CHAPTER IV

SYNTAX

When we come to study the syntax of Indian English we find ourselves on an uncertain or less sure ground. In the case of phonology we know for certain how some standard English speech sounds are mispronounced or replaced by the speech sounds of the mother tongue of the learners of English. We have identified those sounds to arrive at some kind of Indian Received pronunciation acceptable and intelligible to all those who speak English within the subcontinent and its neighbouring Asian countries. In the study of morphology, Indian words in English and Indian ways of making new words to express their cultural items are marked out to contrast with the morphological processes of standard English speech or writing.
Syntax, in its simplest terms, may be defined as a meaningful way of combining words into phrases, clauses and sentences. A study of syntax of any English (and there are many Engishes) implies a contrast with the syntax of Standard English spoken and written by the native speakers of the language. In other words the syntactic formations in native speakers’ English are taken as norms or grammatically correct ones and all other syntactic constructions are either variations, deviations or mistakes. Thus the study of syntax of a language or a variety of a language involves implicitly a study of grammaticality, correctness or incorrectness, mistakes, deviations and variations and their acceptability in Standard English.

Transformational grammarians say that grammar must generate all the grammatical sentences of a language and no ungrammatical sentences. It is also common to say that native expert users of a language can be relied upon to reject all ungrammatical sentences. Talking of grammaticality, it is relevant to quote here the six famous sentences from Chomsky’s syntactic structures. They are:
1. Colorless green ideas sleep furiously.
2. Furiously sleep ideas green colourless.
3. Have you a book on modern music?
4. The book seems interesting.
5. Read you a book on modern music?
6. The child seems sleeping.

Commenting on the grammaticality and nonsensicality of these sentences, Chomsky observes:

"Sentences (1) and (2) are equally nonsensical, but any speaker of English recognizes that only the former is grammatical (p.15). Similarly, there is no syntactic reason to prefer (3) to (5) or (4) to (6), but only (3) and (4) are grammatical sentences of English (Ibid) ................ there are deep structural reasons for distinguishing (3) and (4) from (5) and (6) .............. (Ibid)

Yet (1), though nonsensical, is grammatical, while (2) is not. Presented with these sentences, a speaker of English will read (1) with normal sentence intonation, but he will
read (2) with a falling intonation on each word; in fact with just the intonation pattern given to a sequence of unrelated words. He treats each word in (2) as a separate phrase. Similarly, he will be able to recall (1) much more easily than (2), to learn it more quickly......... we cannot, of course, appeal to the fact that sentences such as (1) 'might' be uttered in some sufficiently far-fetched context, while (2) would never be ........"2.is 1

Archibald A. Hill suggests, "a scale of grammaticality for any group of sentences could, of course, be constructed by giving the sentences to a sample of native expert speakers large enough to be statistically reliable." 3 It means what native expert speakers accept as correct is grammatical and all other structures are incorrect. What is correct or incorrect, what is grammatical or ungrammatical is a much deeper problem than can be left to a group of expert native speakers. Paul Roberts observes: 1s 1
The debate about correctness has been with us much longer than the debate about structure, but it seems no nearer conclusion. The difficulty seems to be at least partly a matter of misunderstanding, for which linguists are no doubt at least partly to blame. For one thing, Linguists use the terms 'correct' and 'incorrect', but their usage departs considerably from the common one. By "incorrect English" a linguist is likely to mean such a mistake as might be made by a foreigner or a child learning a language. Thus, both "I it bought" and "I buyed it" are incorrect sentences. But a linguist, as a linguist, would not say that "I done it" or "I brung it" are incorrect sentences. They are correct in relation to the dialects in which they occur, and the question of whether the dialects are admired in the nation as a whole is a sociological, not a linguistic, question.

Grammaticality or correctness is therefore relative and is related to the dialect or the variety of language spoken in particular region or by a particular class of people.
The English language has spread so far and wide and is spoken and read in such far-flung societies that there cannot be any uniformity in the construction of sentences. There are regional variations within Britain and they are called regional dialects. There are international varieties of English which are referred to as worlds "Englishes". Now the problem that confronts us is whether sentence structure in America or South Africa or Hongkong different from the sentence structure in England should be treated as a mistake, a deviation or of the dialectal variation of the language. A mistake in the grammar of a sentence is a mistake wherever English is spoken or read. It cannot be treated as a mistake in one country and a deviation in another country and a variation in a third country. Conspicuously ungrammatical constructions like

They does not go.
He did not went yesterday.
She wented very far.

are mistakes far and simple. Such mistakes are made because of poor pedagogics or poor incompetence of the
Kachru makes a useful distinction between a deviation and a mistake. Although it is quoted in the first chapter, it merits a quotation in this context.

"A mistake may be defined as any 'deviation' which is rejected by a native speaker of English as out of the linguistic 'code' of the English language, and which may not be justified in Indian English on formal and/or contextual grounds. A deviation, on the other hand, may involve differences from a norm, but such deviations may be explained in terms of the cultural and/or linguistic context in which a language functions". (5)

There are many syntactic deviation which are not treated as mistakes but are accepted as dialectal variations in the regional or international varieties of English no matter whether English is spoken as mother tongue or learnt as the other tongue. It cannot be argued that the syntactic peculiarities of a community that learns
English as second language are mistakes, ungrammatical or incorrect sentences while similar constructions in countries where English is spoken as mother tongue are mere variations. The following is a long table of such dialectal deviations or variations accepted as such, from the standard British English. There are drawn from varieties of English spoken in different parts of the world. The following are long tables of deviations/variations in several international and regional varieties of English. (6). What is significant is that these deviations are not dismissed as mistakes or ungrammatical constructions. They are accepted as a way of speaking in respective varieties of English.

A. **African English**                         **British English**

( Different uses of adverbs and prepositions )

You can pick me at home  pick me up

she has a child for him  by him
I am going to stay with this pen

(The widespread use of unvarying tags)

You like the idea, isn't it?

She doesn't know it, isn't it?

(The use of O to end a sentence)

I am sorry, O

Morning, O

(The pluralisation of nouns that are normally singular and uncountable)

He gives me advices.

slangs, Funs, Furnitures

(a piece of advice, slang, fun, furniture)

(The indiscriminate use of articles)

I am going to bank this morning to the bank
I saw the very one.

I stayed with the one very nice somebody.

(The tendency to use "-ing form of a verb or the base form in a way that goes against the idiom of Standard English)

He is not usually feeling very well.

She has learned the whole book

We have posted 16 cards.

(A tendency to use he/him/his and she/her/hers/indiscriminately for a man or a woman)

Give it to my mother, and tell him I am well

B. New Zealand English  British English

(Disuse of shall and should after I or We)

I will go

I shall go
I would go                  I should go

We will go                  We shall go

We would go                  We should go

C. Scottish English           British English

( The use of 'will' instead
  of 'shall' )

Will I call you back?       Shall I call you back?

( There is a preference for
  the full, uncontracted 'not'
  in negative sentences )

He’ll not be long            He won’t be long

Do you not understand?      Don’t you understand?

( The verb ‘to have’ (to
  experience) is used differ-
  ently )

He’d a bad day at work       He had a bad day at work.

Had you a bad day at work    Did you have a bad day at work?
(Verbs generally take continuous forms)

I am wanting a ticket to Fife.  I want a ticket to Fife.

('Yet is used with the past tense)

Did you fetch your coat yet?  Have you fetched your coat yet?

('Yet' has a wider range covering the sense of 'still' in positive statements)

She is crying yet.  She is still crying.

(The use of 'for' before the infinitive)

I am away for to buy a new hat.  I am away to buy a new hat.

(Use of double negatives)

He should nae never hae went  He should never have gone.

D. Australian English  British English

The government has blundered.  The government has /have blundered
I could  
Give it to her.  
I have got a new house.  
She's a stinker.  
She'll do.  
She didn't do nothing  

E. American English  

Yes, I have.  
Yes, they will.  
Yes, I suppose they can.  
Do you have any children?  
I don't have any children.  

British English  

Yes, I have done.  
Yes, they will do.  
Yes, they can do.  
Have you any children?  
I haven't any children.
(To the question 'have you any children? the answer in American English is 'yes, I do')

I have got to go to that boxing party.

I have gotten to go to swell party.

Did you eat yet?

I already said so.

He just left.

I would dress warmly (if I were you).

(To the question 'have you any children? the answer in British English is 'yes, I have')

I have to go.

I have managed to wangle an invitation.

I have managed to wangle an invitation.

Have you eaten yet?

I have already said so.

He has just left.

learnt

learnt

spilt

spilt

It is desirable / I demand that he not go there.

It is desirable / I demand that he should not go there.

I should dress warmly (if I were you).
Don't let's (less common)

Don't let's.
Let's don't.

Did you use(d) to?
You didn't use(d) to
(The forms without 'd' are preferred.)

Did you use(d) to?
You didn't used to.

less common

less common

He oughtn't have done that.

He oughtn't to have done that.

It must not be very cold out

It can't have been very cold out.

You have to be joking

you must be joking.

Brighton is meant to be very pleasant.

Brighton is supposed to be / is meant to be very pleasant.
('Supposed to' can sometimes be replaced by 'meant to').
<table>
<thead>
<tr>
<th>Original Text</th>
<th>Rephrased Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>He couldn't have known that the door would be locked.</td>
<td>He wasn't to know that the door would be locked.</td>
</tr>
<tr>
<td>As soon as I saw her, I knew she was right for the job.</td>
<td>Immediately/directly I saw her, I knew she was right for the job.</td>
</tr>
<tr>
<td>'whilst' is replaced by 'while'</td>
<td>Whilst</td>
</tr>
<tr>
<td>Honest as he is, I still don't like him.</td>
<td>Honest though he is, I still don't like him.</td>
</tr>
<tr>
<td>The government has decided.</td>
<td>The government has decided.</td>
</tr>
<tr>
<td>Americans strongly resist giving plural verbs to group nouns such as committee, jury and the like.</td>
<td>British English allows both.</td>
</tr>
<tr>
<td>F. Canadian English</td>
<td>British English</td>
</tr>
<tr>
<td>He dove.</td>
<td>He dived.</td>
</tr>
<tr>
<td>They just left.</td>
<td>They have just left.</td>
</tr>
<tr>
<td>to have drank.</td>
<td>to have drunk.</td>
</tr>
</tbody>
</table>
Indirect questions often retain the inverted word order of the original question.

He asked would you have a match.

She was wondering will he come.

(CUse of double or triple negatives for emphasis)

She never write nothing.

I never said nothing to nobody.

(Irregular verbs sometimes retain the past tense and past participle of the 17th century)

Climb - clum, climb - climbed

dig - digged, dig - dug

write - writ, write - wrote
(There is a tendency to avoid continuous tense)

The kettle boils.  The kettle is boiling.

The beast lows.  The cow is lowing.

(nae is used to indicate negation)

He should nae go, for he disnae like her.

(Aye is used to mean both 'Yes' and 'always')

She was aye thrig.  She was always neat and tidy.

Aye, wasn't she  Yes, she was indeed

(there is a strong tendency produce the number of verb forms)

He went oot and he would a went oot at anytime.
Will you give me the money?
No I give it to you yesterday.

I seen your father this morning.

He biz tired.

He diz betired.

I'm after seeing him and him as full as a shuch.

I have just seen him and he was as drunk as can be.

( Questions are answerd by reusing the verb of the question as it does not have the words like yes or no )

Would you be wanting a drink? I would, to be sure.

Have you heard the latest?
I have not.

It's mad in the head you are.
It’s tired I am of this trummicky (awkward) business.

It was dead she was.

As fat in the forehead as a hem

As often as fingers and toes

An inch is a date (a large number) in a man’s nose

There’s a truth in the last drop in the bottle

Unintelligent

many times

Don’t talk about what you nearly did.

Is it the truth or a whisky truth?

H. South African English  British English

Are you coming with?

Are you coming with me/us?

But has he got (any) ?

She lectures (to) me in history.

I am going to the baker(’s) shop.
Be careful of the barb(ed) wire.

I beg yours. I beg your pardon.

Won't you do me a favour? Will you do me a favour?

He is going to do that also.

'She truns 22 in May', is it? 'oranges' are going up in price, Is it?

He threw me over the hedge with a rock. He threw a stone at me over the hedge.
<table>
<thead>
<tr>
<th>WELSH ENGLISH</th>
<th>BRITISH ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>He do go to school every day.</td>
<td>He goes to school every day.</td>
</tr>
<tr>
<td>He did go to school every day.</td>
<td>He went to school every day.</td>
</tr>
<tr>
<td>There is no luck with the rich.</td>
<td>The rich have no luck.</td>
</tr>
<tr>
<td>That's tall you are!</td>
<td>How tall you are!</td>
</tr>
<tr>
<td>Coal they're getting out mostly.</td>
<td></td>
</tr>
<tr>
<td>I haven't been nowhere.</td>
<td></td>
</tr>
<tr>
<td>two pound</td>
<td>two pounds</td>
</tr>
<tr>
<td>three pound</td>
<td>three pounds</td>
</tr>
<tr>
<td>three mile</td>
<td>three miles</td>
</tr>
<tr>
<td>The boy as/what/which works in the shop</td>
<td>The boy who works in the shop</td>
</tr>
<tr>
<td>I goes</td>
<td>I go</td>
</tr>
<tr>
<td>You goes</td>
<td>you go</td>
</tr>
<tr>
<td>We goes</td>
<td>We go</td>
</tr>
<tr>
<td>They goes</td>
<td>They go</td>
</tr>
<tr>
<td>They are trying hard, hard.</td>
<td>They are trying hard.</td>
</tr>
<tr>
<td>They did try hard, isn’t it?</td>
<td>They did try hard, didn’t they?</td>
</tr>
</tbody>
</table>
J. WEST INDIAN ENGLISH

(Lack of inflection)

three dog  three dogs
John walk  John walks
Winston hat  Winston’s hat
Mary go home  Mary goes home

give me di ticket-dom.  give me tickets.

I.

Beverley - dem.  Beverley and his friends
(a,did,go,bin)

(Auxiliaries a,did,go,bin are placed in front of the verb to indicate tense)

Mi a tell you no.  I am telling you no.
If you did have it, mi would look after it.  If I had it, I would look after it.
She bin come home yesterday.  She came home yesterday.
Dem go home come  They will come home.
(Possessives are expressed with fi)

<table>
<thead>
<tr>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>fi John hat</td>
<td>John's hat</td>
</tr>
<tr>
<td>fi Mary book</td>
<td>Mary's book</td>
</tr>
<tr>
<td>A fi mi book dis.</td>
<td>This is my book.</td>
</tr>
<tr>
<td>Im give im moda di food</td>
<td>He give/gave his/her mother the food</td>
</tr>
</tbody>
</table>

(Adjectives can function as verbs)

<table>
<thead>
<tr>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi ready.</td>
<td>I'm ready.</td>
</tr>
<tr>
<td>Mi a ready.</td>
<td>I am getting ready.</td>
</tr>
<tr>
<td>Mi did ready.</td>
<td>I was getting ready.</td>
</tr>
</tbody>
</table>

(The verb 'to be' has two forms - a, di)

<table>
<thead>
<tr>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Im a di captain.</td>
<td>He is the captain.</td>
</tr>
<tr>
<td>de book deh pandi table.</td>
<td>The book is on the table.</td>
</tr>
</tbody>
</table>

(the use of 'se' to introduce a clause)

<table>
<thead>
<tr>
<th>English</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Im taak se di book a fi me.</td>
<td>He said that the book is mine.</td>
</tr>
</tbody>
</table>
(use of verbs instead of adverbs)

Tek dis book go.  
Tek di book gi me.  

Take this book away.  
Take the book for me.

(Bringing the verb to the front of the sentence for emphasis)

Iz rom im ron.  
Na gaan im gaan  

He really ran.  
He is not gone for good.

(Reduplication of words)

Naka-Naka  
Wan-wan  
se-se  

to pull to pieces  
one at a time  
mention  

(Active voice to express the passive)

It kyan eat.  
Di gras kot.  

It cannot be eaten.  
The grass has been cut.
(Inverted word order
in questions)

What day it is ?
Who that is ?
Why he is going ?

K. SINGAPORE ENGLISH

Last time working in Golden
mile
Before got, now no have la

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My father bring my mother
over
I attend(ed) night school
From there I pick(ed) up
my English
My wife she pass(ed) her
Cambridge

BRITISH ENGLISH

I used to work in the
Golden mile.
I used to have some, but
I don't have any more.

That time I see him he tell
me

When I saw him he told
me
that will be all right.
He mix a lot with them
My mother sleep in there
It bybus - is very inconvenient ... it is very inconvenient
Very frankly - is taken more ... it is taken more
You see, - is compulsory ... it is compulsory
Even for myself... I waited two years.
For me, I prefer English films.
For me, I am planning to go somewhere else.

This here coffee house is quite good also got customer(s) come in.

(got as locative verb instead of there is / are)

Here got people
I don(t) thin(k) have I don’t think there is.

The syntactic structures, characteristic of different varieties of Englishes tabulated in the
preceding pages, show the measure of variation or
distance between the Standard British English and the
English spoken in those countries. These differences
are treated by grammarians, historians of language and
pedagogues as simply dialectal variations to be toler­
ated and not as grammatical errors to be corrected.
These syntactic deviations or variations are explained
in terms of sociocultural or linguistics parameters.
In other words the variations in English in countries
listed above are said to have sociolinguistic or cul-
tural compulsions behind them. The deviations or
variations are not the same in all the countries,
presumably because the factors governing them are not
uniformly the same.

In countries where English is learnt as
second language as in South Asia, similar grammatical
deviations are made possibly for similar reasons. Some
of the syntactic deviations made in Indian English are
not very different from those in other English speaking
countries. But in Indian English they are treated as
mistakes to be corrected or remedied by not as dialec-
tal variations to be accepted as a way of using the language. It means there is an attitudinal difference towards the same or similar mistakes made in two sets of countries. The attitudinal variation is found not only among the native speakers of English, but also among the natives of India or South Asia where English is learnt as second language. The better English knowing class of people in India do not give such deviations the status of dialectal variation. Like purists in grammar, they look down upon such deviations and condemn them as grammatical errors. The following syntactic constructions represent a broad spectrum of the variety of English spoken or written by students, clerks in government offices and sometimes even by teachers of English. They cut across all linguistic and cultural barriers. But it cannot be claimed that they have acquired a pan Indian spread in their use in different parts of the country.

The following are some of the most frequent syntactic deviations of Indian English from its standard counterpart in England. Instead of describing
them as deviations or mistakes, we would like to treat them as dialectal variations. It means Indian English is one of the regional dialects of English across the national boundaries just as Australian English or American English is. Many of these deviations like their counterparts in other countries where English is spoken as mother tongue, or learnt as second language, are explainable in terms of their regional or sociolinguistic and cultural compulsions. In other words we don't treat them like prescriptive grammarians, prescribing the dos and donts of the language. If Indian English is a variety of English, it calls for a descriptive approach without involving comparison with native English and its pedagogic rules. The syntactic constructions that follow are often used in Indian English (spoken or written) whether they are accepted or not by purists, prescriptive grammarians and teachers of English.
DEVIATIONS FROM NATIVE ENGLISH

1. Noun Phrase:

   A. Determiners

   The deviations in the use of determiners in Indian English can be categorised as follows.

   a) Substitution of 'one' for 'a'

   b) Articles

      i) Use of wrong articles

      ii) Omission of articles

      iii) Intrusion of articles.

   a) 'a' and 'one':

   Most of the users of English fail to distinguish between 'a' and 'one'. They are used as synonymous words in almost every context. However, they invariably use 'one' in contexts where 'a' is correct. In Telugu 'oka', Hindi 'ek' denote the singular number, translated as 'one'. So, the student uses 'one' in contexts where a native speaker would use 'a'. Examples:

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After looking one hour....
There is one serious problem
After one month---.

b) Articles:

i) Use of wrong articles. Examples:

    a objection
    at a usual time
    It is an hotel
    He is a honourable man
    It is a largest party

ii) Omission of articles: Examples:

    He consulted number of doctors
    --- few days back
    There are number of evidences
    ------- number of students
    from --- English(nationality)
    from --- British.
iii) Intrusion of articles.

a) Intrusion of 'the'

They arrived 'the' Nagpur
'the' people believe...
struggle for 'the' freedom

b) Intrusion of 'a'

We spend 'a' much time
It is 'a' significant...
He got 'a' shelter near....

There are many instances where the Noun Phrases preceded by an approximate articles.

'The' leaders of 'the Congress party'....
In 'the early years of film industry
Other political parties criticise 'the'
congress party.

2. Ajectives

a) Analogy

tragical experience
**uniform** standards

**everyman** in society

Factionalism has **a common place**

b) **Paraphrase**

Person **with life in him**

not **believable and bearable**

Indian society having **multi-races and religions**

3. **Number**

a) **pluralisation of non-countable nouns**

at **that times**

misunderstandings

sweet talks

peoples (in the sense of many people)
b) Unnecessary pluralisation of some Noun phrases.

reached the offices
20 points programme
He went round table conferences
The shores of the river

c) Non-Use of plurals where necessary

But as the time changes
took pain to organise it
man and woman or young boy and girl are spoiling themselves by seeing 'picture'
pain to the mind of the audience
minority commission......

d) Miscellaneous mistakes

One of my classmate
One of my friend
rules and regulation
the human relation as a whole

4. Pronouns

a) Omission of Pronouns

give a seat...
asked about my position....
and stared back....

b) Intrusion of Pronouns...

to ponder about it
We with our classmates we have.
by Whatever means it is possible.
c) Choice of Wrong Pronouns

Myself and my brother...
Herself and her father....
effect will be on ours.

d) In consistency in number

this programmes
by that experiences
because of these purposes.

5. Possessives

a) Omission of Possessives (Possessive markers\Pronouns)

a year time in my life
keats sister
a moment's shock

From childhood onwards

pleased them with sweet talks

b) Intrusive Possessive markers/Pronouns

it's power

in their's daily life

your's faithfully

Gandhi and Nehru's family

c) Wrong Choice of Possessive Pronouns/determiners.

We lost the life

We have taken my lunch

throughout the life

ardent fan of him

6. Miscellaneous

Condensed structures (Noun+Noun type construction)

where the first noun serves as attribute.
Family members
Class first
Picnic purpose
Group and individual photos.

7. Verb Phrase

a) Tense:

Time is one of the prolific sources of syntactic deviances in Indian English. Many of the sentences listed below are grammatical errors in the use of the tense. But, some, however, should be treated as Indianisms in the sense, that they are characteristically Indian because they have their origin in the tense system of Indian languages. The errors/deviances are therefore committed under the influence of the mother tongue of the learner of the English and sometimes have a wide currency in the Indian context.
i) Excessive use of the Present tense

ii) Violation of the sequence of tense

iii) Wrong use of tenses

iv) Wrong inflection of the verb.

i) **Excessive use of Present tense**

This period *is* not successful

We *get* freedom in 1947 on Aug.15.

After some years, *there is* some......

ii) **Violation of 'sequence of tense'**

The doctor told me that the injuries *are* only superficial

Days *are passing by* but I was not discharged

When we *are returning* home, the person was hurt himself when he fell from the bicycle.

iii) **Wrong use of tenses**

I *am seeing* a bus coming.

I *am loving* her.

He *is going to* school by bus everyday.
I have slept for eight hours yesterday.
I shall look forward to seeing you.
I will talk to him when I will see him.
The thief escaped before I opened the door.
He did not yet complete his thesis.
If he worked hard, he would have passed.
I am suffering from fever for the last two days.

iv) Wrong form of inflection of the verb
    near knowing place
    We feel exciting to ...

b) Auxiliary+verb

i) omission of 'be' form before verb+stem+
ed(particle)
    Bhagat Singh hanged by British.
    Our Country ran on the lines...
    Pictures filled with....

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ii) omission of 'be' form before verb+ing

The sun rising over the Ganges.
A student of us observing......

c) Wrong use of auxiliary verb

be+verb stem, for verb stem

Violence is always kills
We are conduct picnics

Verb + verb stem + ed for verb stem + ed

He was once went out
She was joined M.A.

Wrong use of auxiliary

I am not believe in

.... friends who were already taken the same subject

things that are contributed to the violence
d) **Wrong form of verb after auxiliary**

I *don't spent* money.

India *has enter* the final round.

Boy *are attracting* by this film.

e) **Errors in model usage**

**omission of model before verb**

...will be happy if we *have* a party,
...who *lead* the party,

everybody *try* to change their opinions,

**Model used instead of other forms of auxiliary**

marriage *will held* at....

If my brother *would not have applied*...

**Other forms of auxiliary used instead of model**

I *am not forget* this

They may commit murders and they *are* spoiling.
Wrong form of model used

We **will** be memorizing our ...

These marriages might be far from failure

f) **Unnecessary use of Perfect tense**

I **have returned** library books yesterday.
There we **have taken** our lunch.
We **have received** the parcel four days ago.
First we **have been** to Nagpur.


g) **Present or Past simple used instead of**

**Perfect tense**

It **happened** very accidentally
It **became** as a big nuisance
The violence **becomes** ... in these days.
h) Progressive in place of Simple Tense

Young people are daring to do....
They are not bothering about.....
Leaders _are choosing_ violence.
I _am loving_ my parents.
She _is having_ two pens.
He _is owing_ a house.

**Voice**

People _attract_ to our films.
Some students _upset_ and spoils from ....

Utterances, which are usually expressed in the passive are formed by the learners on the active voice pattern making them deviant.
After publishing the college notification,
I applied
I joined the hospital.

**Passive instead of Active**

.... a number of places concerning Ajantha
were read in text books by us only.
.... and the very ethos of the society
is very much contributed by its
institution of marriage.

**Subject-verb Agreement (concord)**

The attitude of the leaders _are_ also changed.
People _wants_ violence.
In a film there _is_ both good and bad factors.
Violence in Indian cinema _are_ adding salt to injury.
Sweet incense _waft_ the air.
INVERSION

a) Omission of inversion in questions.
   Why the standards of education are falling.
   Why its increasing.

b) Omission of inversion after special negative and restricted words.
   Only once we quarrelled for a very simple thing.
   There I was waiting for it from July and it comes.

c) Inversion retained in embedded sentences.
   Everyone feared after Rajiv's assassination who will be the leader of Congress at that juncture?
   It is also a question that how long will he be continue as the leader.
Omission of inversion (where it is needed) and retention of inversion (where it is not) could be taken not as errors but as syntactic patterns of Indian English. This had almost a pan-Indian spread.

**Question Tags**

In Standard English the norms of the question tag are as follows.

a: If the statement preceding the question tag is in the positive, the tag is in the negative and vice versa.

b: The question tag is in the same tense as the statement.

c: The question tag has the same subject as the statement.
But in Indian English it is almost universal among the English users to use the question tag ‘Isn’t it’ irrespective of tense, subject and the nature of statement.

**Examples:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>British English</th>
<th>Indian English</th>
</tr>
</thead>
<tbody>
<tr>
<td>He goes to school.</td>
<td>Doesn’t he?</td>
<td>Isn’t it?</td>
</tr>
<tr>
<td>He is going to school.</td>
<td>Isn’t he?</td>
<td>Isn’t it?</td>
</tr>
<tr>
<td>She has gone to school.</td>
<td>Hasn’t she?</td>
<td>Isn’t it?</td>
</tr>
<tr>
<td>They came yesterday.</td>
<td>Didn’t they?</td>
<td>Isn’t it?</td>
</tr>
<tr>
<td>He did not fail.</td>
<td>Did he?</td>
<td>Isn’t it?</td>
</tr>
<tr>
<td>I shall go to school.</td>
<td>Shan’t I?</td>
<td>Isn’t it?</td>
</tr>
</tbody>
</table>

In view of the pan Indian nature of this question tag, it must be treated not as grammatical error but as a regional deviance or as Indian Standard English.
Gerund and to-infinitive

Ghastly scene to see a dead person.
suggested to take meals.
proposes to go on a picnic.
we enjoy to see this
I liked to do hard work
I am not believe in this views
After we completed this...

Reflexive Pronouns

They enjoyed (themselves) very much.
Everybody wants to experience (himself).
He closely associated (himself) with other students.
We enjoyed (ourselves) in Agra.

The use of reflexive pronoun after the verb enjoy is not often heard in Indian English. This is yet another Indian
convention, which claims to be recognised as regional standard form.

PREPOSITIONS

The following variations are found in the use of prepositions in Indian English. Most of these variations differ from region to region and are caused by the influence of the mother tongue. However, the following sentences illustrate the Indian practice of using prepositions.

i) Superfluous prepositions.

ii) Omission of prepositions.

iii) Wrong use of prepositions.

Examples:

We shall meet tomorrow to discuss about the subject.

My brother lost his wife since five years ago.

We went Agra.
I told him on his face that he was a lier.
They sat under the shade of a tree.
This cloth is superior than that.
The child died from fever.
Happiness consists of contentment.
The boy is standing besides his mother.
I went to home.
The reason behind his absence...
Paying much attention on...
... from the past 20 years.
God will also be in our side.

Word Order

He came to the people very close.
A number of movies today running are mostly violent.
Cinema is the only way to become one man either good or bad.
Rarely he has discussed the subject with me.
What **you are** saying?

She bought a blue long ribbon.

Seldom I **have spoken** to him.

We **all were** happy to hear the news.

Why **you can't** come?

I am **only the man** who enjoyed much of them.

CONJUNCTIONS

a) Using punctuation instead of conjunction and/that:

Examples,

a) Another important feature is **here in India**...

Now the situation is **the leaders in the party**...

He played on his guitar a song **the name is**....

b) Inconsistency in the use of punctuation and conjunction: Examples,
b) There we saw Buddhist stupas, scripture and bangles, vessels, weapons they used. The Muslims and their parents, relatives by ...

c) Omission and intrusion of 'that' conjunction:

Examples,

c) It is also a question that how long will be continue as the party President.
We can say this is the desire.
He suggested all communities to unite...
The first and foremost reason man has ....

d) Wrong choice of conjunction: Examples,

d) My friends as well as I felt very happy.
accident which met with and escaped narrowly.
we lost the grip and try to confident them.

Intrusive of as

He is called as Mahatma.
It became as big nuisance.
She is considered as the first lady.
I am appointed as a lecturer.

"And" at the beginning of sentences

And I always get
And it is the first time in my life
And I think that...
And it is shocking....

Relative Clauses

a) Retention of Relative Pronouns

We felt something which we cannot describe in words.

Picnic means we should not choose just a picnic spot which is just to enjoy ourselves.
b) Omission of Relative Pronouns

Few days back he seemed to have given speeches..
I went another town it was 50Kms from my village

c) Wrong choice of Relative Pronouns

He gave some medicine where I could not feel the heat of my leg...
Woman with her baby who was crying.
Give a stable administration to the people which always they want.

Adverbs and Adverbials

I was thrown away very hastily.
They are mostly attracted by youth.
Beating very speedily.
In morning the sun appearing usually.
Omission of Adverbials

This is completely about Hindu marriages

Only once we quarrelled... ofcourse in our III class
its a big matter for us.

Every small boys are attracting by the violence; how
can we say that it will not effect the youth.

Superfluous Adverbials

Later sometime, after he entered...

Our school was reopened _again_ on June 20th.

This is _also_ another factor.

As it is a new place for us, _so_, sleep is far away
from us.

Wrong Choice

After that Indira Gandhi brought many changes.

_in the middle_ ages there are violence aspects in the
films.
At the time coming back by bus
Right from my childhood onwards, I liked to do ... 
In this way we have also decided to go to picnic
I joined the hospital where I lost my admission in science group.
Afterwards Gandhiji has come from South Africa,
They try to get rid of bride so that they could not bring dowry.

Intensifiers

That institution was so near to my house.
I told the doctor that it was too shocking for me.
So I feel much shocked about.
LEXIS

1. Over Generalization

a) The use of superordinate terms

We did puja.
Our teachers gave more knowledge to us.
Ambedkar wrote constitution.
We don’t know that time had passed.

b) Approximation

Press the women to bring dowry.
Blood was shattered on the road.
Business type mentalities.
Feel the heat at my leg.
Play a role entitled to him.

c) Synonymy

Wedding is a social custom.
He told very politely.
That party was broken into two.

Such a vast party.

...as we said to them.

shocked to see her after many years.

d) Word Coinage

Prepone.

Ex-party(egas party).

Freeship.

Delink.

Batchmate etc.,

2. Transfer

We cleared the spot with sticks.

When you were in that dangerous pains...

TB exploded and he never touched it.

Over generalization and Transfer:

Gandhiji has come from South Africa.

We were so small by that time.
I weeped biggerly.
Fighting is there when the curtain is opened.

3. Paraphrase and Circumlocution

We planned to go shortly by walking a distance of 5 kms as short as possible.
It only adds much pain to the mind.
We felt something which we cannot describe in words or writing.

4. Code-Switching

We three started without any...
not to ask anyone...
In the hands or some people we are in crisis.
We have no choice to invite the day scholars.
...purchased some fruits.
we determined to reach the other shore.
Then we started cultural programmes.
According to our agenda we finished our breakfast.
I don't give consent to their proposal.
...right to marry fine ladies.
Mr. X is appointed as a guard to look after our goods.

Some cliches:

We take leave with each everyone.
estimate the character of each and everyone.
we selected an auspicious day for that....
IDIOM

**Transfer from L1:**

They pour their whole lives for Freedom.

...but their’s journey of life in the ocean of troubles should be reached the better place.

The party and politicians has come only to back money.

As it is a new place for us so, sleep is faraway from us.

**Use of English Idioms:**

*Can’t breathe properly.*

*nearer and dearer*

*we jumped in our joyous mood.*

But now a days the *tables are turned* and the situation in different.

*We have always remained* to that.
Unnecessary figurative expressions:

I loved my parents like god loves people
.... to attain Independence from the clutches of
British yoke
...thundering situation.

It can be noticed that some of the syntactic characteristics of Indian English are also available in other varieties of English. It means these syntactic qualities are accepted in Standard English, but they have a wider area of usage regardless of what the grammarians would prescribe. The following are common syntactic expressions shared by Indian English and other varieties of English.

He gives me advices. - Indian English
African English

You like the idea, isn’t it? - Indian English
African English
South African English
The government has declared. - Indian English
American English
British English (When the unanimity of the government's decision is emphasized)

"We will go" for British

"We shall go" - Indian English
Australian English & occasionally British English

He has got a new house. - Indian English
Australian English
American English
South Africa English and occasionally British English
Do you have any children?  - Indian English
                          American English

I don't have many children. - Indian English
                          American English

He just left.             - Indian English
                          American English
                          Canadian English

I am going to the Baker shop. - Indian English
                          South Africa English

Where he is going?        - Indian English
                          West Indian English

My wife, she passed her B.A. - Indian English
                          Singapore English
                          Malaysian English
The syntactic deviations, like the deviations in the other levels of Indian English, are large enough and wide spread enough to entitle Indian English to the status of a variety of English spoken in the subcontinent. It is one of the many 'Englishes' spoken and written in various parts of the world. At least some of these characteristics, far from being confined to the Indian geographical boundaries, are also seen in other South Asian countries.
REFERENCES


2. Ibid - p-16


Oxford University Press, Delhi 1983
p.76

6. For the information on deviations/variations in several international varieties of English, the Researcher is indebted to *'The Right word at the Right Time'*

Singapore 1977. p.72


10. Ibid - p.270