating not only the source of their dissatisfaction, but also their preferred position for the word. An example of an item in which the deviance appears only after the task has been performed is *He will probably stay late*, which subjects were required to reformulate as a question. It was predicted that the resulting sentence would be unacceptable owing to the presence of *probably* in a question and that instead of responding with *Will he probably stay late?*, subjects would feel compelled to go beyond the stipulated instruction, and to make further changes to produce *Is it probable that he will stay late?* or *Will he stay late?*, in which case the offending word is omitted altogether.

A selection test is similar to a compliance test in that a sentence is presented along with a task to perform but in this case no deviance is present. This type of test investigates divided usage where several variants exist. In performing the task, the subject is consciously or unconsciously compelled to select among these variants,

thus revealing his habitual/potential use in this regard. An example is the test sentence *None of the children answered the question*, with the task being to rewrite the sentence in the present tense. In this case, subjects are forced to choose between *answer* and *answers* as the verb.

Completion tests differ from operation tests in that instead of effecting changes to a given sentence, elements must be added. Three types are described: the first, forced-choice tests, involves providing the subject with a set of forms and a set of linguistic contexts in which to use the forms. For example, the forms, *learned* and *learnt*, may be presented together with the contexts, *I.....the poem* and *I have.....the poem*. The second type of completion test is the word placement test in which a sentence is provided with an instruction to add a specific word. For example, subjects may be required to use the word *usually* in the sentence *My brother plays the guitar*, in order for the preferred position of the adverb to be noted. Finally, composition tests can be used, in which subjects are required to complete a sentence in any way they like. For example, the item *I completely.....*, might be used to investigate which verbs are used with *completely* as opposed to the verbs that are used to complete *I entirely.....*

Three types of judgement test are used to elicit attitudes about usage. In evaluation tests, subjects are required to evaluate a given sentence according to a three-point scale:

"perfectly natural and normal", "wholly unnatural and abnormal" or "somewhere in between". This type of test is complementary to compliance tests in the area of use. The same sentences can be used with the deviance retained for evaluation. Comparisons of responses on the two tests may be made to identify discrepancies between use and attitudes towards usage.

Complementary to selection use tests, are preference judgement tests. Subjects are presented with two or more variant forms of a sentence and are asked to rate each of them as in the evaluation test, and to rank them in order of preference. Exposure to the different forms focuses attention on the locus of variation. Evaluation provides evidence of variation within a community whereas ranking may reveal individual variation where two sentences are given the same rank. In the case of the selection test item, *None of the children answered the question*, which required reformulation in the present tense, the corresponding preference test item would contain the two possible sentences incorporating *answer* and *answers*. The third type of judgement test, the similarity test, involves judgements about the semantic similarity of two sentences, according to a three-point scale: "very similar in meaning", "very different in meaning" or "somewhere in between". For example, a test item might contain the two sentences, *Some lectures are actually given before ten* and *Actually, some lectures are given before ten*.

As only compliance and selection use tests, and evaluation judgement tests, pertain to the present study, discussion of response analysis will be limited to these categories. For each use test item, one or more of the target sentences, which are those resulting from execution of the task alone, are specified. These include the deviance present before or after the task has been performed, in the case of compliance tests. (It can be noted that in the case of selection tests, the alternative to the response selected may be regarded as deviant by the subject). Subjects' responses are then examined in terms of compliance (production of the target sentence), hesitation (handling the deviance by crossing out and rewriting) and non-compliance (failure to respond with the target sentence). In both hesitation and non-compliance categories, responses are further analysed concerning the way the deviance is handled, e.g. by omission of the deviant aspect, a word-order change, or by the addition, substitution or deletion of other words. GQ regard total omissions and blatant evasions as showing lack of acceptance of the deviant aspect and these responses are termed "relevant non-compliance" (RNC). Percentages of RNCs are then calculated and interpreted on the basis of high percentages indicating a low level of acceptability for that particular construction. Judgement tests are analysed according to the number of responses in each of the response categories.

GQ experimented with the various test types and with different presentation formats, using students as subjects and using several syntactic constructions. The following findings are of significance to the present study:

Types of tests and items:

Results were affected by the expectation of deviance, and by habituation to similar items. It is therefore recommended that at least half a test battery should consist of test items that are non-deviant on presentation, and that items should vary so that consecutive items are not syntactically or lexically similar.

Sequence of test sentence and instruction:

Results were not affected by presenting the test sentence before the task instruction, as opposed to presenting the task instruction before the test sentence. It is, however, recommended that one format be adhered to throughout a test battery.

Explicit instructions:

It was found that giving explicit instructions not to make any changes other than those demanded by the task differentially affected the number of RNCs obtained for the various test item types. As different types of items, e.g. compliance and selection types, are usually present in one test battery, it is recommended that explicit instructions not to make any unnecessary changes always be given as a

standard procedure.

Practice

Results were found to be more reliable if several practice items were given prior to the test itself and this is therefore recommended.

Time intervals:

It was found that the amount of response time allowed was not a significant factor provided that subjects had sufficient time to write down their responses.

Linguistic experience:

Results were not affected by linguistic knowledge and students without a background in formal linguistics performed similarly to those enrolled in linguistics courses. All subjects proved capable of following task instructions such as "rewrite as a question" or "put in past tense form".

Presentation mode:

Having experimented with various combinations of oral and written language, GQ recommend that for use tests, the stimuli and instructions be presented orally, via a tape-recording, and the responses be elicited in writing. For the attitude tests, no particular recommendations are made except that where several sentences are to be ranked, these should be presented in written form. GQ stress that

written and oral language differ, however, and that this must be considered in any experimental design.

Physical context and opinions of test purpose:

Subjects tested in an unfamiliar "clinical" environment believed that the purpose of the tests was to investigate psychological processes such as memory and concentration, and these subjects tended to obey the task instructions strictly, producing few RNCs. When a familiar room associated with the teaching of linguistics courses was used, subjects believed that the tests were related to linguistic acceptability and they produced more RNCs. GQ strongly recommend that test conditions and environmental ambience be held constant over successive administrations of the test batteries, to foster similar perceptions of test purpose. In addition, they suggest that opinions of test purpose be elicited after testing, in order to explain any significant departures from expected behaviour.

Representativeness of population sample:

GQ administered their tests to different groups of students and conclude that course, faculty and year of study are not significant variables. The only group whose performance was significantly different was a group of qualified English teachers with an average of fifteen years' experience, who had returned to university for an in-service linguistics refresher course. These teachers, it was hypothesized, were more "prescriptively orientated" than other groups.

Test reliability:

Repeated testing using different formats (e.g. repetition of some items immediately after testing, or repetition of the whole test battery one week later), revealed high consistency for individual subjects on both compliance (use) tests and evaluation (attitude) tests. For some items on both types of test, all subjects showed 100% consistency. On other items, consistency percentages in the eighties and nineties were common. All evaluation items showed consistency levels of 93% or more. Consistency on use test items was found to be higher when the responses of all subjects were polarized on the first run, i.e. a large majority of subjects either carried out the task strictly or gave RNCs. Where similar numbers carried out the task strictly and gave RNC responses, consistency was lower. It is concluded that the test design yields reliable data.

This conclusion differs from that of Labov who reports extremely low consistency levels on a test similar to GQ's evaluation test (Labov, 1970:162). The discrepancy is explained by Carden, however, who points out that in GQ's work, consistency was determined for each item separately, whereas in Labov's study, consistency was determined for a sentence pattern by averaging evaluations to a whole set of similar sentences (Carden, 1976:100). Test reliability is therefore item specific.

Tasks given in use test items:

It was found that the type of task given had little bearing on the number of RNCs obtained, except where one task and not others altered relations between parts of the sentence or forced the subject to analyse the sentence into its separate constituents and completely reformulate it. In executing such tasks, subjects tended to produce more RNCs. It is inferred from these findings that type of task should be considered when analysing responses.

Deviance in test or target sentences on use tests:

It was found that when deviance was present in the test sentence, the RNC rate was always less than when the deviance emerged only after carrying out the task. This is attributed to subjects being more tolerant of deviance produced by others (i.e. deviance present in the test sentence) than they are of deviance that they themselves produce (i.e. deviance resulting from task execution). It is recommended that this difference in behaviour be considered in interpreting test responses.

Relationships between use and attitude test results:

It was found that RNCs on compliance items and rejections on corresponding evaluation items, were closely related (usually within 20% of each other). The few instances of significant discrepancies between use and attitude were attributed to the presence of stylistic or semantic deviance, as opposed to syntactic deviance, which resulted

in subjects rejecting the sentence on the evaluation test but retaining the deviance on the use test, since to remove it (a RNC response) would require a radical change such as lexical word substitution. GQ point out that correlations between use and attitude test items would probably be even higher if less strict criteria were used, e.g. the inclusion of "crossing out and rewriting" as evidence of dissatisfaction on the compliance test item, and responses in the category of "Somewhere in between" as evidence of dissatisfaction on the evaluation item (the response options were "Perfectly natural and normal", "Wholly unnatural and abnormal", and "Somewhere in between"). However, on the basis of the correlations between RNCs and rejections alone, it is concluded that compliance and evaluation test results support each other and use of both types of tests is recommended as a validity check. (Note that this conclusion refers to specific test types, and does not imply that use of language and attitudes towards language necessarily coincide).

1.3.2 The work of Svartvik and Wright (1977)

Svartvik and Wright's investigation of *ought* constructions (Svartvik & Wright, 1977), is presented as an example of the application of elicitation techniques to syntactic study. The word *ought* can be used as a lexical verb, taking the auxiliary *do* construction and a *to* infinitive, or it

can be used as a modal verb, in which case, auxiliary *do* does not occur and the *to* infinitive may or may not be used. Examples are: *Did we ought to go?*

Ought we go?

Ought we to go?

In exploring this divided usage, the following elicitation techniques were employed:

- a) Performance tests, in which subjects were required to change orally-presented sentences by making them either negative or interrogative (cf. GQ's selection tests);
- b) Judgement tests, in which subjects were required to rate orally-presented sentences as acceptable, unacceptable or doubtful (cf. GQ's evaluation tests);
- c) Rating tests, in which subjects were required to select from two or more written alternatives, the *ought* construction they would use in speech; and
- d) Rationalization tests, in which subjects were required to provide a reason, selected from four options ("old-fashioned", "ungrammatical", "American" or "unheard of"), for each of their "unacceptable" or "doubtful" responses on the judgement tests.

Being concerned with divided usage rather than deviance, Svartvik and Wright had no need for the notion of RNC in analysing the performance test results. Instead, they counted the number of times each form was used and the number of times *should* and *need* were used in place of

ought. Regarding attitude elicitation, Svartvik and Wright added the elicitation of personal preferences ("Rating tests") and the elicitation of reasons for negative judgements ("Rationalization tests"), to the evaluation test of GQ.

The results suggest that all forms of *ought* are disappearing in usage, but where *ought* is used, it is used almost exclusively as an auxiliary rather than as a lexical verb. Furthermore, "to-less *ought*" is the preferred form in non-assertive contexts but in assertive contexts, *to* is retained (e.g. *They ought to go*). The children from schools providing for high academic achievement differed from those in schools catering for lower standards in that they favoured *ought to* in non-assertive contexts, perhaps because of a prescriptive bias.

These conclusions were based on the results of all four elicitation procedures. The authors stress the fact that had only performance and rating tests been carried out they would only have uncovered the preference for "to-less *ought*". By administering the judgement tests, however, they were able to uncover the fact that *ought* in all its forms is disappearing from common usage in the population studied, as revealed in the high number of rejections of all *ought* constructions. The rationalization tests provided interesting results but these were peripheral to the main aim of the study. Of interest to the present study is the

fact that several items had to be modified as the children were unable to comprehend some task instructions such as making negative a sentence that was already a question. In addition, the general instructions prior to testing had to be modified to include demonstrations and verbal feedback from the subjects to ensure comprehension. This suggests that elicitation procedures can be used with teenagers, if not with younger children, but tasks must be kept simple. It is obvious that with adults a greater range of tasks and more complex sentences could be used.

The authors conclude with the statement, "A corpus-based study of *ought* would probably have been methodologically inferior to elicitation tests because of the extremely large corpus required for a study of an infrequent item like *ought* and because of the lack of information about subjects' dislike of *ought* and their preference for other constructions" (p 200).

1.3.3 The work of Eagleson (1977)

In a series of studies, Eagleson used an elicitation technique similar to GQ's selection test, to investigate the use of *have+got*, and *have* as a lexical verb, in the language of different social groups in Australia (Eagleson, 1977). Populations studied included working-class adults, graduate high-school teachers, working-class teenagers in

their final year of high school, and third-year university "arts" and "science" students. Testing involved the presentation of sentences containing *have+got* and *have* forms, and the instruction to change them into question form, statement form or negative form. The tasks given were crucial, since in question and negative forms, the *do* construction may be used, providing a third variant. As with GQ's selection test, no deviance is suspected as the alternate forms represent divided usage. Only one elicitation test is described although Eagleson mentions that he also elicited attitudes in another series of investigations.

Some examples of the different forms are:

He's got to take the dog out

He has to take the dog out

He does have to take the dog out

He hasn't got a cold

He hasn't a cold

He doesn't have a cold

Has he got a cold?

Has he a cold?

Does he have a cold?

The results suggest that in Australian English, social class differences exist with the teachers generally favouring use of *have* and the working-class subjects favouring *have+got*. When *have+got* was present in the test

sentence, the majority of teachers changed it to *have* when forming questions and statements, whereas the working class retained it. On the other hand, when the test sentence involved *have* instead, there were altogether fewer cases of changing to the other verb form, which is the expected result since this would have meant an insertion rather than a deletion. Of those who did insert *got*, the majority were from the working class. In both teacher and working-class groups, *do* constructions were selected more often in forming negatives than in questions.

Regarding the arts and science students, it was found that the arts students favoured the *have* construction over the *have+got* construction, whereas the science students tended to accept both. Moreover, there was a tendency for arts students to change the given form when executing the tasks, whichever form was presented, whereas science students were more likely to retain the given form.

Eagleson's work is significant in that it is the only known attempt to use elicitation techniques to investigate differences in social varieties of English. GQ and Svartvik and Wright were primarily concerned with documenting linguistic acceptability within one community. However, Eagleson apparently only elicited use and his failure to elicit attitudes renders his interpretations of his results questionable. Eagleson concludes that *have* is favoured by teachers and arts students, and *have+got* is favoured by

working-class adults and science students, implying differential acceptability, but without attitude data, this is an invalid assumption since the mechanical execution of the tasks may have caused the differences in behaviour (some people may be more prepared than others to make radical changes, owing to differences in motivation or personality). This stresses the need, discussed by GQ and Svatvik and Wright, to administer both use and attitude tests when investigating acceptability.

1.4 Non-standard English

NE varieties throughout the world have much in common, with certain non-standard syntactic constructions appearing in many apparently unrelated varieties. This is not to say that such syntactic constructions are common features of all these varieties, characterizing them and providing a basis for demarcation, but rather that these syntactic constructions appear, to different extents, in several NE varieties.

Appendix A (p 179) comprises a list of NE syntactic constructions and some of the varieties in which they occur. Many constructions consist of substitutions, deletions or additions of morphological elements such as tense and plural markers and auxiliary or copula verbs. In other cases, semantic distinctions of aspect not marked in

SE are marked through novel rules. Other differences occur in the sequencing of clause and phrase elements, the use of lexical items, and rules of concord and clause combination. Some of the more frequent constructions are those affecting tense and aspect marking. The past tense morpheme *-ed* may be omitted altogether or used with verbs which in SE have an irregular past tense form, e.g. *knowed*, *holded*. The present tense may be marked not only in the case of third person singular subjects but also with plural third person and singular first and second person, e.g. *they calls me names*, *I wants it*, *you knows it*. In the perfect construction, the past tense form of the verb may be used, e.g. *he could have went*, or the *have* element may be omitted, e.g. *he done it already*. Sometimes both occur as in *he did it already* and sometimes generalization takes place to produce *he's putten them away already*. In the future conditional tense, SE *would* may be omitted, e.g. *I like to be a film star one day*, and in the progressive tense, generalization to stative verbs may occur as in *I'm knowing the work*. Plural concord with *be* forms may be absent to produce sentences such as *they is there*. Deletion of auxiliary and copula verbs is fairly common, especially where SE allows contraction, e.g. *he going now*, but also where SE prohibits contraction, as in interrogative reversal e.g. *he going now?* In some cases, the auxiliary may be present but reversal either does not occur where SE demands it as in direct questions e.g. *Where he's going?*, or occurs where SE prohibits it as in indirect questions

such as *I wonder where's he going.*

Although the apparently inexplicable similarities between varieties occurring in geographically different areas stimulates enquiry into the origins of such varieties, the present study is limited to the documentation of NE syntax. Much of the literature on NE syntactic characteristics is based on long term passive observation by interested parties who through circumstance happened to be exposed to NE. Apparently little structured research has been conducted, with Labov's work on Black English Vernacular (BEV) and Cheshire's research in Reading being notable exceptions. In South Africa, the syntax of South African Coloured English (SACE) has been actively studied by Milstein (1976) and Malan (1981), and that of South African Indian English, by Mesthrie (1986). The intention behind the present study was to make a further contribution to knowledge about SAIE syntax, through active elicitation.

1.5 South African Indian English (SAIE)

With regard to the grammatical features of SAIE, Lanham reports that this variety "does not deviate greatly from the norms of mother-tongue English in South Africa" (Lanham, 1984:343). However, English is the mother-tongue for the majority of South African Indians today (Bughwan, 1970), rendering this statement somewhat meaningless. It is

presumed that Lanham is referring to norms for European mother-tongue English speakers.

In contrast, Crossley (1984) reports on many NE grammatical forms observed in a variety of settings and produced by Indian speakers from various walks of life and of different ages. Her list of NE forms (see Appendix B, p 194) contains many forms which are found in NE varieties in other parts of the world. Mesthrie (1986) has also documented SAIE grammar. His comprehensive inventory of grammatical forms, felt to be typical of the basilectal level of SAIE, is based on the results of informal interviews and observations. Of interest, too, is Bughwan's (1970) analysis of written English among Indian highschool children which reveals grammatical "errors" which are consistent with the NE forms documented by Crossley and Mesthrie.

As with most varieties of NE, the use of particular constructions is variable and probably depends on the linguistic and social context. With the exception perhaps of the lowest social class, most speakers of SAIE will doubtless have control of the equivalent SE constructions for use when the situation demands it. A study by Pillai (1984) revealed that on the Northwestern Syntax Screening Test, Indian primary school children from Durban performed in a similar manner to the American "White" SE-speaking children on whom the test was standardized. Since the

constructions assessed on this test demanded the same forms as South African SE (i.e. SAE), it can be deduced that Pillai's subjects had control of the South African SE forms, when considered together as a group.

Another procedure used by speech therapists for assessing language performance is the Test of Oral Language Production (Vorster, 1980). This test was developed specifically for European English-speaking children in South Africa, using SE as the reference point. This test was administered to Indian school children in Durban by Patel (1985) who found that although many differences existed between the performance of the population tested and the norms, these differences were not statistically significant.

An American test of receptive vocabulary, the Peabody Picture Vocabulary Test, was investigated by two different researchers regarding suitability for the Indian population in Durban (Manickum, 1985; Vagar, 1985). Both found that certain items discriminated against the Indian subjects in that specific words were understood to have different meanings, but on the whole the Indian subjects performed within the norms determined for a "White" American SE-speaking population. These studies are relevant only in that lexicon and grammar are largely inter-dependent.

Crossley (1984) reports on certain idiomatic phrases which

illustrate this inter-dependence. Examples showing word category changes are prepositional phrases used as verbs e.g. *by-hearting poems*, prepositional phrases used as nouns e.g. *her eyes were an in-between of black and brown*, nouns used as verbs e.g. *I was so sad I nearly teared*; *the toy goes when it's keyed*; *we try not to tension him up*; *I fright for the dark*; *she dimples when she smiles*; and *she's still schooling*. Examples of morphological innovations are reversals as in *scheming houses for housing schemes*; additional plural markers as in *I know what extents to go to*; *it was unheard of in his days*; *I got lots of feedbacks from my tutor*; *he communicates by gestures and pantomimes*; *I finished all my testings*; *he can say his alphabets*; additional determiners in noun phrases as in *She blew off her steam* and *Without a shadow of a doubt*; neologisms such as *a learningful experience*; *an unaction* (meaning *no action*); *disciplinities for disciplines* and the use of progressive tense forms with verbs not treated thus in SE, as in *my leg is paining (me)* and *I am knowing that one*.

Crossley also provides examples of extended word meanings such as *cross* used to mean *help someone else to cross over* as in *the police crossed the children*; *frequent* as a verb extended to inanimate objects as in *he was frequented by the common cold*; and *boils* used to mean *boiled vegetables* as in *for lunch, we had a variety of boils*. Finally, Crossley provides examples of lexico-grammatical idiomatic expressions that appear to be modifications of SE

expressions, e.g. *I fell face flat* (cf. *flat on my face*); *a deep set of eyes* (cf. *deep-set eyes*) and *hard-of-talking* (cf. *hard-of-hearing*).

The above were all observed either in the speech or written reports of university students, in both cases addressed to a European authority figure, or in the local Indian press. To date, all data on SAIE, whether grammatical or lexical, have been derived from passive observation. No empirical investigation has been conducted on the prevalence of SAIE syntactic forms, their use by certain speakers, their use in certain social or linguistic contexts, or the degree of prestige accorded to these forms and their acceptability among Indian and other English speakers.

1.6 Aims of the present study

It is accepted that as a dialect, SAIE is characterized by certain grammatical forms which occur more frequently in SAIE than they do in other dialects, including South African SE. Many grammatical forms associated with South African Indian speakers have been reported but as yet no empirical research has been conducted to establish which forms are used significantly more often by Indian speakers, to the extent that they can be regarded as features of SAIE. The primary purpose of this study was therefore to determine as far as possible the syntactic features of

SAIE, as used by a sub-group of the South African Indian population, namely, local university students. Such an objective requires firstly a control group of SE speakers, and to meet this requirement, a group of local European students was used. A second requirement is that linguistic context and opportunity for using the syntactic constructions in question must be controlled, so that forms can be contrasted and differences objectively measured. To this end, an elicitation procedure was developed, similar to those of GQ, using, as targets, items from the list of NE syntactic forms reported by Crossley (1984) as having been observed in the speech or writing of Natal Indian adults. In keeping with the current sociolinguistic trend, this study also set out to investigate the attitudes of the two groups, regarding these NE forms. Finally, since data on male and female students would be available, and since sex differences are well documented in other NE varieties, an investigation of possible sex differences regarding use of the NE forms concerned and related attitudes was deemed desirable.

Based on these primary and secondary objectives, the following specific aims were formulated:

- a) To establish whether or not statistically significant differences exist between Indian and European students in Natal, with regard to the use of certain NE syntactic forms reported to have been observed in the speech or writing of

Indian adults;

b) To investigate the attitudes of these Indian and European students towards the above-mentioned NE syntactic forms, with regard to belief about own usage, the acceptability of the forms, covert and overt prestige accorded to the forms, and recognition of the existence of the forms among certain speakers;

c) To establish whether or not statistically significant differences exist between males and females with regard to the use of the above NE syntactic forms; and

d) To investigate the attitudes of males and females towards the above NE syntactic forms, with regard to the parameters enumerated in (b).

CHAPTER 2 : METHODOLOGY

2.1 Overview of experimental design

Use of NE forms previously reported in the speech or writing of Indian speakers, and attitudes towards this usage, were elicited from 122 Indian university students and 70 European university and college students, by means of specially constructed tests. The Use Test involved listening to 50 SE tape-recorded sentences, performing a linguistic task which demanded use of a particular construction having a reported NE form, and writing down the resulting sentences. The Attitude Test comprised 50 NE taperecorded sentences to which the subjects responded in writing, by selecting one of five given options. Responses to both tests were statistically analysed for significant differences between Indian and European, and male and female subjects, regarding use of the target NE forms, and attitudes towards this usage.

2.2 Subjects (Ss)

Two groups of Ss, one comprising 122 Indian students enrolled in English I at the University of Durban-Westville (UDW), and one comprising 70 European students, enrolled either in English I at the University of Natal (Durban)

(UND) or English I at Edgewood College of Education (Ewd), were used. Of these 192 Ss, 131 were female (91 Indian and 40 European) and 61 male (31 Indian and 30 European). All Ss were reported to be under 26 years of age, to be Natal residents and to come from homes in which English was the predominant language used. The numerical data are summarized in Table 1 below.

Table 1 : Classification of Ss

Group	Inst.	F	M	Inst.Total	Group Total
Indian	UDW	91	31	122	122
European	UND	23	10	33	70
	Ewd	17	20	37	
		----	----	----	----
		131	61	192	192

(Inst. = Institution)

2.2.1 Reasons for selection criteria

Age

Although many studies have used children as Ss (Labov, 1972a; Romaine, 1978; Cheshire, 1981; Milstein, 1976; Malan, 1981), on the grounds that child language reflects the vernacular and results are thus uncontaminated by stylistic variation, the nature of the proposed testing demanded the concentration, comprehension and writing abilities of adults. (cf. problems experienced by Svartvik and Wright, 1977). The cut-off age of 26 years was chosen to control generation differences in linguistic behaviour.

Students

Students were used as Ss owing to their availability and the fact that educational level would be controlled through the Matriculation Exemption requirement at the institutions concerned. Originally it was intended that all Ss would be university students but as few European students attended the testing sessions at UND, and as efforts to secure European students from the University of Natal in Pietermaritzburg failed, it was necessary to include students from Edgewood College, all of whom had a Matriculation Exemption and met the other criteria.

Course of study

It was decided to use students from English I classes because these classes are usually large on any campus and, furthermore, the co-operation of the departments concerned was forthcoming. The English I course at Edgewood College is compulsory for first-year students but this lack of voluntary registration was not felt to detract from the validity of the study. Only one group from the total English I class at Edgewood College was tested, as it was felt that this would provide sufficient European Ss to form a control group.

Numbers

In sociolinguistic research, a general rule of thumb is to include at least five Ss in each cell of a matrix covering all the sociological parameters being studied. This

provides a statistically adequate sample if the distinctions being made are not too fine (Hudson, 1980:153). As the present study dealt with only four cells (two social groups and two sexes), twenty Ss would have sufficed had a simple linguistic variable been investigated. However, as many linguistic variables were included, it was decided to test as many Ss as possible, i.e. all English I students at the two universities and all the students in one group of college students. The testing was scheduled for normal lecture or tutorial periods at all three institutions and no advance warning was given. All students who arrived for the class were tested. The final numbers reflect this body of students, minus those who were later excluded for not meeting the criteria (see p 66).

Sex distribution

The number of females and males was unplanned, since all eligible students were tested.

Residential area

As region of origin can affect language use, it was decided to restrict Ss to those who claimed some part of Natal as their "usual residential area". Of the 192 Ss, 168 were residents of Durban.

Home language

Since the study concerned a variety of English, it was necessary to include only those Ss who claimed English as

the predominant language spoken in their homes.

2.2.2 Factors not controlled

Lifestyle (e.g. traditional as opposed to westernized in the case of Indians), social class, religion, family language background (relevant to Indian Ss as well as to recent European immigrants), number of years of university study completed, academic success in present course, faculty in which registered and the educational level of parents are some of the factors that were not controlled.

2.3 Methodological approach

Elicitation was selected as the method of data collection, since only in this way can the use of specific syntactic constructions be measured. All Ss are exposed to the same linguistic and situational demands and there is no dependence on chance occurrence of syntactic constructions. Furthermore, time is saved through being able to test large numbers of Ss at one sitting; the stress of face-to-face interviews is avoided; anonymity can be provided for the Ss, encouraging more natural behaviour; transcription bias can be eliminated by having Ss respond in writing; and the overall purpose of testing and the specific target of each item can be concealed, reducing atypical responses.

These advantages were felt to outweigh the disadvantages of

elicitation, the most serious of these being the fact that the social aspect of language is greatly reduced, in spite of specific instructions to regard the sentences heard as being part of a casual conversation between friends (see below). The language used by Ss in their responses is contrived and furthermore, may reflect what the Ss believe the unknown speaker would say, rather than what they themselves would say. Another problem concerns use of the written mode for responses, since written and spoken language can differ considerably in style, preventing direct generalization from one to the other. Finally, elicitation demands a relatively formal testing situation, jeopardizing the chances of obtaining vernacular language, but it could be argued that the stress of face-to-face interviewing also discourages use of the vernacular.

Unlike other methodologies, elicitation demands that the researcher have some prior idea about the constructions likely to be distinctive in the groups being tested. To this end, the list of NE syntactic forms provided by Crossley (1984) served as a basis for test item design. This list, compiled over a ten year period, is based on observations made of the speech and writing of Indian adults but no details are provided as to social context, discourse context, function of communication, speaker and listener characteristics, or the frequency with which each NE form occurred. The list, which appears in revised form in Appendix B (p194), has thus little sociolinguistic value

on its own, but it does provide the necessary starting point for elicitation research.

2.4 Test instruments

2.4.1 Use Test

GQ's tests were designed for use with one group of subjects who all spoke the same variety of English, with the result that the deviance introduced into some of the tests, would have affected all subjects similarly. In the present study, "deviance" is replaced by NE, and two groups are studied, with the possibility of the NE forms affecting the two groups differently. In designing tests for the present study, decisions had to be made regarding the type of test to use and whether to introduce NE into the test sentences or only into the target sentences.

Type of test for eliciting use

Of the five types of use test developed by GQ, only compliance and selection tests seemed suitable. The others were felt to be inappropriate for some categories of syntactic construction and since the aim was to use one format exclusively throughout the test to avoid any differences in results being attributable to differences in test type, they were discarded as possibilities. Both

compliance and selection tests involve carrying out a task on a given test sentence but they differ in that in compliance tests, the subject is confronted with some deviance either in the test sentence or in the amended sentence following task completion, whereas in selection tests, the subject is forced to select from two or more possible forms. Although the selection test format appears the obvious choice since it caters for divided usage, closer inspection shows that in comparing language varieties, the two types of test cannot be distinguished. An NE form may appear as deviant to some subjects, but may represent one of several possible options to others. The decision is whether to introduce the target NE forms into the test sentences, or to provide only for their possible use in the amended sentences.

An example of NE present in the test sentence is:

NE target construction: modal *should* indicates past habitual action

NE test sentence: *When my son was small, he should cry a lot*

Task: Change *my son* to *he*

Predicted SAIE: *When he was small, he should cry a lot*

Predicted SE: *When he was small, he used to cry a lot/would cry a lot/often cried a lot*

An example of a neutral test sentence (i.e. a sentence in

which SE and NE share the same form), with possible NE use in the amended sentence is:

NE target construction: Plural subject takes singular form of copula in present tense

Neutral test sentence: *The bunch of keys is on the table*

Task: Delete *bunch of*

Predicted SAIE: *The keys is on the table*

Predicted SE: *The keys are on the table*

The decision as to which test type to use is complicated by several factors. Firstly, construction of items in which neutral test sentences are presented is more difficult than construction of NE test items, since in the former it is obviously necessary to provide for an amended sentence that allows a NE form, without hinting at the form in the test sentence. Secondly, the use of only NE test sentences could cause response set, where subjects come to expect NE forms in each sentence and eventually disregard them when they would normally have changed them. Thirdly, the two types of test place very different demands on the subject. NE forms given in the test sentence are of someone else's making, suggesting some degree of acceptability, whereas in the case of neutral test sentences, the subject creates the NE form himself through carrying out the task. His decision to retain or amend the NE form is therefore based on different factors in each case. As a result, it was thought that more NE forms would be evident in the amended sentences if the

NE form was present in the test sentence, since subjects would simply retain what was already present, whereas fewer NE forms would be likely to appear in the amended sentences if subjects were responsible for creating these forms from neutral sentences.

To assess the effectiveness of neutral test sentences in eliciting NE forms, a pilot study was conducted. Two tests of forty-five items each were drawn up, covering thirty-one syntactic constructions thought to have NE forms, with some constructions being tested in more than one item owing to the suspected influence of linguistic context. One version of the test contained NE forms in the test sentences whereas the other version contained neutral test sentences but allowed the option of using NE or SE in the amended sentences. The items on the two versions were matched for construction and context but involved different content and lexicon. The items from the two versions were randomly mixed so as to form one test of ninety items, and the combined test was administered to twenty Indian matriculation-class pupils. The test sentences were presented via a tape-recording, using an Indian male speaker. Instructions regarding tasks to be carried out were given verbally on the tape as well as visually on an overhead projector screen.

Analysis showed that, as expected, more NE forms occurred in response to test sentences that contained NE forms than

to those that were neutral. However, a great number of NE forms were elicited even when the test sentences were neutral, showing that when an option to use an SE or NE form exists many subjects opt for the NE form, whether consciously or not. It was therefore decided to use this type of test. Furthermore, the results could more accurately be described as elicited use, as opposed to acceptance of what is given.

Selection of constructions to be investigated and development of test items

Since not all constructions reported by Crossley to have NE forms could be studied in one test, only those were selected for which test items could readily be devised, and which appeared to be in common use. Actual item design was based on the results of the above pilot study and much informal experimentation, and involved consideration of the following:

- linguistic contexts that could affect usage
- different versions of constructions within SE
- tasks given to elicit the construction
- content referred to in test items
- length of test sentences
- discourse context of test sentences.

Since item design is crucial to this study, these points are elaborated as follows:

Linguistic context refers to the nature of the elements

(phonological, morphological and syntactic) that precede or follow the construction in question. For example, if a verb construction is being elicited, the form it takes may depend on whether the preceding subject is a single noun, a pronoun or a long noun phrase, whether it is preceded or followed by an adverb or whether there is duplication of phonemes on either side. A specific example of the latter is the case of the present tense marker *-s* used with third person singular subjects; the presence or absence of the marker may depend on whether the next word begins with /s/ as in *He takes some* as opposed to *He takes it*.

Different versions of a construction within SE refer to different forms of the copula and auxiliary *be*, different modals and different ways of marking tense and plurality, within a construction. An example is the interrogative reversal transformation in which the first auxiliary and the subject are reversed in sequence. Failure to show this reversal may depend on the specific auxiliary involved. Some of the versions of the constructions were hypothesized in that they were not specifically mentioned by Crossley (1984). If a certain construction had been observed to have an NE form in several versions, hypotheses were drawn up about the occurrence of that form in other versions of the same construction. For example, in the construction dealing with subject-verb agreement with singular subjects in the present tense, it had been observed that lexical verbs and the lexical and auxiliary verb *do* may not show

the present tense marker *-s* in SAIE. The copula and auxiliary *is* and the lexical verb and auxiliary *has* had been observed with third person single subjects in the present tense, however, both of which indicate present tense marking. It was therefore hypothesized that if the verb involved the copula or auxiliary *be* or the lexical or auxiliary verb *have*, then present tense marking would occur with greater frequency than it would with other verbs or the auxiliary *do*. Items were thus included to establish the extent of the construction in all its versions.

Different tasks used to elicit the construction include word and phrase substitutions, tense changes, statement-question changes, word order changes, assertion-negation changes, word and phrase deletions, and word and phrase additions. Tasks vary in their capacity for eliciting a particular construction, as can be seen in the following example. Taking as the target the NE construction in which present tense forms are used to indicate future tense, and using the neutral test sentence, *I water the plants if it doesn't rain*, the task "Add the word *will*" would obviously not elicit the target present tense form. The task, "Rewrite in the future tense" is also not desirable since this automatically forces attention on the future tense form. Rather, some other task must be chosen to force the future tense to be used semantically, but not necessarily syntactically. A more effective task would therefore be "Add the word *tomorrow*". However, adding a word requires

thought as to where the word should go in the sentence and in such deliberations the subject may also start thinking about the verb form itself. Such attention to the construction should be avoided in order to elicit spontaneous responses. The solution in this case was to change the test sentence to *Usually I water the plants if it doesn't rain*. The task could then be given as "Replace *usually* with *tomorrow*", a more mechanical task reducing conscious thought about the construction.

Content was also considered in devising the test items. Since neutral test sentences were being used, it was felt to be necessary to keep content neutral as well. All test sentences thus referred to activities and objects familiar to the public at large, rather than to a specific cultural group.

The length of test sentences was not controlled in the final test. It was found to be extremely difficult to keep all sentences uniform in length in terms of the number of syllables, and the only length criterion adopted was that the sentences should be short enough to be easily retained in memory while the task was being carried out.

The final aspect considered in devising items was the possible use of a "lead-in" before each test sentence, to place the sentence within a discourse context. It was felt that hearing the sentences as part of a conversation would

make them seem more natural whereas isolated sentences might seem contrived. This would be particularly useful for the attitude test, considering Van Dijk's claim that sentences in isolation and sentences within discourse may be given different acceptability ratings (Van Dijk, 1977). Informal experimentation followed using two speakers, one giving the introduction and the other replying with the test sentence. However, this was found to be impractical. In many cases a lengthy introduction was needed for the test sentences to appear as part of a conversation and this would have led to the entire test being too long. In other cases, no suitable introduction could be found for the test sentences. Since methodological objectivity demanded standardization throughout, it was decided to abandon the idea completely in the present study.

Considering all the above factors, the next step was to develop a bank of possible items from which to select. A total of 135 apparently suitable items was devised covering twenty-seven of the constructions reported by Crossley (1984) to have NE forms. This bank, which is presented in Appendix C (p 202), comprised as many permutations of linguistic context, versions of the construction and tasks as possible. Then followed lengthy consideration of all items and informal testing of Indian and European colleagues and friends.

The final decisions to be made concerned the number of

items to include and whether to test a few constructions in depth or to test many constructions superficially. The number of items was determined by the time available for administering the test with the final decision being fifty items. It was also decided to test a fairly wide range of constructions in order to gain as comprehensive a view of SAIE syntax as possible so that any significant results could be used in the applied professions. In the final Use Test, seventeen construction categories were selected, sixteen representing verb phrase constructions and one representing a noun phrase construction. As there were fifty items, some constructions were tested on more than one item, allowing investigation of different versions of the construction. The full Use Test appears in Appendix D (p 227).

2.4.2 Attitude Test

It was decided to use GQ's evaluation test format, rather than their preference or similarity test formats. Both preference and similarity tests involve judgements based on direct comparisons between several variants, and in the case of the present study, this would have meant comparisons between SE and NE forms. It was felt to be undesirable to draw attention to the differences between forms as this could suggest a hierarchy of acceptability and create an awareness which might not have existed

previously. As the aim was to elicit existing attitudes, not create new ones, the evaluation test format was felt to be the most appropriate.

The Attitude Test was designed to cover the same constructions and versions of constructions as those selected for the Use Test, with fifty items being selected from the bank to correspond with the fifty Use items. Since attitudes towards NE forms were to be assessed, each item was presented in its reported NE form. Ideally, the Attitude Test should have been constructed only after the results of the Use Test had been analysed so that NE forms actually used on the Use Test could have been incorporated, but this was not possible in the present study owing to limited time and the NE forms reported by Crossley (1984) had to suffice. In addition to the fifty NE items, ten dummy items were devised, consisting of neutral sentences in which the forms used by SE and NE speakers were thought to be the same. These dummy items were included randomly throughout the test, their purpose being to prevent response set, where subjects come to expect every sentence to contain NE. Such an expectation could have led subjects to rate each sentence the same, without due consideration of the construction presented. It was felt that ten dummy items was a large enough number to be effective, and still to permit the entire Attitude Test of sixty items (fifty test items and ten dummy items) to be administered within the allotted time.

In devising response options, it was decided to elicit attitudes about acceptability as well as beliefs about own and others' usage. Beliefs about own usage could be compared with actual usage to gauge covert prestige accorded to the NE forms, and beliefs about others' usage, discussed by Trudgill (1975) as indicating recognition of a precept, would possibly yield interesting findings. Although it is usual to offer three response options regarding acceptability (e.g. "acceptable", "unacceptable" and "not sure"), only two were provided for in the present study, since three options catering for beliefs about usage were to be included. Rather than have Ss perform two judgement tasks for each item (one for acceptability and one for beliefs about usage), the tasks were combined in one list of five options. Since research has indicated that Ss are quite capable of selecting from more than three options (Snow and Meijer, 1977; Mohan, 1977), no problems were anticipated from having such a wide range. The five options were as follows:

A: I use this kind of sentence myself when chatting informally and it's perfectly acceptable

B: I use this kind of sentence myself when chatting informally, but it's actually wrong

C: I don't use this kind of sentence but others do and it's quite acceptable for them to do so

D: I don't use this kind of sentence but others do because

they haven't learnt to speak English properly

E: Nobody would ever be likely to say a sentence like this, no matter how poor their English was

The actual wording of the responses required consideration. The words "because they haven't learnt to speak English properly" in response D were chosen to allow Ss to preserve moral obligations; it was felt that Ss who regarded a form as wrong might be reluctant to say so for fear of being seen to judge the speakers of that form negatively. The words chosen for the response allow the subject to justify his judgement in a socially acceptable manner, by putting the blame for "poor" English on some external factor (lack of learning opportunity) rather than on some speaker characteristic. The words "no matter how poor their English was" in response E also imply poor learning rather than speaker inadequacy. The word "actually" was included in response B to soften the judgement the S is making against himself. It implies "We all know that it's wrong but we do it anyway", so making it less difficult to admit using "wrong" forms. The options all refer to "this kind of sentence" when tapping beliefs about usage, rather than "this sentence", and it is recognised that Ss might differ in their understanding of what "this kind of sentence" means.

The entire Attitude Test appears in Appendix E (p 242).

2.5 Administration of tests

The factors considered in establishing testing procedure are discussed as follows:

Examiner

It was decided to use the writer, a European female, as the examiner. Since the examiner's role was to introduce the tests and give the instructions using live voice, consideration was given to selection of the examiner in terms of accent used. Using an accent associated with the South African European community could have influenced Ss to use SE in their responses and to rate the NE items negatively (cf. Labov's Principle of Sub-ordinate Shift). On the other hand, an accent associated with the South African Indian community could also have influenced responses. The possibility of using an examiner whose accent was not associated with either European or Indian speakers in South Africa was investigated but no suitable person who was available could be located. In the end, the choice of an examiner with a general South African English (SAE) accent was felt to be preferable to someone with an SAIE accent since the former would be considered quite usual by all Ss tested, whereas an SAIE accent would perhaps have been considered significant, especially by Ss at Edgewood College, and the goal of the testing (the study of SAIE) might have been revealed. The examiner also had to be

academically orientated in order to understand the need for objectivity in adhering strictly to the instructions and avoiding emotional reaction to the test sentences and this also influenced the choice of the writer as examiner.

In addition to the examiner, a European female assistant was used to operate the overhead projector and help distribute and collect answer books. This assistant remained unobtrusive throughout the testing.

Mode of presentation of test items

The test sentences were presented verbally, using a pre-recorded audiotape of a male voice with an accent associated with South African Indian speakers. The tape itself and the recording, playback and amplification machines were all of high quality and the speech was judged to be completely intelligible by a number of people prior to the tape's being used in each venue.

Although written stimuli would have eliminated the variable of speaker accent (cf. methodology of Snow and Meijer, 1977; Svartvik and Wright, 1977), verbal stimuli were chosen since the sentences could be made to sound more natural through the use of appropriate prosody. This was felt to be particularly important for Ss not frequently exposed to the NE forms in question. Using a tape-recording as opposed to a live voice allowed rate and prosody to be controlled and eliminated the possibility of errors being made had the

stimuli been presented live. In addition, visual speaker cues which could have influenced responses were eliminated by using a tape-recording.

The decision to use a speaker with an SAIE accent was based on the premise that the NE sentences, particularly on the Attitude Test, would sound more natural when uttered with such an accent. If another accent had been used, it would not be known whether Ss were evaluating the sentences on the basis of accent or syntax since the sentences might sound unnatural.

Format for presentation of test sentences and tasks

The tape-recording of the Use Test presented the items in the following form: the item number was given, then the test sentence, then the instruction regarding the task to be performed, then two more repetitions of the test sentence alone. This was followed by a period of silence during which time subjects were required to write down their responses. When the task was announced, the instruction was simultaneously presented on an overhead projection screen and this remained in view until the next item. The visual task instructions were given in simple fashion using a line through a word to show deletion, an arrow to show substitution, a plus sign to show addition and words such as "present tense", "question" and "negative" where appropriate. The repetition of test sentences and the use of supplementary visual task

instructions were felt to be necessary procedures to avoid unusable responses resulting from poor memory or loss of attention. The number of repetitions of test sentences and task instructions was decided upon arbitrarily, however, as no suggestions could be found in the literature.

In the tape-recording of the Attitude Test, each sentence was presented only twice, followed by a period of silence for response. The response options were presented in full in the answer booklet in which responses were recorded, and in simplified form on the overhead projection screen, as follows:

A: I do - it's OK

B: I do - it's wrong

C: I don't, others do - it's OK

D: I don't, others do - it's wrong

E: Nobody does

Mode of response

Responses were elicited in writing as opposed to speech. The use of the language laboratory was considered, to obtain spoken responses, but the logistical, mechanical and transcription problems posed by such an arrangement outweighed the advantages of eliciting spoken language. In any event, many of the NE forms reported by Crossley (1984) had been observed in the writing of Indian people, and the pilot study undertaken prior to testing had successfully elicited NE forms in writing. There was thus no reason to doubt the adequacy of the written mode of response.

Time intervals

The Use Test tape-recording had a total duration of 20 minutes 49 seconds, including time for responses to be written down. Different time periods were given to different items, according to subjective estimates of the time required for each item. The test was administered to several colleagues prior to actual use, and the appropriateness of the time intervals was confirmed as being sufficient for responding. Including time on the test tape for responses to be written down provided a standardized situation in which Ss in all test groups were given the same amount of time for responding.

The Attitude Test tape-recording had a duration of 14 minutes 20 seconds, including response time. Time varied slightly from item to item, depending on the length of the test sentence. The time intervals were arrived at through informal experimentation and colleagues confirmed the appropriateness of the time intervals for consideration of the five response options in relation to the test sentences and for writing down the number of the option selected.

Organization of the two tests

To conceal the goal of testing, the Use Test was referred to as Part I and the Attitude Test as Part II, in all dealings with Ss. The goal of the Attitude Test was immediately apparent once the instructions had been given, however, so it was imperative to administer the Attitude

Test only after the Use Test had been completed.

The two tests were administered one immediately after the other, within one lecture period, at all three institutions. Initially it was intended that the two tests be administered on separate days to eliminate fatigue but this posed problems such as the possibility of certain Ss being present on one of the days and not on the other. Furthermore, there would be no sure way of matching up Ss' Use Test responses with their Attitude Test responses, since Ss were to remain anonymous. Instead, it was decided to administer both tests at one sitting. As it proved impossible to secure double-lecture periods at all three institutions, single fifty minute periods were used. This was sufficient for the two tests (a total of 35 minutes 8 seconds) and for time taken up by settling down, explanations, instructions and practice trials. No break could be provided between tests, but at the end of the Use Test, the instructions for the Attitude Test were presented, giving Ss some time free of writing. The testing took place in the morning at UDW and Ewd and in the late afternoon at UND, these being the only times available. All testing was conducted within a three-week period.

Subject groups

English I students at UDW and UND were already divided into two similar-sized groups, each having lectures at different times. These four groups became the test groups at the two

universities, with the one group of Ewd students making up a fifth test group. All testing was conducted during scheduled lecture periods with no advance notice being given. At UDW, the two groups were tested immediately after one another, preventing Ss from the first group from informing those in the second group of the testing. At UND, the two groups were tested three days apart, there being no other time available. It is therefore possible that Ss in the second group could have been informed about the testing in advance, although no mention was made of the fact that other students were to be tested, and it is considered unlikely that Ss would have informed others of the testing.

Venues

All testing took place in the lecture theatres normally used by the Ss at that time. In all five testing sessions, the venues were quiet, air-conditioned and spacious, the overhead projection screen was easily visible to all Ss and the tape could be heard easily from all parts of the room.

Control of subjects

Ss were asked not to copy the responses of others nor to allow others to copy theirs. It was explained that this was a test involving unique, individual responses and that there were no right or wrong answers. Ss were also reassured that their academic progress would not be affected by their responses on the tests. Both these statements were aimed at reducing the temptation to copy

responses. In actual fact, the examiner did not observe any copying and it was felt that the responses given reflected the individual's opinion in all cases.

Nature and presentation of instructions

Each test session included three sets of instructions: general instructions, instructions for the Use Test and instructions for the Attitude Test. All instructions were read aloud by the examiner, who had rehearsed them sufficiently to be able to make frequent eye-contact with the Ss. At UDW and UND, a public address system was used, and in all cases an overhead projection screen was used to supplement instructions.

The general instructions (see Appendix F, p 245) were given as soon as Ss had settled down. The topic of study was given as "auditory linguistic processing" and explained as "listening processes". These words were chosen as being neutral whereas reference to speech habits, dialects or ethnicity may have caused an emotional reaction of some kind or may have resulted in carefully monitored responses (cf. Labov's definition of the vernacular: 1972). The statements were not altogether untrue and were thus not felt to be a breach of ethical conduct. In any event, the real topic might have become obvious during the Attitude Test, but by this time, the Use Test had been completed. While the general instructions were being given, relevant points were presented in summary form on the overhead

projection screen.

The general instructions were followed by help with completing the background questions on the answer books (see below). The instructions for the Use Test (see Appendix G, p 247) were then given, again with visual support on the screen. The emphasis on making only crucial changes was felt to be necessary in view of GQ's findings and recommendations.

After the instructions for the Use Test, the practice items were given (see below), and were followed by the actual Use Test. The instructions for the Attitude Test (see Appendix H, p 248) were then issued, with a summary presented on the screen. After the instructions, the summarized codes for the response options were presented on the screen and left there for the duration of the test.

Practice items

As suggested by GQ, practice items were given prior to the Use Test to familiarize Ss with the procedure. Three items were given, all requiring different tasks, and all containing neutral constructions so as not to prejudice the Ss or cause them to anticipate NE forms (see Appendix D, p227). The presentation format was the same as that used in the actual test but at the end of each item the examiner orally gave the target response sentence and checked that the procedure was understood by all Ss. No practice was

given for the Attitude Test for obvious reasons.

Answer books

Responses to both tests were recorded in specially prepared answer books. Appearing at the top of page 1 of the answer books were headings and spaces for background information. These included "Group" (test group) and "No." (subject number), the details of which were filled in later by the examiner and used for administrative purposes, "Date", "University" (UND, UDW or Ewd), "Sex" (Male or female), "Last high school attended" (a means of establishing ethnic background without asking for the information directly), "Predominant language spoken at home" (English or Other), "Age" (under 25 yrs, 26-40 yrs., and over 40 yrs.) and "Usual residential area" (city/town and suburb). Anonymity was assured in that no details were asked for that would allow the examiner to trace the identity of a particular S.

To assist Ss in filling in the required information, the information headings were presented on the overhead projection screen and the examiner called out each heading, explained what was required and waited for all Ss to fill in the information before going on to the next heading. This was to ensure that no headings were inadvertently omitted.

Below the information section of the answer book, the words, "Part I", and the instructions for the Use Test

appeared in summarized form. The remainder of the first page and the next four pages consisted of numbered boxes in which responses were to be written. A double column on the right of each page was marked "for office use only" and was intended for the scoring of responses.

The last page of the book was for responses to the Attitude Test. The top portion of the page contained the heading ("Part II"), a summary of the instructions and the key for the response options. The rest of the page was divided into 60 numbered boxes for the recording of responses. Since all responses were to be filled in on the same page, the response key was visible throughout the test. The key was also presented on the screen as discussed above. All six pages were stapled together to form a book, so that each S's Use and Attitude Test responses could be compared. (See Appendix I, p 250).

Method of selecting Ss for inclusion

All students who presented themselves at the testing sessions were tested. However, the answer books of those who failed to meet the criteria (i.e. those living outside Natal, those over 25 yrs of age, those coming from homes in which English was not the predominant language, and those not of Indian or European descent) were excluded from the sample, as were all incomplete answer books.

Two methods were used to establish whether particular Ss

should be included in the Indian or European groups or neither; firstly, the last high school attended (recorded in the information section of the answer book) was checked against lists of government schools which are segregated by apartheid policy. Secondly, the visual appearance of Ss was covertly noted during testing. Ss were asked to leave their answer books on the desks in front of them at the end of testing, and the books of those thought to be non-Indian at UDW and those thought to be non-European at UND were collected separately. It is felt that these two methods in combination provided a reliable means of determining group membership. Note that the answer books of European Ss in the UDW groups and those of Indian Ss in the UND groups were excluded from the sample to avoid any bias caused by possible atypical responses from these Ss. In all cases of doubtful group membership, answer books were excluded. Altogether, 79 answer books were excluded in terms of the criteria given above.

2.6 Analysis of results

2.6.1 Classification of responses

All responses on the Use Test were classified according to one of five categories which had been identified during experimentation with responses in the pilot study described

above. The categories and the identification numbers assigned to each are as follows:

Standard English response (SE).....	1
Remote Standard English response (RSE).....	2
Nonstandard English response (NE).....	3
Remote nonstandard English response (RNE)....	4
Other (O).....	5

SE responses were those where the required task had been carried out using a syntactic form judged by the writer as being Standard South African English. RSE responses were those where the task had been carried out using a form judged to be Standard South African English but not the obvious or expected form. In some cases, these responses could be considered to reflect formal style such as the use of *shall* for *will*, and avoidance of ending a sentence with a preposition. In other cases, RSE responses involved changes in aspect such as *is going to* instead of *will* or *has been doing* rather than *has done*. Although such forms alter the meaning to some extent, the syntactic construction being investigated was nevertheless the SE form and the basic requirement of carrying out the task using an SE form had been met.

NE responses were those in which the task had been carried out but the form used was the NE form predicted on the basis of Crossley's (1984) reports. RNE responses were those in which the task had been carried out using an

unexpected NE form, or where the expected NE form had been used in such a way that other parts of the sentence were also rendered nonstandard. RNE forms containing unexpected NE forms included changes in tense or aspect such as *was watching* instead of *is watching* (where the basic *is+ing* construction was still present) and apparently uncommon morphological choices, such as *might have stoled* instead of NE *might have stole* or SE *might have stolen*. RNE forms used in such a way that other parts of the sentence became non-standard included such responses as *The books I bought I left it on the bus* instead of the expected NE response, *I bought the books but left it on the bus* or the expected SE response, *I bought the books but left them on the bus*. The plural noun phrase *books* is still associated with the singular pronoun *it* as predicted in the NE form, hence the response is classified as RNE. 0 (Other) responses included all those which could not be classified in any of the above four categories either owing to the task's not being carried out, the test construction's not being used, or the fact that the response was irrelevant (owing to apparent mis-hearing of the test sentence), illegible or incomplete.

Although these five categories were used to classify responses initially, it was decided to combine SE and RSE (1 and 2) responses and NE and RNE (3 and 4) responses. Thus only three categories were eventually employed in the analysis: SE, NE and Other. The detailed classification is retained, however, for possible use in any future analyses

that may be made.

The classification given to each response was recorded alongside the response in the column provided in the answer book. In addition, all responses obtained for a particular item were recorded in a separate file together with the classification given and the reference number of the S, to facilitate consistency in classification.

In addition to classifying the responses as above, special symbols were used to denote specific features of responses that might have been of significance. These symbols were recorded alongside the response classification in the answer books and also in the separate record of responses obtained for each item, to aid consistency. The majority of features noted involved the use of an additional NE form that was not associated with the task and that was not deliberately elicited. For example, lack of subject-verb concord in an item investigating the reversal of the auxiliary verb with the noun phrase in questions was noted as a special feature. Other special features of responses noted were changes made to responses (either from an SE form to an NE form or vice versa), which could indicate uncertainty, and nonstandard lexical items.

No further classification was needed for the Attitude Test responses as alphabetical symbols were used to denote response choice.

2.6.2 Analyses

Comparisons were made between the Indian and European groups and between the female and male groups, for each of the fifty constructions, according to the following parameters:

Prevalence of NE forms: category 3 and 4 responses on the Use Test.

Admission of use of NE forms: category A and B responses on the Attitude Test.

Acceptance of NE forms: category A and C responses on the Attitude Test.

Rejection of NE forms: category B, D and E responses on the Attitude Test. (This analysis was conducted as a check since some Ss may have failed to respond to some items on the Attitude Test and rejections could not automatically be determined by subtracting the acceptances from the total).

Denial of the existence of NE forms: category E responses on the Attitude Test.

Actual use coupled with reported use:

In addition to ethnic and sex comparisons, intra-group

analyses were made for each of the Indian, European, female and male groups, as follows: comparisons were made for each construction, between Ss who actually used the NE form on the Use Test (category 3 and 4 responses) and who subsequently admitted using that type of form (category A and B responses on the Attitude Test), and Ss who actually used the NE form on the Use Test but who subsequently denied using that type of form (category C, D and E responses on the Attitude Test).

Responses to dummy items on Attitude Test:

The total number of A, B, C, D and E responses by all Ss was calculated for each of the ten dummy items. Category A and C response totals were added to provide a measure of the acceptability of the sentences.

Uncertainty indicators:

Ethnic and sex comparisons were made regarding the total number of alterations made to responses on the Use Test, by way of crossing out and rewriting, and the direction that such changes took, i.e. from NE to SE or vice versa.

Additional NE grammatical/semantic forms used:

Ethnic and sex comparisons were made regarding the use of additional NE forms in responses on the Use Test (i.e. NE forms not specifically elicited).

Frequent response combinations on Use Test:

Ethnic and sex comparisons were made regarding two frequently observed response patterns on the Use Test. These concerned the following:

- Item 32 (Q1 construction), where the response was classified as "2+G", i.e. a "2" category response was elicited on the task and in addition, Ss used a G class construction (see Appendix B, p194). This combination is referred to as 32(Q1):2G.
- Item 47 (D8 construction), where the response was classified as "5+A/AM", i.e. a "5" category response was elicited on the task and in addition, there was an adverb/aspect mismatch (see Appendix B). This combination was referred to as 47(D8):5A/AM.

2.6.3 Statistical procedures

For each item, percentages were calculated and statistical tests were applied to determine the significance of any difference between the percentages of the two groups being compared. Two types of test were used. In the first instance, parametric statistical tests were used in that the standard error of the difference between the two percentages was computed using the formula for uncorrelated samples,

$$S_{(p_1 - p_2)} = \sqrt{\frac{p_1 q_1}{n_1} + \frac{p_2 q_2}{n_2}}$$

(Smith, 1962:80, formula 8.6),

and then these standard error values were used to calculate t , using the formula

$$t = \frac{P_1 - P_2}{S(p_1 - p_2)}$$

(Smith, 1962:80).

The t values were then interpreted in terms of probability of occurrence (chances in 100) on the basis of chance variation, using the criteria of:

t value = below 1,96 (more than a 5% chance that the difference could occur): the difference is NOT SIGNIFICANT

t value = 2,58 or more (a 1% or less chance that the difference could occur) : the difference IS SIGNIFICANT

t value = between 1,96 and 2,58 (a 1-5% chance that the difference could occur) : the difference is of DOUBTFUL SIGNIFICANCE (Smith, 1962:77).

All differences found to be significant by the above procedures were then subjected to another check by calculating chi-square, a nonparametric test. This was done by using the formula

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

(Downie & Heath, 1974:190).

The values were interpreted by reference to Fisher's table of chi-square distribution (Smith, 1962:124; Downie & Heath, 1974:307). The level of probability of occurrence was noted and entered on the result sheets alongside the t value for visual confirmation of significance. (In actual fact, all chi-square values indicated at most a 5% probability of occurring on the basis of chance variation, with the vast majority having only a 1% probability).

Use was made of t -tests in the first instance since this procedure is recommended when the number of Ss is large (above 30 altogether) and the proportions not extreme (Smith, 1962:74; Downie & Heath, 1974:182). However, significance is not an all-or-none phenomenon; it is a continuum and all procedures still require the researcher to decide on the criterion for significance. Coupled with the fact that in some comparisons in the present study the proportions were fairly extreme, this prompted the use of the second procedure, chi-square. Chi-square, unlike the t -test, does not assume a normal distribution and was felt to be a good choice to confirm the significance-rating of the differences determined by the t -test. Only those differences found to be significant on the t -test were checked by chi-square, since the t -test was being used as the primary method of determining significance. On the basis of the t and chi-square values, it was possible to draw conclusions about the significance of any differences in the way two groups of Ss had responded to a particular

item and thus to identify patterns associated with the groups concerned with regard to the use of NE forms and attitudes towards this usage.

In analyses where the percentages of Ss added up to 100%, no statistical tests were applied. Instead, results were interpreted informally by comparing the observed percentages with the expected percentage based on the ratio of the size of that group to the size of the total test population. The expected percentages (ratios) were calculated as follows:

Indian group : $122/192 \times 100 = 63,54\%$

European group: $70/192 \times 100 = 36,46\%$

Female group : $131/192 \times 100 = 68,23\%$

Males group : $61/192 \times 100 = 31,77\%$

This method of informal comparison was used for the intra-group analyses of actual use coupled with reported use, and the analyses of uncertainty indicators, the use of additional NE grammatical/semantic features, and the two frequently observed response combinations on the Use Test.

CHAPTER 3 : RESULTS

As thousands of data are involved, it has been decided not to present all results in writing, but rather to present important trends in the text of this section, and to refer the reader to the relevant tables and graphs for the numerical data. In addition, Table 16 (p 108) is particularly useful in that it contains a summary of all results for the Indian and European groups, showing trends rather than numerical values.

3.1 Prevalence of NE forms

The reader is referred to Appendix B (p 194) for explanations of the various syntactic classes, and Appendix D (p 227) for the Use Test items.

Of the eighteen classes of syntactic construction covered in the fifty items, one whole class, the L class in which obligatory *do* is omitted in WH questions, was not elicited from any of the 192 Ss in any of the three items designed for this purpose. In the R class, in which the auxiliary or copula verb is not reversed with the noun phrase in questions, one of the two items concerned also failed to elicit the NE form from any Ss. Thus only 46 of the fifty items elicited NE forms.

Regarding ethnic differences, Indian Ss produced more NE forms than European Ss on 45 of the 46 items, with item I2 being the exception. Of the 46 items, 23 produced a significant difference between the ethnic groups regarding the number of NE responses obtained. The single item in which European Ss produced more NE forms than Indian Ss, was not one in which a significant difference was found. Table 2 (p 79) presents the numerical data, and Figure i (p 80) shows in graph form the percentages of Indian and European Ss who used the NE forms. Figure ii (p 80) contains a *t*-profile, to indicate the significance of differences in graphic form. As can be seen from this profile, ethnic differences were highly significant on items such as B9, D1, K5 and M2. In addition to the 23 items yielding significant differences, another 8 show a *t* value of between 1,96 and 2,58 which can be considered to be "of doubtful significance" (Smith, 1962:77).

Regarding sex differences, only item K5 produced a significant difference, with females exceeding males in their use of NE forms, as can be seen from Table 3 (p 81). However, over all 46 items, females exceeded males on only 24 items. Thus there was no strong tendency for one sex to dominate in the use of NE forms. Figure iii (p 82) presents the percentages graphically.

Table 2: Ethnic comparisons regarding the use of NE forms, by construction (response of 3 or 4 on Use Test)

Cons No.	Use No.	nI	%I	nE	%E	t	χ^2	Signif
A1	5	3/122	2.46	1/70	1.42	0.55	-----	-----
A4	22	8/122	6.56	0	0	2.94	4.79 (.05)	Signif
A5	8	45/122	36.89	18/70	25.71	1.64	-----	-----
A7	31	5/122	4.1	0/70	0	2.28	-----	-----
A8	13	16/122	13.11	0/70	0	4.29	10.01 (.01)	Signif
A14	43	15/122	12.3	3/70	4.29	2.09	-----	-----
B4	34	5/122	4.1	0/70	0	2.28	-----	-----
B8	9	11/122	9.02	2/70	2.86	1.86	-----	-----
B9	23	83/122	68.03	6/70	8.57	11.02	63.24 (.01)	Signif
B11	29	14/122	11.48	0/70	0	3.98	8.66 (.01)	Signif
B14	46	14/122	11.48	0/70	0	3.98	8.66 (.01)	Signif
B15	17	31/122	25.41	4/70	5.71	4.09	11.58 (.01)	Signif
C1	24	35/122	28.69	2/70	2.86	5.66	19.08 (.01)	Signif
C2	41	36/122	29.51	5/70	7.14	4.35	13.25 (.01)	Signif
D1	19	72/122	59.02	2/70	2.86	11.49	59.22 (.01)	Signif
D5	50	43/122	35.25	11/70	15.71	3.18	8.39 (.01)	Signif
D8	47	8/122	6.56	0/70	0	2.94	4.79 (.05)	Signif
E1	42	60/122	49.18	17/70	24.29	3.64	11.48 (.01)	Signif
E2	14	23/122	18.85	4/70	5.71	2.93	6.35 (.02)	Signif
F2	11	40/122	32.79	18/70	25.71	1.05	-----	-----
G1	10	89/122	72.95	33/70	47.14	3.6	12.79 (.01)	Signif
G2	30	43/122	35.15	6/70	8.57	4.86	16.65 (.01)	Signif
H1	1	2/122	1.64	0/70	0	1.41	-----	-----
H2	40	3/122	2.46	0/70	0	1.77	-----	-----
H3	45	4/122	3.28	1/70	1.43	0.89	-----	-----
H4	27	4/122	3.28	0/70	0	2.04	-----	-----
I2	28	23/122	18.85	19/70	27.14	1.28	-----	-----
I4	44	7/122	5.74	1/70	1.43	1.7	-----	-----
I5	15	15/122	12.3	3/70	4.29	2.09	-----	-----
J1	33	24/122	19.67	13/70	18.67	0.19	-----	-----
J6	49	5/122	4.1	2/70	2.86	0.45	-----	-----
K1	39	67/122	54.92	34/70	48.57	0.84	-----	-----
K5	3	76/122	62.3	0/70	0	14.17	72.18 (.01)	Signif
L1	20	0/122	0	0/70	0	0	-----	-----
L2	2	0/122	0	0/70	0	0	-----	-----
L3	37	0/122	0	0/70	0	0	-----	-----
M1	48	27/122	22.13	3/70	4.29	3.98	10.74 (.01)	Signif
M2	6	92/122	75.41	1/70	1.43	17.86	97.47 (.01)	Signif
N1	7	10/122	8.2	1/70	1.43	2.38	-----	-----
N2	4	5/122	4.1	1/70	1.43	1.18	-----	-----
P1	16	42/122	34.43	13/70	18.57	2.49	-----	-----
P2	12	33/122	27.05	15/70	21.43	0.88	-----	-----
Q1	32	5/122	4.1	0/70	0	2.28	-----	-----
Q2	26	26/122	21.31	1/70	1.43	5.82	14.55 (.01)	Signif
Q3	38	8/122	6.56	0/70	0	2.94	4.79 (.05)	Signif
Q9	18	15/122	12.3	2/70	2.86	2.62	4.91 (.05)	Signif
R7	36	1/122	0.82	0/70	0	0.99	-----	-----
R14	21	0/122	0	0/70	0	0	-----	-----
S1	25	12/122	9.84	0/70	0	3.64	7.34 (.01)	Signif
S3	35	14/122	11.48	0/70	0	3.98	8.66 (.01)	Signif
TOTAL.		1219/6100		242/3500				

Cons No. = Construction number; Use no. = Use Test item number;
I = Indian; E = European; n = number of subjects; Signif = significant difference. (Figures in brackets in χ^2 column are probability values)

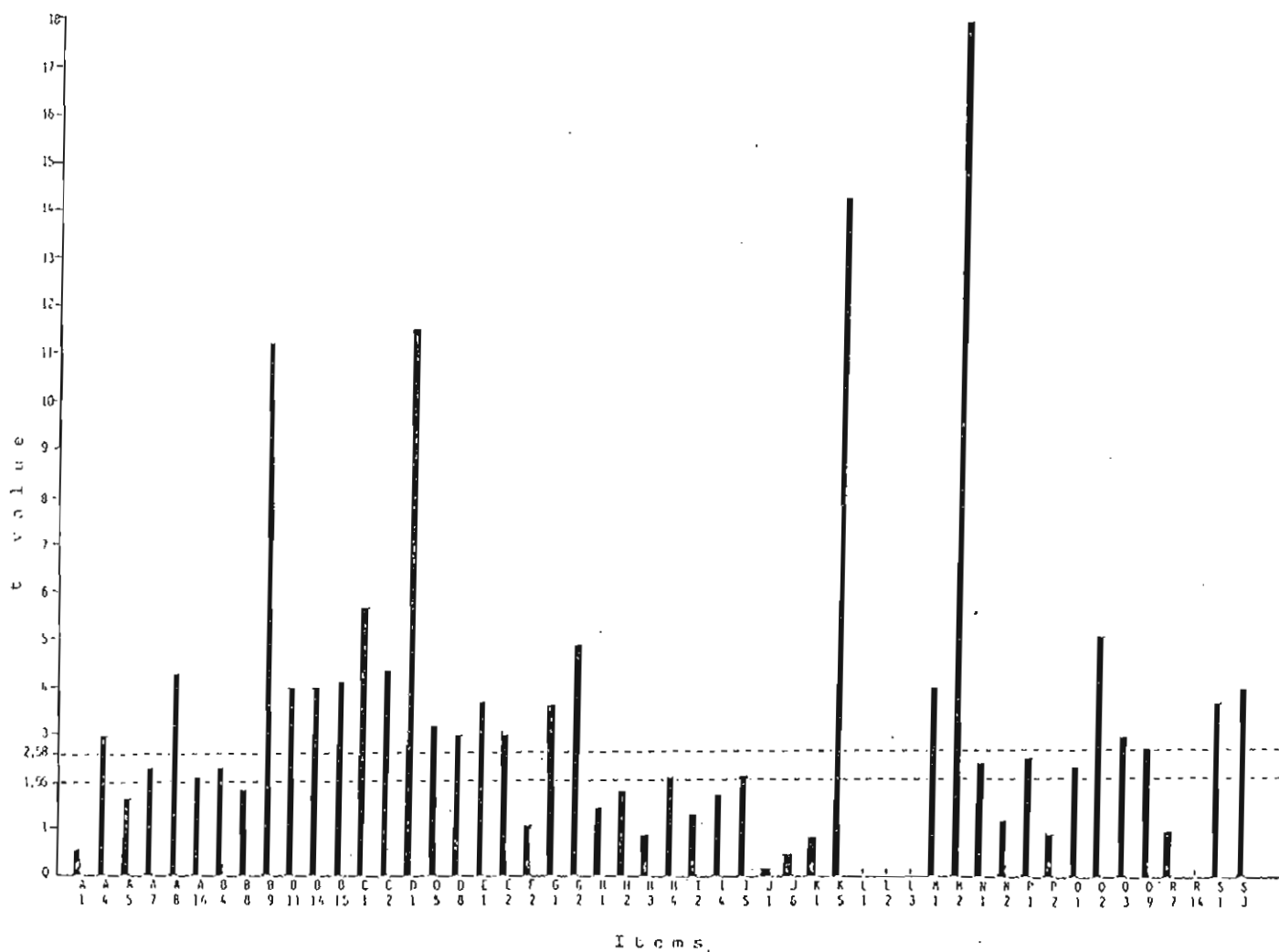
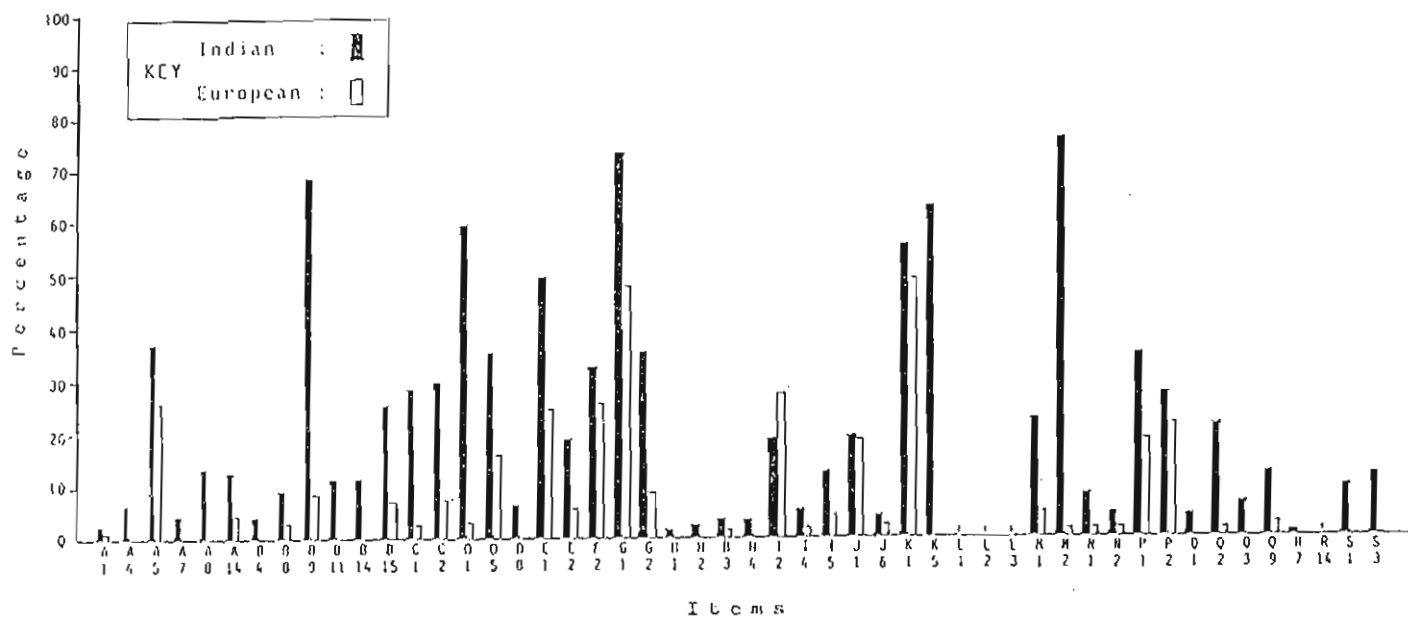


Table 3: Sex comparisons regarding the use of NE Forms, by construction (responses of 3 or 4 on Use Test)

Cons No.	Use No.	nF	%F	nM	%M	t	χ^2	Signif
A1	5	2/131	1.53	2/61	3.28	0.71	-----	-----
A4	22	3/131	2.29	5/61	8.2	1.57	-----	-----
A5	8	40/131	30.53	23/61	37.7	0.97	-----	-----
A7	31	3/131	2.29	2/61	3.28	0.30	-----	-----
A8	13	9/131	6.87	7/61	11.48	0.99	-----	-----
A14	43	10/131	7.63	8/61	13.11	1.12	-----	-----
B4	34	4/131	3.05	1/61	1.64	0.68	-----	-----
B8	9	9/131	6.87	4/61	6.56	0.08	-----	-----
B9	23	62/131	47.33	27/61	44.26	0.39	-----	-----
B11	29	11/131	8.4	3/61	4.92	0.95	-----	-----
B14	46	8/131	6.12	6/61	9.84	0.85	-----	-----
B15	17	22/131	16.79	13/61	21.31	0.73	-----	-----
C1	24	26/131	19.85	11/61	18.03	0.3	-----	-----
C2	41	26/131	19.85	15/61	24.59	0.74	-----	-----
D1	19	57/131	43.51	17/61	27.87	2.17	-----	-----
D5	50	38/131	29.01	16/61	26.23	0.41	-----	-----
D8	47	5/131	3.82	3/61	4.92	0.34	-----	-----
E1	42	54/131	41.22	23/61	37.7	0.46	-----	-----
E2	14	20/131	15.27	7/61	11.48	0.74	-----	-----
F2	11	40/131	30.53	18/61	29.51	0.14	-----	-----
G1	10	85/131	64.89	37/61	60.66	0.56	-----	-----
G2	30	35/131	26.72	14/61	22.95	0.56	-----	-----
H1	1	1/131	0.76	1/61	1.64	0.45	-----	-----
H2	40	2/131	1.53	1/61	1.64	0.05	-----	-----
H3	45	2/131	1.53	3/61	4.92	1.15	-----	-----
H4	27	2/131	1.53	2/61	3.28	0.71	-----	-----
I2	28	27/131	20.61	14/61	22.95	0.37	-----	-----
I4	44	5/131	3.82	3/61	4.92	0.34	-----	-----
I5	15	14/131	10.69	4/61	6.56	0.98	-----	-----
J1	33	26/131	19.85	11/61	18.03	0.3	-----	-----
J6	49	3/131	2.29	4/61	6.56	1.25	-----	-----
K1	39	70/131	53.44	31/61	50.82	0.34	-----	-----
K5	3	62/131	47.33	14/61	22.95	3.51	10.34 (.01)	Signif
L1	20	0/131	0	0/61	0	0	-----	-----
L2	2	0/131	0	0/61	0	0	-----	-----
L3	37	0/131	0	0/61	0	0	-----	-----
M1	48	18/131	13.74	12/61	19.67	1.01	-----	-----
M2	6	67/131	51.15	26/61	42.62	1.12	-----	-----
N1	7	7/131	5.34	4/61	6.56	0.35	-----	-----
N2	4	4/131	3.05	2/61	3.28	0.07	-----	-----
P1	16	36/131	27.48	19/61	31.15	0.51	-----	-----
P2	12	33/131	25.19	15/61	24.59	0.09	-----	-----
Q1	32	4/131	3.05	1/61	1.64	0.68	-----	-----
Q2	26	21/131	16.03	7/61	11.48	0.87	-----	-----
Q3	38	7/131	5.34	1/61	1.64	1.46	-----	-----
Q9	18	10/131	7.63	7/61	11.48	0.83	-----	-----
R7	36	1/131	0.76	0/61	0	1.03	-----	-----
R14	21	0/131	0	0/61	0	0	-----	-----
S1	25	10/131	7.63	2/61	3.28	1.32	-----	-----
S3	35	11/131	8.4	3/61	4.92	0.95	-----	-----

TOTAL: 1012/6550

449/3050

Cons No. = Construction number; Use No. = Use Test item number; F = Female; M = Male; n = number of subjects; Signif = Significant difference (Figures in brackets in χ^2 column are probability values)

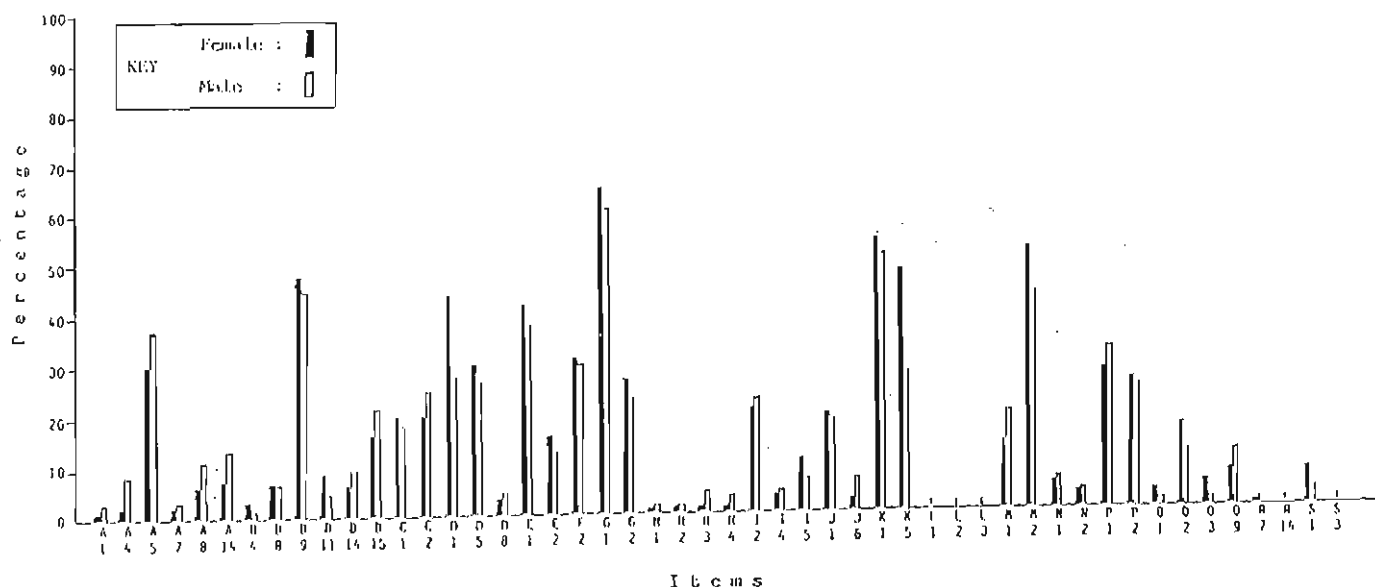


Fig. iii Sex comparisons: Use of NE forms: Percentages (taken from Table 3)

3.2 Admission of use of NE forms (response of A or B on Attitude Test)

All fifty items drew some admissions of habitual use of the NE forms presented. Regarding ethnic differences, significant differences were obtained on 31 items, with Indian Ss being in the majority on thirty of these. Indian Ss were also in the majority on an additional thirteen items, leaving seven items on which European Ss predominated. On item I2, only one S, a European, claimed to use the form concerned. On eight items, no admissions were made by European Ss. Table 4 (p 84) provides the numerical results of this analysis, while Figure iv (p 83)

and Figure v (p 86) give the percentages in graph form and a t-profile, respectively. As can be seen from Figure v, the differences were highly significant for many items.

Sex differences, presented numerically in Table 5 (p 85) and graphically in Figure vi (p 86), were significant in only four instances and in all these, females were in the majority. Altogether, females predominated on 34 of the fifty items.

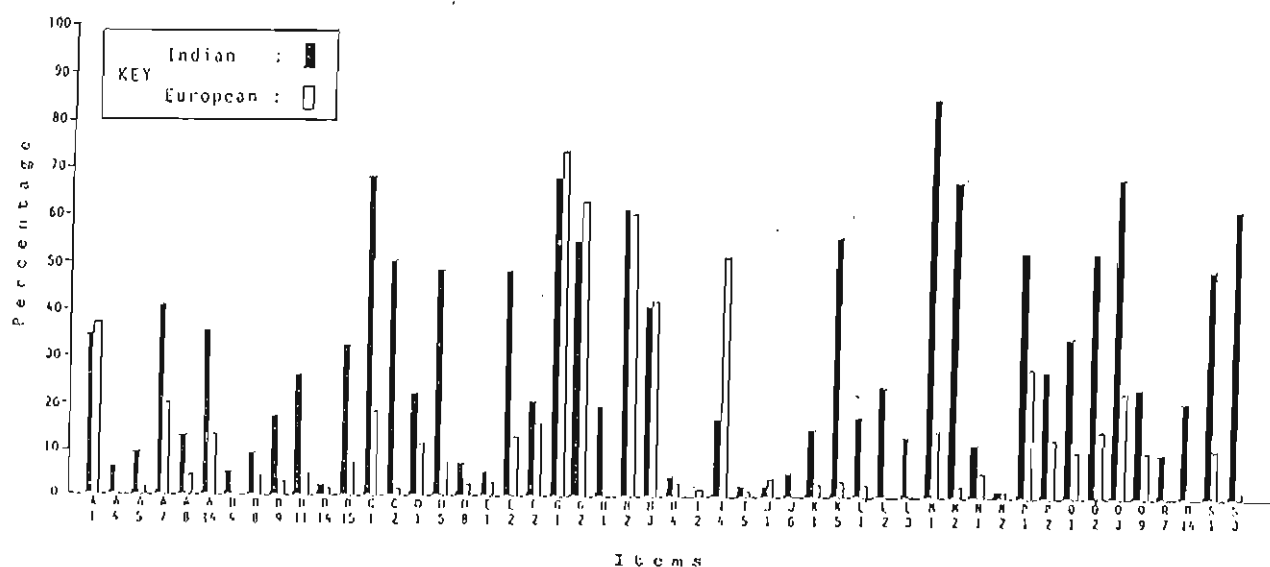


Fig. iv Ethnic comparisons: Admission of use: Percentages (taken from Table 4)

Table 4: Ethnic comparisons regarding admission of use of NE forms, by construction (responses of A or B on Attitude Test)

Cons No.	Att. No.	nI	%I	nE	%E	t	χ^2	Signif
A1	9	42/122	34.43	26/70	37.14	0.38	-----	-----
A4	35	8/122	6.56	0/70	0	2.94	4.79 (.05)	Signif
A5	25	12/122	9.84	1/70	1.43	2.77	4.98 (.05)	Signif
A7	27	50/122	40.98	14/70	20	3.21	8.81 (.01)	Signif
A8	5	16/122	13.11	3/70	4.29	2.26	-----	-----
A14	41	43/122	35.25	13/70	18.57	2.61	5.99 (.02)	Signif
B4	43	7/122	5.74	0/70	0	2.72	4.17 (.05)	Signif
B8	50	11/122	9.02	3/70	4.29	1.32	-----	-----
B9	36	21/122	17.21	2/70	2.86	3.61	8.69 (.01)	Signif
B11	3	32/122	26.23	3/70	4.29	4.7	14.37 (.01)	Signif
B14	56	3/122	2.46	1/70	1.43	0.55	-----	-----
B15	45	39/122	31.97	5/70	7.14	4.77	15.52 (.01)	Signif
C1	11	83/122	68.03	13/70	18.57	7.86	43.53 (.01)	Signif
C2	31	62/122	50.82	1/70	1.43	10.42	10.22 (.01)	Signif
D1	59	27/122	22.13	8/70	11.43	2.0	-----	-----
D5	54	59/122	48.36	5/70	7.14	7.55	34.00 (.01)	Signif
D8	12	9/122	7.38	2/70	2.86	1.45	-----	-----
E1	51	7/122	5.74	2/70	2.86	0.96	-----	-----
E2	32	59/122	48.36	9/70	12.86	5.87	24.51 (.01)	Signif
F2	26	25/122	20.49	11/70	15.71	0.85	-----	-----
G1	22	83/122	68.03	52/70	74.29	0.94	-----	-----
G2	33	67/122	54.92	44/70	62.86	1.09	-----	-----
H1	8	24/122	19.67	0/70	0	5.47	15.74 (.01)	Signif
H2	48	75/122	61.48	42/70	60	0.2	-----	-----
H3	16	50/122	40.98	29/70	41.43	0.05	-----	-----
H4	23	6/122	4.92	2/70	2.86	0.71	-----	-----
I2	19	0/122	0	1/70	1.43	1.0	-----	-----
I4	53	20/122	16.39	36/70	51.43	5.11	26.43 (.01)	Signif
I5	39	3/122	2.46	1/70	1.43	0.55	-----	-----
J1	21	3/122	2.46	3/70	4.29	0.64	-----	-----
J6	55	7/122	5.74	0/70	0	2.72	4.17 (.05)	Signif
K1	37	18/122	14.75	2/70	2.86	3.14	6.75 (.01)	Signif
K5	18	68/122	55.74	2/70	2.86	10.72	53.69 (.01)	Signif
L1	14	21/122	17.21	2/70	2.86	3.61	8.69 (.01)	Signif
L2	60	29/122	23.77	0/70	0	6.17	19.6 (.01)	Signif
L3	4	16/122	13.11	0/70	0	4.29	10.01 (.01)	Signif
M1	2	103/122	84.43	10/70	14.29	13.18	90.36 (.01)	Signif
M2	28	82/122	67.21	2/70	2.86	13.68	74.86 (.01)	Signif
N1	57	14/122	11.48	4/70	5.71	1.45	-----	-----
N2	40	2/122	1.64	1/70	1.43	0.11	-----	-----
P1	49	64/122	52.46	18/70	27.71	3.88	13.00 (.01)	Signif
P2	44	33/122	27.05	9/70	12.86	2.48	-----	-----
Q1	17	42/122	34.43	7/70	10	4.36	13.96 (.01)	Signif
Q2	24	64/122	52.46	10/70	14.29	6.20	27.36 (.01)	Signif
Q3	46	83/122	68.03	16/70	22.86	6.87	36.35 (.01)	Signif
Q9	30	29/122	23.77	7/70	10	2.62	5.54 (.02)	Signif
R7	6	12/122	9.84	0/70	0	3.64	7.34 (.01)	Signif
R14	10	25/122	20.49	0/70	0	5.61	16.49 (.01)	Signif
S1	34	60/122	49.18	8/70	11.43	6.40	27.71 (.01)	Signif
S3	13	75/122	61.48	1/70	1.43	13.00	67.06 (.01)	Signif

TOTAL: 1793/6100 431/3500

Cons No. = Construction number; Att. No. = Attitude Test item number; I = Indian; E = European; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

Table 5: Sex comparisons regarding admission of use of NE forms by construction (responses of A or B on Attitude Test)

Cons No.	Att. No.	nF	%F	nM	%M	t	χ^2	Signif
A1	9	47/131	35.80	21/61	34.43	0.2	-----	-----
A4	35	7/131	5.34	1/61	1.64	1.46	-----	-----
A5	25	9/131	6.87	4/61	6.56	0.08	-----	-----
A7	27	43/131	32.82	21/61	34.43	0.22	-----	-----
A8	5	12/131	9.16	7/61	11.48	0.48	-----	-----
A14	41	38/131	29.01	18/61	29.51	0.07	-----	-----
B4	43	5/131	3.82	2/61	3.28	0.18	-----	-----
B8	50	12/131	9.16	2/61	3.28	1.73	-----	-----
B9	36	16/131	12.21	7/61	11.48	0.14	-----	-----
B11	3	22/131	16.79	13/61	21.31	0.73	-----	-----
B14	56	1/131	0.76	3/61	4.92	1.43	-----	-----
B15	45	30/131	22.9	14/61	22.95	0.02	-----	-----
C1	11	71/131	54.2	25/61	40.98	1.72	-----	-----
C2	31	50/131	38.17	13/61	21.31	2.49	-----	-----
D1	59	22/131	16.79	13/61	21.31	0.73	-----	-----
D5	54	48/131	36.64	16/61	26.23	1.48	-----	-----
D8	12	6/131	4.58	5/61	8.2	0.91	-----	-----
E1	51	8/131	6.11	1/61	1.64	1.71	-----	-----
E2	32	48/131	36.64	20/61	32.79	0.52	-----	-----
F2	26	28/131	21.37	8/61	13.11	1.48	-----	-----
G1	22	91/131	69.47	44/61	72.13	0.38	-----	-----
G2	33	77/131	58.78	34/61	55.74	0.4	-----	-----
H1	8	17/131	12.98	7/61	11.48	0.3	-----	-----
H2	48	84/131	64.12	33/61	54.1	1.31	-----	-----
H3	16	53/131	40.46	26/61	42.62	0.27	-----	-----
H4	23	5/131	3.82	3/61	4.92	0.34	-----	-----
I2	19	1/131	0.76	0/61	0	1.03	-----	-----
I4	53	41/131	31.3	15/61	24.59	0.98	-----	-----
I5	39	2/131	1.53	2/61	3.28	0.71	-----	-----
J1	21	5/131	3.82	1/61	1.64	0.95	-----	-----
J6	55	6/131	4.58	1/61	1.64	1.23	-----	-----
K1	37	17/131	12.98	3/61	4.92	2.01	-----	-----
K5	18	56/131	42.75	14/61	22.95	2.85	7.04 (.01)	Signif
L1	14	16/131	12.21	7/61	11.48	0.14	-----	-----
L2	60	20/131	15.27	9/61	14.75	0.09	-----	-----
L3	4	10/131	7.63	6/61	9.84	0.49	-----	-----
M1	2	81/131	61.83	32/61	52.46	1.21	-----	-----
M2	28	63/131	48.09	21/61	34.43	1.83	-----	-----
N1	57	16/131	12.21	2/61	3.28	2.43	-----	-----
N2	40	1/131	0.76	2/61	3.28	1.03	-----	-----
P1	49	56/131	42.75	26/61	42.62	0.01	-----	-----
P2	44	35/131	26.72	7/61	11.48	2.7	5.66 (.02)	Signif
Q1	17	32/131	24.43	17/61	27.87	0.51	-----	-----
Q2	24	59/131	45.04	15/61	24.59	2.91	7.35 (.01)	Signif
Q3	46	77/131	58.78	22/61	36.07	3.03	8.6 (.01)	Signif
Q9	30	23/131	17.56	13/61	21.31	0.6	-----	-----
R7	6	9/131	6.87	3/61	4.92	0.56	-----	-----
R14	10	20/131	15.27	5/61	8.2	1.51	-----	-----
S1	34	48/131	36.64	20/61	32.79	0.52	-----	-----
S3	13	57/131	43.51	19/61	31.51	1.69	-----	-----

TOTAL: 1601/6550

623/3050

Cons No. = Construction number; Att. No. = Attitude Test item number; F = Female; M = Male; n = number of subjects; Signif = Significant difference (Figures in brackets in χ^2 column are probability values)

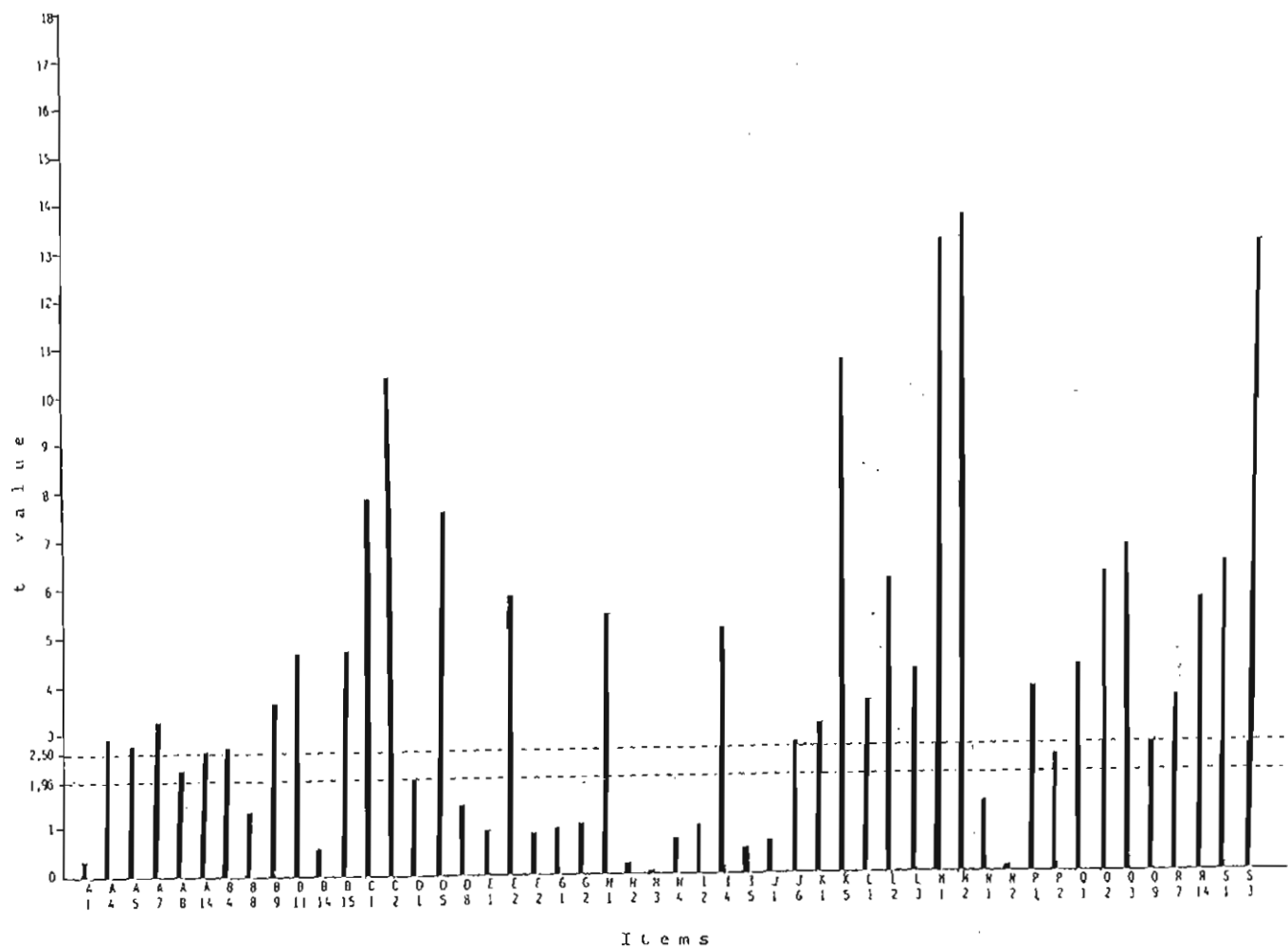


Fig. v Ethnic comparisons: Admission of use: t profile (taken from Table 4)

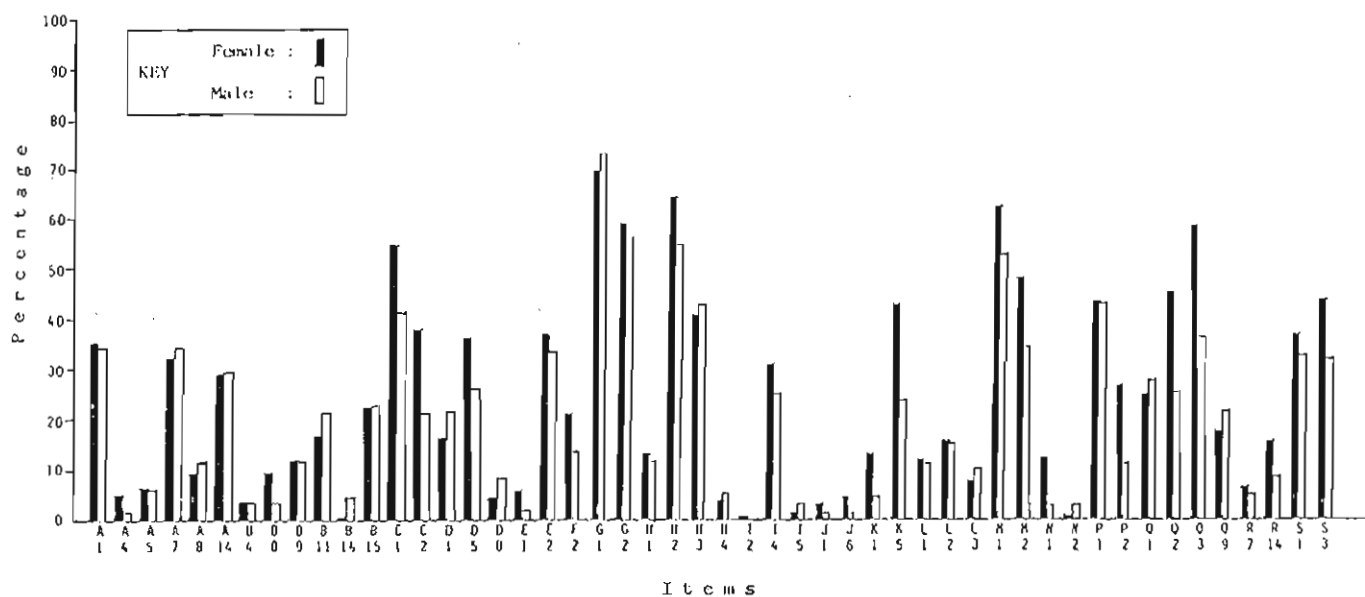


Fig. vi Sex comparisons: Admission of use: Percentages (taken from Table 5)

3.3 Acceptance of NE forms (response of A or C on Attitude Test)

Table 6 (p 88) shows that on 37 items, significant differences in acceptance between Indian and European Ss were obtained with Indian Ss showing greater acceptance in all cases. European Ss showed greater acceptance on only four items, none of which produced significant differences. Figure vii (p 89) shows the percentages in graph form, and Figure viii (p 89), a *t*-profile, reveals the extent to which significant differences were present.

Regarding the sex groups, no significant differences were obtained, although females tended to show greater acceptance than males. On forty items, a higher percentage of females than males accepted the NE forms. Table 7 (p 90) provides the numerical data while Figure ix (p 91) contains a graphic display of the percentages.

Table 6 : Ethnic comparisons regarding acceptance of NE forms, by construction (responses of A or C on Attitude Test)

Cons No.	Att. No.	nI	%I	nE	%E	t	χ^2	Signif
A1	9	58/122	47.54	21/70	30	2.46	-----	-----
A4	35	17/122	13.93	2/70	2.86	2.96	8.12 (.02)	Signif
A5	25	13/122	10.66	0/70	0	3.82	8.00 (.01)	Signif
A7	27	65/122	53.29	14/70	20	5.06	20.34 (.01)	Signif
A8	5	30/122	24.59	7/70	10	2.76	6.09 (.02)	Signif
A14	41	50/122	40.98	9/70	12.86	4.69	16.53 (.01)	Signif
B4	43	18/122	14.75	1/70	1.43	3.82	8.86 (.01)	Signif
B8	50	14/122	11.48	0/70	0	3.98	8.66 (.01)	Signif
B9	36	29/122	23.77	4/70	5.71	3.81	10.19 (.01)	Signif
B11	3	34/122	27.87	0/70	0	6.87	23.71 (.01)	Signif
B14	56	3/122	2.46	1/70	1.43	0.55	-----	-----
B15	45	39/122	31.97	7/70	10	3.97	11.78 (.01)	Signif
C1	11	69/122	56.56	11/70	15.71	6.55	30.53 (.01)	Signif
C2	31	70/122	57.38	4/70	5.71	9.82	50.12 (.01)	Signif
D1	59	25/122	20.49	0/70	0	5.61	16.49 (.01)	Signif
D5	54	46/122	37.7	3/70	4.29	6.66	26.13 (.01)	Signif
D8	12	18/122	14.75	1/70	1.43	3.82	8.86 (.01)	Signif
E1	51	10/122	8.2	4/70	5.71	0.67	-----	-----
E2	32	65/122	53.29	10/70	14.29	6.33	28.41 (.01)	Signif
F2	26	27/122	22.13	10/70	14.29	1.39	-----	-----
G1	22	90/122	73.77	38/70	54.29	2.72	7.6 (.01)	Signif
G2	33	60/122	49.18	21/70	30	2.7	6.71 (.01)	Signif
H1	8	39/122	31.97	0/70	0	7.58	28.08 (.01)	Signif
H2	48	83/122	68.03	33/70	47.14	2.86	8.12 (.01)	Signif
H3	16	46/122	37.7	28/70	40	0.31	-----	-----
H4	23	17/122	13.93	5/70	7.14	1.55	-----	-----
I2	19	1/122	0.82	0/70	0	0.99	-----	-----
I4	53	25/122	20.49	22/70	31.43	1.64	-----	-----
I5	39	13/122	10.66	3/70	4.29	1.73	-----	-----
J1	21	6/122	4.92	4/70	5.71	0.24	-----	-----
J6	55	13/122	10.66	0/70	0	3.82	8.0 (.01)	Signif
K1	37	23/122	18.85	0/70	0	5.33	14.99 (.01)	Signif
K5	18	75/122	61.48	9/70	12.86	8.16	42.72 (.01)	Signif
L1	14	27/122	22.13	6/70	8.57	2.68	5.75 (.02)	Signif
L2	60	28/122	22.95	0/70	0	6.04	18.81 (.01)	Signif
L3	4	14/122	11.48	1/70	1.43	3.14	6.23 (.02)	Signif
M1	2	86/122	70.49	15/70	21.43	7.66	42.94 (.01)	Signif
M2	28	78/122	63.93	5/70	7.14	10.67	58.46 (.01)	Signif
N1	57	15/122	12.3	5/70	7.14	1.22	-----	-----
N2	40	6/122	4.92	6/70	8.57	0.95	-----	-----
P1	49	59/122	48.36	19/70	27.14	3.05	8.3 (.01)	Signif
P2	44	45/122	36.89	11/70	15.71	3.44	9.65 (.01)	Signif
Q1	17	43/122	35.25	10/70	14.29	3.47	9.78 (.01)	Signif
Q2	24	49/122	40.16	9/70	12.86	4.57	15.73 (.01)	Signif
Q3	46	73/122	59.84	8/70	11.43	8.28	42.73 (.01)	Signif
Q9	30	39/122	31.97	8/70	11.43	3.63	10.15 (.01)	Signif
R7	6	10/122	8.24	3/70	4.29	1.12	-----	-----
R14	10	25/122	20.49	2/70	2.86	4.22	11.45 (.01)	Signif
S1	34	57/122	46.72	4/70	5.71	7.74	34.51 (.01)	Signif
S3	13	72/122	59.02	3/70	4.29	10.79	55.97 (.01)	Signif

TOTAL: 1917/6100 387/3500

Cons No. = Construction number; Att. No. = Attitude Test item number; I = Indian; E = European; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

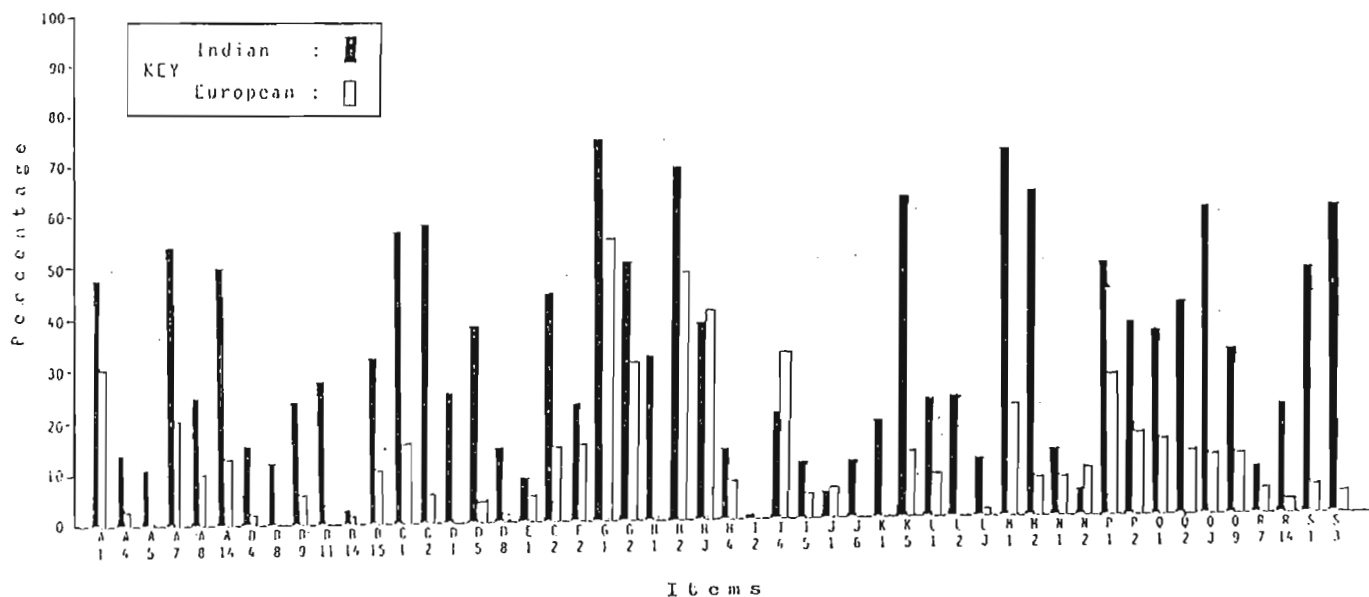


Fig. vii Ethnic comparisons: Acceptance of NE forms: Percentages (taken from Table 6)

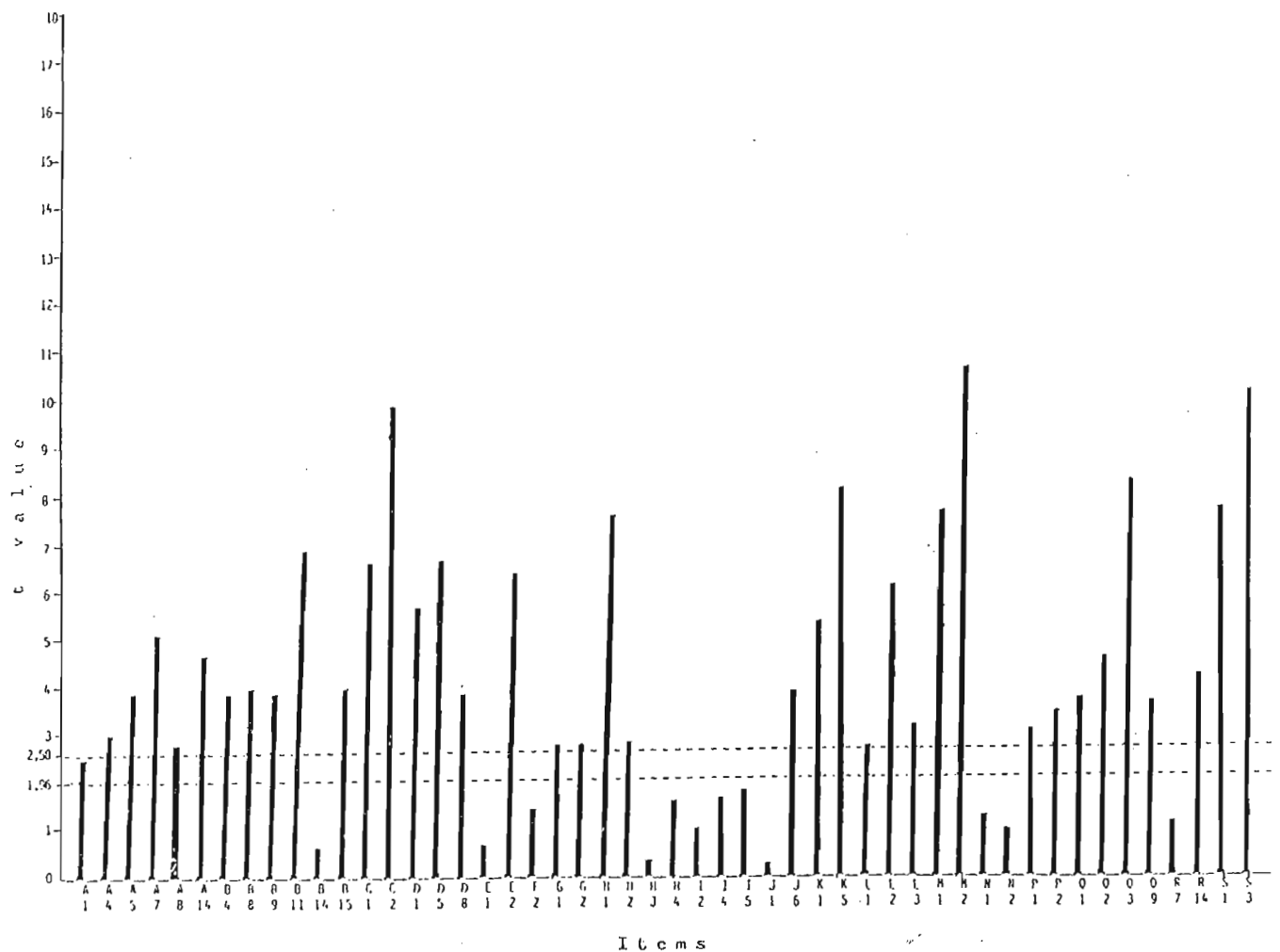


Fig. viii Ethnic comparisons: Acceptance of NE forms: t profile (taken from Table 6)

Table 7: Sex comparisons regarding attitudes of acceptance of NE forms, by construction (responses of A or C on Attitude Test)

Cons No.	Att. No.	nF	%F	nM	%M	t	χ^2	Signif
A1	9	57/131	43.51	22/61	36.07	1.05	-----	-----
A4	35	16/131	12.21	3/61	4.92	1.84	-----	-----
A5	25	9/131	6.87	4/61	6.56	0.08	-----	-----
A7	27	55/131	41.98	24/61	39.34	0.36	-----	-----
A8	5	29/131	22.14	8/61	13.11	1.6	-----	-----
A14	41	41/131	31.3	18/61	29.51	0.25	-----	-----
B4	43	14/131	10.69	5/61	8.2	0.56	-----	-----
B8	50	8/131	6.12	6/61	9.84	0.85	-----	-----
B9	36	25/131	19.08	8/61	13.11	1.09	-----	-----
B11	3	25/131	19.08	9/61	14.75	0.75	-----	-----
B14	56	1/131	0.76	3/61	4.92	1.43	-----	-----
B15	45	30/131	22.9	16/61	26.23	0.49	-----	-----
C1	11	57/131	43.51	23/61	37.7	0.77	-----	-----
C2	31	54/131	41.22	20/61	32.79	1.14	-----	-----
D1	59	20/131	15.27	5/61	8.2	1.51	-----	-----
D5	54	35/131	26.72	14/61	22.95	0.56	-----	-----
D8	12	13/131	9.92	6/61	9.84	0.02	-----	-----
E1	51	7/131	5.34	7/61	11.48	1.37	-----	-----
E2	32	53/131	40.46	22/61	36.07	0.59	-----	-----
F2	26	20/131	15.27	17/61	27.876	1.92	-----	-----
G1	22	92/131	70.23	36/61	59.02	1.5	-----	-----
G2	33	54/131	41.22	27/61	44.26	0.4	-----	-----
H1	8	26/131	19.85	13/61	21.31	0.24	-----	-----
H2	48	86/131	65.65	30/61	49.18	2.15	-----	-----
H3	16	51/131	38.93	23/61	37.7	0.16	-----	-----
H4	23	17/131	12.98	5/61	8.2	1.05	-----	-----
I2	19	1/131	0.76	0/61	0	1.03	-----	-----
I4	53	34/131	25.95	13/61	21.31	0.72	-----	-----
I5	39	11/131	8.4	5/61	8.2	0.05	-----	-----
J1	21	8/131	6.11	2/61	3.28	0.9	-----	-----
J6	55	10/131	7.63	3/61	4.92	0.75	-----	-----
K1	37	18/131	13.74	5/61	8.2	1.19	-----	-----
K5	18	64/131	48.85	28/61	32.79	2.17	-----	-----
L1	14	21/131	16.03	12/61	19.67	0.62	-----	-----
L2	60	22/131	16.79	6/61	9.84	1.4	-----	-----
L3	4	12/131	9.16	3/61	4.92	1.15	-----	-----
M1	2	73/131	55.73	28/61	45.9	1.27	-----	-----
M2	28	61/131	46.56	22/61	36.07	1.39	-----	-----
N1	57	16/131	12.21	4/61	6.56	1.31	-----	-----
N2	40	6/131	4.58	6/61	9.84	1.23	-----	-----
P1	49	55/131	41.98	23/61	37.7	0.57	-----	-----
P2	44	42/131	32.06	14/61	22.95	1.33	-----	-----
Q1	17	40/131	30.53	13/61	21.31	1.39	-----	-----
Q2	24	45/131	34.35	13/61	21.31	1.96	-----	-----
Q3	46	60/131	45.8	21/61	34.43	1.52	-----	-----
Q9	30	29/131	22.14	18/61	29.51	1.08	-----	-----
R7	6	11/131	8.4	2/61	3.28	1.53	-----	-----
R14	10	19/131	14.5	8/61	13.11	0.26	-----	-----
S1	34	47/131	35.88	14/61	22.95	1.09	-----	-----
S3	13	56/131	42.75	19/61	31.15	1.58	-----	-----

TOTAL: 1656/6550

648/3050

Cons No. = Construction number; Att. No. = Attitude Test item number; F= Female; M = Male; n = number of subjects; Signif =Significant difference

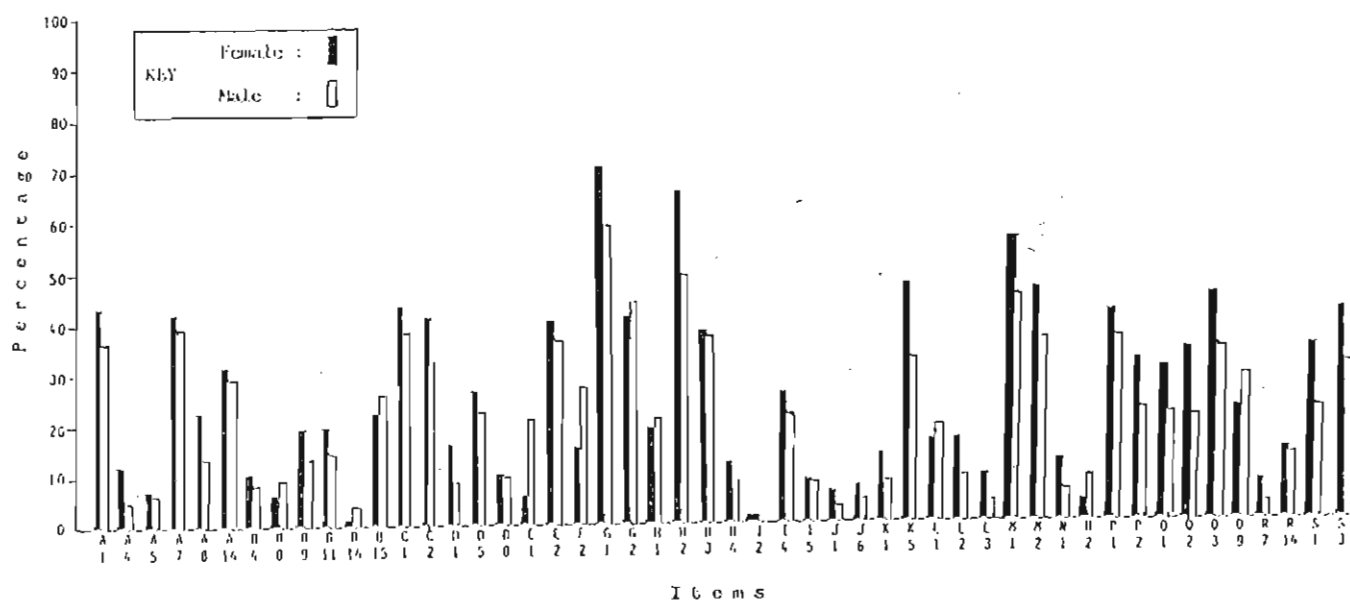


Fig. ix Sex comparisons: Acceptance of NE forms; Percentages (taken from Table 7)

3.4 Rejection of NE forms (response of B, D or E on Attitude Test)

This analysis was felt to be necessary due to the possible presence of response omissions ("other" category) which would not be detected by simple subtraction of A and C responses from the total. Table 8 (p 93) and Figure x (p 92) show that with regard to ethnic differences, rejection attitudes are largely the converse of acceptance attitudes, as expected, with significant differences being found on the same 37 items, and European Ss being in the majority in all 37 cases. Figure xi (p 95) shows graphically the extent of the significance of differences.

Indian Ss were in the majority on four items, none of which produced a significant difference, whereas in the acceptance analysis, European Ss predominated on these four items. The response omissions that occurred (sixteen by Indian Ss and three by European Ss) did not therefore affect the overall results.

As with the acceptance analysis, no significant differences were noted between the two sex groups in this analysis, as can be seen from Table 9 (p 94) and Figure xii (p 95).

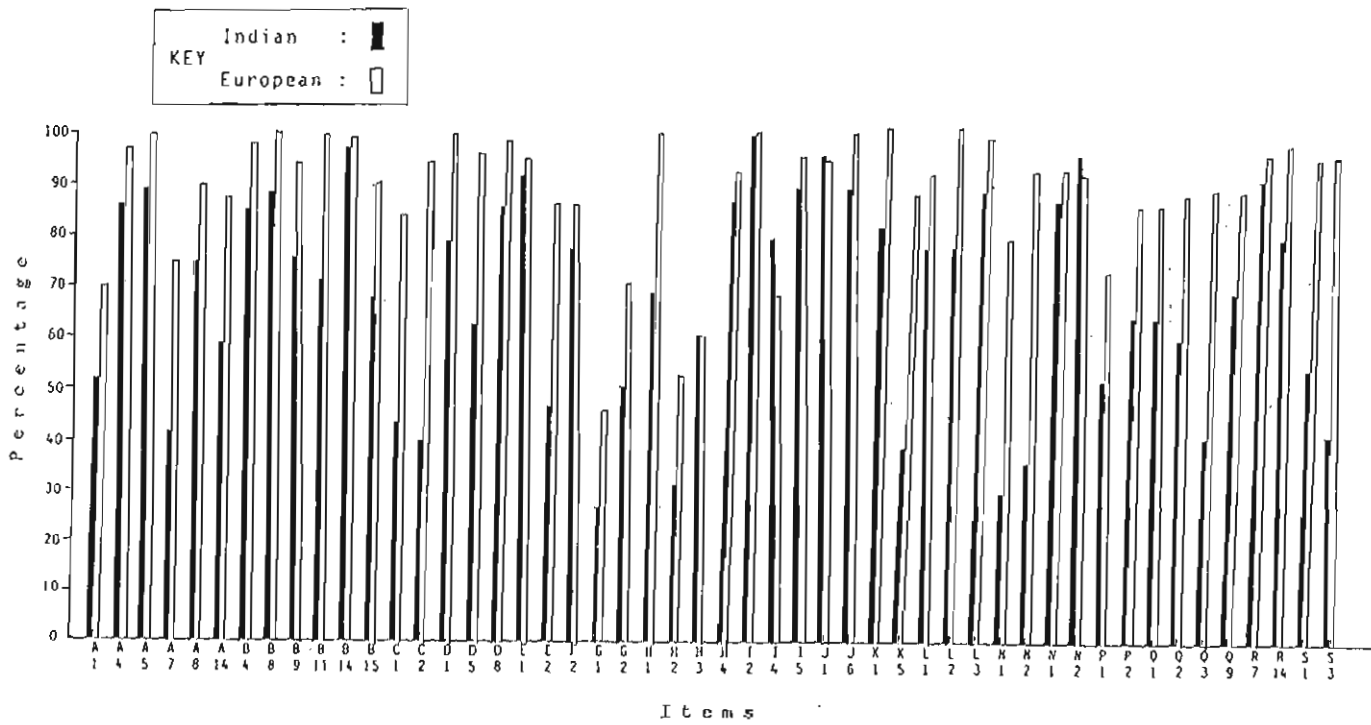


Fig. x Ethnic comparisons: Rejection of NE forms: Percentages (taken from Table 8)

Table 8: Ethnic comparisons regarding attitudes of rejection of NE forms
(responses of B, D or E on Attitude Test)

Cons No.	Att. No.	nI	%I	nE	%E	t	χ^2	Signif
A1	9	64/122	52.46	49/70	70	2.46	5.65 (.02)	-----
A4	35	105/122	86.07	68/70	97.14	2.96	6.12 (.02)	Signif
A5	25	109/122	89.34	70/70	100	3.82	8.0 (.01)	Signif
A7	27	52/122	42.62	53/70	75.71	4.86	19.66 (.01)	Signif
A8	5	92/122	75.41	63/70	90	2.76	6.09 (.02)	Signif
A14	41	72/122	59.02	61/70	87.14	4.69	16.53 (.01)	Signif
B4	43	104/122	85.25	69/70	98.57	3.82	8.86 (.01)	Signif
B8	50	108/122	88.52	70/70	100	3.98	8.66 (.01)	Signif
B9	36	93/122	76.23	66/70	94.29	3.81	10.19 (.01)	Signif
B11	3	87/122	71.31	70/70	100	7.01	24.56 (.01)	Signif
D14	56	119/122	97.54	69/70	98.57	0.55	-----	-----
D15	45	83/122	68.03	63/70	90	3.97	11.78 (.01)	Signif
C1	11	53/122	43.44	59/70	84.29	6.55	30.53 (.01)	Signif
C2	31	50/122	40.98	66/70	94.29	10.16	52.84 (.01)	Signif
D1	59	97/122	79.51	70/70	100	5.61	16.49 (.01)	Signif
D5	54	76/122	62.3	67/70	95.71	6.66	26.13 (.01)	Signif
D8	12	104/122	85.25	69/70	98.57	3.82	8.86 (.01)	Signif
E1	51	112/122	91.8	66/70	94.29	0.67	-----	-----
E2	32	57/122	46.72	60/70	85.71	6.33	28.41 (.01)	Signif
F2	26	95/122	77.87	60/70	85.71	1.39	-----	-----
G1	22	32/122	26.23	32/70	45.71	2.72	7.6 (.01)	Signif
G2	33	62/122	50.82	49/70	70	2.70	6.71 (.01)	Signif
H1	8	83/122	68.03	70/70	100	7.58	28.08 (.01)	Signif
H2	48	39/122	31.97	37/70	52.86	2.86	8.12 (.01)	Signif
H3	16	74/122	60.66	42/70	60	0.1	-----	-----
H4	23	105/122	86.07	65/70	92.86	1.55	-----	-----
I2	19	121/122	99.18	70/70	100	0.99	-----	-----
I4	53	97/122	79.51	48/70	68.57	1.64	-----	-----
I5	39	109/122	89.34	67/70	95.71	1.73	-----	-----
J1	21	116/122	95.08	66/70	94.29	0.24	-----	-----
J6	55	109/122	89.34	70/70	100	3.82	8.0 (.01)	Signif
K1	37	99/122	81.15	70/70	100	5.33	14.99 (.01)	Signif
K5	18	47/122	38.52	61/70	87.14	8.16	42.72 (.01)	Signif
L1	14	94/122	77.05	64/70	91.43	2.84	6.31 (.02)	Signif
L2	60	94/122	77.05	70/70	100	6.04	18.81 (.01)	Signif
L3	4	108/122	88.52	69/70	98.57	3.14	6.23 (.02)	Signif
M1	2	36/122	29.51	55/70	78.57	7.66	42.94 (.01)	Signif
M2	28	44/122	36.07	65/70	92.86	10.67	58.46 (.01)	Signif
N1	57	106/122	86.89	65/70	92.86	1.39	-----	-----
N2	40	116/122	95.08	64/70	91.43	0.95	-----	-----
P1	49	63/122	51.64	51/70	72.86	3.05	8.3 (.01)	Signif
P2	44	77/122	63.11	59/70	84.29	3.44	9.65 (.01)	Signif
Q1	17	78/122	63.93	60/70	85.71	3.61	10.44 (.01)	Signif
Q2	24	72/122	59.02	61/70	87.14	4.69	16.53 (.01)	Signif
Q3	46	49/122	40.16	62/70	88.57	8.3	42.73 (.01)	Signif
Q9	30	83/122	68.03	62/70	88.57	3.63	10.15 (.01)	Signif
R7	6	111/122	90.98	67/70	95.71	1.32	-----	-----
R14	10	97/122	79.51	68/70	97.14	4.22	11.45 (.01)	Signif
S1	34	65/122	53.28	66/70	94.29	7.74	34.5 (.01)	Signif
S3	13	49/122	40.16	67/70	95.71	10.97	57.39 (.01)	Signif

TOTAL: 4167/6100 3110/3500

Cons No. = Construction number; Att. No. = Attitude Test item number; I = Indian; E = European; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

Table 9: Sex comparisons regarding attitudes of rejection of NE forms
(responses of B, D or E on Attitude Test)

Cons No.	Att. No.	nF	%F	nM	%M	t	χ^2	Signif
A1	9	74/131	56.49	39/61	63.93	0.98	-----	-----
A4	35	115/131	87.79	58/61	95.08	1.04	-----	-----
A5	25	122/131	93.13	57/61	93.44	0.08	-----	-----
A7	27	68/131	51.91	37/61	60.66	1.15	-----	-----
A8	5	102/131	77.86	53/61	86.89	1.6	-----	-----
A14	41	90/131	68.7	43/61	70.49	0.25	-----	-----
B4	43	117/131	89.31	56/61	91.8	0.56	-----	-----
B8	50	123/131	93.89	55/61	90.16	0.85	-----	-----
B9	36	106/131	80.92	53/61	86.89	1.09	-----	-----
B11	3	105/131	80.15	52/61	85.25	0.87	-----	-----
B14	56	130/131	99.24	58/61	95.08	1.43	-----	-----
B15	45	101/131	77.10	45/61	73.77	0.49	-----	-----
C1	11	74/131	56.49	38/61	62.3	0.77	-----	-----
C2	31	77/131	58.78	39/61	63.93	0.68	-----	-----
D1	59	111/131	84.73	56/61	91.8	1.51	-----	-----
D5	54	96/131	73.28	47/61	77.05	0.28	-----	-----
D8	12	118/131	90.08	55/61	90.16	0.04	-----	-----
E1	51	124/131	94.66	54/61	88.52	1.37	-----	-----
E2	32	78/131	59.54	39/61	63.93	0.59	-----	-----
F2	26	111/131	84.73	44/61	72.13	1.92	-----	-----
G1	22	39/131	29.77	25/61	40.98	1.47	-----	-----
G2	33	77/131	58.78	34/61	55.74	0.4	-----	-----
H1	8	105/131	80.15	48/61	78.69	0.24	-----	-----
H2	48	45/131	34.35	31/61	50.82	2.15	-----	-----
H3	16	79/131	60.31	37/61	60.66	0.05	-----	-----
H4	23	114/131	87.02	56/61	91.8	1.05	-----	-----
I2	19	130/131	99.24	61/61	100	1.03	-----	-----
I4	53	97/131	74.05	48/61	78.69	0.72	-----	-----
I5	39	120/131	91.6	56/61	91.8	0.05	-----	-----
J1	21	123/131	93.89	59/61	96.72	0.9	-----	-----
J6	55	121/131	92.37	58/61	95.08	0.75	-----	-----
K1	37	113/131	86.26	56/61	91.8	1.19	-----	-----
K5	18	67/131	51.15	41/61	67.21	2.17	-----	-----
L1	14	109/131	83.21	49/61	80.33	0.48	-----	-----
L2	60	109/131	83.21	55/61	90.16	1.4	-----	-----
L3	4	119/131	90.84	58/61	95.08	1.15	-----	-----
M1	2	58/131	44.27	33/61	54.1	1.27	-----	-----
M2	28	70/131	53.44	39/61	63.93	1.39	-----	-----
N1	57	115/131	87.79	56/61	91.8	0.88	-----	-----
N2	40	125/131	95.42	55/61	90.16	1.23	-----	-----
P1	49	76/131	58.02	38/61	62.3	0.57	-----	-----
P2	44	89/131	67.94	47/61	77.05	1.35	-----	-----
Q1	17	91/131	69.47	47/61	77.05	1.12	-----	-----
Q2	24	86/131	65.65	47/61	77.05	1.68	-----	-----
Q3	46	71/131	54.2	40/61	65.57	1.52	-----	-----
Q9	30	102/131	77.86	43/61	70.49	1.08	-----	-----
R7	6	119/131	90.84	59/61	96.72	1.73	-----	-----
R14	10	112/131	85.5	53/61	86.89	0.26	-----	-----
S1	34	84/131	64.12	47/61	77.05	1.89	-----	-----
S3	13	74/131	56.49	42/61	68.85	1.69	-----	-----

TOTAL: 4881/6550 2396/3050

Cons No. = Construction number; Att. No. = Attitude Test item number; F = Female; M = Male; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

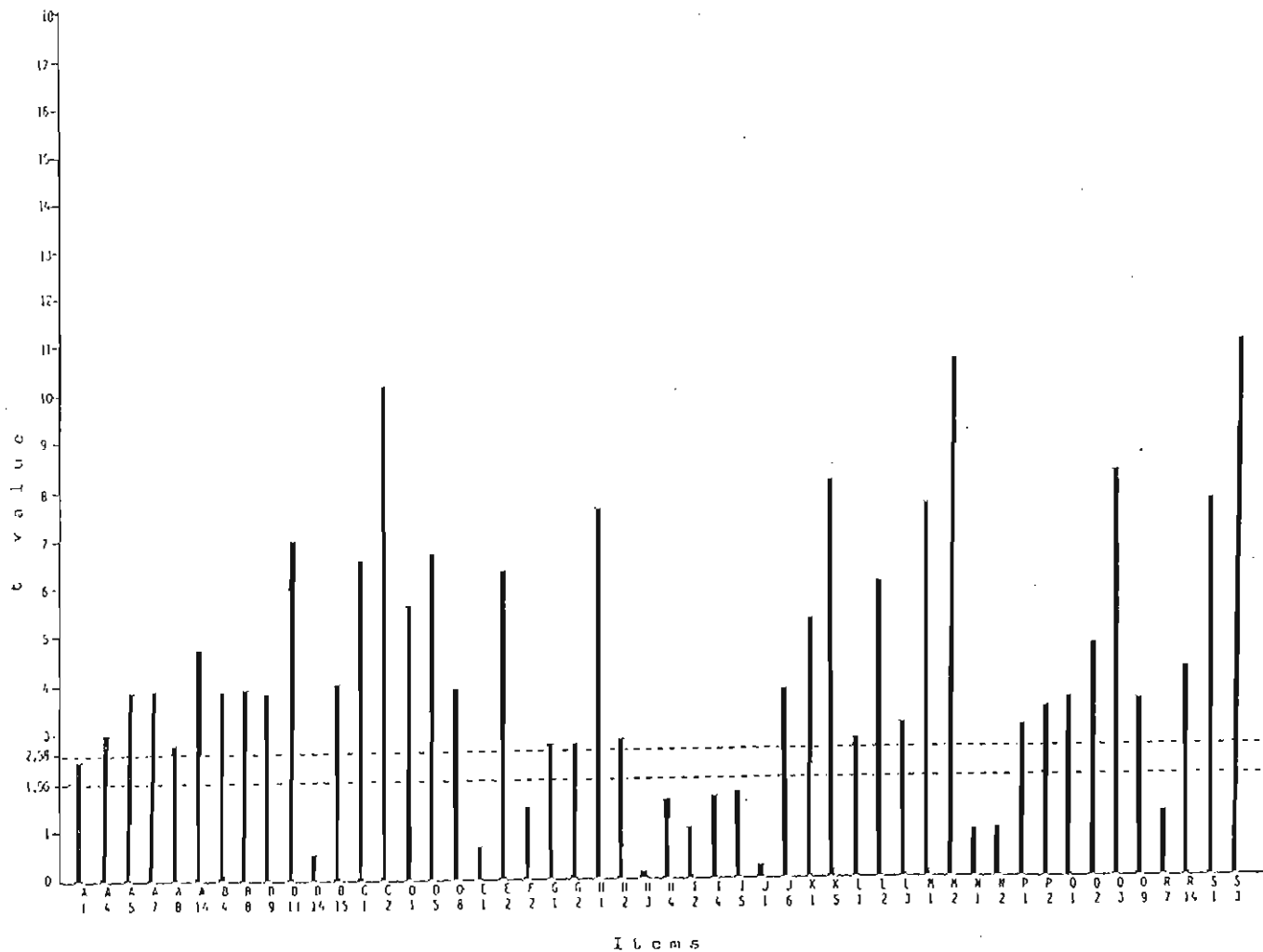


Fig. xi Ethnic comparisons: Rejection of NE forms: t profile (taken from Table B)

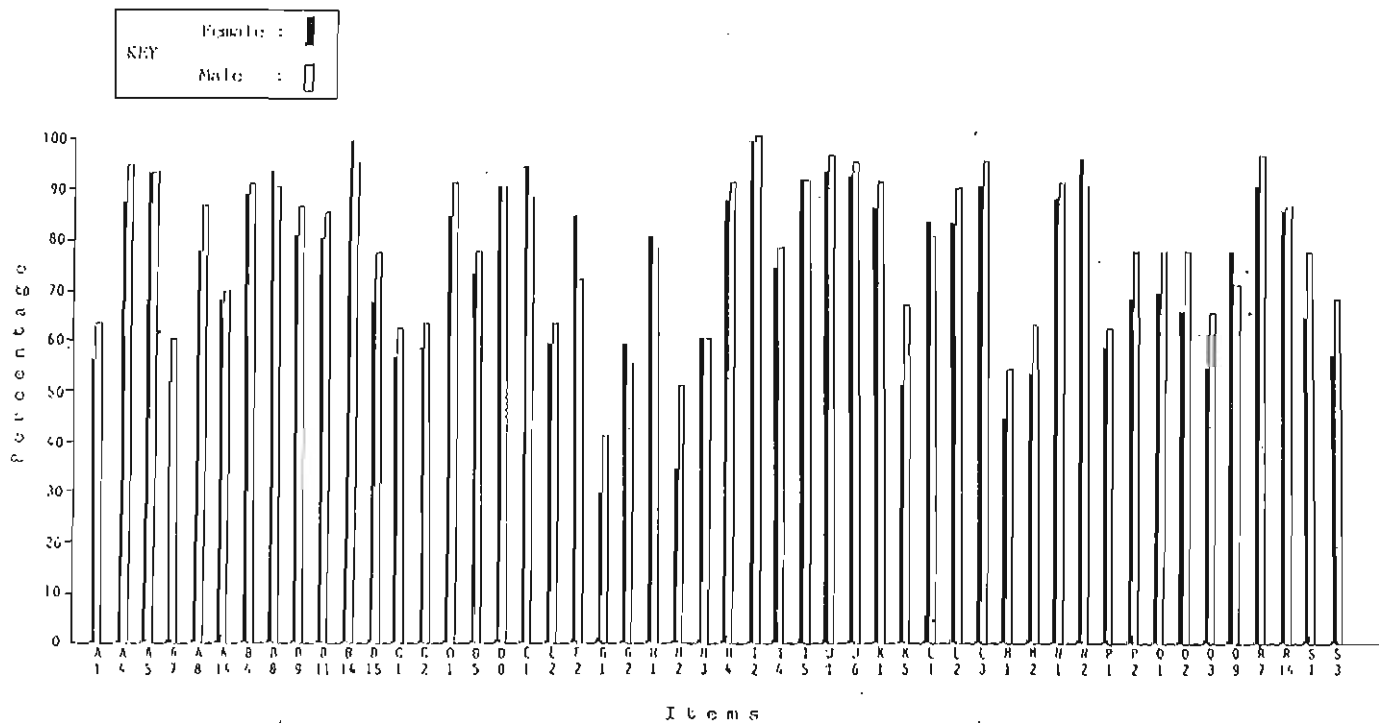


Fig. xii Sex comparisons: Rejection of NE forms: Percentages (taken from Table 9)

3.5 Denial of existence of NE forms (E response on Attitude Test)

Table 10 (p 97) shows that on sixteen items, significant differences were found when comparing the two ethnic groups. Figure xiv (p 98) highlights the degree of significance of these differences, with items such as B14, I2, J1 and N2 producing particularly high t values. In nine of the cases where differences were found to be significant (B9, C2, D5, H1, K1, L2, L3, R14 and S3), European Ss predominated in denying the existence of the forms in question, whereas Indian Ss were in the majority for the remainder (B14, H3, I2, I4, J1, L1 and N2). Generally, taking all fifty items into account, European Ss denied the existence of the NE forms far more often than did Indian Ss, as can be seen from Figure xiii (p 98).

Regarding sex differences, item A14 was the only one on which a significant difference was found, with females being in the majority. Females exceeded males in denying the existence of the NE forms on most of the other items as well, as can be seen from Table 11 (p 99) and Figure xv (p 100).

Table 10: Ethnic comparisons regarding denial of existence of NE forms, by construction (response of E on Attitude Test)

Cons No.	Att. No.	nI	%I	nE	%E	t	χ^2	Signif
A1	9	7/122	5.74	6/70	8.57	0.73	-----	-----
A4	35	22/122	18.03	11/70	15.71	0.42	-----	-----
A5	25	59/122	48.36	37/70	52.86	0.6	-----	-----
A7	27	4/122	3.28	3/70	4.29	0.34	-----	-----
A8	5	4/122	3.28	1/70	1.43	0.89	-----	-----
A14	41	10/122	8.2	4/70	5.71	0.67	-----	-----
B4	43	12/122	9.84	6/70	8.57	0.28	-----	-----
B8	50	16/122	13.11	11/70	15.71	0.49	-----	-----
B9	36	8/122	6.56	18/70	25.71	3.36	13.94 (.01)	Signif
B11	3	14/122	11.48	18/70	25.71	2.38	6.49 (.02)	-----
B14	56	69/122	56.56	26/70	37.14	2.67	6.71 (.01)	Signif
B15	45	13/122	10.66	5/70	7.14	0.87	-----	-----
C1	11	1/122	0.82	2/70	2.86	0.97	-----	-----
C2	31	3/122	2.46	12/70	17.14	3.1	13.32 (.01)	Signif
D1	59	13/122	10.66	10/70	14.29	0.74	-----	-----
D5	54	2/122	1.64	13/70	18.57	3.55	17.71 (.01)	Signif
D8	12	22/122	18.03	12/70	17.14	0.16	-----	-----
E1	51	28/122	22.95	18/70	25.71	0.42	-----	-----
E2	32	4/122	3.28	5/70	7.14	1.1	-----	-----
F2	26	22/122	18.03	6/70	8.57	1.95	-----	-----
G1	22	8/122	6.56	3/70	4.29	0.73	-----	-----
G2	33	7/122	5.74	5/70	7.14	0.38	-----	-----
H1	8	26/122	21.31	31/70	44.29	3.29	11.25 (.01)	Signif
H2	48	8/122	6.56	3/70	4.29	0.7	-----	-----
H3	16	9/122	7.38	0/70	0	3.12	5.42 (.02)	Signif
H4	23	30/122	24.6	14/70	20	0.75	-----	-----
I2	19	100/122	81.97	25/70	35.71	6.91	41.88 (.01)	Signif
I4	53	31/122	25.41	5/70	7.14	3.66	9.74 (.01)	Signif
I5	39	52/122	42.62	20/70	28.57	1.00	-----	-----
J1	21	69/122	56.56	7/70	10	8.11	40.31 (.01)	Signif
J6	55	45/122	36.89	24/70	34.29	0.36	-----	-----
K1	37	19/122	15.57	25/70	35.71	3.04	10.21 (.01)	Signif
K5	18	3/122	2.46	7/70	10	1.95	-----	-----
L1	14	11/122	9.02	1/70	1.43	2.58	4.37 (.05)	Signif
L2	60	12/122	9.84	18/70	25.71	2.71	8.51 (.01)	Signif
L3	4	15/122	12.3	20/70	28.57	2.64	7.91 (.01)	Signif
M1	2	0/122	0	3/70	4.29	1.77	-----	-----
M2	28	1/122	0.82	7/70	10	2.5	-----	-----
N1	57	42/122	34.43	14/70	20	2.24	-----	-----
N2	40	46/122	37.7	3/70	4.29	6.66	26.13 (.01)	Signif
P1	49	1/122	0.82	3/70	4.29	1.37	-----	-----
P2	44	8/122	6.56	5/70	7.14	0.13	-----	-----
Q1	17	8/122	6.56	6/70	8.57	0.5	-----	-----
Q2	24	3/122	2.46	4/70	5.71	1.03	-----	-----
Q3	46	2/122	1.64	1/70	1.43	0.11	-----	-----
Q9	30	5/122	4.1	3/70	4.29	0.07	-----	-----
R7	6	14/122	11.48	18/70	25.71	2.38	6.49 (.02)	-----
R14	10	11/122	9.02	19/70	27.14	3.06	11.29 (.01)	Signif
S1	34	6/122	4.92	6/70	8.57	0.95	-----	-----
S3	13	2/122	1.64	10/70	14.29	2.93	12.14 (.01)	Signif
TOTAL:		927/6100		534/3500				

Cons No. = Construction number; Att. No. = Attitude Test item number; I = Indian; E = European; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

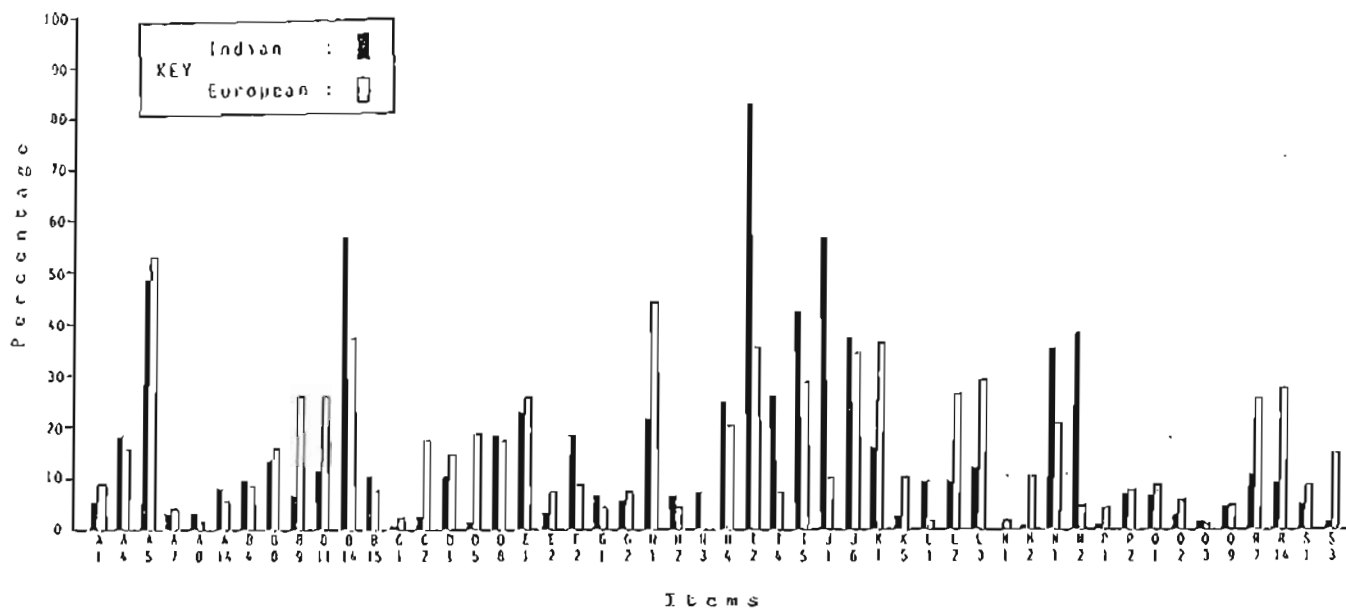


Fig. xiii Ethnic comparison: Denial of existence of NE forms: Percentages (taken from Table 10)

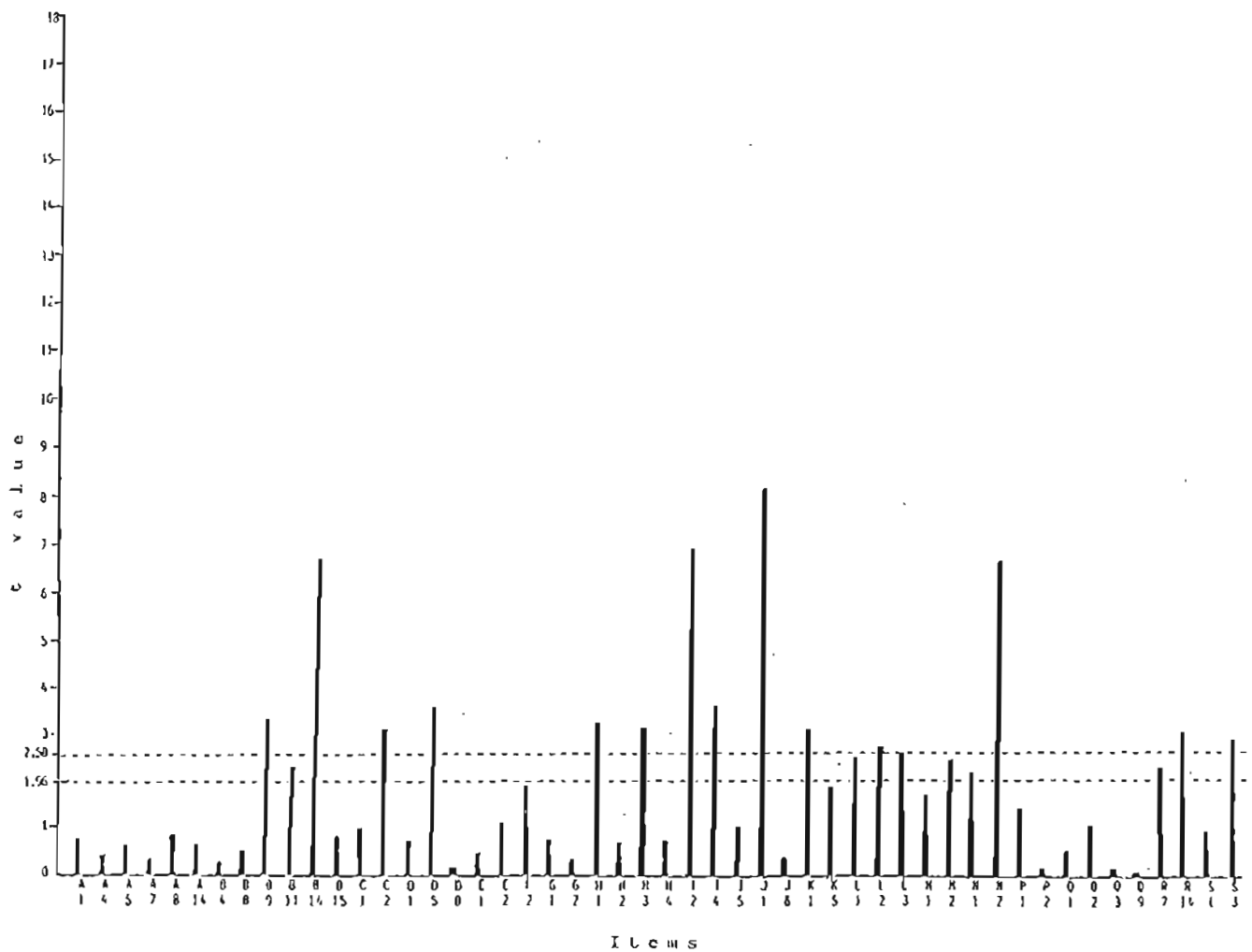


Fig. xiv Ethnic comparisons: Denial of existence of NE forms: t profile (taken from Table 10)

Table 11: Sex comparisons regarding denial of existence of NE forms, by construction (response of E on Attitude Test)

Cons No.	Att. No.	nF	%F	nM	%M	t	χ^2	Signif
A1	9	9/131	6.87	4/61	6.56	0.08	-----	-----
A4	35	24/131	18.32	9/61	14.75	0.62	-----	-----
A5	25	68/131	51.91	28/61	45.9	0.78	-----	-----
A7	27	6/131	4.58	1/61	1.64	1.23	-----	-----
A8	5	2/131	1.53	3/61	4.92	1.15	-----	-----
A14	41	13/131	9.92	1/61	1.64	2.71	4.23 (.05)	Signif
B4	43	16/131	12.21	2/61	3.28	2.43	-----	-----
B8	50	22/131	16.79	5/61	8.2	1.79	-----	-----
B9	36	18/131	13.74	8/61	13.11	0.11	-----	-----
B11	3	21/131	16.03	11/61	18.03	0.34	-----	-----
B14	56	70/131	53.44	25/61	40.98	1.62	-----	-----
D15	45	14/131	10.69	4/61	6.56	0.98	-----	-----
C1	11	3/131	2.29	0/61	0	1.76	-----	-----
C2	31	13/131	9.92	2/61	3.28	1.9	-----	-----
D1	59	16/131	12.21	7/61	11.48	0.14	-----	-----
D5	54	10/131	7.63	5/61	8.2	0.14	-----	-----
D8	12	24/131	18.32	10/61	16.39	0.33	-----	-----
E1	51	33/131	25.19	13/61	21.31	0.6	-----	-----
E2	32	8/131	6.11	1/61	1.64	1.71	-----	-----
F2	26	22/131	16.79	6/61	9.84	1.4	-----	-----
G1	22	9/131	6.87	2/61	3.28	1.13	-----	-----
G2	33	9/131	6.87	3/61	4.92	0.56	-----	-----
H1	8	36/131	27.48	21/61	34.43	0.95	-----	-----
H2	48	7/131	5.34	4/61	6.56	0.35	-----	-----
H3	16	5/131	3.82	4/61	6.56	0.78	-----	-----
H4	23	35/131	26.72	9/61	14.75	1.99	-----	-----
I2	19	91/131	69.47	34/61	55.74	1.83	-----	-----
I4	53	27/131	20.61	9/61	14.75	1.01	-----	-----
I5	39	55/131	41.98	17/61	27.87	1.81	-----	-----
J1	21	58/131	44.27	18/61	29.51	2.03	-----	-----
J6	55	50/131	38.17	19/61	31.14	0.97	-----	-----
K1	37	25/131	19.08	19/61	31.14	1.77	-----	-----
K5	18	7/131	5.34	3/61	4.92	0.12	-----	-----
L1	14	9/131	6.87	3/61	4.92	0.56	-----	-----
L2	60	23/131	17.56	7/61	11.48	1.16	-----	-----
L3	4	25/131	19.09	10/61	16.39	0.46	-----	-----
M1	2	3/131	2.92	0/61	0	1.76	-----	-----
M2	28	8/131	6.11	0/61	0	2.92	3.89 (.05)	Signif
N1	57	41/131	31.3	15/61	24.59	0.98	-----	-----
N2	40	37/131	28.24	12/61	19.67	1.32	-----	-----
P1	49	3/131	2.92	1/61	1.64	0.34	-----	-----
P2	44	11/131	8.4	2/61	3.28	1.53	-----	-----
Q1	17	9/131	6.87	5/61	8.2	0.31	-----	-----
Q2	24	4/131	3.05	3/61	4.92	0.61	-----	-----
Q3	46	2/131	1.53	1/61	1.64	0.52	-----	-----
Q9	30	6/131	4.58	2/61	3.28	0.44	-----	-----
R7	6	24/131	18.32	8/61	13.11	0.95	-----	-----
R14	10	19/131	14.5	11/61	18.03	0.6	-----	-----
S1	34	10/131	7.63	2/61	3.28	1.32	-----	-----
S3	13	7/131	5.34	5/61	8.2	0.72	-----	-----

TOTAL: 1067/6550

394/3050

Cons No. = Construction number; Att. No. = Attitude Test item number; F= Female; M = Male; n = number of subjects; Signif = Significant difference. (Figures in brackets in χ^2 column are probability values)

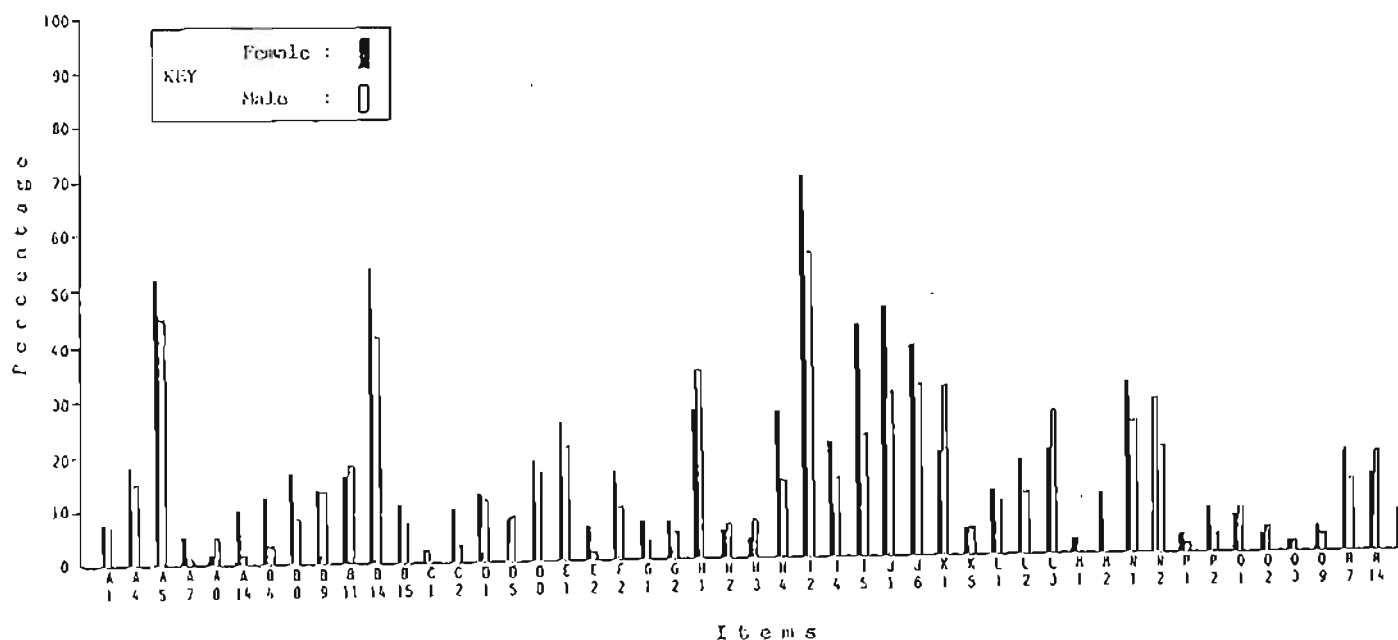


Fig. xv Sex comparisons: Denial of existence of NE forms: Percentages (taken from Table 11)

3.6 Actual use coupled with reported use

In this analysis, individual response combinations are examined. Of those who actually used the NE form on a particular item of the Use Test, the percentages who admitted using such forms on the equivalent item on the Attitude Test were calculated and informally compared with those denying usage. Thus responses of "3/4 + A/B" (users who admitted use) and "3/4 + C/D/E" (users who denied use) were compared for each syntactic construction for each group. The numerical results are presented in Tables 12 (p 102), 13 (p 104), 14 (p 105) and 15 (p 107) for Indian, European, female and male Ss respectively.

With respect to all groups, denial of use predominated. In the case of Indian Ss, denials were in the majority on 28 of the 46 Use Test items that elicited NE forms from this group, denials and admissions were equal on two items, and on sixteen items admissions were in the majority. Figure xvi (p 103) presents these results graphically. A similar picture holds for European Ss, where denial of use exceeded admission on 23 of the thirty items that elicited NE forms. Denials and admissions were equal on three items whereas admissions exceeded denials on four items, as can be seen in graph form in Figure xvii (p 103).

With regard to the female group, Figure xviii (p 106) shows denial of use exceeding admission on 29 of the 46 items involved, denials equalling admissions on three items, and admissions exceeding denials on only fourteen items. Likewise, male Ss denied use more often than they admitted use on thirty of the 45 items concerned, they denied and admitted use equally often on three items, and they admitted use more often on only twelve items. This can be seen in Figure xix (p 106).

Table 12: Indian group: actual use of NE forms coupled with admission and denial of habitual use

Cons No.	Use No.	Att No.	n using NE (Use 3/4)	admitting (Att A/D)		denying (Att C/D/E)		no R	
				n	%	n	%	n	%
A1	5	9	3	0	0	3	100	0	0
A4	22	35	8	1	12.5	7	87.5	0	0
A5	8	25	45	7	15.56	38	84.44	0	0
A7	31	27	5	3	60	2	40	0	0
A8	13	5	16	5	31.25	11	68.75	0	0
A14	43	41	15	4	26.67	11	73.33	0	0
B4	34	43	5	1	20	4	80	0	0
B8	9	50	11	0	0	11	100	0	0
B9	23	36	83	18	21.69	65	78.31	0	0
B11	29	3	14	7	50	7	50	0	0
B14	46	56	14	0	0	14	100	0	0
B15	17	45	31	13	41.94	18	58.06	0	0
C1	24	11	35	23	65.71	12	34.29	0	0
C2	41	31	36	20	55.56	15	41.67	1	2.77
D1	19	59	72	19	26.39	53	73.61	0	0
D5	50	54	43	25	58.14	18	41.86	0	0
D8	47	12	8	1	12.5	7	87.5	0	0
E1	42	51	60	5	8.33	55	91.67	0	0
E2	14	32	23	14	60.87	9	39.13	0	0
E2	11	26	40	8	20	32	80	0	0
G1	10	22	89	59	66.29	30	33.71	0	0
G2	30	33	43	22	51.16	21	48.84	0	0
H1	1	8	2	0	0	2	100	0	0
H2	40	48	3	3	100	0	0	0	0
H3	45	16	4	2	50	2	50	0	0
H4	27	23	4	1	25	3	75	0	0
I2	28	19	23	0	0	22	95.65	1	4.35
I4	44	53	7	1	14.29	6	85.71	0	0
I5	15	39	15	0	0	15	100	0	0
J1	33	21	24	0	0	24	100	0	0
J6	49	55	5	0	0	5	100	0	0
K1	39	37	67	11	16.42	56	83.58	0	0
K5	3	18	76	48	63.16	28	36.84	0	0
L1	20	14	0	0	0	0	0	0	0
L2	2	60	0	0	0	0	0	0	0
L3	37	4	0	0	0	0	0	0	0
M1	48	2	27	23	85.19	4	14.81	0	0
M2	6	20	92	66	71.74	26	28.26	0	0
N1	7	57	10	2	20	8	80	0	0
N2	4	40	5	0	0	5	100	0	0
P1	16	49	42	23	54.76	19	45.24	0	0
P2	12	44	33	10	30.3	23	69.7	0	0
Q1	32	17	5	2	40	3	60	0	0
Q2	26	24	26	18	69.23	8	30.77	0	0
Q3	30	46	8	5	62.5	3	37.5	0	0
Q9	18	30	15	6	40	9	60	0	0
R7	36	6	1	1	100	0	0	0	0
R14	21	10	0	0	0	0	0	0	0
S1	25	34	12	5	41.67	7	58.33	0	0
S3	35	13	14	9	64.29	5	35.71	0	0
TOTAL:			1219	491		726		2	

Cons No. = Construction number; Use No. = Use test item number; Att No. = Attitude Test item number; n = number of subjects; R = Response.

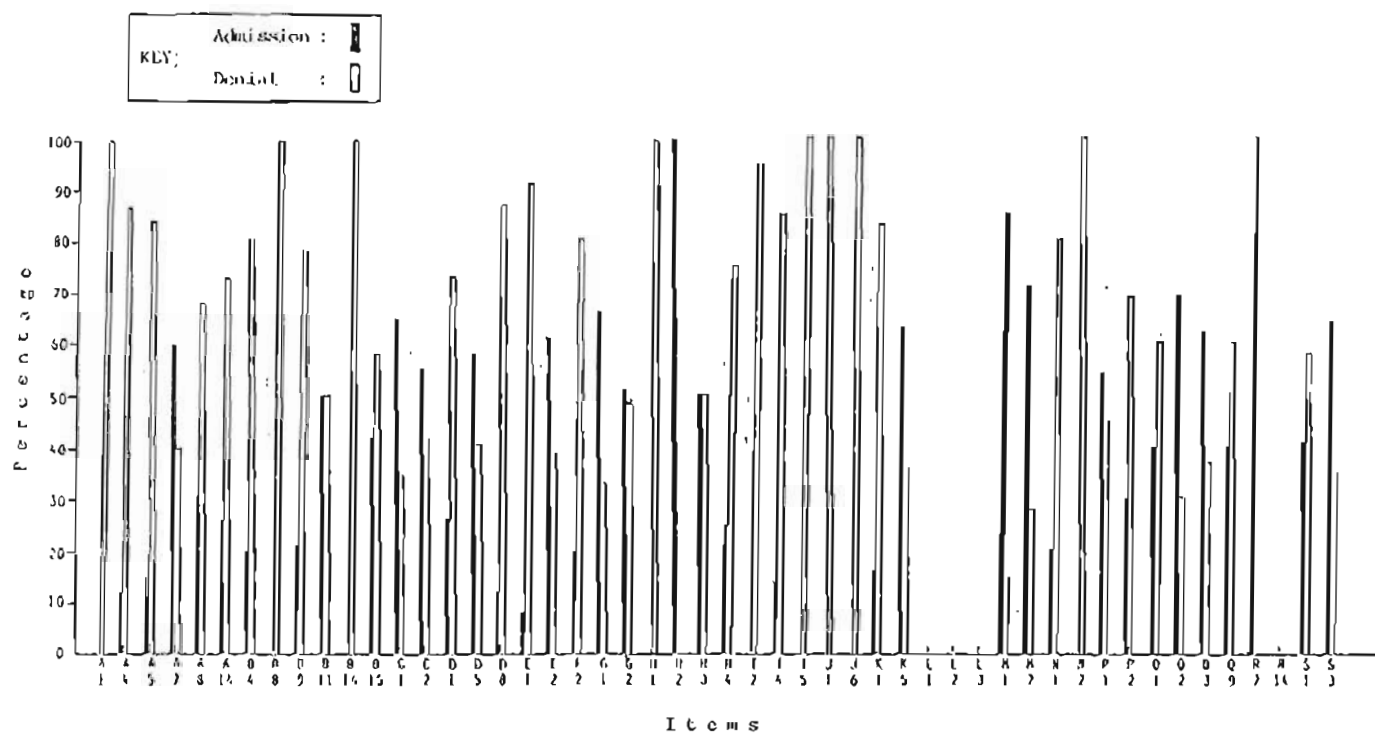


Fig. xvi Indian group. Actual usage of NE forms coupled with admission and denial of habitual use: Percentages (taken from Table 12)

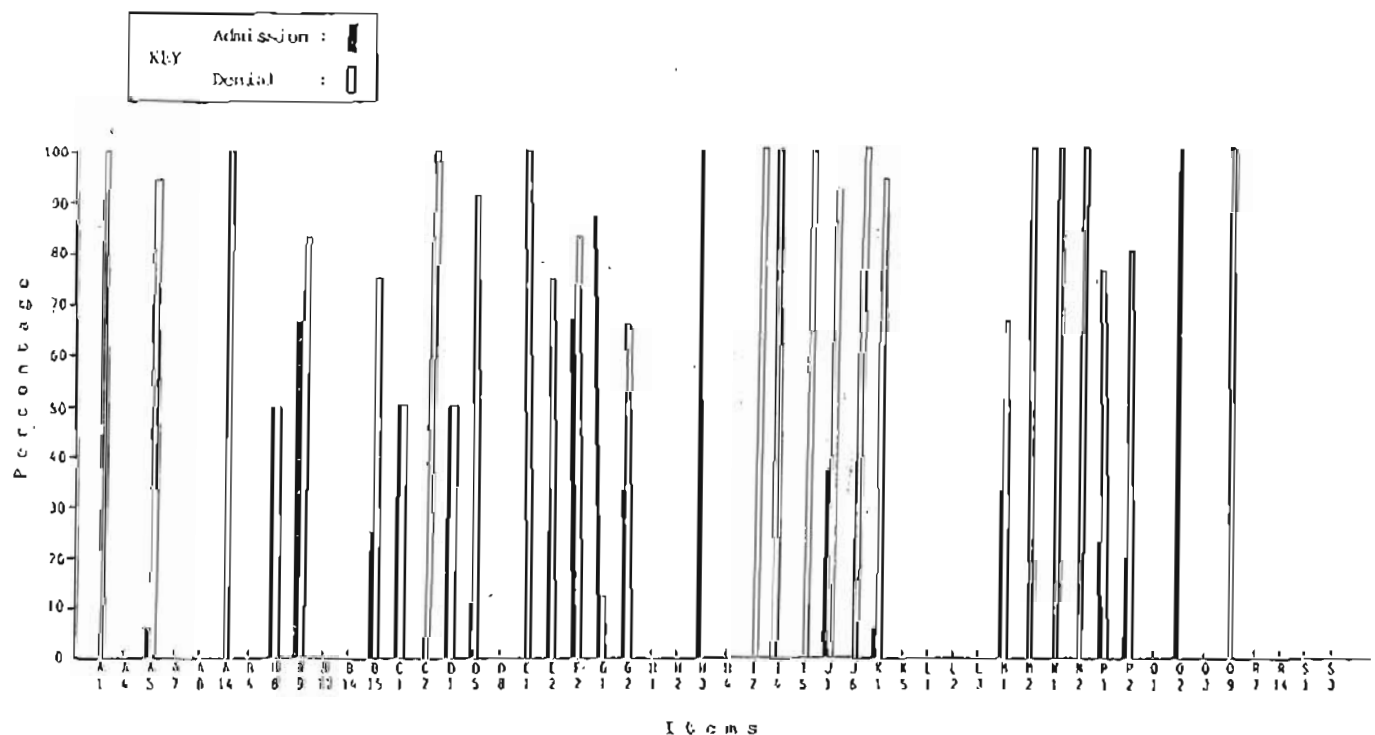


Fig. xvii European groups: Actual usage of NE forms coupled with admission and denial of habitual use: Percentages (taken from Table 13)

Table 13: European group: actual use of NE forms coupled with admission and denial of habitual use

Cons No.	Use No.	Att No.	n using NE (Use 3/4)	admitting (Att A/D)		denying (Att C/D/E)		no R	
				n	%	n	%	n	%
A1	5	9	1	0	0	1	100	0	0
A4	22	35	0	0	0	0	0	0	0
A5	8	25	18	1	5.56	17	94.44	0	0
A7	31	27	0	0	0	0	0	0	0
A8	13	5	0	0	0	0	0	0	0
A14	43	41	3	0	0	3	100	0	0
D4	34	43	0	0	0	0	0	0	0
D9	9	50	2	1	50	1	50	0	0
D9	23	36	6	1	16.67	5	83.33	0	0
B11	29	3	0	0	0	0	0	0	0
B14	46	56	0	0	0	0	0	0	0
B15	17	45	4	1	25	3	75	0	0
C1	24	11	2	1	50	1	50	0	0
C2	41	31	5	0	0	5	100	0	0
D1	19	59	2	1	50	1	50	0	0
D5	50	54	11	1	9.09	10	90.91	0	0
D8	47	12	0	0	0	0	0	0	0
E1	42	51	17	0	0	17	100	0	0
E2	14	32	4	1	25	3	75	0	0
F2	11	26	18	3	16.67	15	83.33	0	0
G1	10	22	33	29	87.80	4	12.12	0	0
G2	30	33	6	2	33.33	4	66.67	0	0
H1	1	0	0	0	0	0	0	0	0
H2	40	48	0	0	0	0	0	0	0
H3	45	16	1	1	100	0	0	0	0
H4	27	23	0	0	0	0	0	0	0
I2	28	19	19	0	0	19	100	0	0
I4	44	53	1	1	100	0	0	0	0
I5	15	39	3	0	0	3	100	0	0
J1	33	21	13	1	7.69	12	92.31	0	0
J6	49	55	2	0	0	2	100	0	0
K1	39	37	34	2	5.88	32	94.12	0	0
K5	3	18	0	0	0	0	0	0	0
L1	20	14	0	0	0	0	0	0	0
L2	2	60	0	0	0	0	0	0	0
L3	37	4	0	0	0	0	0	0	0
M1	48	2	3	1	33.33	2	66.67	0	0
M2	6	28	1	0	0	1	100	0	0
N1	7	57	1	0	0	1	100	0	0
N2	4	40	1	0	0	1	100	0	0
P1	16	49	13	3	23.08	10	76.92	0	0
P2	12	44	15	3	20	12	80	0	0
Q1	32	17	0	0	0	0	0	0	0
Q2	26	24	1	1	100	0	0	0	0
Q3	38	46	0	0	0	0	0	0	0
Q9	18	30	2	0	0	2	100	0	0
R7	36	6	0	0	0	0	0	0	0
R14	21	10	0	0	0	0	0	0	0
S1	25	34	0	0	0	0	0	0	0
S3	35	13	0	0	0	0	0	0	0
TOTAL:			242	55		187		0	

Cons No. = Construction number; Use No. = Use Test item number; Att No. = Attitude Test item number; n = number of subjects; R = response

Table 14: Female group: actual use of NE forms coupled with admission and denial of habitual use

Cons No.	Use No.	Alt No.	n using NE (Use 3/4)	admitting (Att A/B)		denying (Att C/D/E)		no R	
				n	%	n	%	n	%
A1	5	9	2	0	0	2	100	0	0
A4	22	35	3	0	0	3	100	0	0
A5	8	25	40	5	12.5	35	87.5	0	0
A7	31	27	3	2	66.67	1	33.33	0	0
A8	13	5	9	3	33.33	6	66.67	0	0
A14	43	41	10	2	20	8	80	0	0
B4	34	43	4	1	25	3	75	0	0
B8	9	50	9	1	11.11	8	88.89	0	0
B9	23	36	62	13	20.97	49	79.03	0	0
B11	29	3	11	5	45.45	6	54.55	0	0
B14	46	56	8	0	0	8	100	0	0
B15	17	45	22	7	31.82	15	68.18	0	0
C1	24	11	26	10	69.23	8	30.77	0	0
C2	41	31	26	17	65.38	9	34.62	0	0
D1	19	59	57	13	22.81	44	77.19	0	0
D5	50	54	38	21	55.26	17	44.74	0	0
D8	47	12	5	0	0	5	100	0	0
E1	42	51	54	5	9.26	49	90.74	0	0
E2	14	32	20	10	50	10	50	0	0
F2	11	26	40	7	17.5	33	82.5	0	0
G1	10	22	85	59	69.41	26	30.59	0	0
G2	30	33	35	17	48.57	18	51.43	0	0
H1	1	8	1	0	0	1	100	0	0
H2	40	48	2	2	100	0	0	0	0
H3	45	16	2	0	0	2	100	0	0
H4	27	23	2	0	0	2	100	0	0
I2	28	19	27	0	0	27	100	0	0
I4	44	53	5	0	0	5	100	0	0
I5	15	39	14	0	0	14	100	0	0
J1	33	21	26	0	0	26	100	0	0
J6	49	55	3	0	0	3	100	0	0
K1	39	37	70	11	15.71	59	84.29	0	0
K5	3	18	62	43	69.35	19	30.65	0	0
L1	20	14	0	0	0	0	0	0	0
L2	2	60	0	0	0	0	0	0	0
L3	37	4	0	0	0	0	0	0	0
M1	40	2	18	16	88.89	2	11.11	0	0
M2	6	28	67	50	74.63	17	25.37	0	0
N1	7	57	7	2	28.57	5	71.43	0	0
N2	4	40	4	0	0	4	100	0	0
P1	16	49	36	19	52.78	17	47.22	0	0
P2	12	44	33	11	33.33	22	66.67	0	0
Q1	32	17	4	1	25	3	75	0	0
Q2	26	24	21	16	76.19	4	19.05	1	4.76
Q3	38	46	7	4	57.14	3	42.86	0	0
Q9	18	30	10	5	50	5	50	0	0
R7	36	6	1	1	100	0	0	0	0
R14	21	10	0	0	0	0	0	0	0
S1	25	34	10	5	50	5	50	0	0
S3	35	13	11	8	72.73	3	27.27	0	0
TOTAL:			1012	400		611			

Cons No. = Construction number; Use No. = Use Test item number; Alt No. = Attitude Test item number; n = number of subjects; R = Response

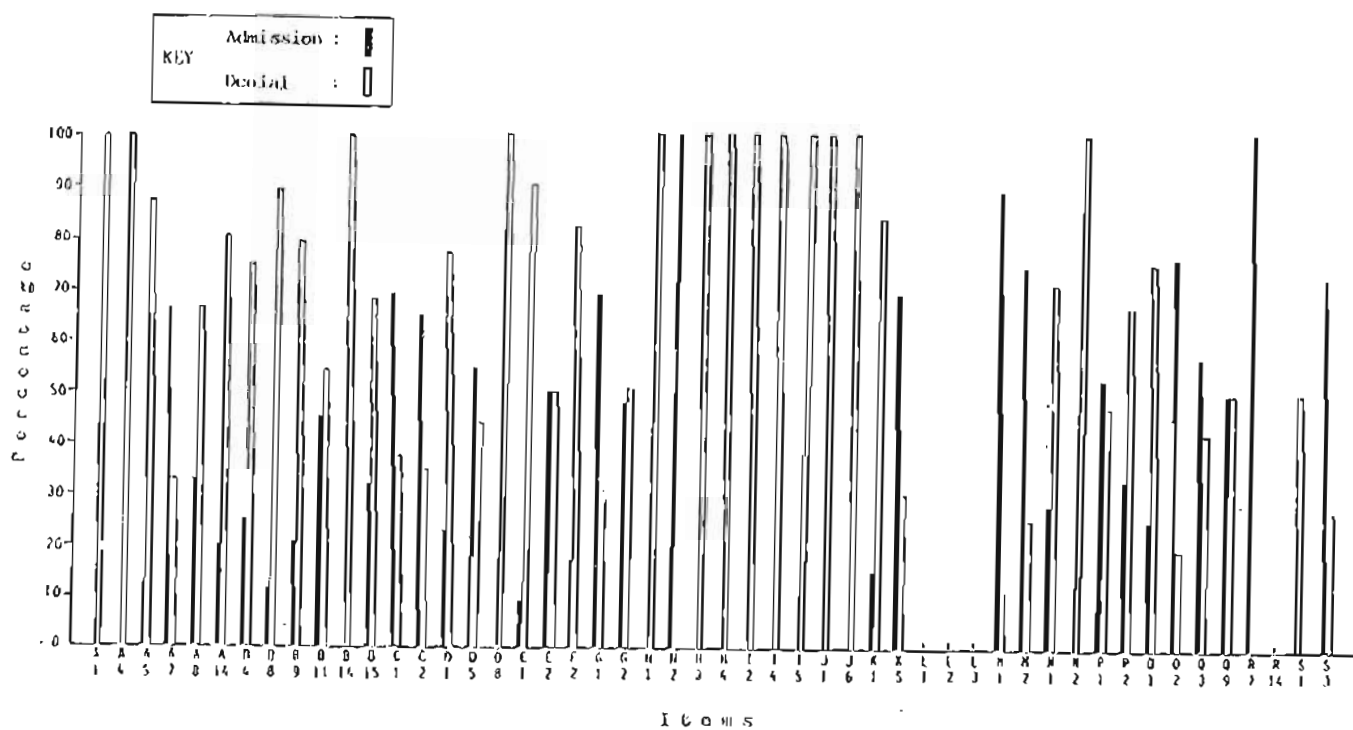


Fig. xviii Female group: Actual usage of NE forms coupled with admission and denial of habitual use: Percentages (taken from Table 14)

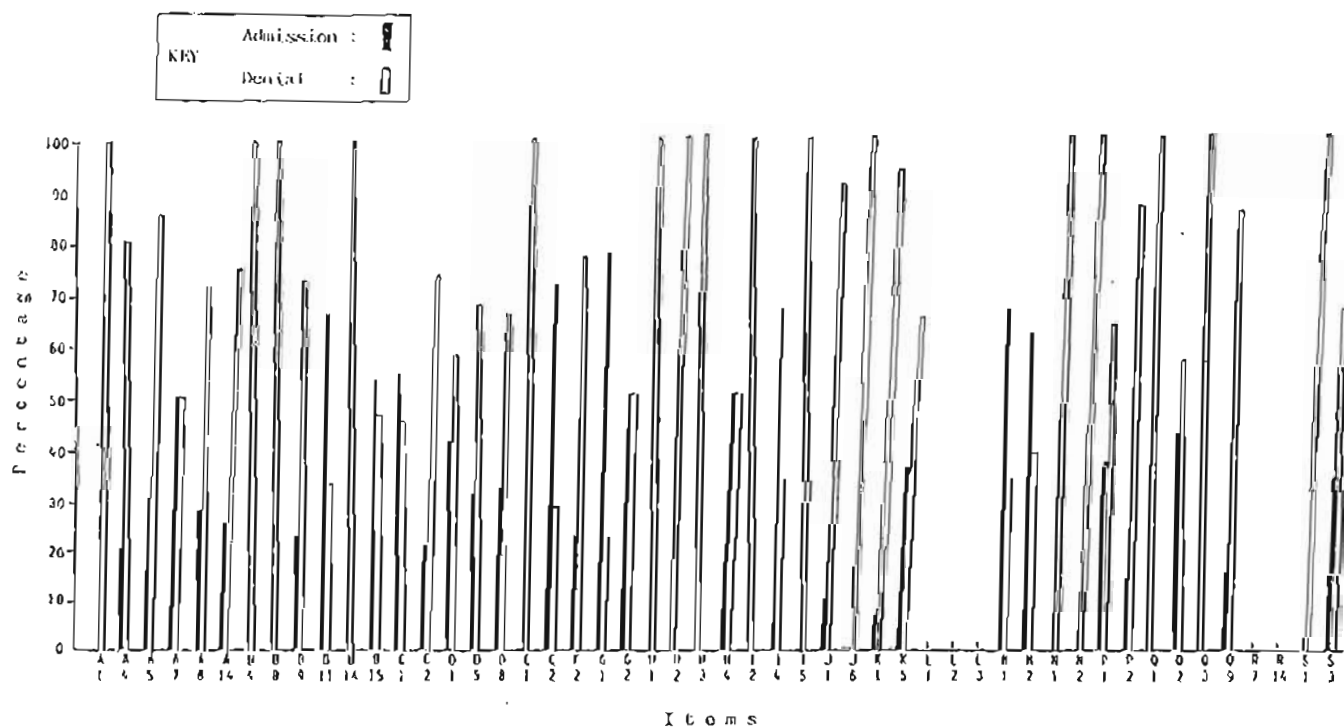


Fig. xix Male group: Actual usage of NE forms coupled with admission and denial of habitual use: Percentages (taken from Table 15)

Table 15: Male group: actual use of NE forms coupled with admission and denial of habitual use

Cons No.	Use No.	Att No.	n using NE (Use 3/4)	admitting (Att A/B) n	%	denying (Att C/D/E) n	%	no R n	%
A1	5	9	2	0	0	2	100	0	0
A4	22	35	5	1	20	4	80	0	0
A5	8	25	23	3	13.04	20	86.96	0	0
A7	31	27	2	1	50	1	50	0	0
A8	13	5	7	2	28.57	5	71.43	0	0
A14	43	41	8	2	25	6	75	0	0
B4	34	43	1	0	0	1	100	0	0
B8	9	50	4	0	0	4	100	0	0
B9	23	36	27	6	22.22	21	77.78	0	0
B11	29	3	3	2	66.67	1	33.33	0	0
B14	48	56	6	0	0	6	100	0	0
B15	17	45	13	7	53.85	6	46.15	0	0
C1	24	11	11	6	54.55	5	45.45	0	0
C2	41	31	15	3	20	11	73.33	1	6.67
D1	19	59	17	7	41.10	10	58.82	0	0
D5	50	54	16	5	31.25	11	68.75	0	0
D8	47	12	3	1	33.33	2	66.67	0	0
E1	42	51	23	0	0	23	100	0	0
E2	14	32	7	5	71.43	2	28.57	0	0
F2	11	26	18	4	22.22	14	77.78	0	0
G1	10	22	37	29	78.38	8	21.62	0	0
G2	30	33	14	7	50	7	50	0	0
H1	1	8	1	0	0	1	100	0	0
H2	40	48	1	1	100	0	0	0	0
H3	45	16	3	3	100	0	0	0	0
H4	27	23	2	1	50	1	50	0	0
I2	20	19	14	0	0	14	100	0	0
I4	44	53	3	2	66.67	1	33.33	0	0
I5	15	39	4	0	0	4	100	0	0
J1	33	21	11	1	9.09	10	90.91	0	0
J6	49	55	4	0	0	4	100	0	0
K1	39	37	31	2	6.45	29	93.55	0	0
K5	3	10	14	5	35.71	0	64.29	0	0
L1	20	14	0	0	0	0	0	0	0
L2	2	60	0	0	0	0	0	0	0
L3	37	4	0	0	0	0	0	0	0
M1	40	2	12	8	66.67	4	33.33	0	0
M2	6	20	26	16	61.54	10	38.46	0	0
N1	7	57	4	0	0	4	100	0	0
N2	4	40	2	0	0	2	100	0	0
P1	16	49	19	7	36.84	12	63.16	0	0
P2	12	44	15	2	13.33	13	86.67	0	0
Q1	32	17	1	1	100	0	0	0	0
Q2	26	24	7	3	42.86	4	57.14	0	0
Q3	38	46	1	1	100	0	0	0	0
Q9	10	30	7	1	14.29	6	85.71	0	0
R7	36	6	0	0	0	0	0	0	0
R14	21	10	0	0	0	0	0	0	0
S1	25	34	2	0	0	2	100	0	0
S3	35	13	3	1	33.33	2	66.67	0	0
TOTAL:			449	146		302			

Cons No. = Construction number; Use No. = Use Test item number; Att No. = Attitude Test item number; n = number of subjects; R = response

Table 16 : Summary of ethnic comparisons: majority and significance

Cons:	Description of construction	Use of NE Tab. 2	Adm. of NE use Tab. 4	Accept. of NE Tab. 6	Reject. of NE Tab. 8	Den. of NE exis Tab. 10	Use+Adm/ Den: maj T. 12&13
A	SV agreement : 3rd person singular S does NOT take present tense/ singular marker on V						
A1	S=pron; O does not begin with /s/	I > E	E > I	I > E	E > I	E > I	I:D > A E:D > A
A4	S=pron; V+/es/ = 2 syllables	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E: -
A5	V = cop	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I:D > A E:D > A
A7	V = aux has	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I:A > D E: -
A8	V = aux do	I > E SIGNIF	I > E	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E: -
A14	V ends in /s/ and O begins with /s/	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E:D > A
B	SV agreement : 3rd person plural S takes present tense / singular marker on V						
B4	V = aux is	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E: -
B8	S = NP; V = verb	I > E	I > E	I > E SIGNIF	E > I SIGNIF	E > I	I:D > A E:D = A
B9	V = aux do	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I:D > A E:D > A
B11	V = aux has	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I:D = A E: -
B14	V+/es/ = 2 syllables	I > E SIGNIF	I > E	I > E	E > I	I > E SIGNIF	I:D > A E: -
B15	V ends in /s/ and O begins with /s/	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E:D > A
C	Indefinite singular pronoun replaces plural NP						
C1	As above	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I:A > D E:D = A
C2	As above	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I:A > D E:D > A
D	Have+on : ed replaces on						
D1	+should; +irreg V	I > E SIGNIF	I > E	I > E SIGNIF	E > I SIGNIF	E > I	I:D > A E:D = A
D5	+might; +irreg V	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I:A > D E:D > A
D8	had+en; -2nd aux	I > E SIGNIF	I > E	I > E SIGNIF	E > I SIGNIF	I > E	I:D > A E: -
E	Have+on : have omitted						
E1	had : aux ends with /d/ and V begins with /d/	I > E SIGNIF	I > E	I > E	E > I	E > I	I:D > A E:D > A
E2	has: no double /d/	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I:A > D E:D > A
F	Have+got (possession) : have omitted						
F2	has	I > E	I > E	I > E	E > I	I > E	I:D > A E:D > A
G	Have+on replaces simple past tense construction						
G1	As above	I > E SIGNIF	E > I	I > E SIGNIF	E > I SIGNIF	I > E	I:A > D E:A > D
G2	As above	I > E SIGNIF	E > I	I > E SIGNIF	E > I SIGNIF	E > I	I:A > D E:D > A

Cons	Description of construction	Use of NE Tab. 2	Adm. of NE use Tab. 4	Accept. of NE Tab. 6	Reject. of NE Tab. 8	Den. of NE exis Tab. 10	Use+Adm/Den: maj T. 12/13
H	Is+ing : <i>is</i> omitted						
H1	<i>is</i>	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I: D > A E: -
H2	<i>is</i> : aux ends with /s/; V starts with /s/	I > E	I > E	I > E SIGNIF	E > I SIGNIF	I > E	I: A > D E: -
H3	<i>are</i>	I > E	E > I	E > I	I > E	I > E SIGNIF	I: D = A E: A > D
H4	<i>are</i> : aux ends with /r/; V starts with /r/	I > E	I > E	I > E	E > I	I > E	I: D > A E: -
I	Is+ing replaces simple past tense construction						
I2	<i>is</i>	E > I	E > I	I > E	E > I	I > E SIGNIF	I: D > A E: D > A
I4	<i>are</i>	I > E	E > I SIGNIF	E > I	I > E	I > E SIGNIF	I: D > A E: A > D
I5	<i>am</i>	I > E	I > E	I > E	E > I	I > E	I: D > A E: D > A
J	Is+ing replaces simple present tense construction						
J1	<i>am+ing</i>	I > E	E > I	E > I	I > E	I > E SIGNIF	I: D > A E: D > A
J6	<i>is+ing</i>	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I: D > A E: D > A
K	Is+ing construction replaces have+en construction						
K1	<i>am+have</i>	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I: D > A E: D > A
K5	<i>is+has</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: A > D E: -
L	Obligatory <i>do</i> omitted in questions						
L1	<i>do</i>	-	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E SIGNIF	I: - E: -
L2	<i>did</i>	-	I > E SIGNIF	I > E SIGNIF	E < I SIGNIF	E < I SIGNIF	I: - E: -
L3	<i>does</i>	-	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I: - E: -
M	Auxiliary <i>would</i> omitted in future conditional tense						
M1	As above	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: A > D E: D > A
M2	As above	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: A > D E: D > A
N	Auxiliary <i>will</i> omitted in future tense construction						
N1	As above	I > E	I > E	I > E	E > I	I > E	I: D > A E: D > A
N2	As above	I > E	I > E	E > I	I > E	I > E SIGNIF	I: D > A E: D > A
P	Past tense auxiliary <i>had</i> replaces present tense auxiliaries <i>has/have</i>						
P1	<i>has</i>	I > E	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: A > D E: D > A
P2	<i>has</i>	I > E	I > E	I > E SIGNIF	E > I SIGNIF	E > I	I: D > A E: D > A

Cons	Description of construction	Use of NE Tab. 2	Adm. of NE use Tab. 4	Accept. of NE Tab. 6	Reject. of NE Tab. 8	Den. of NE exis Tab. 10	Use+Adm/ Den: maj T. 12/13
Q	Present tense aux/cop/verb used with past tense verb in complex sentences						
Q1	<i>will</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: D > A E: -
Q2	<i>can</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: A > D E: A > D
Q3	aux. <i>is</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	I > E	I: A > D E: -
Q9	verb	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: D > A E: D > A
R	Auxiliary/copula verb not reversed with S in questions						
R7	Aux <i>is</i>	I > E SIGNIF	I > E SIGNIF	I > E	E > I	E > I	I: A > D E: -
R14	Aux <i>will</i>	-	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I: - E: -
S	Cop/aux reversed with NP in statements involving a WH conjunction						
S1	<i>where</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I	I: D > A E: -
S3	<i>what</i>	I > E SIGNIF	I > E SIGNIF	I > E SIGNIF	E > I SIGNIF	E > I SIGNIF	I: A > D E: -

Cons = Construction, I = Indian, E = European, Adm., A = admission, Den., D = denial, > = greater than (i.e. majority shown), Accept = acceptance, Reject = rejection, S = subject, O = object, V = verb, pron = pronoun, cop = copula, aux = auxiliary, NP = noun phrase, irreg = irregular.

Note: Last column on right = Actual use coupled with admission and denial of use, group in the majority is indicated.

3.7 Responses to dummy items on Attitude Test

The percentages of each type of response for all Ss combined are given in Table 17 (p 111). Since categories A and C both represent acceptance of the utterances, the percentages were added to assess the effectiveness of the items as "neutral" utterances. The percentages were also

totalled for A, B and C responses, since B responses could also be interpreted as acceptance in that admission of use implies acceptability (Van Dijk, 1977).

When only A and C percentages were combined, all dummy items except item 2 achieved a total in or above the seventies. Item 2 had a combined percentage of only 51,6%. When B response percentages were included in the totals, however, all items were found to have a total in the seventies or above, with item 8 having a total percentage of 99,4%.

Table 17: Analysis of responses to dummy items on attitude test, by all Ss combined (192 Ss).

Item No.	%A	%B	%C	%D	%E	%0	%A+C	%A+B+C
1	66,7	14,1	12,5	6,3	0,5	0	79,2	93,3
7	36,5	22,9	15,1	20,8	4,7	0	51,6	74,5
15	83,9	4,2	6,8	3,1	1,6	0,5	90,7	94,9
20	57,3	16,7	15,6	9,9	0,5	0	72,9	89,6
29	70,8	15,6	8,3	4,2	1,0	0	79,1	94,7
38	69,8	14,6	8,3	6,8	0,5	0	78,1	92,7
42	75,0	10,4	10,4	3,1	0,5	0,5	85,4	95,8
47	88,5	8,3	2,6	0,5	0	0	91,1	99,4
52	55,7	18,2	17,2	8,3	0,5	0	72,9	91,1
58	70,3	21,9	6,3	1,6	0	0	76,6	98,5

3.8 Uncertainty indicators

A total of 144 changes were made to responses on the Use Test, i.e. instances of crossing out and rewriting. Of these, 114 were in the direction of NE to SE. As can be seen from Table 18 (p 112), most changes, both in the direction of SE and in the direction of NE, were made by Indian Ss as opposed to European Ss. This is gauged by

comparing the obtained percentages with the expected percentages in each case (see p 76 for explanation of expected percentages). The deviation from the expected is more marked in the case of changes in the direction of NE. Regarding sex differences, most of the changes made were by female Ss as opposed to male Ss, as evidenced by comparisons between the obtained percentages and the expected percentages. As in the ethnic analysis, the deviation from the expected is more marked in the case of changes in the direction of NE.

Table 18: Uncertainty indicators (changes made to responses on the Use test)

Changes from NE to SE:	Indian	Europ.	Female	Male
No. of changes:	80/114	34/114	88/114	26/114
Percentage:	70,18	29,82	77,19	22,81
Expected percentage:	63,54	36,46	68,23	31,77
Changes from SE to NE:	Indian	Europ.	Female	Male
No. of changes:	26/30	4/30	26/30	4/30
Percentage:	86,67	13,33	86,67	13,33
Expected percentage:	63,54	36,46	68,23	31,77

(No. = number, Europ. = European)

3.9 Additional NE grammatical/semantic forms used on the Use Test

The reader is referred to Appendix B (p 194) for explanations and examples of the NE constructions discussed, and to Tables 19 (p 114) and 20 (p 115) for the numerical results of this analysis.

The most common NE feature produced incidentally was adverb/aspect mismatch (129 instances) which concerns semantic and grammatical contradiction. An adverb of time is used in conjunction with a verb form denoting a different time element, e.g. *nowadays, he was often sick, he went already* and *he ran the Comrades for the past twenty years*. Another commonly used but unelicited NE construction (112 instances) was the G class where the have+en construction replaces the simple past tense. Other unelicited NE constructions noted were the A, C, CC, D, E, H, I, J, W, Y and Z classes.

Regarding ethnic comparisons, Indian Ss were responsible for the majority of these unelicited forms in the case of all constructions. Even when the obtained percentages are compared with the expected percentages, this still holds, as can be seen from Table 19. In the case of all the additional unelicited forms, the percentage produced by Indian Ss is greater than the expected percentage. The deviation from the expected is most marked on the NE lexical items and unelicited D, I, J and Z constructions, and least marked on unelicited G construction forms.

When analysed in terms of sex, the majority of unelicited NE forms is noted to have been produced by females, with the Z construction class being the only class where more instances were produced by males (Table 20, p115). However, when the obtained percentages are compared with the

expected percentages, it can be seen that female Ss exceeded the expected percentages in only seven instances, with males exceeding the expected figures in the remaining seven. Thus no one sex group predominates in the overall use of unelicited NE forms. The class of adverb/aspect mismatch is noted to have been produced in virtually the expected ratios.

Table 19: Race comparisons regarding additional grammatical/semantic forms of responses on use test (all responses and items combined)

Form	Instances of form	Rs by I Ss		Rs by E Ss	
		n	%	n	%
Adverb/aspect mismatch	129	100	77.52	29	22.48
NE lexical items	22	22	100	0	0
Unelicited A constr.	9	8	88.09	1	11.11
Unelicited C constr.	11	10	90.91	1	9.09
Unelicited CC constr.	8	7	87.5	1	12.5
Unelicited D constr.	3	3	100	0	0
Unelicited E constr.	9	7	77.78	2	22.22
Unelicited G constr.	112	73	65.18	39	34.82
Unelicited H constr.	7	6	85.71	1	14.29
Unelicited I constr.	3	3	100	0	0
Unelicited J constr.	1	1	100	0	0
Unelicited W constr.	16	13	81.25	3	18.75
Unelicited Y constr.	11	9	81.82	2	18.18
Unelicited Z constr.	9	9	100	0	0

Rs = responses, I = Indian, E = European

Note: expected percentages, based on number of Ss in each group are:
 Indian Ss : 63.54 % (122/192 X 100)
 European Ss: 36.46 % (70/192 X 100)

Table 20: Sex comparisons regarding additional grammatical/semantic forms of responses on use test (all responses on all items combined)

Form	Instances of form	Rs by F n	Ss %	Rs by M n	Ss %
Adverb/aspect mismatch	129	88	68,22	41	31,78
NE lexical items	22	16	72,73	6	27,27
Unelicited A constr.	9	6	66,67	3	33,33
Unelicited G constr.	11	8	72,73	3	27,27
Unelicited CC constr.	8	5	62,5	3	37,5
Unelicited D constr.	3	3	100	0	0
Unelicited E constr.	9	7	77,78	2	22,22
Unelicited G constr.	112	74	66,07	38	33,93
Unelicited H constr.	7	3	42,86	4	57,14
Unelicited I constr.	3	3	100	0	0
Unelicited J constr.	1	1	100	0	0
Unelicited W constr.	16	14	87,5	2	12,5
Unelicited Y constr.	11	6	54,55	5	45,45
Unelicited Z constr.	9	3	33,33	6	66,67

Rs = responses, F = female, M = male

Note: expected percentages, based on number of Ss in each group, are:

Female Ss : 68,23 % (131/192 X 100)

Male Ss : 31,77 % (61/192 X 100)

3.10. Frequent response combinations on the Use Test

The combination referred to as 32(Q1):2G on p 73 refers to item 32 on the Use Test, which contains the Q1 construction, and which was responded to with a category 2 response (RSE) and an unelicited G construction, e.g. *I had hoped you would come...* and *I hoped you would have come...* instead of *I hoped you would come...*. There were altogether 96 instances of this response combination, with European Ss

being responsible for relatively more of these instances than were Indian Ss; i.e. the obtained percentage of European Ss was greater than the expected percentage. Similarly, males produced relatively more of these patterns than did females.

The combination referred to as 47(D8):5A/AM on p 73 refers to item 47 on the Use Test, which contains the D8 construction and which was responded to with a category 5 response ("Other") and also with an adverb/aspect mismatch, e.g. *He went home already* instead of *He has gone home already*. A total of 72 instances of this response combination was produced, with Indian Ss producing relatively more than European Ss, and females producing relatively more than males. Table 21 (below) presents the numerical data.

Table 21: Frequent response combinations

32(Q1):2G	Indian	Europ.	Female	Male
No. of instances:	57/96	39/96	61/96	35/96
Percentage:	59,38	40,63	63,54	36,46
Expected percentage:	63,54	36,46	68,23	31,77
47(D8):5A/AM	Indian	Europ.	Female	Male
No. of instances:	66/72	6/72	51/72	21/72
Percentage:	91,67	8,33	70,83	29,17
Expected percentage:	63,54	36,46	68,23	31,77

(No. = number, Europ. = European)

CHAPTER 4 : DISCUSSION

The results of this research may be interpreted as a function of the subjects (ethnic and sex variables), or as a function of the experimental design, the elicitation techniques selected within the overall design, or the items themselves (content). As this research is based on an original design, original elicitation techniques and original item construction, it can be regarded as both testing subjects and testing a test. Both aspects are discussed below.

4.1 Discussion of results in terms of the tests

Experimental design

The design was original in several respects, the most important being the use of statistical tests of significance and the development of criteria for evaluating the results in terms of dialectal features (see 4.2). Furthermore, the design was original with respect to subject, examiner and speaker selection criteria, the mode and nature of stimulus presentation, the type of instructions given, the use of only one type of elicitation technique, the tasks selected, the linguistic analysis procedures used, the nature of the attitude response options and the inclusion of dummy items. It is felt that the modified design used in this research was successful in

that a large number of significant group differences was obtained and syntactic features of SAIE could be postulated.

Within the general design of elicitation, the use of test sentences that did not contain NE forms was also judged to be successful. Although the use of neutral sentences involved the risk that no NE forms would be elicited, NE forms *were* used, and because these were not hinted at in the test sentences, they could more reliably be ascribed to habitual usage.

Out of a total of 9600 responses (192 Ss X 50 items), 1461 (15,22%) contained the target NE forms (see Table 2, p 79). Considering the formality of the situation and the fact that not all Ss were likely to use the NE variety being investigated, this is felt to be a satisfactory percentage. The specific instruction to change only what was absolutely necessary and the explanation that the test concerned listening skill could have artificially raised the percentage but it is doubtful whether any Ss would have been able to tolerate sentences that they judged to be grossly ungrammatical.

The Attitude Test involved less risk in that it was more likely that attitudes would be elicited than it was that NE forms would be elicited. On the other hand, the complexity of the response options provided involved the risk that Ss

would respond randomly without consideration of their attitudes. The analysis of responses to the dummy items shows, however, that this did not occur and the design of the response options is therefore considered to have been successful.

Selection of syntactic constructions

Only some of the NE constructions reported by Crossley (1984) were investigated and the success of the selection of these can be evaluated on the basis of the degree to which the classes were elicited. This information appears in Table 22 below.

Table 22: Degree to which classes were elicited

Class	No. of NE Rs	Possible No. of Rs	Percentage of items that elicited NE responses
A	114	1152	9,9
B	170	1152	14,76
C	78	384	20,31
D	136	576	23,61
E	104	384	27,08
F	58	192	30,21
G	171	384	44,53
H	14	768	1,82
I	68	576	11,81
J	44	384	11,46
K	177	384	46,09
L	0	576	0
M	123	384	32,03
N	17	384	4,43
P	103	384	26,82
Q	57	768	7,42
R	1	384	0,26
S	26	384	6,77

Note: Possible No. of responses is calculated as:
192 Ss X No. of items in that class.

(No. = number, Rs = responses)

Of the 18 NE classes selected for testing, some proved more difficult than others to elicit in the test format used. The H class (is+ing: *is* omitted) was manifested in only 1,82 % of the total number of responses to the items in this class, the L class (Obligatory *do* omitted in questions) was not manifested at all, the R class (Aux/Cop not reversed in questions) was evident in only 0,26 % of responses and the N class (Aux. *will* omitted in future tense) in only 4,43%. The reasons for low elicitation success cannot be ascribed to any factor in particular. Possible reasons are a low frequency of usage in the populations in question, a low frequency of usage in formal situations or in written language, poor item construction (test sentence and task selected) or general difficulty in eliciting these forms as opposed to alternative forms. It can be noted that the two classes involving question forms (L and R classes) resulted in the lowest two elicitation percentages and it is felt that questions are particularly difficult to elicit since the task ("Ask a question...") often leads to questions other than the target questions. Since there was no other elicitation research on which to base the choice of syntactic classes, and thus no way of knowing the potential of the technique to elicit the constructions in each case, the choice in this research is felt to have been satisfactory.

Item selection and construction

Within any syntactic class, an infinite number of items can be constructed, with variations of forms within a class (e.g. different auxiliaries) and variations in the content, lexical items and task used to construct the item. As no comparable research existed on which to base item construction, it was perhaps inevitable that some wrong decisions would be made. Many Use Test items elicited unexpected and hence unusable responses which nevertheless complied with the task demanded. For example, item A1 had as the test sentence, *They take this medicine every day on doctor's orders* with the task being to change *they* to *he*. Some Ss responded with *He will take...*, which avoids the issue of marking the verb for present tense with a singular subject (*takes*) and yet complies with the task. Other items such as F2, H4, I2, I4, P1 and P2 elicited numerous different versions of "other" responses, suggesting poor item construction. Items such as A5, A14, B8, H1 and H3, on the other hand, produced very few versions of "other" responses, suggesting less misinterpretation and better item construction.

On the Attitude Test, the sentence for I2, *A bee is stinging me yesterday*, elicited much laughter when presented and is considered a poorly constructed item as a result; if any Ss were about to respond with acceptance, the group laughter would have influenced them to reject the

sentence. On the other hand, this construction may be very highly stigmatized generally so that no item, no matter how cleverly constructed, would have elicited acceptance.

The dummy items were intended to prevent anticipation of NE in every test sentence and the fact that nine of the ten dummy items were rated as acceptable by over 70% of Ss (A + C responses: see Table 17, p 111), suggests they achieved this purpose. Had there been only one dummy item with a high level of acceptance, it would still prove that Ss were discriminating in their responses. As it was, the highest percentage of Ss rating an item as acceptable was 91,1% for dummy item 8. When the criterion of acceptance is taken to include admission of habitual use (A + B + C responses), the highest percentage is 99,4%, also for item 8.

It is possible that the actual items selected as dummy items were in fact not sufficiently neutral. A high percentage of Ss rating a dummy item as acceptable is indicative of a valid procedure, but a low percentage could indicate either poor validity or poor item construction. Dummy item 7 with an acceptance rate of only 51,6% could be a case in point. The sentence was *My car got scratched the other day*. This could have been regarded as unacceptable owing to experience with prescriptive grammar teachers who decry the word *got*. Ss may have preferred *My car became scratched....* or *My car was scratched....*

4.2 Discussion of results in terms of dialectal forms

The primary aim of this study was to identify syntactic forms that could be said to be features of SAIE. However, it is not only the significant differences on the Use Test that require interpretation since all results are indicative of some aspect of language usage or of the test design. The following criteria were thus formulated to serve as the basis for interpretation:

1. If there is a significant difference between the groups, the syntactic form involved is regarded as a feature of the language variety of the group in the majority. If the NE form is used by at least 10% of the total sample (i.e. by at least 19,2 Ss from either or both groups), then it is regarded as being in common usage, whereas a usage rate of less than 10% is regarded as indicating an uncommon form.
2. If there is no significant difference between the groups but there is at least a 10% usage rate over the total sample, the syntactic form can be regarded as a feature of some general variety used by people from both groups tested. Whether this general variety is in fact SE, or some variety associated with the region, student population or age group, cannot be determined. Such forms will simply be referred to as shared forms.

3. If there is no significant difference between the groups and the usage rate is less than 10%, then the form is regarded as not being a feature of SAIE, SE or a shared variety. Such forms may be rare in that they are used by very few people; they may not be in use at all, having been produced in error during the original collection of NE forms; or the test results may be due to poor item construction, where the task failed to elicit the forms owing to misinterpretation or the availability of many alternative forms.

The above frequency of usage criteria is somewhat arbitrary but no other criteria are discussed in the known literature to serve as a guide.

These three criteria will provide the basis for the interpretation of results. Table 2 (p 79) may be consulted for the numerical data. Note that owing to space limitations, the following abbreviations are used:

Subj. - Subject
3rd - Third
NP - Noun phrase

Note further that in the accompanying tables, "SAIE feat." (SAIE feature) refers to the form being interpreted as an SAIE feature, and "common" and "uncommon" refer to the 10% usage criterion mentioned above.

A class: Subj.-verb agreement: 3rd person singular subj.
does not take a present tense / singular marker on verb

Table 23: Summary of A class

Item	SAIE feat.	Common	Uncommon	NE target
A1			X	he take
A4	X		X	she criticize
A5		X		pocket of potatoes are
A7			X	my brother have
A8	X		X	my son don't
A14			X	everybody want

Absence of present tense marking with third person singular subject was found to be an SAIE feature when the verb would extend by a syllable with present tense marking (A4) and when the auxiliary *do* is involved (A8). In the case of A8, the negative form is used and this may or may not be significant. The feature is uncommon in both these contexts, however. The absence of plural marking in the context of collective nouns (A5) was noted to be in common usage in both populations, suggesting a shared NE form. It appears that in this case, number agreement is with the immediately preceding noun.

It is noted from Table 19 (p 114) that there were nine instances of unelicited A class constructions in the responses to other items (eight by Indian Ss, one by a European S), showing that as a class, it is more common than the elicited responses indicate.

B class: Subj.-verb agreement: 3rd person plural subj.
takes a present tense / singular marker on verb

Table 24 Summary of B class

Item	SAIE feat.	Common	Uncommon	NE target
B4			X	all the children is
B8			X	the monkeys eats
B9	X	X		the litchis doesn't
B11	X		X	doctors hasn't
B14	X		X	the children watches
B15	X	X		mother & father likes

Present tense singular marking with a third person plural subject was noted to be an SAIE feature in the context of auxiliary *do* (B9), auxiliary *has* (B11), increase in syllable length of verb with present tense marking (B14) and compound subjects consisting of two (and probably more) singular nouns (B15). The feature was found to be common where *do* and compound subjects were involved, but uncommon in the other two contexts. The significance of the negative form in B9 has not been investigated.

Whether or not compound subjects consisting of several plural nouns also take present tense marking was not investigated but it is hypothesized that sentences such as *The boys and girls likes it* do not occur in SAIE.

As A and B class constructions are related, it is interesting to compare their results. A4 and B14 both involve increased syllable length of the verb with present

tense marking and in both cases, the NE forms were found to be SAIE features. Although only one example was used in each case rendering generalization unreliable, it seems that SAIE follows the reverse of SE forms when the verb would extend in length with marking. Singular subjects omit present tense marking and plural subjects take marking. The situation is similar with auxiliary *do*, with SAIE again following the reverse of the SE forms. A5 (*a pocket of potatoes are...*) is similar in nature to B15 (*my mother and father likes...*) in that the presence or absence of a plural morpheme on the last noun in the subjects superficially interferes with usual subject-verb agreement marking: both NE forms were noted to be in common usage although only the B class construction was found to be an SAIE feature.

C class: Indefinite singular pronoun replaces plural NP

Table 25: Summary of C class

Item	SAIE feat.	Common	Uncommon	NE target
C1	X	X		..the books...it...
C2	X	X		..the letters...it...

Replacing a plural (non-human) subject in the first clause with a singular pronoun in the second clause was found to be a common SAIE feature. Plural human subject replacement with a singular personal pronoun was not investigated as no examples of this were recorded in the original corpus of NE utterances; i.e. there were no examples such as *I saw*

the boys and he saw me.

According to Table 19, there were also eleven instances of unelicited C class constructions (ten by Indian Ss, one by a European S), adding to the conclusion that this is a commonly found SAIE feature.

Since the singular pronoun *it* is used to replace plural NPs, it can be asked under what circumstances SAIE speakers would use the plural pronouns *them* and *they*. It is probable that *them* and *they* are used when the plural NP is deleted from the sentence as in *I took them* whereas *it* is used when the NP is retained in the first clause. On the other hand, *them* and *they* may be reserved for human subject replacement only although the sentence *Monkeys eat the fruit before they ripen* was produced as a response to another item (B8). It would also be interesting to investigate whether or not the utterances of the other speaker in a dialogue are relevant to this observed feature. For example, if the first speaker asked, *What did you do with the boxes?* would the next speaker reply with *I put it over there* or *I put them over there*? In other words, the pronominalization of plural NPs may not depend on ellipsis within an utterance, but ellipsis within a dialogue.

D class: have+en: ed replaces en (preterite replaces participle form)

Note that this class refers to replacing the present participle form with the past tense form.

Table 26: Summary D class

Item	SAIE feat.	Common	Uncommon	NE target
D1	X	X		I should have went...
D5	X	X		he might have stole...
D8	X		X	he had already went...

Replacing the SE *en* morpheme with *ed* was found to be a feature of SAIE, whether or not a second auxiliary was present (D1 and D5 have a second auxiliary verb whereas D8 does not). This was in common usage where second auxiliaries were present. The reason for its not being commonly found in the case of D8 could be that on this item there was a high number of "other" responses such as *he already went..* (omission of *had* - see E class).

It can be seen from Table 19 that three unelicited D class constructions appeared in responses to other items, and all three were produced by Indian Ss, adding weight to the interpretation that this class is an SAIE feature.

The question arises as to the circumstances under which SAIE speakers use *en* participle forms. It is hypothesized that these forms are used as complements of the copula,

functioning as adjectivals, as in *The work is done already*, *The food is all eaten now* and *The bike is broken*; as participles functioning as adjectivals to modify the following noun as in *the broken bike*, *the grown man*, and *the beaten track*; and in the passive construction as in *The bike was broken by somebody*. These are all SE contexts for the *en* forms but in the case of SAIE, they may be the only permissible contexts. An apparently NE context is the use of *gone* as a complement as in *He is gone to the shop*. It may be argued that this particular sentence is in fact *He has gone to the shop*, with the high vowel of *he* raising the vowel of *has* to resemble that of *is*. Although this may be true, and in cases of contractions (*'s*) it is undeniably a possibility, written notes such as *I am gone to the library* have been observed by the writer. In such cases, there can be no doubt as to the construction, since *am* cannot be confused with *have*. It is therefore felt that this particular use of *gone* is characteristic of SAIE.

E class: have+en construction: have form omitted

Table 27: Summary of E class

Item	SAIE feat.	Common	Uncommon	NE target
E1	X	X		after she done...
E2	X	X		after he read...

Absence of auxiliary *have* is interpreted as a common SAIE feature. The presence of another nine unelicited E class constructions (seven by Indian Ss, two by European Ss),

which are recorded in Table 19, adds to the strength of this interpretation.

F class: have+got construction (possession): have form omitted

Table 28: Summary of F class

Item	SAIE feat.	Common	Uncommon	NE target
F2		X		he got a good job...

This construction was found to be in common usage in both groups and can be interpreted as being a shared NE form. It obviously relates to the E class above, although in this case it is not specific to Indian Ss.

G class: have+en replaces simple past tense construction

Table 29: Summary of G class

Item	SAIE feat.	Common	Uncommon	NE target
G1	X	X		..you had made a ...
G2	X	X		..he had told me...

This construction is interpreted as a commonly used SAIE feature. In addition to the elicited responses, there were 112 unelicited instances of this construction (73 by Indian Ss, 39 by European Ss), according to Table 19.

Having established that the have+en construction occurs in SAIE where SE would use the past tense construction,

some explanation is needed as to why other classes of construction such as D and E exist. If the have+en construction is used in SE form in place of the past tense construction, why is the *en* morpheme replaced by *ed* (D class) and the *have* component omitted (E class)? It is hypothesized that SAIE uses the have+en construction to mark formality, with the *have* component and the *en* morpheme intact. Utterances such as *When it was handed to her, she had taken it* have been observed by the writer in formal reports written by Indians (see Appendix A, p 179, G class example). In informal contexts, however, the *en* is replaced by *ed* and the *have* form is omitted. Alternatively, the *is+ing* construction is used instead (see K class below). As the test situation was somewhat formal and as responses were given in written form, it is to be expected that the have+en construction would be commonly used to mark the perceived formality of the situation.

H class: Is+ing construction: is form omitted

Table 30: Summary of H class

Item	SAIE feat.	Common	Uncommon	NE target
H1			X	my brother taking part
H2			X	he sleeping...
H3			X	you making...
H4			X	you reading...

This NE construction is apparently not a feature of SAIE and is not in common usage in the written mode. However, it is noted that seven instances of this construction appeared

unelicited in responses to other items (six by Indian Ss, one by a European S), according to Table 19. It therefore does exist as an NE form but either it cannot be elicited easily, or it does not appear commonly in writing.

I class: Is+ing construction replaces simple past tense construction

Table 31: Summary of I class

Item	SAIE feat.	Common	Uncommon	NE target
I2		X		that man was stealing..
I4			X	they were signing...
I5			X	I was watching...

It is apparently not a feature of SAIE to use the is+ing construction in place of the past tense construction. The fact that only I2 was found to be common in both groups may be due to the lexical characteristics of the items. In each case, the word *last* (*last month, Tuesday, season*) was included in the test sentence to indicate the past tense. However, in I2, the full NE target sentence, *That man was stealing all my Kruger Rands last month* may be more acceptable than the NE targets of the other two items, i.e. *They were signing the contract last Tuesday - it's too late!* and *I'm watching our team play every Saturday last season*, since the former (I2) may be interpreted as *That man was seen to be stealing.....* Such an interpretation is less likely in the case of the other two items.

It is noted that three unelicited instances of this construction occurred (all by Indian Ss), according to Table 19, but this does not affect the interpretation that this construction is not a SAIE feature.

J class: Is+ing construction replaces simple present tense construction

Table 32: Summary of J class

Item	SAIE feat.	Common	Uncommon	NE target
J1		X		I am going...regularly
J6			X	Usually he is speaking

This construction is not an SAIE feature, according to the criteria set, although J1, incorporating *I am going to* is apparently a shared form. The difference between the items in terms of the frequency of usage could possibly be due to the lexical characteristics of the item sentences, as with the I class. In J1, the meaning of *I am going to* may be taken as *I intend...* whereas no such interpretation can be given to *Usually he is speaking very fast*. It is felt that this is a case where poor item design confounds results and had another item been used instead of J1, then responses might have resembled those made to J6. In any event, this construction has not been found to be an SAIE feature and item design apparently had no effect on this aspect.

K class: Is+ing construction replaces have+en construction

Table 33: Summary of K class

Item	SAIE feat.	Common	Uncommon	NE target
K1		X		am parking..all my life
K5	X	X		is running..past 20 yrs

This is difficult to interpret since two seemingly similar test sentences elicited completely different responses. As can be seen on Table 2 (p 79), the K1 NE target was produced by a large number of Ss in both populations, whereas the K5 target was produced by the majority of Indian Ss and by none of the European Ss. For some reason, European Ss felt it acceptable to use the *is+ing* construction in K1 but not in K5, and Indian Ss felt that *is+ing* was acceptable in both contexts. Again lexical factors may account for the discrepancy. In K1, the task involved replacing *just for a moment*, suggesting an immediate future event, with *all my life* which was intended to suggest a past completed event i.e. *all my life so far*. However, *all my life* could be taken to mean a future event as in *I intend parking here for the rest of my life*. The K5 task, on the other hand, involved replacing *for the last time*, a present or immediate future event, with *for the past twenty years*, a definite indication of a past event. No misinterpretation was possible. The two items and their tasks are thus not comparable semantically. It is concluded that, on the basis of responses to K5, the K class of construction is a feature of SAIE syntax and that K1 cannot

be used to determine SAIE features since the task involved is ambiguous.

L class: obligatory do omitted in questions

Table 34: Summary of L class

Item	SAIE feat.	Common	Uncommon	NE target
L1			X	How often the neighbours
L2			X	What school she went to
L3			X	Where her sister drops..

The L class was not elicited from any Ss and it is concluded that, on the basis of the criteria selected, this is not a feature of SAIE. It is possible that this construction occurs in speech and not in writing. In addition, it is felt that question forms are difficult to elicit, a fact that hinders investigation of this construction.

M class: Auxiliary would omitted in future conditional tense construction

Table 35: Summary of M class

Item	SAIE feat.	Common	Uncommon	NE target
M1	X	X		I like my job if it....
M2	X	X		My sisters like to be..

It is concluded that the M construction is a feature of SAIE and that it is in common usage. It is noted from Table 2 (p 79) that M2 produced the most significant difference between the two groups, of all items in the test

(a *t* value of 17,86). Sentences such as the M2 target, *My sisters like to be famous one day*, would, according to these results, be common among SAIE speakers.

N class: Auxiliary *will* omitted in future tense construction

Table 36: Summary of N class

Item	SAIE feat.	Common	Uncommon	NE target
N1			X	I buy.....next week
N2			X	Tomorrow I water the...

The N class is not regarded as an SAIE feature and it is not commonly used among either of the groups tested.

P class: past tense auxiliary *had* replaces present tense auxiliaries *has/have*

Table 37: Summary of P class

Item	SAIE feat.	Common	Uncommon	NE target
P1		X		...had subsided now...
P2		X		...had closed down now

The P class of construction appears to be a shared NE form, not distinctive of either of the test groups.

Q class: Present tense auxiliary, copula and verb used in conjunction with past tense verb in complex sentences

Table 38: Summary of Q class

Item	SAIE feat.	Common	Uncommon	NE target
Q1			X	...hoped you will come
Q2	X	X		...assumed I can...
Q3	X		X	...thought he is...
Q9	X		X	..understood..I tell..

It is concluded that the Q construction is a feature of SAIE, since the two groups performed significantly differently on three of the four items. It remains to be explained why significant differences were not found on all four items, and why the Q2 target was found to be in common usage whereas the other three targets were not. Firstly, Q1, Q3 and Q9 were all classified as uncommon and the differences between the responses of the two groups were only barely significant. It seems that Q1 narrowly missed being significant, there being only three fewer target responses among Indian Ss on this item than on Q3. Secondly, the Q2 target could be regarded as semantically more acceptable than the targets of the other items, perhaps accounting for its more common occurrence, but no explanation can be found for the fact that Indian Ss were more ready to use it than were European Ss. It is pointed out, however, that all usage figures for Q clas were low, and that the cut-off point of the criterion for common usage (10%) may have arbitrarily divided the items.

R class: Auxiliary / copula not reversed with subject in questions

Table 39: Summary of R class

Item	SAIE feat.	Common	Uncommon	NE target
R7			X	When she is arriving?
R14			X	When the results will..

As with the L class, it is felt that question forms are difficult to elicit and that this accounts for the extremely low frequency of target responses and hence the lack of significant differences between the two groups. The R class is thus not regarded as a feature of SAIE on the basis of the criteria selected.

S class: Auxiliary / copula reversed with noun phrase in statements involving a WH conjunction

Table 40: Summary of S class

Item	SAIE feat.	Common	Uncommon	NE target
S1	X		X	I know where's it
S3	X		X	I know what's that...

Although uncommon, reversal of the auxiliary or copula with the NP in statements involving a WH conjunction is apparently a feature of SAIE, according to the criterion set. The test sentences, however, involved only the present tense, and the second verb was the copula, *is*, contracted to 's, in both items. It is therefore not known whether such sentences such as *The man discovered where were the*

children hiding are produced in SAIE. Instead, it is concluded that it is a feature of SAIE to reverse the contracted version of the copula *is* with the NP in the clause following a WH conjunction, in present tense statements.

4.3 Discussion of attitudes towards NE forms

The results of this testing are discussed in terms of four parameters: the acceptability of the NE forms tested, beliefs about habitual usage, attitudes reflected in admission and denial of usage, and recognition of the existence of the NE forms.

4.3.1 Acceptability of the NE forms tested

Acceptance of the NE forms is gauged from responses A and C on the Attitude Test, with responses B, D and E showing lack of acceptance or rejection. The numerical results appear in Tables 6 (p 88) and 8 (p 93) respectively for ethnic comparisons and Tables 7 (p 90) and 9 (p 94) for sex comparisons.

It can be seen that for 37 of the fifty items, significant differences were found between the two ethnic groups, in

terms of the judged acceptability of the items. In order to interpret these data, comparisons between the groups are made in terms of:

- overall acceptance indices
- acceptance in relation to the characteristics of the constructions as noted on the Use Test
- hierarchies of acceptability of the items

Comparison between the groups in terms of overall acceptance indices

Indian Ss showed greater acceptance than European Ss for all 37 of the items on which a significant difference was found, as well as for another nine items on which no significant difference was found, giving a total of 46 out of fifty forms being more acceptable to Indian than to European Ss. Among the Indian Ss, a total of 1917 acceptances out of a possible 6100 (122 Ss X 50 items) was recorded for the corpus of fifty items, yielding an acceptance index of 31,4%. Among the European Ss, however, the acceptance index was found to be 11,06% (387 responses out of a possible 3500), substantiating the above finding that generally, the Indian Ss are more accepting of the NE forms than are the European Ss. The rejection indices were found to be 68,3% for the Indian group and 88,85% for the European group. These data are summarized in Table 41 (p 142).

There were no significant differences between females and males in their attitudes of acceptance and rejection. This is also reflected in their similar acceptance and rejection indices over the whole corpus of fifty items, which appear in Table 41.

Table 41: Summary of acceptance and rejection indices

Group	Acceptance	Rejection	Omissions	
Indian	31,4 %	68,3 %	0,3 %	= 100%
European	11,06%	88,85%	0,09%	= 100%
Female	25,28%	74,52	0,2 %	= 100%
Male	21,24%	78,56	0,2 %	= 100%

The greater acceptance shown by Indian Ss could possibly be explained in terms of greater exposure to these forms by the Indian Ss, although this has not been empirically demonstrated. It is of more importance, however, to account for the acceptance-rejection ratios within the groups. Labov, in reviewing findings on attitudes, declares "One basic principle emerges: that *social attitudes towards language are extremely uniform throughout a speech community*" (italics in the original) and further on, he states, "it seems plausible to define a speech community as a group of speakers who share a set of social attitudes towards language" (1970:202). Regarding the findings of this study, it is immediately apparent that there is greater uniformity within the European group in terms of acceptance and rejection than there is within the Indian group. The European Ss tended to agree with one another, producing a very high index of rejection and a very low

index of acceptance. Perusal of Tables 6 (p 88) and 8 (p 93) reveals that on nine items European Ss were in 100% agreement with one another. The Indian group, on the other hand, appears more heterogeneous in that acceptance and rejection indices are not at extreme ends of the scale; both fall nearer the middle. If Labov's principle above is true, then it could be said that the European group is closer to being a speech community than is the Indian group. The possible reasons for this being the case are not apparent, however.

Females and males appear to hold similar attitudes about the NE forms investigated. Within each group there is, in each case, a fairly low acceptance index (females: 25,28%; males: 21,24%) and a fairly high rejection index (females: 74,52%; males: 78,56%), suggesting that these two groups are each approaching homogeneity. The acceptance and rejection indices for the male group are more extreme than those for the female group, which, in Labov's terms, would signal a more discrete speech community. Neither of the groups shows the extremes of the European group, however.

Comparison between the groups in terms of acceptance in relation to the identified characteristics of the constructions concerned

Table 42 below provides a breakdown of the acceptance results in terms of whether or not the items contained

constructions identified as SAIE features, and whether or not these constructions were identified as commonly occurring. The data on SAIE features and commonness have been extracted from Tables 23 to 40.

Table 42: Acceptance of NE forms by Indian and European Ss, in terms of construction characteristics and the presence of significant differences between the two groups

Characteristics of construction	No. of Items	No. of SIGNIF. DIFFS.	No. of NON- SIGNIF. DIFFS.
-----	-----	-----	-----
SAIE feature + Common	14	13 (93%)	1 (7%)
SAIE feature + Uncommon	9	8 (89%)	1 (11%)
No SAIE feat. + Common	7	4 (57%)	3 (43%)
No SAIE feat. + Uncommon	20	12 (60%)	8 (40%)
Total	50	37	13

(No. = number, SIGNIF. DIFFS. = Significant differences)

Generally, as expected, items containing SAIE features produced significant differences in acceptance, with Indian Ss showing greater acceptance. Where no SAIE features were involved, Indian and European Ss tended to share the same attitudes about the acceptability of the constructions concerned. This is felt to be added evidence that the SAIE features identified are realities, since if Ss share a form in use, they will probably share attitudes about its acceptability.

Two items (B14 and E1) contained SAIE features but did not produce a significant difference in attitudes of acceptance, although E1 was commonly used on the Use Test.

No explanation can be found for this discrepancy, since even the semantics of the items concerned cannot be considered a factor. In both cases, the wording of the items appears to be acceptable. Had the items been semantically unacceptable, they could have elicited general rejection from both groups, but this does not seem to have been the case.

Sex differences were all insignificant and hence no analysis of acceptance in terms of item characteristics is warranted.

Comparison between the groups in terms of hierarchies of acceptability

Acceptability is a continuum and within the constraints of the test situation and the particular linguistic contexts used, the NE forms can be placed at points along this continuum, for the groups being compared. In this study, Ss were not asked to rate items on a continuum of acceptability, but by referring to Table 6 (p 88), the number of acceptance responses given to each item was noted, and a hierarchy for each ethnic group was thus produced. (As no significant sex differences were obtained, further investigation in terms of acceptability hierarchies for females and males was not warranted). It was found that the hierarchy for the Indian group had 36 levels whereas that for the European group had only twenty. In order to

compare the two hierarchies, the number of levels in each group was then equalized by dividing the hierarchies into quarters. This produced nine levels in each quarter in the case of the hierarchy produced by the Indian group and five levels in each quarter in the case of the hierarchy produced by the European group. The two hierarchies, divided into quarters, appear in Table 43 below:

Table 43: Hierarchies of acceptability of the NE forms tested in the order of most acceptable to least acceptable: percentages of Ss in each group who accepted the forms.

Indian Ss	European Ss
Most acceptable quarter (level 1):	
G1 (73,77%)	G1 (54,29%)
M1 (70,49%)	H2 (47,14%)
H2 (68,03%)	H3 (40,14%)
M2 (63,93%)	I4 (31,43%)
K5 (61,48%)	A1, G2 (30%)
Q3 (59,84%)	
S3 (59,02%)	
C2 (57,38%)	
C1 (56,56%)	
Second most acceptable quarter (level 2):	
A7, E2 (53,29%)	P1 (27,14%)
G2 (49,18%)	M1 (21,43%)
P1 (48,36%)	A7 (20%)
A1 (47,54%)	C1, P2 (15,71%)
S1 (46,72%)	E2, F2, Q1 (14,29%)
A14 (40,98%)	
Q2 (40,16%)	
D5, H3 (37,7%)	
P2 (36,89%)	
Third most acceptable quarter (level 3):	
Q1 (35,25%)	A14, K5, Q2 (12,86%)
B15, H1, Q9 (31,97%)	Q3, Q9 (11,43%)
B11 (27,87%)	A8, B15 (10%)
A8 (24,59%)	L1, N2 (8,57%)
B9 (23,77%)	H4, M2, N1 (7,14%)
L2 (22,95%)	
L1, F2 (22,13%)	
D1, I4, R14 (20,49%)	
K1 (18,85%)	
Least acceptable quarter (level 4):	
B4, D8 (14,75%)	B9, C2, E1, J1, S1 (5,71%)
A4, H4 (13,93%)	D5, I5, R7, S3 (4,29%)
N1 (12,3%)	A4, R14 (2,86%)
L3, B8 (11,48%)	B4, B14, D8, L3 (1,43%)
A5, I5, J6 (10,66%)	A5, B8, B11, D1, H1, I2, J6, K1, L2 (0%)
E1, R7 (8,2%)	
J1, N2 (4,92%)	
B14 (2,46%)	
I2 (0,82%)	

Table 44: Acceptability levels of individual constructions and classes of constructions (averages calculated by adding the values of levels and dividing by the number of items in each class).

	Indian	European	
A1	2	1	A class - average level:
A4	4	4	Indian: $17/6 = 2,83$
A5	4	4	Europ.: $17/6 = 2,83$
A7	2	2	
A8	3	3	
A14	2	3	
B4	4	4	B class - average level:
B8	4	4	Indian: $21/6 = 3,5$
B9	3	4	Europ.: $23/6 = 3,8$
B11	3	4	
B14	4	4	
B15	3	3	
C1	1	2	C class - average level:
C2	1	4	Indian: $2/2 = 1$
			Europ.: $6/2 = 3$
D1	3	4	D class - average level:
D5	2	4	Indian: $9/3 = 3$
D8	4	4	Europ.: $12/3 = 4$
E1	4	4	E class - average level:
E2	2	2	Indian: $6/2 = 3$
			Europ.: $6/2 = 3$
F2	3	2	F class - average level:
			Indian: 3
			Europ.: 2
G1	1	1	G class - average level:
G2	2	1	Indian: $3/2 = 1,5$
			Europ.: $2/2 = 1$
H1	3	4	H class - average level:
H2	1	1	Indian: $10/4 = 2,5$
H3	2	1	Europ.: $9/4 = 2,3$
H4	4	3	
I2	4	4	I class - average level:
I4	3	1	Indian: $11/3 = 3,7$
I5	4	4	Europ.: $9/3 = 3$
J1	4	4	J class - average level:
J6	4	4	Indian: 4
			Europ.: 4
K1	3	4	K class - average level:
K5	1	3	Indian: $4/2 = 2$
			Europ.: $7/2 = 3,5$
L1	3	3	L class - average level:
L2	3	4	Indian: $10/3 = 3,3$
L3	4	4	Europ.: $11/3 = 3,7$
M1	1	2	M class - average level:
M2	1	3	Indian: $2/2 = 1$
			Europ.: $5/2 = 2,5$
N1	4	3	N class - average level:
N2	4	3	Indian: 4
			Europ.: 3
P1	2	2	P class - average level:
P2	2	2	Indian: 2
			Europ.: 2
Q1	3	2	Q class - average level:
Q2	2	3	Indian: $9/4 = 2,3$
Q3	1	3	Europ.: $11/4 = 2,8$
Q9	3	3	
R7	4	4	R class - average level:
R14	3	4	Indian: $7/2 = 3,5$
			Europ.: $8/2 = 4$
S1	2	4	S class - average level:
S3	1	4	Indian: $3/2 = 1,5$
			Europ.: $8/2 = 4$

Comparisons can now be made in terms of the acceptability level (1-4) of each construction, and average level of each class, as shown in Table 44 above (p 147).

As can be seen, the two groups differ in many instances regarding the level of acceptability accorded to items. However, the two groups agreed in terms of the general level of acceptability of the following classes:

- A class (between levels 2 & 3)
- B " (between levels 3 & 4)
- E " (level 3)
- H " (between levels 2 & 3)
- J " (level 4)
- L " (between levels 3 & 4)
- P " (level 2)
- Q " (between levels 2 & 3)

Classes with a higher acceptability level among the Indian group than among the European group comprised the C, D, K, M, R and S classes. Those rated at a higher level by the European group than by the Indian group were the F, G, I and N classes. The biggest discrepancy was for the S class, which showed a difference of 2,5 levels : the Indian group rated this class at a level of 1,5 whereas the European group rated this class as being at level 4.

No pattern regarding the agreement and disagreement between the groups can be discerned, neither in terms of syntactic construction involved, nor in terms of level of

acceptability. It is therefore impossible to interpret these data other than by concluding that the results are due to chance.

4.3.2 Beliefs about habitual usage

Table 4 (p 84) shows that among the Indian Ss, 1793 responses out of a possible maximum of 6100 (122 Ss X 50 items) indicated a claim of habitual usage of the NE forms, yielding an index of 29,4%. This can be interpreted as indicating that on average 29,4% of Indian Ss believed that they use the NE forms presented. Among the European Ss, the index is 12,3%, calculated from the total of 431 out of a possible 3500 responses (70 Ss X 50 items). Thus, whatever the language variety actually used by the Ss, less than a third of the Indian Ss and less than an eighth of the European Ss believed that they use NE. Trudgill (1972) and Labov (1966) both make the point that, regarding phonological variables, people generally report themselves as using those forms which have prestige, regardless of the forms they actually use. Such reporting is not the result of deliberate deceit, according to Trudgill, but is rather due to misperception and inaccurate beliefs. From this tendency of people to believe they use prestige forms, the reverse can be inferred; i.e. the forms which people claim to use habitually can be considered to have prestige and those which few people claim to use can be considered to lack prestige. In this sense, the NE forms tested in this study can be viewed as having less prestige for the

European group than for the Indian group. However, in this study, only NE forms were presented and Ss were not able to make a comparison with SE; furthermore, the present study involved syntactic rather than phonological variables. As a result, no conclusions can be drawn about the prestige value of the NE forms studied.

Regarding sex comparisons, it is noted from Table 5 (p 85) that only four significant differences between the sexes were found, with females in the majority in each case. For the NE corpus as a whole, the two sexes are thus similar in their beliefs. Comparison of the indices substantiates this. The data in Table 5 reveal a "usage belief" index of 24,4% for females (1601 responses out of a possible 6550) and 20,4% for males (623 responses out of a possible 3050). These indices are similar, suggesting that females and males share beliefs about usage. On the other hand, the fact that the female index is higher than that of the males is interesting, since females are reported by numerous researchers to exceed males in favouring prestigious forms and hence in believing that they use these forms. This suggests that the NE forms investigated are in fact relatively prestigious to the female group although both the female and male indices were low.

4.3.3 Attitudes reflected in admission and denial of NE usage

Labov (1966), Gumperz (1970), Trudgill (1972) and others

have studied attitudes towards language through investigating under- and over-reporting, the former referring to users who do not admit usage, and the latter referring to non-users who claim to use the form in question. In this study, only users of NE forms are investigated, and the percentage of denials and admissions, relative to the total number of instances of usage, is noted for the different groups. This is equivalent to under-reporting (denying) and accurate reporting (admitting). This is done both for the corpus of fifty NE items on the Attitude test, and for the corpus of 23 items whose forms were identified as being SAIE features. The data appear in Table 45 below.

Table 45: Summary of denial and admission indices

Corpus of 50 NE forms:

Indian Ss:	% Denials	: 726/1219	= 59,56 %
	% Admissions	: 491/1219	= 40,28 %
	% Omissions	: 2/1219	= 0,16 %
European Ss :	% Denials	: 187/242	= 77,27 %
	% Admissions	: 55/242	= 22,73 %
Female Ss:	% Denials	: 611/1012	= 60,38 %
	% Admissions	: 400/1012	= 39,52 %
	% Omissions	: 1/1012	= 0,10 %
Male Ss:	% Denials	: 302/449	= 67,26 %
	% Admissions	: 146/449	= 32,52 %
	% Omissions	: 1/449	= 0,22 %

Corpus of 23 SAIE items:

Indian Ss:	% Denials	: 432/846	= 51,06 %
	% Admissions	: 412/846	= 48,70 %
	% Omissions	: 2/846	= 0,24 %
European Ss:	% Denials	: 58/97	= 59,79 %
	% Admissions	: 39/97	= 40,21 %
Female Ss:	% Denials	: 331/667	= 49,63 %
	% Admissions	: 335/667	= 50,22 %
	% Omissions	: 1/667	= 0,15 %
Male Ss:	% Denials	: 159/276	= 57,61 %
	% Admissions	: 116/276	= 42,03 %
	% Omissions	: 1/276	= 0,36 %

These results can be interpreted in several ways. One way is in terms of overt and covert prestige. Logic dictates that use of SAIE forms is in itself indicative of their having prestige value for the users thereof. Following on from this, examination of whether users of SAIE forms admit or deny such usage indicates whether this prestige is overt or covert in nature (cf. Trudgill, 1972). Another way of interpreting such data is in terms of pressure to conform to society, and pressure to conform to the norms of some sub-group (cf. C-JN Bailey's comments, 1973). Denial of NE usage can be regarded as a desire to be seen as conforming to the middle-class norms of society, whereas admission of NE usage is a public declaration of allegiance to the sub-group which speaks NE.

As can be seen from Table 45, denials among users far exceed admissions on both the corpus of NE items and that of SAIE items. In terms of prestige, this suggests that the prestige associated with these forms, and evident in the Ss' use of the forms, is largely covert. Such covert prestige is more marked for European Ss than it is for Indian Ss, and more marked for males than it is for females. This trend towards covertness decreases in the case of the SAIE corpus in all groups, suggesting that SAIE as a language variety is more readily acknowledged than is the use of NE generally. Since by definition the SAIE forms are associated with Indian users, the statistics for this group are of most relevance and the fact that denials and

admissions were almost equal in the case of SAIE suggests that the prestige of SAIE is as often overt as it is covert among Indian speakers.

The finding that for the male group covert prestige is far more prevalent for both NE generally and for SAIE than it is for the female group is contradictory to the frequent assertion in the literature that non-standard speech has positive value for males and to reported findings (e.g. Labov, 1966; Trudgill, 1972) that males are more prone to claim NE usage than are females. It would appear that for the male Ss in the present study, NE is more negatively viewed than it is elsewhere. This may be related to the aspects of NE tested in that the results may have been different had lexical or phonological forms been involved.

In terms of group identification, it could be speculated that generally Ss in all four groups prefer to be publicly associated with the norms of society at large rather than with those of a sub-group. Their use of NE forms shows loyalty to the community of NE speakers, but this is not as strong as the need for public approval. In Labov's terms, these Ss were responding more to "pressure from above" than to "pressure from below" (Labov, 1966:282).

4.3.4 Recognition of the existence of NE forms

Usually, studies investigating people's recognition of forms from varieties other than their own and their ability

to predict the occurrence of such forms in the speech of others are directed to research on polylectal grammar (cf. Trudgill, 1983). Researchers interested in whether an individual sees the potential for a different form to be used are interested in whether linguistic competence extends beyond the language variety used by the individual, to that of other varieties. Prediction tasks, exercises in identifying a different variety embedded in another variety, translation tasks and judgements of semantic equivalence are used for this purpose. In this study, no attempt is made to investigate polylectal grammar theory. The response option E, "Nobody would ever be likely to say a sentence like this, no matter how poor their English was", was included out of interest. Since all the Attitude Test constructions had been previously observed in the speech or writing of Indian people, it was expected firstly that few E responses would be recorded from the Ss generally, and secondly, that those that were recorded would be recorded by European Ss rather than by Indian Ss. Furthermore, it was expected that those constructions identified as SAIE features and those used frequently (identified as "common") in the Use Test, would elicit fewer E responses on the Attitude Test than would non-SAIE and "uncommon" constructions. The data in Table 10 (p 97) have been used to make the following comparisons:

- comparison between groups on overall denial of existence indices

- comparison between groups on denial of existence in relation to the characteristics of the constructions identified on the Use Test
- frequency of denial of existence in relation to the identified commonness of the NE forms

Comparison between the groups with regard to overall denial of existence index

Altogether, 1461 E responses were recorded (see Table 10, p 97), which represents 15,22% of the total attitude responses (192 Ss X 50 items = 9600 responses). This seems to be a high percentage, considering that all constructions had actually been observed locally. Denying the existence of NE forms may indicate extreme rejection of these forms in terms of their acceptability, or it may be a product of the test design, in which isolated sentences were presented out of social and linguistic context. The latter seems more plausible in view of the current emphasis on context in communicative competence theory.

From the perspective of ethnic differences, the unexpected finding is that the "denial of existence" index for both the Indian group and European group was 15,2%:

Indian Ss : 927/6100 = 15,2 %

European Ss : 534/3500 = 15,2 %

This could be due to the test design, in which sentences

are presented out of context and thus appear strange, or the possibility that the forms reported by Crossley (1984) were observed in an Indian population different to the young student population tested in this study, or due to the fact that the two groups are in fact similar in their beliefs about the existence of the forms. The first explanation is invalid, however, since lack of social and linguistic context would have caused the two groups to respond similarly on the other parameters measured, which was not the case; e.g. 37 significant differences were noted on the acceptability parameter. The second explanation is also not plausible, since Crossley's (1984) observations were drawn from Indian students in many cases. It is therefore concluded that the two groups are in fact similar in their beliefs about the existence of the NE forms tested.

Regarding sex differences, Table 11 (p 99) reveals only two items on which females and males differed significantly (A14 and M2), with females recording more E responses than males on these two items as well as on the majority of the other items. The overall denial of existence index for females was found to be 16,29% (1067 out of 6550 responses) and for males, 12,92% (394 out of 3050 responses). To an extent, this conflicts with the finding that females are more accepting of the NE forms in question than males. It would be expected that acceptance would be linked to knowledge of existence. However, as the sex differences

were generally insignificant, it is concluded that although females tend to profess greater ignorance of existence of the NE forms in question than do males, the groups are similar.

Comparisons between groups regarding denial of existence in relation to construction characteristics

It can be noted that those Use Test items identified as containing SAIE features (see Tables 23 - 40) produced considerably more agreement than disagreement between the groups with respect to acknowledging the existence of the forms concerned; i.e. there were relatively few significant differences between the groups in the case of SAIE constructions. However, commonness as a characteristic does not seem to contribute to the degree of agreement between the groups. The data are summarized in Table 46 below:

Table 46: Denial of existence of forms by Indian and European Ss in terms of construction characteristics and the presence of significant group differences

Characteristics of construction	No. of Items	No. of SIGNIF. DIFFS.	No. of NON- SIGNIF. DIFFS.
SAIE feature + Common	14	3 (21%)	11 (79%)
SAIE feature + Uncommon	9	2 (22%)	7 (78%)
No SAIE feat. + Common	7	3 (43%)	4 (57%)
No SAIE feat. + Uncommon	20	8 (40%)	12 (60%)
Total	50	16	34

No. = number, SIGNIF. DIFFS. = Significant differences

Sex differences do not warrant discussion since only two of the fifty items produced significant differences.

Frequency of denial of existence in relation to the commonness of forms on the Use Test

It can be noted from Table 47 below that commonness in use (ascertained from Tables 23 - 40) had almost no bearing on whether the Ss as a combined group acknowledged or denied the existence of the forms. For uncommon forms, the percentage of denials was 15,6%, and for common forms, it was 14,7%. The only explanation for this unexpected result is that the Ss who used the forms in the Use Test and who were thus responsible for the forms having "common" status, were not the same Ss as those who denied the forms' existence. Nevertheless, the lack of substantial difference between the percentages obtained is surprising as it is assumed that the common forms would be readily acknowledged to exist.

Table 47: Frequency of denial of existence (E responses) in relation to commonness of NE forms : total test population

	No. of Items	Possible No. of Es (items X 192 Ss)	No. of Es	% of Es
Common forms	21	4032	592	14,68%
Uncommon forms	29	5568	869	15,6 %

No. = number, Es = E category responses

CHAPTER 5: CONCLUSION

5.1 Conclusions arising from the results of this study

This study set out firstly to determine whether certain NE syntactic constructions observed by Crossley (1984) in the speech and writing of Indian adults were features of the dialect SAIE, and secondly to identify the attitudes associated with their use. The study is considered to have been successful on both counts and conclusions are drawn regarding all the results of this study:

5.1.1 SAIE syntactic features

As a result of significant differences being obtained between the behaviour of Indian and European Ss in a test eliciting the use of various syntactic constructions, it is concluded that the following constructions are features of SAIE as it is used in the written form in Natal by a student population :

- i. Third person singular subjects do not take present tense singular marking on the verb if the verb is extended in syllable length by the addition of present tense singular marking, e.g. *the boy watch the game.*
- ii. Third person singular subjects do not take present tense singular marking on the verb when the verb or auxiliary verb is *do*, e.g. *the boy don't like it.*

iii. Third person plural subjects take present tense singular marking on the verb when the verb or auxiliary verb is *do*, e.g. *the boys doesn't like it.*

iv. Third person plural subjects take present tense singular marking on the verb when the verb or auxiliary verb is *have*, e.g. *the boys hasn't finished.*

v. Third person plural subjects take present tense singular marking on the verb when the verb is extended in syllable length by such marking, e.g. *the boys watches the game.*

vi. Third person plural subjects take present tense singular marking in the case of compound subjects consisting of at least two single nouns joined with *and*, e.g. *the boy and the girl likes it.*

vii. The indefinite singular pronoun *it* is used to replace plural noun phrases in complex sentences when the plural inanimate noun phrase is retained in the first clause, e.g. *he brought the books and put it on the table.*

viii. The morpheme *ed* (preterite) replaces the morpheme *en* (participle) in the *have+en* construction, e.g. *I should have went.*

ix. All forms of the auxiliary *have* are omitted from the Standard SE *have+en* construction, e.g. *he finished it already.*

x. The *have+en* construction replaces the simple past tense

construction (probably in formal contexts), e.g. *he had travelled overseas last year.*

xi. The *is+ing* construction replaces the *have+en* construction (probably in informal contexts), e.g. *I am working here since last month.*

xii. The auxiliary *would* is omitted from the future conditional tense construction, e.g. *I like to win a prize.*

xiii. In past tense sentences where the object of the verb is a relative clause or an indefinite pronoun elaborated by a relative clause, the verb in the relative clause takes the present tense form, e.g. *I thought he is coming* or *He understood everything I tell him.*

xiv. In present tense declarative sentences where the object of the verb is a relative clause introduced by a WH conjunction and where the verb of the relative clause is the contracted copula *'s*, the contracted copula is reversed with the subject of the relative clause, e.g. *I know what's that.*

Like the syntactic features of other dialects, these constructions are not ever-present as discrete entities, but are used significantly more frequently by speakers of SAIE than by European speakers of SAE. Many of the features overlap and appear to contradict each other, but it should be remembered that they characterize SAIE speakers as a group and not necessarily individual speakers. Furthermore,

context in terms of time, place, occasion, status of participants, previous utterances, the purpose of communication, attitudes held by participants and so on, will no doubt influence the choice of construction in any speech situation. No attempts have been made to determine the contexts in which each is used, but in this study, they appeared in written versions of casual speech. There may be some doubt as to whether written language can accurately reflect spoken language. It is felt, however, that if these NE constructions are used in written versions of spoken utterances, it is even more likely that they would be used in spoken utterances. The nature of the elicitation techniques used and the instruction to change only what was essential, may have contaminated the results but these factors would have affected all Ss and since significant differences were found between the two groups, they were obviously not responsible for "creating data", to use A.D. Edwards' term (1976:117).

The SAIE features identified represent only some aspects of the syntax of SAIE. Clearly, there may be many more classes of construction that characterize SAIE, and many more variants within each construction. Furthermore, SAIE, like other language varieties, is probably changing continually. This study thus represents only a start in the long process of objective investigation into the features of SAIE.

It is further concluded that SAIE is similar to other NE dialects in terms of most of the syntactic features

identified. Three SAIE features apparently not documented for other dialects are the use of the indefinite pronoun *it* to replace plural NPs, the use of the *have+en* construction in place of the simple past tense construction (possibly in formal contexts only), and the use of the *is+ing* construction in place of the *have+en* construction (possibly in informal contexts only). These may well occur in other dialects, but no reference to them can be found.

5.1.2 Sex differences with regard to the use of NE

Males and females do not differ significantly in their use of 49 of the fifty NE forms investigated. The exception is the use of the *is+ing* construction to replace the *have+en* construction which was used significantly more often by females than by males.

5.1.3 Attitudes showing acceptance of NE

Indian students are nearly three times more ready to accept the NE forms investigated than are European students (an acceptance index of 31,4% was obtained for the Indian group, and an index of 11,06% for the European group). Indian and European students differ more frequently in their acceptance of SAIE features than they do in their acceptance of other NE forms. It is also concluded that the European student population of Natal is a fairly homogeneous speech community, with considerable internal

consistency regarding attitudes about the acceptability of NE, whereas the Indian student population is more heterogeneous. Regarding sex differences, it is concluded that females and males hold similar attitudes about the acceptability of NE forms, and both groups are fairly homogeneous in their attitudes.

In terms of placing NE forms on a hierarchy of acceptability, it is concluded that the Indian and European groups are more different than similar, each having its own acceptability hierarchy with few points of agreement.

5.1.4 Belief about own habitual use of NE forms

Less than a third of Indian students and less than an eighth of European students believe that they use the NE forms investigated (shown by a belief index of 29,4% for the Indian group and an index of 12,3% for the European group). Females and males hold similar beliefs, with females marginally in the lead in believing they use NE.

5.1.5 Overt and covert prestige associated with NE

Since the great majority of Ss who actually used NE denied doing so, it is concluded that for Indian and European students of both sexes who use NE, NE has covert rather than overt prestige. This is seen as indicating a need to be seen to conform to the norms of European middle-class

society. Though dominating in all groups, covert prestige is more evident among European students than among Indian students, and more evident among males than among females. Attitudes about the prestige status of SAIE features in particular, however, are less extreme, with overt and covert prestige being present in more similar proportions, especially in the Indian and female groups.

5.1.6 Beliefs about the existence of NE forms in the language of others

It is concluded that Indian and European students share the same beliefs about the existence of NE forms, with 15% of each group denying the existence of the NE forms investigated. The tendency for Indian and European students to agree about the existence or non-existence of NE forms is more marked for forms which are SAIE features. It is further concluded that the commonness of the forms in terms of use, has no bearing on whether the forms are acknowledged to exist or not, an unexpected finding for which no satisfactory explanation can be found.

5.2 Conclusions arising from the methodological approach used in this study

This study appears to be the first of its kind in using elicitation techniques and statistical analysis to document the syntactic features of a NE language variety. The method

developed by Greenbaum and Quirk (1970) to elicit SE word-order preferences by disguising the aim of the test was modified to elicit NE syntactic forms which could then be subjected to statistical tests of significance. It is concluded that this method was successful in that NE forms were differentially elicited, enabling some features of SAIE syntax to be identified. The results show that the modified elicitation method can provide quick, comprehensive, measurable data which can be used to confirm or refute hypotheses based on intuition and observation, the experimenter can control the variables being investigated instead of having to rely on chance occurrences, and can obtain the data within a short time without the stress and subjectivity of face-to-face interviews.

Greenbaum and Quirk's method of eliciting attitudes was modified too, with five response options being presented instead of three. Four of these combined acceptance of NE and beliefs about own usage and one tapped belief about the existence of NE forms in the language of others. Using these combined response options to tap two attitudes at a time was also successful although future studies would be more valuable if a scale of acceptability were to be provided instead of the bipolar acceptable-unacceptable distinction.

The statistical tests used show that it would be sufficient to use only the *t*-test to determine the significance of a

difference between two percentages, as the chi-square test, used as a check, provided the same results.

5.3 Implications of findings for clinical application

This study was motivated by a need for normative data for use by the profession of speech therapy. Specifically, norms of syntax were sought for the Indian community of Natal to facilitate the diagnosis of language pathology arising from various developmental and neurological disorders, and the identification of intervention goals. Although only a limited number of syntactic constructions was investigated in this study, the findings are felt to be particularly valuable for both clinical assessment and intervention.

Language assessment methods in general use by clinicians include the use of standardized tests; the analysis of spontaneous language samples according to developmental and adult norms; the elicitation of imitated responses, novel responses and responses indicating comprehension; the observation of communicative behaviours; and the use of published checklists. Regarding the use of standardized tests, the SAIE features identified can be used to formulate alternative acceptable responses on published tests; i.e. both the original SE target response and the SAIE equivalent would be scored as correct. This has been done in the case of BE responses on some American tests,

e.g. the Fluharty Speech and Language Screening Test (Fluharty, 1978), and is a practice advocated by numerous authorities (Adler, 1979; Wiener & Lewnau, 1982; Bliss & Allen, 1981; Erickson, 1981) when no tests standardized on the dialect-speaking group are available. It would also be possible to use the SAIE features as the basis for constructing an original test of language for use with SAIE speakers although this would require long-term research and standardization. Regarding language sample analysis, the SAIE constructions could be formally accepted as norms. At present, many of the NE forms investigated are used informally as a frame of reference, to a greater or lesser extent, by different clinicians, rendering the analyses tentative. The results of this study provide some of the objective evidence needed to produce reliable clinical judgements and uniformity among clinicians. Similarly, the elicitation of imitated responses, novel responses and responses indicating comprehension can benefit from the identification of SAIE features in this study, by using SAIE forms as target responses or stimuli. It would remain for the clinician to incorporate the data on SAIE into her regular elicitation protocol and into the clinical linguistic knowledge used to evaluate observation of communicative behaviours. The final type of assessment procedure, the checklist, is used with children still in the process of acquiring mother-tongue language. In this case, the results of this study have no relevance since the ages at which the various SAIE constructions are acquired

were not investigated.

If, in clinical assessment, cognizance is taken of the SAIE features identified in this study, then the distinction between deviance and difference can be made. SAIE-speaking individuals can be accepted as having different language, not deviant language, and therapy would not be recommended for those NE syntactic constructions which are SAIE features, in the case of clients from SAIE-speaking families. Intervention goals would become more relevant.

Following on from this point, language is not only the goal in speech therapy, it is also the means to an end in that the clinician uses language to facilitate language learning. In this respect, it may be advisable in some cases for the clinician to use SAIE in her communication with the client if this will improve rapport. Obviously this will be acceptable to the client only if it would seem natural for the clinician to do so. A non-SAIE-speaking clinician may, however, benefit from the results of this study if the understanding of syntax of SAIE-speaking clients is facilitated.

The above discussion presupposes that sound judgement will be used in applying the syntactic data made available by this study. Of crucial importance is the obvious fact that not all Indian clients will be SAIE speakers; i.e. people who frequently use SAIE features in their mother-tongue. In the case of those who do not use SAIE as their mother-

tongue, the use of NE forms which happen to be SAIE features may still represent "deviance". An example is the use of sentences such as *the boy don't like it*, *the boys doesn't like it*, and *Joe and Sam likes it*, all of which contain SAIE features and would be nondeviant in an SAIE speaker but deviant in an SAE speaker. An interview with members of the family, conducted in a sensitive manner, may help establish whether or not the family speaks SAIE as a mother-tongue. Also of critical importance is the fact that the data in this study were obtained from a student population and generalization to other groups within the Indian community must be regarded as tentative. In addition, the attitude data in this study reflect considerable rejection of NE forms, including SAIE forms, by Indian students. Acceptance of these forms by the clinician may be criticized by the family of the client, who may prefer these forms to be the target of remediation. If family counselling is recommended, the results of the Attitude Test may aid the clinician in developing insight into the subjective reactions of those concerned.

5.4 Implications of findings for other applications

Teaching and clinical psychology are other potential areas for the direct application of data on SAIE use and accompanying attitudes. Much has been written about barriers in effective cross-cultural interaction and the

need for multicultural policies, but little has been written on how to overcome barriers or what policies should be established (see Crossley, 1985, and Van Zijl, 1987, for some suggestions). A knowledge of the language of individuals from various cultural and social groups would presumably assist in this respect.

5.5 Implications for further research

The results of this study, while contributing in a small way to the body of knowledge of NE, highlight the vast deficits in this knowledge. Research aimed at reducing these deficits can be categorized variously: verification studies, extension studies, complementary studies and studies aimed at explaining facts.

Verification studies are needed to substantiate or refute the findings of the present study in terms of SAIE syntax and attitudes concerning the use of NE. As argued by Labov (1970), Stubbs (1983) and others, it would be necessary to use different methods to avoid duplicating any bias that may have existed in the present study. It is suggested that the same constructions be investigated in the same population, but that the response mode, test stimuli, elicitation tasks and general procedure be modified. For example, responses could be given orally instead of in writing, and the test stimuli could be recorded by different speakers, the item content could be changed, NE

test sentences could be used instead of SE sentences, and context could be provided through embedding the sentences in discourse, or using videotaped vignettes. The elicitation tasks could be changed in numerous ways, such as providing for the elicitation of question forms through specifying the information required instead of providing the initial word, and the general procedure could be changed through administering individual instead of group tests, using an informal setting instead of a lecture theatre, changing the explanations and instructions given to the subjects, providing more response practice, more time for responses, and more breaks between tests, facilitating motivation through material reward, and obtaining and giving feedback after the testing. Another important area for consideration is the analysis of the data and criteria used for identifying NE and SAIE features. The present study used only the intuition of the researcher regarding the initial labelling of responses as SE or NE.

Other verification studies are possible using entirely different methods such as interviews, analysis of written essays, radiotelemetry observations and direct questioning, but such methods will be difficult to quantify since not all subjects may use the constructions being investigated.

Where verification studies would involve the same areas but different methods, extension studies would involve different areas and any appropriate methodology. Knowledge

about SAIE could be extended by investigating other forms within syntactic constructions, such as all the possible forms of SV concord to account for plurality and tense, and other syntactic constructions such as interrogative reversal constructions, the passive and negative constructions, clause element sequencing (cf. *So big that car is*, *So many small ones you got*, *Lovely the roses here* and *I make yesterday nice fish*) and clause combining using the infinitive (cf. *You want I must put?* and *He like I must make breyani*).

Other areas of language behaviour within SAIE should also be investigated empirically. Examples are phonology, morphology (particularly morphological formation of auxiliary contractions), lexicon (particularly the use of neologisms and the conversion of word classes such as the forming of verbs from nouns) and semantic relations within phrases and sentences (particularly the choice and inclusion of prepositions, verb particles and articles, and the representation of tense and aspect). One very broad area to be investigated is that of pragmatics - the social use of language. Here the effect of social context and communicative intents should be studied in terms of lexical and syntactic choices. This would include style markers and shifts; intonation and nonverbal communication patterns such as the use of distance, gaze and gesture; functional domains; strategies for initiating, maintaining, shifting and terminating topics of conversation; the establishment

of joint reference; turn-taking patterns and strategies for coping with or causing interruptions; strategies for signalling and repairing communication breakdown; the use of devices such as humour, sarcasm, idiom, hyperbole, understatement, and repetition to achieve communicative success; and the relevance and implementation of the Cooperative Principles (Grice, 1975; Lakoff, 1973, both cited by Miller, 1981:123).

Another area in which knowledge of SAIE could be extended would be the attitudes and beliefs held by SAIE speakers and others regarding the use of SAIE and its status. The present study investigated only parts of this area and much more needs to be done with regard to investigating acceptability hierarchies relevant to specific speakers and situations; the strength of beliefs (cf. Fishman's Commitment Index - Fishman, 1976); linguistic insecurity (cf. Labov's Linguistic Insecurity Index - Labov, 1970); the prestige status of SAIE; the aesthetic qualities of SAIE and how these affect the perception of speakers; the equivalence of SAIE and SE forms in terms of comprehension; the prediction of forms in a given context (cf. Labov's classroom and vernacular correction tests, Labov et al, 1975) and comparisons between attitudes towards SAIE, SACE, SAE and other varieties.

Finally, knowledge could be extended by studying different social groups within the Indian population, by using subjects of different ages, regional origin, social class,

religion, linguistic background, educational experience and occupation. Even the social variable of sex requires further research since the present study did not compare Indian males with Indian females.

The third type of research suggested by these findings could be described as complementary research. In this case, research could be aimed at documenting and comparing the features of other recognised South African language varieties, including SAE, and investigating the language and attitudes of other social groups, e.g. women, academics, businessmen, civil servants, rural residents, supporters of various ideologies and so on. Another complementary area is the development of clinical tests and materials for use with speakers of local varieties (cf. the Test of Oral Language Production, Vorster, 1980; also South African intelligence and aptitude tests). A third complementary area is the investigation of scholastic progress among NE-speaking children, with particular reference to written language. This socio-political area was the cause of most of the American research into BE but it may be the result of NE investigation in this country. It would also complement knowledge gained from the present study to investigate and compare the English language usage of Indian people in other parts of the world such as India, the U.K., Australia and Canada, since similarities appear to exist. Finally, it would be valuable to investigate language acquisition in Indian children so that

developmental sequences and the ages at which various syntactic constructions are acquired can be identified for clinical use (obviously, this needs to be done for all population groups in South Africa).

The fourth area of future research lies in answering sociolinguistic questions concerning the origins, changes and development of NE varieties; the dynamics of issues such as of speech communities, networks, social isolation, and functional diglossia; the role of power and solidarity; the notion of verbal repertoire, polylectal grammars and variable rules; the relationship between variation in phonology, syntax and lexicon (cf. C-JN Bailey's claim that as stylistic indices these aspects vary independently of one another in Hawaiian children:1973) and the relationship between idiolects and community grammars. Research into these areas in the South African context will broaden knowledge universally. For example, Haugen (1966) discusses the development and acceptance of dialects in terms of four stages: selection of a norm, codification of form, elaboration of function and acceptance by the community. SAIE and other South African varieties could be investigated in these terms, thus adding to understanding about dialect development generally. Finally, apparent anomalies can be investigated as they appear in other research. The present study prompts questions about why significant sex differences were not found, why females were generally more accepting of NE than males when the literature suggests the

converse, and why some of the responses on the Use Test were so obscure and unlikely. Another area worth following up is an investigation into the uncertainty indicators on the Use Test, i.e. the frequent changes to responses. It would be interesting to analyse whether the Ss who made these changes were male or female and whether there is a direct relationship between the direction of change (to NE or to SE) and attitudes of acceptance and rejection of NE forms.

5.6 Final conclusion

Having concluded that the findings of this study have considerable value for academic and applied disciplines, it is prudent to review, briefly, the socio-political perspective introduced in the preface (p ii). The fear of creating social barriers through highlighting linguistic differences, and the fear of parallels being drawn between non-standard language and inferiority, cannot be glibly ignored in the name of scientific research. If people fear these outcomes of sociolinguistic investigation, they do so through past experiences and associated reactions. Every sociolinguistic researcher is therefore morally obliged actively and persistently to untie the knots of confusion, by showing how the results of such research can be used to philanthropic ends. Non-judgemental reporting and balanced discussion in the media have prompted greater tolerance for other forms of non-standard behaviour; the same can be

achieved for non-standard language where prejudices still exist. Greater tolerance leads to insight and positive action by authorities in the private and public sectors, such as the creation and implementation of policies in which impartiality towards language variety is guaranteed in the appointment and promotion of staff and office-bearers, and in dealings with the public; policies in which public education concerning the nature of social language varieties is a priority; policies regarding the inclusion of sociolinguistic issues in the training of teachers and other professionals; and policies by which discriminatory practices are penalized.

It is maintained that the study of non-standard social language varieties is not simply innocent in intent, but is ameliorative in building sound interpersonal relationships through its potential to change public attitudes.

APPENDIX A

NON-STANDARD ENGLISH SYNTAX FEATURES

The following features have been reported as occurring in various non-standard English varieties. The NE varieties cited represent just some of the known examples and the features may well also occur in other varieties. The classification of Wolfram and Fasold (1974) has been used because this classification refers to the areas affected by different rules and thus allows the inclusion of various surface forms under each heading, unlike other classifications which use the rules themselves as a framework. Wolfram and Fasold (1974) are hereafter abbreviated as W&F and Eng refers to English.

1. Verb forms:

a) The -ed suffix

i. In many NE varieties, the past tense marker is not present. This is due very often to phonotactic rules rather than morphological rules, i.e. the morpheme is deleted through regular rule application.

BEV: W&F:150; Labov, 1972

Reading English: Cheshire, 1982

b) Irregular past tense forms

i. Infrequent use of present tense verb forms in place of irregular past forms has been reported for some varieties.

This is more common with certain verbs such as *say*, *come*, *give* and *run*.

BEV : W&F:151; Labov, 1972

Appalachian Eng: Hackenberg (cited in W&F:151)

Singapore-Malaysian Eng: Platt, 1984

ii. Irregular forms are regularized, e.g. *knowed*, *holded* and *blowed*.

BEV : W&F:151; Labov, 1972

Appalachian Eng: Hackenberg (cited in W&F:151)

Reading Eng.: Cheshire, 1982

iii. Irregular forms are given both the vowel change of SE and the -ed suffix, e.g. *woked* as the past tense of *wake*.

Reading Eng: Cheshire, 1982

c) The completive aspect with *done*

To emphasize the completeness of an action, there may be an additional perfective construction using *done* and the past tense or past-participle form, producing sentences such as *he done went home*.

BEV: W&F:152; Labov, 1972

Appalachian Eng: W&F:152

d) The remote time aspect with *been*

To emphasize the remoteness of an action from the current interests of the speaker, an additional perfective with *been* may be present, generating sentences such as *you been paid your dues* which means *you paid your dues a long time ago* and not the passive, *you have been paid your dues*.

BEV: W&F:152; Labov, 1972

e) The past participle:

i. With irregular verbs, this may take the form of the past tense, as in *he has did it* and *we had went*.

NE generally: W&F:153

Reading Eng: Cheshire, 1982

ii. The *have* auxiliary may be absent when forming the past perfect construction, as in *he done it*.

NE generally: W&F:153

iii. Hypercorrection may occur where irregular verbs are regularized, producing sentences such as *they haven't cutten all them trees*.

NE generally : W&F:153

f) The present tense suffix

i. With third person singular subjects, the present tense marker may be absent, as in *he don't live here* and *she do it properly*. This applies more often to the verb *do* than to other verbs.

BEV: W&F:153; Labov, 1972

Native American Eng: Toon, 1984

Singapore-Malaysian Eng: Platt, 1984

ii. The third person plural subjects take the present tense marker: *the boys does it* and *they calls me names*.

Appalachian Eng: W&F:153; Toon, 1984

BEV (hypercorrection): W&F:153; Labov, 1972

Reading Eng: Cheshire, 1982

iii. The first person subject may take a present tense marker on the verb, as in *I starts work soon*, *I goes to town by bus*, *I has an idea* and *we does our work*

Northern White NE (USA): W&F:156

Reading Eng: Cheshire, 1982

iv. The second person may take a present tense marker, as in *you knows my sister*.

Reading Eng: Cheshire, 1982

g) Concord with forms of *be*

i. Though the form *am* is often present, the forms *are* and *were* may be absent, with *is* and *was* taking their place. This results in sentences such as *the boys is here* and *the boys was here*. The form *were* is more commonly absent than the form *are*.

BEV (in some regions): , W&F:157; Labov, 1972

Appalachian Eng: W&F:157; Toon, 1984

Reading Eng: Cheshire, 1982

Native American Eng: Toon, 1984

ii. The form *were* may be used with the first person singular, as in *I were happy*

Reading Eng: Cheshire, 1982

h) Auxiliary and copula deletions

i. Where SE can contract an auxiliary, many NE varieties can delete it. The rules are syntactic in some cases and phonological in others, but the effect is the absence of the auxiliary in potential contraction environments. This produces sentences such as *I gone there before*, *I go there tomorrow* and *they over there all the time*.

BEV: W&F:158; Labov, 1972

Southern White NE (USA): W&F:159

Hawaiian Eng: Glissmeyer, 1973

Appalachian Eng: Toon, 1984

Singapore-Malaysian Eng: Platt, 1984

ii. Uncontracted auxiliaries may be deleted from questions which involve reversal of the auxiliary and noun phrase in SE, e.g. *he coming with us?*, *you understand?* and *Where you been?*

NE generally: W&F:160

i) Invariant *be*

The word *be* may be used as a main verb to denote "object or event distributed intermittently in time" as in *he be good* which means he is good some of the time.

BEV: W&F:161; labov, 1972

j) A-verb-ing:

The prefix *a-* may be attached to the present participle to show long-term action. An example is *I was a-farming in those days*.

Appalachian Eng: W&F:162; Toon, 1984

k) Modals:

i. The word *would* may replace *will* to produce sentences such as *I hope you would come*. The use of *would* may indicate either politeness or probability as opposed to certainty (Platt, 1984).

Singapore-Malaysian Eng: Platt, 1984

SAIE: Crossley, 1984

ii. The word *should* may be used in place of SE *used to* as in *when he was a baby, he should cry a lot*.

SAIE: Crossley, 1984

1) Progressive verb forms:

The progressive form may be used with verbs such as *know*, *have* and *understand* to produce sentences such as *He is having two houses*, *I am knowing the work* and *I am understanding the problem*.

South Asian (Indian) Eng: Kachru, 1984

SAIE: Crossley, 1984

2. Negation

a) The use of *ain't*

The word *ain't* may be used instead of *am not*, *isn't*, *aren't*, *hasn't*, *haven't* or *didn't*. Examples are *They ain't here*, *he ain't done nothing* and *he ain't see it*.

NE generally: W&F:162

Reading Eng: Cheshire, 1982

b) Negative concord (multiple negation)

Where indefinite elements occur in a sentence, they may be negated as well as the verb. Several rules account for this, but it is not necessary to describe these. The result is sentences like *You don't know nothing* and *Nobody don't want nothing*.

BEV: W&F:162; Labov, 1972

Reading Eng: Cheshire, 1982

Hawaiian Eng: Glissmeyer, 1973

Native American Eng: Toon, 1984

Hispanic American Eng: Toon, 1984

c) Negative auxiliary preposing

In sentences with an indefinite subject, the negative verb may be placed in the initial position, e.g. *can't nobody do it* and *wasn't nothing wrong*. Such sentences are statements, not questions.

BEV: W&F:166; Labov, 1972

Southern White Eng (USA): W&F:166

d) *never* replacing *didn't*

In SE, *never* refers to universal negation, but in NE, *never* may be used to negate a once-off action as in *I never went there yesterday*; in this case it can be said to mean *didn't*.

Reading Eng: Cheshire, 1982

Hawaiian Eng: Glissmeyer, 1973

SAIE: Crossley, 1984

3. Clause syntax

a) Relative clauses

In SE, relative pronouns may be deleted only if the relative pronoun refers to the object of the subordinate sentence. In some forms of NE, the relative pronoun may also be deleted when it refers to the subject, e.g. *That's the dog bit me*. This is more common after the expletive *there*, as in *there's a man comes here every day*.

NE generally: W&F:167

Appalachian Eng: W&F:167

b) Non-standard relative pronouns:

The words *what* and *as* may be used as relative pronouns, as in *a car what goes fast is expensive* and *there's those as can do it*.

American white rural varieties generally: W&F:169

Reading Eng: Chehsire, 1982

c) Question inversion:

i. In SE, indirect questions, i.e. questions embedded into another sentence, do not allow inversion of the auxiliary. Furthermore, the conjunctions *if* and *whether* are used in cases where no "WH word" is present. In some forms of NE, inversion does occur, rendering the word sequence the same as for unembedded direct questions. The result is sentences such as *I wonder where is he going*, *they don't know what time is it* and *I wonder is he going*.

BEV: W&F:169; Labov, 972

Southern White Eng (USA): W&F:169

Hawaiian Eng: Glissmeyer, 1973

ii. Direct questions may be formed without auxiliary inversion as in *you are going now?*

SAIE: Crossley, 1984

iii. Direct questions may be formed without an auxiliary or copula (which would normally be inverted with the NP in SE). E.g. *you going now?*, *you hungry?*, *you took it?* and *where you went?*. In the last two examples, the absence of the obligatory *do* auxiliary causes the verb to carry the past tense marker. In *What he say yesterday?* and *How many*

she get at the shop?, the absence of *do* does not have the same effect and tense is not marked morphologically.

BEV: W&F:170; Labov, 1972

SAIE: Crossley, 1984

Hawaiian Eng: Glissmeyer, 1973

d) Left dislocation (pronominal apposition)

A noun phrase may be repeated and inserted in the initial position of the sentence, and the original noun phrase pronominalized, as in *my mother, she works hard* and *Mr Smith, I saw him in town*.

NE generally: W&F:171

Singapore-Malaysian Eng: Platt, 1984

e) Nonstandard *there* constructions

Expletive *there* may be replaced with *it*, as in *it's a boy in my class called Robert* and *Is it a supermarket near here?*

BEV: W&F:171; Labov, 1972

Southern White Eng: W&F:171

Appalachian Eng: Toon, 1984

f) Past tense conditional clauses

i. In SE, conditional clauses in the past tense joined by *if* require that the first clause be put in the perfect tense. In NE, the first clause may be formed using the past tense, as in *If he didn't duck, it would have hit him*.

Reading Eng: Cheshire, 1982

g) Clause element sequence

i. The SVO sequence may be reversed, perhaps for emphasis (foregrounding/topicalization), as in *Eleven I already passed, Spanish I know a little* and *That one I got*.

SAIE: Crossley, 1984

Hawaiian Eng: Glissmeyer, 1973

Singapore-Malaysian Eng: Platt, 1984

ii. The pattern SVAO may be used in place of SVOA, as in *I ate yesterday the food, I bought at the shop this dress* and *He draw so nicely that picture*. It appears that this sequence is more common with adverbials of time.

SAIE: Crossley, 1984

Hawaiian Eng: Glissmeyer, 1973

Singapore-Malaysian Eng: Platt, 1984

h) Absence of obligatory object

The object may be implied rather than stated, as in *I don't believe (it), I give you (the book)* and *Somebody will bring (the food)*.

SAIE: Crossley, 1984

Hawaiian Eng: Glissmeyer, 1984

Singapore-Malaysian Eng: Platt, 1984

i) Conjunction omission:

Clauses may be connected prosodically rather than through use of a conjunction, with strings of clauses contained within an intonational unit.

Singapore-Malaysian Eng: Platt, 1984

j) Tag questions may be used without indicating a request for confirmation and without necessarily manifesting reverse polarity, e.g. *it doesn't matter, isn't it* and *he isn't going there, isn't it*.

West African Eng: Todd, 1984

South Asian (Indian) Eng: Kachru, 1984

Singapore-Malaysian Eng: Platt, 1984

4. Nominal constructions:

a) Plural

i. The plural marker may be absent, especially when a quantifier or numeral is present in the noun phrase. Sentences result such as *I got two book* and *All the teacher get mad*.

BEV: W&F:173; Labov, 1972

NE generally: W&F:173

Reading Eng: Cheshire, 1982

Singapore-Malaysian Eng: Platt, 1984

Aboriginal Eng (Australian): Eagleson, 1984

ii. Irregular plurals may be regularized as in *sheeps* and *foots*.

NE generally: W&F:173

iii. Irregular plurals may be doubly pluralized, as in *feets*, *peoples* and *childrens*.

NE generally: W&F:173

Reading Eng: Cheshire, 1982

iv. An associative plural construction such as *and them* may be used, as in *Freddy and them stay there*, meaning *Freddy*

and his friends or family.

BEV: W&F:173; Labov, 1972

v. Mass nouns may be given a plural marker, as in *firewoods, breads* and *popcorns*.

West African Eng: Todd, 1984

b) Possessive

i. The possessive marker *'s* may be absent, e.g. *the boy hat*. This is less common in the absolute position, e.g. *that hat is the boy*.

BEV: W&F:173; Labov, 1972

Aboriginal (Australian) Eng: Eagleson, 1984

ii. The *'s* marker may be attached to either or both words in two-word nouns, as in *Frank's Jackson car* or *Frank's Jackson's car*. This represents hypercorrection rather than a grammatical feature.

BEV: W&F:174; Labov, 1972

iii. The nominative or accusative case of personal pronouns may be used in the possessive, e.g. *she want she book, he want him book* and *where are me shoes?*

BEV : W&F:174; Labov, 1972

Reading Eng: Cheshire, 1982

Appalachian Eng: Toon, 1984

iv. The word *mine* may be regularized to *mines*, to correspond with *yours, ours, hers, theirs* etc.

NE generally: W&F:174

v. The *-n* of *mine* may be transferred to other pronouns to produce *yourn, hisn, hern, ourn* and *theirn*.

NE generally : W&F:174

Appalachian Eng: Toon, 1984

c) Inalienable possessive article replacement

Where SE replaces the possessive pronoun with *the* when verbs of physical contact are used with an animate noun as possessor and a body part (thus inalienable) as the possessed, some NE varieties retain the possessive pronoun. Where SE has *I punched him on the nose*, NE may have *I punched him on his nose*.

BEV: W&F:175; Labov, 1972

d) Demonstratives

i. The word *them* may replace SE *those*, as in *I want some of them apples*.

NE generally: W&F:175

Reading Eng: Cheshire, 1982

ii. The words *here* and *there* may be inserted after the demonstrative, as in *I like these here pants better than them there ones*.

NE generally: W&F:175

e) Reflexives

i. Where SE forms reflexives from the possessive pronoun in the case of first and second person and from the accusative pronoun for the third person, NE may form all reflexives from the possessive pronoun. The result is *hissself* and *theyselves*.

NE generally: W&F:176

Reading Eng: Cheshire, 1982

Appalachian Eng: Toon, 1984

ii. Plural reflexives may be formed with the singular suffix, *-self* as in *themselves* and *ourselves*.

Reading Eng: Cheshire, 1982

f) Plural forms of *you*

NE may distinguish between *you* singular and *you* plural by using *you-all*, *you'll* or *yous* for the plural.

American Southern varieties : W&F:176.

Reading Eng: Cheshire, 1982

SAIE: Crossley, 1984

g) Articles

Articles may be omitted, as in *I got ticket*.

South Asian (Indian) Eng: Kachru, 1984

Singapore-Malaysian Eng: Platt, 1984

5. Miscellaneous:

a) Adverb suffix *-ly*

In NE, the suffix *-ly* may be absent from adverbs, rendering them the same as adjectives, as in *she went quick*.

Reading Eng: Cheshire, 1982

b) Comparatives:

i. The word *more* may be used in addition to the suffix *-er*, as in *more higher*.

Reading Eng: Cheshire, 1982

ii. Irregular adjectives may be given the *-er* suffix in addition to the word change demanded, as in *worser*.

Reading Eng: Cheshire, 1982

iii. Irregular adjectives may be regularized, as in *badder*.

Reading Eng: Cheshire, 1982

c) Prepositions

Prepositions may be used differently, depending on the particular NE variety. Some examples are *I jumped off of the wall* and *he ran out the house*, (taken from Reading Eng; Cheshire, 1982), *he go Honolulu* and *We must meet for my house*, (taken from Hawaiian Eng; Glissmeyer, 1973), *I got plenty money* and *There's not so much of work* (taken from SAIE; Crossley, 1984) and *It was my first time of going there* (taken from West African English; Todd, 1984).

In addition, verb particles may be absent. Many varieties are reported to show this: West African English (Todd, 1984), SAIE (Crossley, 1984), East African English (Hancock and Angogo, 1984).

APPENDIX B

NON-STANDARD SYNTACTIC FORMS OBSERVED IN THE SPEECH AND WRITING OF INDIANS (based on Crossley, 1984)

(in each pair of sentences, the first is the NE form and the second is the inferred SE equivalent).

A. Subject-Verb agreement: Third person singular subject does not take a present tense/singular marker on verb

- He do it / he does it
- My mum like to watch TV / my mum likes to watch TV
- He take it / he takes it
- He don't like us getting angry / he doesn't like...
- If someone tease her, she tell her father / if
someone teases her, she tells her father

B. Subject-verb agreement: 3rd person plural subject takes a present tense/singular marker on verb

- My keys is on the table / my keys are on the table
- Here is all the books / here are all the books
- Her ears troubles her / her ears trouble her
- This forms is for you / these forms are for you

C. Indefinite singular pronoun replaces plural noun phrase

- He bought the pills and put it there / he bought
the pills and put them there
- Here's the dishes; shall we wash it? / here are the
dishes; shall we wash them?

CC. Plural pronoun replaces singular noun

(Not observed originally but observed in responses to Use

Test in present study)

- Monkeys eat the fruit before they ripen / monkeys eat the fruit before it ripens

D. Have+en construction : ed replaces en (preterite replaces participle form)

- He had did it / he had done it
- I should have went to the library / I should have gone to the library
- I had never saw anything so beautiful / I had never seen anything so beautiful
- He should have took it / he should have taken it

E. Have+en construction: have form omitted

- After he done it, he walked home / after he had done it, he walked home
- Now we got used / now we have got used (to it)

F. Have+got construction (possession): have form omitted

- He got plenty money / he has got plenty of money
- I got the flu today / I have got (the) flu today

G. Have+en construction replaces simple past tense construction

- Some time last year, you had indicated your willingness to help / some time last year, you indicated your willingness to help
- When it was handed to her, she had taken it from me / when it was handed to her, she took it from me

H. Is+ing construction : is form omitted

- What you saying? / what are you saying?
- He saying it very nice now / he is saying it very nicely now

I. Is+ing construction replaces simple past tense construction

- Yesterday he is crashing his car / yesterday he crashed his car
- I'm visiting her last week already / I visited her last week (already)

J. Is+ing construction replaces simple present tense construction

- I'm going there every day / I go there every day
- I'm praying in the temple but my girl is still sick / I pray in the temple but my girl is still sick

K. Is+ing construction replaces have+en construction

- I'm parking there all my life / I have parked there all my life
- She's talking this way since she was a baby / she has talked this way since she was a baby

L. Obligatory do omitted in questions

- What you say? / what did you say?
- You put water? / did you water (the plants)?
- He went home? / did he go home?

- What work your father do? / what work does your father do?
- What language you speak? / what language do you speak?
- Who you like best? / who do you like best?
- How you go? / how do you go?

M. Auxiliary *would* omitted in future conditional tense construction

- I like to be a speech therapist / I would like to be a speech therapist
- I also like to bring to your attention,... / I would also like to bring to your attention,...

N. Auxiliary *will* omitted in future tense construction
(i.e. present tense replaces future tense construction)

- Don't worry, I throw it / Don't worry, I will throw it (away)
- Just now you get into trouble! / just now you will get into trouble

O. Auxiliary *should* replaces *would* (meaning *used to*)

- He should also go / he would also go.
- When she was sick, the milk should come out of her nose / when she was sick, the milk would come out of her nose

P. Past tense auxiliary *had* replaces present tense auxiliary *has/have*

- And now that the hoocha of the first day had died down, what did the children themselves think of it? / and now that the hoocha of the first day has died down, what do the children....?
- Today's players had turned soccer into a money-spinning fiasco and had neglected to maintain a high standard of play / today's players have turned soccer into a money-spinning fiasco and have neglected....
- The Sunday Times established that approaches had been made / the Sunday Times established that approaches have been made

Q. Present tense auxiliary, copula or verb used in conjunction with past tense verb in complex sentences (cf. Z class)

- I thought you will be gone by now / I thought you would be (have) gone by now

R. Auxiliary/copula not reversed with subject in questions

- What you are doing? / what are you doing?
- What colour it was? / what colour was it?
- What the car was doing? / what was the car doing?

S. Auxiliary/copula reversed with noun phrase in statements involving a WH conjunction

- I know where's it / I know where it is
- I wonder when's he going / I wonder when he's going
- Do you know what's "dough"? / do you know what "dough" is?

T. Auxiliary/copula reversed with noun phrase in statements involving locative here/there (as opposed to "empty" here/there) and it

- Here's it / here it is
- There's it, on the desk / there it is, on the desk

U. Sentence combining using infinitive : infinitive is omitted and pronoun remains in subject case

- You want I must put? / do you want me to put (it away)?
- He like she must sing / he likes her to sing

V. Noun phrase elaboration: this used with plural noun

- This forms is for you / these forms are for you
- This letters is ready / these letters are ready

W. Have+en construction: is form replaces have form (participle is used as an adjective)

- He is gone already / he has gone already
- I'm finished all my typing / I've finished ...

X. Adverbial position or form is non-standard

- Now she only has twice a day her bottle / now she only has her bottle twice a day
- So often I'm getting here late / I'm getting here late (so) often / I'm often getting here late
- She say it nice now / she says it nicely now
- He do it good / he does it well

Y. Prepositions and verb particles are non-standard

- There's so much of work to do / there's so much work to do
- He got plenty money / he's got plenty of money
- He watch TV in the night / he watches TV at night
- I throw it / I will throw it away (verb particle)
- What are you talking? / what are you talking about?
(verb particle)
- Here's a form to fill / here's a form to fill in
(verb particle)
- She put her dot / she put her dot on her forehead
(verb particle)
- It broke at the night of the storm / it broke on
the night of the storm

Z. Auxiliary *would* replaces auxiliary *will* (cf. Q class)

- The orientation programme would probably help you /
the orientation programme will probably help...
- I hope you would be able to attend / I hope you
will be able to attend

- If a truck go past, she would scream / if a truck goes past, she will scream

A/AM. Adverb/aspect mismatch (not observed originally but observed in the responses on the Use Test of the present study)

- After she shopped, she caught the bus / after she had shopped, she caught the bus
- After she did the shopping, she caught the bus / after she had done the shopping, she....
- He went home already / he has gone home already
- He will go after he reads the paper / he will go after he has read the paper
- He ran the Comrades for the past twenty years / he has run the Comrades for the past twenty years
- These days, he was... / these days, he is...

APPENDIX C

BANK OF TEST ITEMS TO ELICIT NE FORMS

(T = target NE form; St = stimulus; i.e. test sentence presented, I = instruction regarding task to elicit target; Sub = subject; O = object; V = verb; pron = pronoun; NP = noun phrase; syll = syllable(s); aux = auxiliary; cop = copula; adv = adverb; irreg = irregular; pl = plural; N = noun)

A. Subject-verb agreement: 3rd person singular subject does not take a present tense/singular marker on verb

(Hypothesis: only applies to verbs and *do* - cop/aux *is* and *has* do show present tense/singular marking)

1. T: He take this medicine every day, on doctor's orders (S=pron, O=NP without /s/)

St: They take this medicine every day, on doctor's orders

I: Change "They" to "he"

2. T: My brother like the new teacher (S=NP)

St: All the children like the new teacher

I: Change "all the children" to "my brother"

3. T: My brother fetch the post on his way home
(V +/es/ = 2 syll)
St: My brother and his friends fetch the post on the
way home
I: Delete "and his friends"
4. T: She criticize evrything I do (S=Pron, V+es=2syll)
St: They criticize everything I do
I: Change "they" to "she"
5. T: A pocket of potatoes are very expensive (V=Cop)
St: Potatoes are very expensive
I: Change "potatoes" to "a pocket of potatoes"
6. T: The neighbours' dog are chasing the cars again
(V= Aux. *is*)
St: The neighbours' dogs are chasing the cars again
I: Change "the dogs" to "the dog"
7. T: My brother have resigned from that job (V=aux.
has)
St: My brother and my cousin have resigned from that
job
I: Delete "and my cousin"
8. T: My son don't like playing soccer with those boys
(V=aux. *do*)
St: My children don't like playing soccer with those
boys
I: Change "My children" to "my son"

9. T: My father were in Cape Town at the time (V=past T
cop)
St: My parents were in Cape Town at the time
I: Change "my parents" to "my father"
10. T: The teacher were giving us a hard time (V=past T
aux. *is*)
St: The staff were giving us a hard time
I: Change "the staff" to "the teacher"
11. T: A traffic cop very often check cars in this road
(S+Adv+V)
St: The police very often check cars in this road
I: Change "the police" to "a traffic cop"
12. T: He know the answer to that question
St: He may know the answer to that question
I: Delete "may"
13. T: He always listen to the news every hour on the hour
St: He will listen to the news every hour on the hour
I: Change "will" to "always"
14. T: Everybody want something for nothing these days
(V ends in /s/, O starts with /s/)
St: Most people want something for nothing these days
I: Change "most people" to "everybody"
15. T: I brought the machine that need fixing (embedding)
St: I brought all the machines that need fixing
I: Change "all the machines" to "the machine"

B. Subject-verb agreement : 3rd person plural subject takes a present tense or singular marker on verb

(Hypothesis : Only applies to cop/aux *is* and *has*, not verbs and *do*)

1. T: Generally, all the programmes is very educational. (S=NP, V=cop)

St: Generally, TV is very educational

I: Change "TV" to "all the programmes"

2. T: In my opinion, the workers is demanding too much (S=NP, V=aux. *is*)

St: In my opinion, the union is demanding too much

I: Change "the union" to "the workers"

3. T: Usually, they is on time for lectures (S=pron, V=cop)

St: Usually, he is on time for lectures

I: Change "he" to "they"

4. T: All the children is going to the park today (V=aux. *is*)

St: Everyone is going to the park today

I: Change "everyone" to "all the children"

5. T: The children is keen to see the film (S=irreg pl N V=cop)

St: He is keen to see the film

I: Change "he" to "the children"

6. T: All the sheep is suffering from some disease (S=
no-change pl N)
St: This sheep is suffering from some disease
I: Change "this sheep" to "all the sheep"
7. T: The children likes eating at a restaurant
(S=irreg pl N,V=verb)
St: My daughter likes eating at a restaurant
I: Change "my daughter" to "the children"
8. T: The monkeys eats the fruit before it ripens
(S=NP,V=verb)
St: The monkey eats the fruit before it ripens
I: Change "monkey" to "monkeys"
9. T: The litchis doesn't last long with all the birds
around (Aux do)
St: The fruit doesn't last long with all the birds
around!
I: Change "the fruit" to "the litchis"
10. T: They doesn't like going to the dentist (S=pron, aux
do)
St: She doesn't like going to the dentist
I: Change "she" to "they"

11. T: Doctors hasn't found a cure for the common cold yet
(aux *has*)
St: Science hasn't found a cure for the common cold
yet
I: Change "science" to "doctors"
12. T: Here's the books you asked for (Empty S, V=cop,
plural O)
St: Here's the literature you asked for
I: Change "literature" to "books"
13. T: I brought the shoes that needs mending (Embedded
sentence with pl S)
St: I brought the stuff that needs mending
I: Change "the stuff" to "the shoes"
14. T: The children watches the sport on TV4 every Sunday
(2 syll verb)
St: He watches the sport on TV4 every Sunday
I: Change "He" to "the children"
15. T: My mother and father likes some entertainment at
weekends (verb ends in /s/, O starts with /s/)
St: My father likes some entertainment at weekends
I: Change "my father" to "my mother and father"

C. Indefinite singular pronoun replaces plural noun phrase

1. T: I bought the books but left it on the bus
St: I bought the book but left it on the bus
I: Change "book" to "books"
2. T: I saw the letters lying on the table but forgot to
post it (many words betw. first and second O)
St: I saw the letter lying on the table but forgot to
post it
I: Change "letter" to "letters"
3. T: All the shirts is/are dry now - will you iron it?
(+ *all* to emphasize plurality)
St: All the washing is dry now - will you iron it?
I: Change "washing" to "shirts"

D. Have+en construction : *ed* replaces *en* (preterite replaces participle form)

1. T: I should have went to the library afterwards
(+ *should* + irreg V)
St: I went to the library afterwards
I: Add "should have"
2. T: If I hadn't walked in, he would have took the last
chocolate! (+ *would*)
St: He took the last chocolate!
I: Start with "If I hadn't walked in, he would
have..."

3. T: By now he will have ate the cake I left for him
(+ *will*)
St: He ate the cake I left for him
I: Begin with "By now he will have..."
4. T: It's the best film that I have ever saw! (have+en, no 2nd aux)
St: I saw the film
I: Start with "It's the best film that I have ever..."
5. T: He might have stole it on the night of the accident
(+ *might*)
St: He definitely stole it on the night of the accident
I: Change "definitely" to "might have"
6. T: The dog must have ate it when we weren't looking!
(+ *must*)
St: The dog ate it when we weren't looking
I: Start with "the dog must have..."
7. T: The children could have did it by mistake (+*could*)
St: The children did it by mistake
I: Start with "The children could have..."
8. T: He had already went home to Ladysmith
(*had+en*, no 2nd aux)
St: He went home to Ladysmith
I: Add "already"

E. Have+en construction : *have* form omitted

1. T: After she done the shopping, she caught a bus home
(*had*, aux ends with /d/, V starts with /d/)
St: After doing the shopping, she caught a bus home
I: Begin with "After she..." (NB may elicit
"finished/completed" or "After she did the
shopping")
2. T: He will go after he read the newspaper
St: He read the newspaper
I: Begin with "he will go after he..."
3. T: He will plant the tree after he dug a hole (*has*)
St: He dug a hole
I: Begin with "He will plant the tree after he..."
4. T: They will write an essay after they visited the
museum (aux ends in /v/, V starts with /v/)
St: They visited the museum
I: Begin with "They will write an essay after they..."

F. Have+got construction (possession): *have* omitted

1. T: Right now, we got a lot of work to do (*have*)
St: Last term, we got a lot of work to do
I: Change "last term" to "right now"
2. T: He got a good job these days (*has*)
St: He got a good job when he left school
I: Change "when he left school" to "these days"

3. T: I got three certificates by the time I got married
(*had*)

St: I got three certificates before I got married

I: Change "before I got married" to "by the time I got married"

G. Have+en construction replaces simple past tense construction

1. T: Sometime during last year, you had made a decision

St: By this time last year, you had made a decision

I: Change "By this time last year" to "Sometime during last year"

2. T: Last month he had told me of his plans

St: By the end of the month, he had told me of his plans

I: Change "by the end of the month" to "last month"

H. Is+ing construction : *is* form omitted

1. T: My brother taking part in the annual school play
(*is*)

St: My brother took part in the annual school play

I: Change "took" to "taking"

2. T: He sleeping on the couch in the lounge (*is*, aux ends with /s/, V starts with /s/)

St: He slept on the couch in the lounge

I: Change "slept" to "sleeping"

3. T: You making a fool of me in front of my friends
(are)
St: You made a fool of me in front of my friends
I: Change "made" to "making"
4. T: You reading very well for your age! I'm proud of
you! (are, aux ends with /r/, V starts with /r/)
St: You read very well for your age! I'm proud of you!
I: Change "read" to "reading"
5. T: He acting the clown all the time (is)
St: He, acting the clown all the time, is very
popular
I: Delete "is very popular"
6. T: He swimming all by himself now (is, aux ends in
/s/, V starts with /s/)
St: He, swimming all by himself now, is much more
confident
I: Delete "is much more confident"
7. T: You always mixing me up with my brother! (are)
St: You fool! Always mixing me up with my brother!
I: Delete "fool"
8. T: You resting on the job - get a move on! (are, aux
ends with /r/, V starts with /r/)
St: You lazy slob, resting on the job! Get a move on!
St2: Look at you, resting on the job! Get a move on!
I: Delete "lazy slob" /"look at"

9. T: I feeling faint all of a sudden! (*am*)
 St: I don't know what's the matter with me, feeling faint all of a sudden!
 I: Delete "don't know what's the matter with me"
10. T: I making a real mess as usual! Just look at me! (*am*
 aux ends with /m/, V starts with /m/)
 St: Just look at me, making a real mess as usual!
 I: Put "Just look at me" at the end of the sentence
- I. Is+ing construction replaces simple past tense construction
1. T: The bee is/was stinging me yesterday! (*is*)
 St: The bee is stinging me! HELP!
 I: Delete "help" and add "yesterday"
2. T: That man is/was stealing all my Kruger Rands last month! (*is*)
 St: That man is stealing all my Kruger Rands!
 I: Add "last month"
3. T: I am/was getting my new Toyota yesterday - want to come and see it? (*am*)
 St: I am getting my new Toyota tomorrow - want to come and see it?
 I: Delete "tomorrow" and replace with "yesterday"

4. T: They are/were signing the contract last Tuesday -
it's too late! (are)

St: They are signing the contract next Tuesday - it's
too late!

I: Change "next Tuesday" to "last Tuesday"

5. T: I'm watching our team play every Saturday last
season (am)

St: I'm watching our team play every Saturday this
season

I: Change "this season" to "last season"

6. T: He is playing for the first side for ten years (aux
is)

St: He is playing for the first side

I: Add "for ten years"

J. Is+ing construction replaces simple present tense
construction

1. T: I am going to Cape Town regularly to visit my
parents

St: I am going to Cape Town to visit my parents

I: Add "regularly"

2. T: I am going to my grandmother's every afternoon
after work (am)

St: I will go to my grandmother's every afternoon
after work

I: Rewrite in present tense

3. T: He is wanting some help - please check (*is*)
 St: He may be wanting some help - please check
 I: Delete "may be"

4. T: I am feeling that it's the right thing to do (*am*)
 St: I feel that it's the right thing to do
 I: Start with "I am" (may elicit "I am doing the right thing"!)
 (Note: SE : I am sure/convinced/confident/of the opinion...)

5. T: I am feeling that it's the right thing to do (*am*)
 St: I, feeling that it's the right thing to do, will vote for it
 I: Delete "will vote for it"

6. T: Usually he is speaking very fast (*is*)
 T: As usual, he is speaking very fast
 I: Change "as usual" to "usually"

K. Is+ing construction replaces have+en construction

1. T: I am parking here all my life, Officer! (*am - have been/have parked*)
 St: I am parking here just for a moment, Officer!
 I: Change "just for a moment" to "all my life"

2. T: He is playing with that ball ever since he was a baby (*is - has been/has played*)
St: He is playing with that ball you gave him
I: Change "You gave him" to "ever since he was a baby" (or : Delete "you gave him" and add "ever since he was a baby")
3. T: The kids are swimming in the sea ever since they were very young (*are - have been/have swum*)
St: The kids are swimming in the sea these days
I: Change "these days" to "ever since they were very young"
4. T: By the time he got to high school, he was playing in a band for many years already (*was - had been/had played*)
St: By the time he got to high school, he was playing in a band
I: Add "for many years already"
5. T: He's running the Comrades for the past twenty years! (*is - has been/has run*)
St: He's running the Comrades for the last time
I: Change "for the last time" to "for the past twenty years"
6. T: I visited them already (*have, aux. ends in /v/, V starts with /v/, have been/have visited*)
St: I visited them last week
I: Change "last week" to "already"

7. T: He swam the Midmar Mile already (*has*, aux. ends in /s/, V starts with /s/, *has been/has swum*)

St: He swam the Midmar Mile last year

I: Change "last year" to "already"

L. Obligatory *do* omitted in questions

1. T: How often the neighbours visit them? (WH+*do*)

St: The neighbours visit them often

I: Ask a question starting with "how often"

2. T: What school (in the Tvl) she went to? (WH+*did*)

St: She went to a school in the Transvaal

I: Ask a question, starting with "What school"

3. T: Where her sister drop(s) her off? (WH+*does*)

St: Her sister drops her off somewhere on the way to
work

I: Ask a question, starting with "where"

M. Auxiliary *would* omitted in future conditional tense construction

1. T: I like my job at the office if it paid more money

St: I like my job at the office

I: Add "if it paid more money"

2. T: My sisters like to be famous one day

St: My sisters want to be famous one day

I: Change "want" to "like"

3. T: I think he's a crazy fool if he did that

St: I think he's a crazy fool when he does that

I: Change "when he does that" to "if he did that"

N. Auxiliary *will* omitted in future tense (i.e. present tense replaces future tense construction)

1. T: I buy/I am buying a couple of tomatoes next week
for our lunch

St: I buy a couple of tomatoes every week for our
lunch

I: Change "every week" to "next week"

2. T: Tomorrow I water/I am watering the plants if it
doesn't rain

St: Usually I water the plants if it doesn't rain

I: Change "usually" to "tomorrow"

0. Auxiliary *should* replaces *would* (meaning used to)

1. T: When he was a little baby, he should scream to
attract attention

St: If he hears a funny noise, he should scream to
attract attention

I: Change "If he hears a funny noise" to "When he was
a little baby"

2. T: If I baked a cake, he should lick the bowl

St: If I bake a cake, he should ask to lick the bowl

I: Delete "ask to" and change "bake" to "baked"

3. T: Whenever he used to break something, he should pay
for the damages
St: If he ever breaks something, he should pay for the
damages
I: Change "if he ever breaks something" to "whenever
he used to break something"
4. T: When he went to conferences, the company should pay
the expenses
St: If he goes to conferences, the company should pay
the expenses
I: Change "if he goes" to "when he went"
- P. Past tense auxiliary *had* replaces present tense
auxiliaries *has/have*
1. T: The drama had subsided now, according to the news
(*has*)
St: The drama had subsided by then, according to the
news
I: Change "by then" to "now"
2. T: The manager says the factory had closed down now
(*had*)
St: The manager says the factory had closed down long
before that
I: Change "long before that" to "now"

Q. Present tense auxiliary, copula or verb used in conjunction with past tense verb in complex sentences

1. T: I hoped you will come along to the party (*will*)

St: I hope you will come along to the party

I: Change "hope" to "hoped"

2. T: My parents assumed I can look after myself (*can*)

St: My parents assume I can look after myself

I: Change "assume" to "assumed"

3. T: I thought he is standing for election (aux. *is*)

St: I think he is standing for election

I: Change "think" to "thought"

4. T: I knew she is very ill (cop. *is*)

St: I know she is very ill

I: Change "know" to "knew"

5. T: I knew he has travelled all over the world (aux. *has*)

St: I know he has travelled all over the world

I: Change "know" to "knew"

6. T: But I thought he does play cricket for his school (aux. *does*)

St: But I think he does play cricket for his school

I: Change "think" to "thought"

7. T: But I assumed they do offer that course (aux. *do*)

St: But I assume they do offer that course

I: Change "asssume" to "assumed"

8. T: I wondered if they have a vacancy (aux. *have*)
 St: I wonder if they have a vacancy
 I: Change "wonder" to "wondered"

9. T: My two dogs understood everything I tell them
 (verb)
 St: My two dogs understand everything I tell them
 I: Change "understand" to "understood"

10. T: Oh, I understood they are quite well off (cop. *are*)
 St: Oh, I understand they are quite well off
 I: Change "understand" to "understood"

- R. Auxiliary / copula not reversed with subject in questions

1. T: What colour it/the car was? (cop. *was*)
 St: I saw one of those new Mazdas on the road today
 I: Ask a question to find out its colour

2. T: Where it/the stapler is? (cop. *is*)
 St: You'll need the stapler for that
 I: Ask a question to find out its whereabouts

3. T: Why they/the people are dissatisfied? (cop. *are*)
 St: The locals are apparently very dissatisfied
 I: Ask a question to find out the reason

4. T: Why I am so stupid? (cop. *am*)
 St: I really am stupid!
 I: Ask a question of yourself beginning with "why"

5. T: What (type of) condition they were in? / In what condition they were? (cop. *were*)
St: I saw some nice secondhand chairs at the sale
I: Ask a question to find out about their condition
6. T: Where he was going? (aux. *was*)
St: I saw your boyfriend in town the other day
I: Ask a question to find out the place he was going to
7. T: When she is arriving/coming? (aux *is*)
St: My mother-in-law is coming to stay with us
I: Ask a question starting with "when"
8. T: Where they are showing that film? (aux *are*)
St: I heard that they are going to show the film next week
I: Ask a question starting with "where"
9. T: Why I am feeling so weak, Doctor? (aux. *am*)
St: Doctor, I am feeling so weak and shaky
I: Ask a question of the doctor starting with "why"
10. T: When the dogs were disturbing you? (aux. *were*)
St: Your dogs really disturbed me the other day
I: Ask a question starting with "when"
11. T: Why it has been using a lot of oil? (aux. *has*)
St: The engine has been using a lot of oil recently
I: Ask a question starting with "why"

12. T: Why he had been running? (aux. *had*)
St: When he arrived, I realised he had been running
I: Ask a question starting with "why"
13. T: Where they have invested their money? (aux. *have*)
St: I heard that they have invested all that money
I: Ask a question starting with "where"
14. T: When the results will be available? (*will*)
St: The test results will be available soon
I: Ask a question starting with "when"
15. T: Where he would go? (*would*)
St: If he lost his job, he would leave town
I: Ask a question to find out where he would go
16. T: How fast/what speed it can go? (*can*)
St: That car will beat anything on the road
I: Ask a question to find out the speed it can do/go
17. T: What other courses he could do? (*could*)
St: He could change his course at varsity
I: Ask a question starting with "What other courses"
18. T: Why he should have a hair-cut? (*should*)
St: He should have a hair-cut
I: Ask a question starting with "why"
19. T: When I must report at the office? (*must*)
St: You must report at the office some time
I: Ask question starting with "when"

20. T: When my mother may go home? (*may*)

St: Your mother may leave the hospital quite soon

I: Ask a question starting with "when"

21. T: Why he might change his mind? (*might*)

St: He might change his mind about all this

I: Ask a question starting with "why"

S. Auxiliary/copula reversed with noun phrase in statements
or questions involving a WH conjunction

1. T: I know where's it! (*where*)

St: Where's it? Does anybody know?

I: Answer this, starting with "I know ..."

2. T: I wonder when's the plane landing (*when*)

St: That plane has been circling for ages

I: Answer this comment, beginning with "I wonder
when..."

3. T: I know what's that thing/ I know what is the
name (*what*)

St: What's that thing? Does anybody know?

I: Answer this, starting with "I know ..."

T. Auxiliary/copula reversed with noun phrase in statements involving locative *here/there* (as opposed to "empty *here/there*") and *it*

1. T: Here's it!

St: I wonder where I left it

I: Respond to show you know, starting with "here"

2. T: There's it

St: I've lost it... can anyone see it?

I: Respond to show you know, starting with "there"

U. Sentence combining using infinitive: infinitive is omitted and pronoun remains in subject case

1. T: He likes she must cook him dinner every night

St: She must cook him dinner every night

I: Add "He likes" at the beginning

2. T: They want I should sell my car

St: I should sell my car

I: Add " They want" at the beginning

V. Noun phrase elaboration : *this* used with plural noun

1. T: He gave me this forms to complete

St: He gave me this form to complete

I: Change "form" to "forms"

2. T: I bought this clothes at Woolworths

St: I bought this outfit at Woolworths

I: Change "outfit" to "clothes"

3. T: He forgot to take all this homemade cakes with him
(long NP)

St: He forgot to take all this homemade jam with him

I: Change "jam" to "cakes"

APPENDIX D

USE TEST

Note: test construction, corresponding attitude test item number and expected NE form are given, for easy reference.

The code, e.g. H1, refers to the item on Appendix B.

(T = target NE form; St = stimulus; i.e. test sentence present, I = instruction regarding task to elicit target; S = subject; O = object; V = verb; Cop = copula; Aux = auxiliary; Pron = pronoun; NP = noun phrase; Adv = adverb; Irreg = irregular; Pl = plural; N = Noun)

DEMONSTRATION (PRACTICE) ITEMS:

1. My brother is not afraid to swim in the sea

Change "in the sea" to "on his own"

2. I bought some milk at the supermarket.

Start with "Yesterday morning"

3. The garage mended the puncture while I waited

Delete "while I waited"

ACTUAL USE TEST:

1. (H1) My brother took part in the annual school play.

Change "took" to "taking"

- Is+ing : *is* omitted (Aux *is*)

- Att. 8

- NE ? My brother taking part in the annual school play

2. (L2) She went to a school in the Transvaal....

Ask a question starting with "What school"

- Oblig. *do* omitted in Qs (WH+*did*)

- Att. 60

- NE ? What school she went to?

3. (K5) He's running the Comrades for the last time!

Change "for the last time" to "for the past
twenty years"

- Is+ing replaces have+en (Aux *is/has*)

- Att. 18

- NE ? He's running the Comrades for the past
twenty years

4. (N2) Usually I water the plants if it doesn't rain.

Change "usually" to "tomorrow"

- Aux *will* omitted in future tense

- Att. 40

- NE ? Tomorrow I water/am watering the plants if
it doesn't rain

5. (A1) They take this medicine every day, on doctor's
orders.

Change "they" to "he"

- SV agreement: 3rd P sing. does not take a
present T marker on V (Verb=1 syll, no aux)

- Att. 9

- NE ? He take this medicine every day on
doctor's orders

6. (M2) My sisters want to be famous one day.
- Change "want" to "like"
- Aux *would* omitted in future conditional T
 - Att. 28
 - NE ? My sisters like to be famous one day
7. (N1) I buy a couple of tomatoes every week for our lunch.
- Change "every week" to "next week"
- Aux *will* omitted in future T
 - Att. 57
 - NE ? I buy/am buying a couple of tomatoes next week for our lunch
8. (A5) Potatoes are very expensive.
- Change "potatoes" to "a pocket of potatoes"
- SV agreement: 3rd pers. sing. S does not take a present T marker on V (V=Cop)
 - Att. 25
 - NE ? A pocket of potatoes are very expensive
9. (B8) The monkey eats the fruit before it ripens.
- Change "monkey" to "monkeys"
- SV agreement: 3rd P plural S takes a present T marker on V (Verb=1 syll, no aux.)
 - Att. 50
 - NE ? The monkeys eats the fruit before it ripens

10. (G1) By this time last year, you had made a decision.
Change "by this time last year" to "sometime during last year"
- Have+en replaces simple past T
 - Att. 22
 - NE ? Sometime during last year, you had made a decision
11. (F2) He got a good job when he left school.
Change "when he left school" to "these days"
- Have+got (possession): *have* omitted (aux *has*)
 - Att. 26
 - NE ? He got a good job these days
12. (P2) The manager says the factory had closed down long before that.
Change "long before that" to "now"
- Past T aux. *had* replaces present T aux. *has/have* (Aux *has*)
 - Att. 44
 - NE ? The manager says the factory had closed down now.
13. (A8) My children don't like playing soccer with those boys.
Change "my children" to "my son"
- SV agreement: 3rd P sing. S does not take present T marker on V (Aux *do*)
 - Att. 5
 - NE ? My son don't like playing soccer with those boys

14. (E2) He read the newspaper. (said as past T verb form)

Begin with "He will go after he..."

- Have+en: *have* omitted (Aux *has*)

- Att. 32

- NE ? He will go after he read the newspaper

15. (I5) I'm watching our team play every Saturday this season

Change "this season" to "last season"

- Is+ing replaces simple past T (Aux *am*)

- Att. 39

- NE ? I'm watching our team play every
Saturday last season

16. (P1) The drama had subsided by then, according to the news.

Change "by then" to "now"

- Past T aux. *had* replaces present T aux.
has/have (Aux *has*)

- Att. 49

- NE ? The drama had subsided now, according to
the news

17. (B15) My father likes some entertainment at weekends.

Change "my father" to "my mother and father"

- SV agreement: 3rd P plural S takes a present T marker on V (v end in /s/, O starts with /s/.

- Att. 45

- NE ? My mother and father likes some entertainment at weekends

18. (Q9) My two dogs understand everything I tell them.

Change "understand" to "understood"

- Present T aux/cop/verb used with Past T V in complex sentences (Verb, no aux.)

- Att. 30

- NE ? My two dogs understood everything I tell them

19. (D1) I went to the library afterwards.

Add "should have"

- Have+en: *ed* replaces *en* (Aux *should*)

- Att. 59

- NE ? I should have went to the library afterwards

20. (L1) The neighbours visit them often...

Ask a question starting with "How often"

- Oblig. *do* omitted in Qs (WH+*do*)

- Att. 14

- NE ? How often the neighbours visit them?

21. (R14) The test results will be available soon.

Ask a question starting with "when"

- Aux/cop not reversed with S in questions (Aux *will*)
- Att. 10
- NE ? When the results will be available ?

22. (A4) They criticize everything I do.

Change "they" to "she"

- SV agreement: 3rd pers. sing. S does not take present T marker on V (Verb = 2 syll.)
- Att. 35
- NE ? She criticize everything I do

23. (B9) The fruit doesn't last long with all the birds around!

Change "the fruit" to "the litchis"

- SV agreement: 3rd P plural S takes present T marker on V (Aux *do*)
- Att. 36
- NE ? The litchis doesn't last long with all the birds around

24. (C1) I bought the book but left it on the bus!

Change "book" to "books"

- Indef sing pronoun replaces plural NP
- Att. 11
- NE ? I bought the books but left it on the bus

25. (S1) Where's it? Does anybody know?

Answer this, starting with "I know ..."

- Aux/cop reversed with NP in statements involving WH conjunction (*where*)
- Att. 34
- NE ? I know where's it!

26. (Q2) My parents assume I can look after myself!

Change "assume" to "assumed"

- Present T aux/cop/verb used with Past T verb in complex sentences (Aux *can*)
- Att. 24
- NE ? My parents assumed I can look after myself

27. (H4) You read very well for your age! I'm proud of you!

Change "read" to "reading"

- Is+ing: *is* omitted (Aux *are*: aux. ends in /r/, V starts with /r/)
- Att. 23
- NE ? You reading very well for your age - I'm proud of you

28. (I2) That man is stealing all my Kruger Rands!!!

Add "last month"

- Is+ing replaces simple past T (Aux *is*)
- Att. 19
- NE ? That man is/was stealing all my Kruger Rands last month

29. (B11) Science hasn't found a cure for the common cold yet.

Change "science" to "doctors"

- SV agreement: 3rd P plural S takes present T marker on V (Aux *has*)
- Att. 3
- NE ? Doctors hasn't found a cure for the common cold yet

30. (G2) By the end of the month, he had told me of his plans.

Change "by the end of the month" to "last month"

- Have+en replaces simple past T
- Att. 33
- NE ? Last month he had told me of his plans

31. (A7) My brother and my cousin have resigned from that job.

Delete "and my cousin"

- SV agreement: 3rd pers. sing S does not take present T marker on V (Aux *has*)
- Att. 27
- NE ? My brother have resigned from that job

32. (Q1) I hope you will come along to the party!
- Change "hope" to "hoped"
- Present T aux/cop/verb used with past T V in complex sentences (Aux *will*)
 - ATT. 17
 - NE ? I hoped you will come along to the party
33. (J1) I am going to Cape Town to visit my parents.
- Add "regularly"
- Is+ing replaces simple present T (Aux *am*)
 - Att. 21
 - NE ? I'm going to Cape Town regularly to visit my parents
34. (B4) Everyone is going to the park today.
- Change "everyone" to "all the children"
- SV agreement: 3rd pers. plural S takes present T sing marker on V (Aux *is*)
 - Att. 43
 - NE ? All the children is going to the park today
35. (S3) What's that thing? Does anybody know?
- Answer this, starting with "I know ..."
- Aux/cop reversed with NP in statements or Qs involving WH conjunction (*what*)
 - Att. 13
 - NE ? I know what's this thing

36. (R7) My mother-in-law is coming to stay with us.

Ask a question starting with "when"

- Aux/cop not reversed with S in Qs (Aux *is*)
- Att. 6
- NE ? When she is arriving/coming to stay?

37. (L3) Her sister drops her off somewhere on the way to work.

Ask a question starting with "where"

- Oblig. *do* omitted in Qs (WH+*does*)
- Att. 4
- NE ? Where her sister drop(s) her off?

38. (Q3) I think he is standing for election.

Change "think" to "thought"

- Present T aux/cop/verb used with Past T V in complex sentences (Aux *is*)
- Att. 46
- NE ? I thought he is standing for election

39. (K1) I'm parking here just for a moment, Officer!

Change "just for a moment" to "all my life"

- Is+ing replaces have+en (Aux *am*)
- Att. 37
- NE ? I'm parking here all my life, Officer!

40. (H2) He slept on the couch in the lounge.

Change "slept" to "sleeping"

- Is+ing: *is* omitted (Aux *is*, aux. ends in /s/, V starts with /s/)

- Att. 48

- NE ? He sleeping on the couch in the lounge

41. (C2) I saw the letter lying on the table, but forgot to post it!

Change "letter" to "letters"

- Indefinite sing pronoun replaces plural NP

- Att. 31

- NE ? I saw the letters lying on the table but forgot to post it

42. (E1) After doing the shopping, she caught a bus home.

Begin with "After she..."

- Have+en: *have* omitted (Aux *had*: aux. ends with /d/, V starts with /d/)

- Att. 51

- NE ? After she done the shopping, she caught a bus home

43. (A14) Most people want something for nothing these days!

Change "most people" to "everybody"

- SV agreement: 3rd pers. sing S does not take present T marker on V (V ends eith /s/, O starts with /s/)

- Att. 41

- NE ? Everybody want something for nothing these days

44. (I4) They are signing the contract next Tuesday - it's too late!

Change "next Tuesday" to "last Tuesday"

- Is+ing replaces simple past T (Aux are)

- Att. 53

- NE ? They are/were signing the contract next Tuesday - it's too late!

45. (H3) You made a fool of me in front of my friends!

Change "made" to "making"

- Is+ing: *is* omitted (Aux are)

- Att. 16

- NE ? You making a fool of me in front of my friends

46. (B14) He watches the sport on TV4 every Sunday.

Change "he" to "the children"

- SV agreement: 3rd pers. plural S takes present
T or sing. marker on V (V=2 syll.)
- Att. 56
- NE ? The children watches sport on TV4 every
Sunday

47. (D8) He went home to Ladysmith.

Add "already"

- Have+en: *ed* replaces *en* (*had*, no 2nd Aux)
- Att. 12
- NE ? He had already went home to Ladysmith

48. (M1) I like my job at the office.

Add "if it paid more money"

- Aux *would* omitted in future conditional T
- Att. 2
- NE ? I like my job at the office if it paid
more money

49. (J6) As usual, he is speaking very fast!

Change "as usual" to "usually"

- Is+ing replaces simple present T (Aux *is*)
- Att. 55
- NE ? Usually he is speaking very fast

50.(D5) He definitely stole it on the night of the
accident.

Change "definitely" to "might have"

- Have+en: *ed* replaces *en* (Aux *might*)
- Att. 54
- NE ? He might have stole it on the night of the
accident

APPENDIX E

ATTITUDE TEST

(Note: code, e.g. M1, refers to the item on Appendix B. All codes starting with X are dummy items)

1. (X1) She often has to go on a diet.
2. (M1) I like to win the Jackpot one day.
3. (B11) The dogs hasn't finished their food yet.
4. (L3) Where your brother goes to school?
5. (A8) My daughter don't like watching "The A-Team" anymore.
6. (R7) When your mother is leaving hospital?
7. (X2) My car got scratched the other day.
8. (H1) He acting the clown all the time at school.
9. (A1) My sister like that dress you made.
10. (R14) When their new album will be released?
11. (C1) I brought the boxes and put it in the kitchen.
12. (D8) He has took the children to school already.
13. (S3) I know what's that machine called.
14. (L1) How much you want of this material?
15. (X3) The president called a special meeting to discuss the problem.
16. (H3) They making a big mistake by building another freeway.
17. (Q1) We expected you will come to Durban in July.
18. (K5) He's buying and selling property for the last two years.
19. (I2) A bee is stinging me yesterday!
20. (X4) Some people can't live without alcohol.

21. (J1) I'm wanting my mother to learn how to drive.
22. (G1) Sometime in 1984, you had indicated your willingness to assist.
23. (H4) The children writing their names by themselves now.
24. (Q2) My parents thought I can fix the car for them.
25. (A6) That girl are working in the library.
26. (F2) We got a smart house in Westville these days!
27. (A7) Luckily, my girlfriend have completed her studies.
28. (M2) They like to go to Mauritius one day...
29. (X5) They say coffee is bad for your health.
30. (Q9) My family appreciated everything I do for them.
31. (C2) Here are the dishes - will you wash it please?
32. (E2) She will clean the house after she made the beds.
33. (G2) My father had paid the account during February sometime...
34. (S1) I wonder when's that plane going to land!
35. (A4) My brother catch a lot of fish every weekend.
36. (B9) Roses doesn't grow well in this climate.
37. (K1) I'm living in the same house all my life so far.
38. (X6) I'm only going to give you one more chance!
39. (I5) I'm playing squash the whole of last year.
40. (N2) Tomorrow I pick some bananas for you.
41. (A14) My mother wish somebody could help with the housework.
42. (X7) I know what's wrong with the car but I can't fix it!

43. (B16) The factory workers is on strike!
44. (P2) The man says they had run out of sugar now.
45. (B15) My mother and father watches some of the movies.
46. (Q3) I thought she is going to America...
47. (X8) That programme should be quite exciting...
48. (H2) He saving all his money for an overseas trip.
49. (P1) The unrest had died down now, according to the reports.
50. (B8) The nurses feeds the children before the adults.
51. (E1) After she eaten her lunch, she lay down in her room.
52. (X9) That hotel serves a very good meal on Sundays.
53. (I4) They were skidding to a stop to avoid a crash!
54. (D5) He might have did it last time, but not now.
55. (J6) My kids are knowing the words of that song.
56. (B14) They.chases the dogs away all the time!
57. (N1) I get that book for you next week sometime.
58. (X10) Someone broke the window in the bathroom!
59. (D1) I should have saw what he was doing.
60. (L2) What sport she played at school?

APPENDIX F

GENERAL INSTRUCTIONS

Good morning/afternoon! I am Susan Crossley and I'm on the staff at UDW. We are doing research into auditory linguistic processing - or "listening processes" - and we need information from large numbers of normal people. We have chosen to use English I classes at different universities because English I classes are about the biggest classes on any campus and can provide us with a great amount of information in a short time.

So, for the next 50 minutes or so, you are all going to be participating in our research project. It is easy and fun to do, and from our point of view, it will hopefully provide us with answers to some fundamental questions about how adults listen to speech.

There are two parts to the procedure, each taking 20 - 25 minutes. Both parts involve listening to tape-recordings and writing down your responses.

As this project is aimed at investigating normal listening processes, there are no right or wrong answers. Everyone listens and responds in a unique, individual way. So, please don't copy other people's answers - just write down your own personal response and we'll do the rest!

The results of today's procedures will not affect your marks or progress at university in any way, because you

will remain anonymous - we don't require your names or reg. numbers, only your responses.

One last point before I explain the instructions: please don't leave out any items. Answer every single one even if you are not certain about it. You have nothing to lose and we have everything to gain! If you don't hear the tape-recording very clearly, just write down what you think it was. If you make a mistake, just cross it out and rewrite it ...

Now let's move on to the answer books in front of you. (Explain each section at the top and ensure that all Ss complete this before the tests)

APPENDIX G

INSTRUCTIONS FOR USE TEST (PART I)

You are going to hear a whole lot of normal, everyday sort of sentences. Try and think of each sentence as though it was said in a normal casual conversation - something said between two friends just chatting away informally.

In each case, you have to listen to the sentence and then change it in some way and write down the new version. Simple! Just listen, change and write! The sentences will each be said three times to give you maximum opportunity to listen carefully. The required change will be said once and it will also be presented here on the OHP screen. You will then have a few seconds in which to write down the new version of the sentence.

Please only change what has to be changed. Don't rephrase completely, just make those changes that are absolutely necessary, remembering that the sentences are informal and chatty - things said between close friends.

Now let's practise a few. (Run through demo. items and explain)

APPENDIX H

INSTRUCTIONS FOR ATTITUDE TEST (PART II)

This time, you will again listen to sentences but you don't have to write them down. Instead, you just have to write one letter in the box provided, to show your response. Have a look at the answer book. For each sentence number, you have to write down A,B,C,D or E.

A means that you yourself might say a sentence like that if you were chatting to someone, and that you regard such a sentence as perfectly acceptable in an informal situation.

B means that you yourself might say a sentence like that in an informal situation, but you feel deep down that it's wrong - the sentence is not really acceptable.

C means that you yourself would never be likely to say a sentence like that but you feel that other people do say such things and it's quite acceptable for them to do so.

D means that you yourself would never be likely to say a sentence like that but you know that other people do say such things, as a result of not being able to speak English properly, ie the sentence is basically unacceptable.

E means that nobody - not you yourself nor anybody else, would ever be likely to say a sentence like that, no matter how poor their English was.

Here on the OHP screen, you can see the different codes summarized:

- A - I do say that sort of thing - it's OK
- B - I do say that sort of thing - it's wrong
- C - I don't but others do - it's OK
- D - I don't but others do - it's wrong
- E - Nobody does.

Remember that the sentences must be thought of as being said in a casual conversational setting between friends - just something said in passing.

You will hear each sentence only twice, so listen carefully. You don't have to make any changes or write any sentences. Just respond with A,B,C,D or E, according to your opinion. Again, there are no right or wrong answers - we are just looking at individuals' responses.

One last point: note that the boxes on the page follow on downwards not across! So go down each column and then start the next column etc. Check the numbers of the items so that you don't go and put your letter next to the wrong number!

APPENDIX I

ANSWER BOOK : FIRST AND LAST PAGES

For office
Use Only

GROUP: _____ NO: _____ DATE: _____

UNIVERSITY: _____

SEX: MALE: ☐ FEMALE: ☐

LAST HIGH SCHOOL ATTENDED: _____

PREDOMINANT LANGUAGE SPOKEN AT HOME:

ENGLISH: ☐ OTHER(_____): ☐

AGE: -25 ☐ 26-40 ☐ 41+ ☐

USUAL RESIDENTIAL AREA: CITY/TOWN _____

SUBURB _____

PART I	Listen To Tape	Follow Instruction	Write response
--------	-------------------	-----------------------	-------------------

1			
2			
3			
4			
5			
6			

PART II Listen to Tape Fill in letter corresponding with you choice

- A. I use this kind of sentence myself when chatting informally & it's perfectly acceptable.
- B. I use this kind of sentence myself when chatting informally, but it's actually wrong
- C. I don't use this kind of sentence but others do & it's quite acceptable for them to do so.
- D. I don't use this kind of sentence but others do because they haven't learnt to speak English properly.
- E. Nobody would ever be likely to say a sentence like this, no matter how poor their English was.

1	16	31	46
2	17	32	47
3	18	33	48
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