CHAPTER 5

SYNTAX

5.1. Problems in the study of the Syntax of English used as a Second Language

The study of the Syntax of a Second Language variety of English entails a number of problems, especially in the identification of interlingual influence of patterns of two culturally and geographically separated languages in their spacio-temporal setting. An indepth study of the 'interference phenomenon' calls for a systematic, comparative and contrastive analysis of the languages in contact. However, such a thorough investigation is beyond the scope of this study.

The present investigation has been carried out as a neutral enquiry into the syntax of the English Language as used by the bilinguals of a linguistic area, where English is used as a second language by a minority of the population for different purposes with varying degrees of competence. Even in such an investigation, it is not often easy to ascertain whether a particular deviation is due to the influence of the mother tongue or is it because of the internal complexities of the second language which the writer has not been able to comprehend adequately. Even stylistically
significant syntactic divergences found in the corpus of MIE smack of the influence of the pluralistic cultural and linguistic set up of the region. In such a situation, it is difficult to draw lines of demarcation between these varieties of syntactic deviations. As a matter of fact, deviations of this kind are typical of non-native varieties of English everywhere. Since native varieties of English do not usually admit of any marked non-stylistic syntactic deviance, it might seem tempting to designate divergences found in the L2 as errors. But, linguists and language enthusiasts do not often agree on this point. For instance, in this discussion of Indian Syntax, Verma (1978:217) asserts:

These patterns have become so well established that they get passed on from one generation to the next. They have assumed such stability and continuity that they can be seen more like dialectal innovations than ephemeral foreignisms.

Daswani (1978:125), however, seems to disagree with this dialect hypothesis when he writes, "The real solution to the problem, perhaps, demands that we reject the dialect hypothesis and examine the phenomenon of Indian English as a product of a language contact situation."

It is not the intention of the present investigator to take sides in this controversy. This chapter attempts at recording the syntactically deviant units abstracted from the corpus of MIE writings, pointing out the influence of Malayalam in MIE wherever it can be observed. Needless to say that the analogy of the structure of the mother tongue
is occasionally carried over to the $L_2$. In certain cases of intimate interference, the semantic-syntactic systems of English and Malayalam seem to blend in a complex fashion in MIE. However, the subconscious construction of the English sentences based on favoured vernacular models is apparent only in certain cases. Many of the deviant sentences abstracted from the corpus evade categorization as those due to $L_1$ interference. They are often erratic in their behaviour.

The types of erratic syntactic patterns described here are not restricted to any particular linguistic area in India. They may be found in second language varieties of English used even in regions thousands of miles apart.¹ This strange phenomenon is looked upon in different ways by linguists and language enthusiasts. For instance, F. G. French (1949:6) points out:

> If errors are due, as unmistakably as the best authorities would have us believe, to cross association, then the Japanese form of error should be one thing and the Bantu form quite another. But the plain fact is that Japanese and Bantu alike say "yes, I didn't", and they have scores of errors in common.

Catford (1959:148) disagrees with this point of view and asserts:

> It so happens that Japanese, and at least three Bantu languages, although in other respects very

different from each other, agree in this point in disagreeing with English. There can be no doubt that this error is due to interference from L1 and the same can be said of most such errors.

Catford's comment strengthens the view that deviations of the same type can occur in non-native varieties of English everywhere. Moreover, linguistic features can, now-a-days, spread rapidly through the mass media like the radio, the T.V. and the newspaper. So it cannot be expected of an investigator to clearly establish the regional provenance of a deviant syntactic feature. However, unlike the phonological or lexico-semantic deviations, syntactic deviations are limited in number as "the syntax of a variety of language cannot move far away from the nuclear system of the main language" (Verma, 1978:218).

Considering the variety of sentences taken for analysis, the investigator has not followed any particular system of grammar as the norm for the analysis of the corpus. The notions of grammatical 'appropriateness' and 'correctness' are given equal importance here, depending on the context in which the sentences occur. As Verma (1976:26) rightly remarks:

Expressions like "the tree married the girl" are deviant in terms of the syntax of general English but non-deviant in the language of fairytales. Deviance is of two types--unmotivated random deviance such as "sky the rainbow a in behold I" and motivated, context-governed deviance like "a grief ago".

Accordingly, the present chapter is divided into two sections--Section I dealing with unmotivated Syntactic deviance
and Section II describing the syntactic choices and preferences. The influence of the mother tongue, or to put it rather generally, the 'interference phenomenon' is found to a certain extent in the sentences described in both the sections. MIE thus presents a kaleidoscopic variety of syntactic features which include unmotivated syntactic deviations, stylistically motivated creations and socio-linguistically and culturally bound syntactic patterns.

5.2. Unmotivated Syntactic Deviations

Many of the entries given under this section illustrate usages that are, doubtless, not peculiarly, or exclusively features of Malayalam-influenced English or Indian English. Several of them are likely to be found in non-native varieties of English everywhere. However, the illustrative examples used in this study have all been abstracted from the corpus of MIE. Most of the deviations listed under various heads are essentially deviations on the transformational level and not on the level of deep structures, as it is probably only on the transformational level that language learners make mistakes. This is perhaps the result of the misapplication or non-application of essential transformations.

The sequence of entries under some heads may look haphazard. However, it is presumed that the classification is somewhat logical and scientific from the point of view of convenience. A few entries have had to be made more than once, as they happened to contain more than one deviant feature.
5.2.1. Deviant Nominals

The countable-uncountable (hereafter abbreviated as C and U) variation of nominals and the assignment of dual function of C and U to certain nouns pose problems to MIE writers. In fact, there is no general agreement between the C, U and dual forms of the nouns in English and those in Malayalam, i.e., nouns which are used as countable in Malayalam are sometimes uncountable in English and vice versa. False analogy from the mother tongue seems to be the possible reason for such deviations.

In certain dialectal varieties of the Malayalam language, as for instance, in the Trivandrum dialect of it, any noun can be used as countable in the spoken language, though in the more formal written mode, the use may seldom be found. The words, jōlikal (employments), vālapalaṇal (plantain fruits) and a host of others are generally used in the plural form in the spoken mode of this dialect. As most of the MIE writers use the mother tongue for the formation of ideas which are subsequently worded in English, the influence of the mother tongue in this area of syntax is evident. So sentences like the following are very common in MIE:

1. The natural sceneries in the province of France captivated me (A, p. 108).

Scenery implies the total effect of many scenes. If a plural is wanted, one can say 'bits of scenery' or better, 'scenes'. But in the Malayalam language, as in MIE, the word is often used in the plural form.
Other instances of pluralization of the uncountable nouns found in the corpus are advices, equipments, informations, motions etc., as in:

2. The pious **advices** of the educational experts about the role of the parents are only part of the propaganda (IE, Dec. 5, 1979).


4. Edith got all **informations** on those matters (A, p. 77)

5. The **motions** of the planets can be seen clearly through the special instruments provided (ALIE, p. 27)

\[\text{MBSE: motion-}'U'\]. However 'motion' in the sense of bodily gestures is used as countable in MBSE.

Likewise, abilities (T, Oct. 1980), footwears (M, Oct. 10, 1979), immaturities (ALIE, p. 221) printed matters (CFL, p. 20) enjoyments (MSCNR, p. 56) are also found used in the corpus as countable nouns.

Plural forms of mass nouns like furnitures, baggages, underwears, jewelleries, affections, movements, abuses, mischiefs, charities etc. are not infrequent in this variety of English.

Sometimes the process is reversed where the plural markers are omitted. Examples include the following:

1. The project could not be taken up for want of enough **fund** (T, Oct. 1982)
2. . . . different people in different parts of the world (A, p. 11)

3. Every member should contribute twenty rupee each (T, Oct. 1982)

The use of a singular noun with a numeral indicating more than one as in example (3) above is common in the Malayalam language.

*e.g.*: ḥaan aḷaḷkku irunuuru rupaa koduttu.

I to him two hundred rupee gave

I gave him two hundred rupees,

5.2.2. The Articles

The Malayalam language, like all other Indian languages, is devoid of the articles in its deictic system. The near approximation of the definite article in Malayalam is 'a' which is equivalent to 'that', while the indefinite articles 'a' and 'an' are quite inappropriately represented by 'oru' which roughly means 'one' or 'a'. Maybe, it is the absence of articles in the Malayalam language that makes MIE writers uncertain about their appropriate use. So we come across a large number of deviations in MIE in the use of articles. This can be considered a marked case of interference of the mother tongue on the L₂ variety of English. The deviations are classified as follows.

5.2.2.1. Indefinite article-missing

Examples like the following will show how the missing
indefinite article changes the structure of the N.P.
Occasionally these deviations bring about semantic changes too:

1. . . . half hour passed (LV, p. 90)  
   \[\text{\(\text{MBSE:}\) half an hour . . .}\]
2. Only few people knew this (AEKH, p. 48)  
   \[\text{\(\text{\(\text{MBSE:}\) only a few people knew this}\).}\]
   The missing article in the above sentence results in change of meaning too.
3. He had a brother who died in air crash (AL, p. 101)  
   \[\text{\(\text{\(\text{MBSE:}\) . . . an aircrash}\).}\]
4. It was interesting work (ICOP, p. 17)  
   \[\text{\(\text{\(\text{MBSE:}\) . . . an interesting work}\).}\]
5. This imposed extraburden on him (AI, p. 210)  
   \[\text{\(\text{\(\text{MBSE:}\) . . . an extraburden . . .}\).}\]
   \[\text{\(\text{\(\text{MBSE:}\) . . . caused a lull . . .}\).}\]

5.2.2.2. Definite article-missing

Since there is no separate word in Malayalam corresponding to the definite article in English, it is added or omitted in MIE on the basis of contextual inference. Hence a large number of sentences can be found in MIE with the definite article missing in contexts where they are mandatory. Most of the deviations in the use of English idioms and fixed phrases in MIE are caused by the missing definite article, as in the following examples:
1. The unsympathetic attitude of the management added fuel to fire (IOOP, p. 61)
\[\text{MBSE: . . . add fuel to the fire} \]

2. Those who take up cudgels against the Malayalam cinema . . . (MLS, p. 26)
\[\text{MBSE: . . . take up the cudgels} \]

3. He was to be found at all times discussing politics with someone or other (ICOP, p. 117)
\[\text{MBSE: . . . someone or the other} \]

Likewise, abbreviated titles of organizations or the names of countries like the United States and the United Kingdom are usually found used in MIE without the preceding definite article. Examples include the following:

4. I set foot in United States . . . (ALIE, p. 1)
\[\text{MBSE: . . . the United States} \]

5. U.N.O. has been doing very good service . . . (R, Oct. 1980)
\[\text{MBSE: . . . the U.N.O. . . .} \]

Expressions like 'heavens would not fall' (T, Oct. 1982) instead of 'the heavens . . .'; 'achieved by intelligentsia' (TR p. 28) instead of '. . . the intelligentsia' etc. show instances of dropping the generic 'the'.

5.2.2.3. Intrusive indefinite article

Many deviant usages of English idiomatic phrases are caused by the intrusive indefinite articles too, as in:
1. The club has rendered a yeoman's service to the down-trodden (TR, Sept. 1979)
\[\text{\checkmark MBSE: \ldots rendered yeoman's service \ldots} \]

2. It was a child's play for them (T, Oct. 1982)
\[\text{\checkmark MBSE: It was child's play \ldots} \]

3. This was an uphill task for them (MSTR, p. 18)
\[\text{\checkmark MBSE: this was uphill task for them} \]

Likewise, the use of uncountable nouns with the indefinite article preceding them is usually found in MIE. Expressions like, an advice (MSTR, p. 7), a news (A, p. 21), an equipment (IE, Oct. 4, 1979) etc. are not infrequent in MIE.

Sometimes the intrusive indefinite article occupies the most unexpected position in the sentence, as in:

4. The wine which is prepared from a coconut milk . . . (CFC, p. 73)

5. An bizarre incident occurred during the campaign (ICOP, p. 159)

6. Alleppey was a most important centre of coir industry (ICOP, p. 109)

7. It has been there all along and no longer felt as a wrong (SS, April 27, 1980).

5.2.2.4. Intrusive definite article

Idiomatic phrases seem to be the worst casualties when definite articles intrude into their otherwise fixed structure. Play the second fiddle (R, Oct. 1982), love at the first sight (A, p. 28), built in the memory of (MSTR, p. 28) and a host of
other phrases with intrusive definite articles are popularly used in MIE.

Nouns not definitely limited are also found used with the definite article preceding them, as in:

1. When will I see the my beloved Lord! (MV, p. 11)
2. More and more the people began to think that if they joined together, the police and army could not stand in their way (ICOP, p. 88)
3. Every week a Malayalam picture is seeing the light of the day (MLS, Vol. II, p. 28)

In the examples given above, the definite articles are intrusive and look superfluous.

Besides the four types of deviations given above, there are instances of the use of the definite articles instead of indefinite articles and vice versa. It seems that all non-native varieties of English share this feature with MIE or Indian English. Kirk Greene (1971:133), for instance, writes thus about West African English:

A marked case of local transference occurs in the non-use of article, mostly the definite, but on occasions the indefinite too. Examples from letters include 'full to brim', 'he won by overwhelming majority' etc. It would be easy to cite examples from the novellettes, along the lines of 'he gave me tough time'.

As such, the deviations in the use of articles can be considered a settled linguistic habit with the speakers and writers of L2 varieties of English.
5.2.3. Confusion of category

Unconventional switching of words from one part of speech to another occasionally leads to deviant uses in MIE as the switching does not conform to MBSE usage. The most common types of such changes in the parts of speech are:

5.2.3.1. Noun as Verb

Though the use of nouns as verbs is not uncommon in English, examples of the following kind may look odd and unconventional:

1. The boy kilted up his 'dhoti' and walked away whistling (MS, p. 28)

   In MBSE, the noun 'Kilt' is not usually used as a verb. Even in the expression 'kiled regiment', it is used as a participial adjective.

2. She had to face the shame of mothering an illegitimate child (AL, p. 18)

   Though the use of the word 'mother' as a verb is rarely found in MBSE, it cannot be said to be a common usage. 'Fathering' is more common in MBSE.

3. I wrote it down and took it to my English teacher to christen it (MSCNR, p. 3)

   MBSE: ... to christen it ...

5.2.3.2. Abstract Concrete Nominal Confusion

Sometimes, it is the abstract noun which is used as a concrete noun, as in:
1. In addition to being a celebrated 'Sanyasin' he was also a luminous intelligence committed to social change (K, p. 17)

In MBSE, the expression would be 'luminous intellectual'. This is a clear instance of abstract-concrete nominal confusion.

5.2.3.3. Adjectives as Verbs

Unconventional use of an adjective as a verb, as in:

1. Mahasi's loyalty to her party be questioned if remain pioused (AL, p. 53)

In MBSE, the use of the adjective 'pious' as verb is non-normal.

2. Several proposals were sounded to neaten up the mess that is the film industry (SS, April 27, 1980)

The verbal item 'neaten up' from the adjective 'neat' does not seem to be a common usage in MBSE. It can be treated as a no-orce verb + particle usage.

5.2.4. Deviant phrasal verbs

One of the major areas of deviancy found in the syntax of the verb is in the use of particles in phrasal verbs. The main difficulty with regard to this aspect of the English language is that there are very few precise rules for the use of particles in English. This is perhaps one of the idiosyncrasies of the English language where the use or non-use of a verbal particle is to be studied in relation to the total linguistic context of the sentence.
The influence of the mother tongue also plays a significant role in the deviant use of verbal particles in MIE. In most of the Indian languages—both in the Indo-Aryan and the Dravidian—the use of auxiliary verbs is often quite different from the use of auxiliary verbs in English. For instance, the equivalent of the verb 'died' in Hindi is 'mar gayā' (died gone); in Tamil it is irandu vittār (died gone) and in Malayalam it is 'mariccu pōi' (died gone or died away). As such, it is not surprising if the Indian users of the English language face difficulties while encountering this syntactic category. The deviancy, as noticed in the corpus taken for analysis, can be mainly classified under the following heads:

1. Intrusion of particles
2. Omission of particles
3. Deviant use of particles.

5.2.4.1. Intrusion of particles

In MIE, there is a marked tendency to and particles or intensifiers to verbs which normally do not need either particles or intensifiers. In the following examples, the particles which are underlined are superfluous:

1. I stood on the barrier shore without entering the sea, while the sun dipped away unhindered into the deep. (MSCNR, p. 7)

2. We cannot bow down to these arbitrary decisions (IE, LE Aug. 7, 1979).
3. This comprises of the details about the textual element (CRS, p. 21).


5. All his ambitions crumbled down like a home of cards (T, Sept. 1979).

Other examples include evolve out (MLS, Vol. II, No. 2), cope up with (T, Oct. 1982) and renewing out (MM, p. 9).

An exhaustive listing of the deviations of this kind may not perhaps be necessary or even possible in a study of this kind.

3.2.4.2. Omission of particles

As in the case of intrusive particles, omission of particles too is very common in MIE. A few sentences where particles are needed, but omitted, are given below.²

1. But please refrain raising the claim in future (MM, p. 16)

2. Joseph Chazhikadan has dealt the privileges in detail (CFS, p. 28)

5.2.4.3. Deviant use of particles

The inappropriate or deviant use of particles is quite common in all registers of MIE. This is one of the areas of syntactic deviance where the competence variation of writers is most glaring. Even among the writers who otherwise seem ²The particles given in brackets would be necessary in MBSE.
to belong to the central point and above on the cline of competence in the L₂, this type of deviation is perceivable. In the case of some of the sentences abstracted from the corpus, the deviant use of particles is seen to lead to certain semantic changes too. The examples given below with the brief explanatory notes will show the extent of the deviancy:

1. The kind lady made her swallow down the tablet (LV, p. 143)
   ∫MBSE: swallow upʃ

2. He was acquitted from the charges (AEIKH, p. 68)
   ∫MBSE: acquitted ofʃ

3. She was accompanied with her friend (A, p. 17)
   ∫MBSE: accompanied byʃ

4. . . . when he emerged out of the room . . . (IE, Dec. 12, 1978)
   ∫MBSE: emerged fromʃ

5. Twenty couples were married away (WCS, Oct. 1981)
   ∫MBSE: married offʃ

6. Many roads joined in the quadrangle . . . (A, p. 111)
   ∫MBSE: joined at, 'join in' means, 'associate'ʃ

5.2.5. Sequence of tenses

It is evident from some of the sentences abstracted from the corpus that the MIE writers generally are not quite sure of the rules regarding the sequence of tenses to be used in certain types of co-ordinate and subordinate clauses.
This seems to be an area of syntax which poses considerable difficulty to writers of the L₂ variety of English everywhere. The frequency of this type of deviancy, however, varies from writer to writer. Even writers who otherwise seem to occupy a comparatively high position on the 'cline of competence' in the L₂ do not seem to be absolutely free from this uncertainty regarding the rules relating to the sequence of tenses.

This investigation does not attempt to make a detailed study of the problem of the sequence of tenses. However, a tentative and a very general analysis is attempted here with a view to classifying the types of subordinate clauses and co-ordinate clauses involved in the process.

5.2.5.1. Those having a subordinate clause introduced by a relative pronoun followed by a modal auxiliary or a 'be' auxiliary:

1. She never thought that I am in such a condition (A, p. 56).
2. As soon as I got the letter, I understood through a flash of memory that the letter is from Esther (A, p. 46).
3. We thought that they are doing this as most of the people present were Christians (MP, p. 37).
4. I could feel that it is a tragedy (A, p. 45).
5. I had been foolish in having thought that I can be idle (A, p. 3).
All the sentences given above are deviant for want of sequential agreement between the verbs in the main clauses and those in the subordinate clauses.

5.2.5.2. Clauses introduced by subordinating expressions like 'as if' and question words such as 'who' and 'which' followed by 'be' auxiliary or 'modal' auxiliary.

1. Short moments passed as if they are long and unending (A, p. 79).
2. At last we came to the end of the search which happens to be a wild goose chase (T, Oct. 1981).
3. Thus Edith grew up as a bourgeois girl who has received the most exclusive academic formation France can give (A, p. 61).

5.2.5.3. Clauses connected by co-ordinating conjunctions, 'and' and 'but':

1. On that day, I am late and I felt sorry for it (A, p. 11).
2. More than ever, he was very busy, but he finds time to come for the function (T, Oct. 1982).

5.2.6. Subject-Verb agreement

The non-observance of the rule regarding subject-verb agreement seems to be yet another feature of MIE syntax. As the deviations are mostly of the same type, they are listed here with the MBSE form of SV agreement given in square brackets:
1. Schools for teaching Malayalam was started in 1865 (IEMN, p. 16).

\[\text{MBSE: Schools for teaching Malayalam were started in 1865.}\]

In this sentence, the writer may have wrongly selected the proximate nominal 'Malayalam' as the subject of the sentence.

1. Each letter give me such a thrill (MS, p. 118)

\[\text{MBSE: Each letter gives me such a thrill.}\]

In this sentence, the subject seems to be erroneously treated as plural.

3. It also include folk dance, folk song etc. (CFS, p.28).

\[\text{MBSE: It also includes ...}\]

4. Malayalam literature manifest two dominant trends ... (KFL, p. 11).

\[\text{MBSE: Malayalam literature manifests ...}\]

5. She know nothing about him (C, p. 115).

\[\text{MBSE: She knows nothing about him.}\]

6. The lotus flowers itself turn towards the sky (MSCNR, p. 84).

5.2.7. Prepositions

Prepositions, like verb particles, pose considerable difficulty to writers of MIE. The English language has no specific rules for the appropriate use of prepositions. Prepositions are usually context-oriented. So it is not surprising that the non-native speakers of English use
prepositions in an erratic manner not often conforming to MBSE pattern. Deviant prepositions abstracted from the corpus of MIE are listed below:

5.2.7.1. 'On' instead of 'in'

1. Her words are little better than written on water (MV, p. 75).
\[\text{MBSE: written in water...}\]

2. You are blind Vijay, exclaimed Manasi with a rustle of laughter on her voice (AL, p. 9).
\[\text{MBSE: ...in her voice...}\]

5.2.7.2. 'In' instead of 'on'

3. A ship was seen in the horizon like a large spot (MSTR, p. 21).
\[\text{MBSE: ...on the horizon...}\]

5.2.7.3. 'For' instead of 'to'

4. Do you wish to send any message for your mother (AL, p. 82).
\[\text{MBSE: ...send message to...}\]

5. Losing interest in engineering he turned to the study of philosophy which also was not sufficiently interesting for him (ALIE, p. 7).
\[\text{MBSE: ...interesting to him...}\]

6. He took a liking for me (A, p. 7).
\[\text{MBSE: ...liking to me...}\]
5.2.7.4. 'In' and 'on' instead of 'at'

7. He did not want anyone to point an accusing finger in his direction (AL, p. 106).

In MBSE, 'point . . . at' is usually preferred in such a context.

8. The building is situated on the seaside (T, Oct. 1982).

In MBSE ' . . . at the seaside' is usually preferred.

5.2.7.5. 'To' instead of 'for'

9. Being humiliated, he left to Ceylon (CFL, p. 63).

MBSE: ' . . . left for . . . '

5.2.7.6. 'To' instead of 'with'

10. They were taking part in the various meetings connected to united local units (AEKH, p. 26).

MBSE: ' . . . connected with . . . '

5.2.7.7. 'Out of' instead of 'from'


MBSE: ' . . . emerge from . . . '

5.2.7.8. 'From' instead of 'of'

12. Get out from my house this very minute (AL, p. 67).

MBSE: ' . . . get out of . . . ' would be preferred in the context of the sentence.
5.2.7.9. 'At' instead of 'on'

13. At the spur of the moment . . . (T, Oct. 1983)
\[ \text{L-MBSE: . . . on the spur of the moment . . .} \]

5.2.7.10. 'From' instead of 'of'

\[ \text{L-MBSE: . . . took leave of . . .} \]

The deviations in the use of prepositions are far in number to be listed. A few examples have, however, been listed to show how MIE writers falter in the use of prepositions.

Instances of non-use of prepositions where they are mandatory, and use of prepositions where they are not required also could be found in the corpus, as in:

1. He exhibited skill in the use of arms (MV, p. 27).
\[ \text{L-MBSE: . . . use of arms.} \]

2. Let me convey all of you my good wishes (T, Oct. 1982)
\[ \text{L-MBSE: . . . convey to . . .} \]

3. We were constrained to dispense his services (T, Sept. 1982).
\[ \text{L-MBSE: . . . dispense with . . .} \]

4. He had to work twenty days in a month (ICOP, p. 55).
\[ \text{L-MBSE: . . . twenty days a month . . .} \]

5. He was busy in completing his assignments (T, Sept. 1983).
\[ \text{L-MBSE: . . . busy completing . . .} \]
5.2.8. Transitive Verbs

Transitive verbs as a whole and strongly transitive verbs in particular require an expressed object in the form of a noun, a pronoun or a noun phrase after them. These verbs seem to present special difficulty to non-native-users of English. In the corpus abstracted from MIE texts, a number of sentences were found to be deviant on this count. They can be classified as follows:

5.2.8.1. Reflexive Pronoun object Missing

Examples include the following:

1. A number of them have already availed of this subsidy (MLS, Vol. 2, p. 46)

In MBSE, the reflexive pronoun 'themselves' has to be used after 'avail' when it is used in the sense of 'benefit from', and the preposition 'of' has to be moved to the post object position.

5.2.8.2. Other cases of missing objects

The corpus contains a good number of sentences where transitive verbs are used without objects. Examples include the following:

1. Mr. Sukumaran Nair . . . has been awarded a good service entry in view of the services rendered to deal with the situation (IE, Nov. 16, 1979).

Rendering by him . . .' will be more probable in MBSE.
2. We will fully appreciate if the government takes suitable action in this matter (T, Oct. 1982).

There is a general tendency among the speakers and writers of MIE to disregard the use of an object after transitive verbs. Strongly transitive verbs like clarify, deplore, enjoy, exert, inform etc. are often used by them without the mandatory object. This seems to be a tendency which spreads fast among non-native speakers and writers of English everywhere.

5.2.8.3. Reflexive pronoun intrusive

The corpus contained sentences wherein intrusive reflexive pronouns could be found. They seem to be superfluous in the context of the sentences as given below in one of the following examples:


5.2.9. Deletion

Deletion is usually a surface phenomenon in the English sentences. The appropriate application of transformations specifying deletion is important in syntax from the point of view of intelligibility. In MBSE, words belonging to various categories are deleted from sentences only if they are

3 The term 'deletion' is used here in the sense in which it is used by transformational grammarians.
'uniquely recoverable', i.e., there should be no doubt as to what words are to be supplied and where they are to be incorporated. Therefore, the word 'drink' can be deleted from the following sentence without causing any syntactic ambiguity:

He drinks, but I don't think he will tonight.

Here, the uniquely recoverable word 'drink' could be understood from the general linguistic context of the sentence. So deletion, as in the example cited above, does not pose any problem of comprehension. Moreover, deletion of the word 'drink' in the sentence serves as an abbreviating device that avoids redundancy.

As such subject complement, the whole of predication, adjunct, lexical verbs etc. can be safely deleted in sentences depending on the linguistic context in which they occur, provided the deleted items can be safely recovered and incorporated in the sentence. So deletion is a linguistic requirement in standard English.

Deletion in MIE

Deletion, as found in some of the sentences abstracted from the corpus of MIE, is non-normal and erratic compared with the standards of the deleting process in MBSE. Writers of this variety of English occasionally use deletion arbitrarily, thereby producing unacceptable sentences in the general context of the English language. Violations of the restrictions of recoverability and identity are the causes of the deviant sentences described here.
5.2.9.1. Deletion of Subject and Verb

The subject and the predicate which are mandatory in a sentence are occasionally found deleted in MIE, as in:

1. Madam Delacroix and myself alone in the room.
   (A, p. 32)

In this sentence, the additional subject 'I' and verb 'were' are deleted. 'I' is however substituted by the inappropriate reflexive pronoun 'myself'. So this can be treated as a sentence fragment.

2. But why bother? (ALIE, p. 109)

The sentence seems to be deviant in the context of a written text, as the subject and auxiliary verb are deleted here. The deleted auxiliary verb is likely to be either 'should' or 'did', while the subject cannot be easily identified. It can be anyone of the personal pronouns.

3. My roommate Raji was the only daughter of a wealthy medical practitioner and a pampered child (MS, p. 48).

The sentence is ambiguous as the subject and the verb of the coordinate clause are deleted.

'... and she was a pampered child' would be the structure of the co-ordinated clause.

5.2.9.2. Deletion of Verb

Sometimes the predicate alone is deleted, as in:

4. The manuscripts written in both Tamil and Malayalam scripts (KFL, p. 12).
In the context of sentence (4) the predicator can be either 'are' or 'were'.

5. Pareekutty's curing yard almost shut down (C, p. 56). In this sentence the auxiliary verb 'was' is missing.

5.2.9.3. Deletion of object

Occasionally, it is the object which is deleted, as in:

6. Anasuya was in white homespun (BB, p. 48).

It may be difficult for a native speaker of English to recover the object, as the word 'homespun' is alien to his lexical stock. The term 'homespun clothes', which means 'clothes spun at home as a cottage industry' may, clarify their doubt. So the missing object 'cloth' is likely to affect intelligibility.

7. He put an official seal over it and gave me.

(MSCNR, p. 43).

\[ \text{Here the direct object 'it' and the preposition 'to' are deleted. "... gave it to me" will be more acceptable.} \]

It is easy to recover the missing object from the following sentence:

A fatalist can take shocks with greater ease than one who is not (AL, p. 70).

The deletion of the object in this sentence is a stylistic necessity, as its presence will cause redundancy.

5.2.9.4. Deletion of conjunction

Sometimes it is the conjunction which becomes the
casualty in the deleting process, as in:

8. After the fool has had a drink or two, the man gets closer, overpowers the girl (MS, p. 164). The sentence is deviant because an unrecoverable conjunction has been deleted here. The conjunction 'and' may be deleted only if it is one of a series of 'ands'; i.e., and ... and ... and. However, the final 'and' of the series must be retained even in a sentence having a series of 'ands'.

Deletion of verb particles, prepositions, reflexive pronouns, articles etc. has already been discussed elsewhere in this chapter.

5.2.10. Intrusive Pronoun

Interposing of a personal pronoun between subject noun and verb is not unusual in Malayalam. It is usually done to focus attention on the noun. For example, a sentence like the following is normal in Malayalam:

ente amma avar oru nalla sthrI ayirunnu
My mother she(honorific) a good woman was remain
(My mother was a good woman.)

A clear instance of the influence of the mother tongue is found in the personal pronoun interposed between the subject and the verbs. The following examples illustrate this deviation:

1. Our mother, she was a poor woman (RL, p. 17)
2. Gopalan Master, he was a living legend in his own life time (I P, p. 9)
3. Kamalam, who has come to our house, she asked ... who has come (ADCP, p. 93).
The interposed personal pronouns in the above sentences might be considered superfluous in MBSE.

5.2.11. Question transformations and tag questions

Questions are usually of two types-'yes-no questions' and 'information questions', i.e., a question which elicits the simple one word answer 'yes' or 'no' and the question which can be answered with a sequence of words providing information. Deviations in the ordering of syntactic elements occur in both 'yes-no questions' and information questions, as found in a few examples abstracted from the corpus. The examples are:

1. Do you know who is Krishnan Nair's wife? (RL, p. 51)
2. Why you can't do it today? (MV, p. 75)
3. How often I have remembered my sweet frail grandmother? (MS, p. 158).

Example $\text{[2]}$ above is an indirect question. The structure of the indirect question in MBSE is Question word + S + V, while in MIE, the pattern used is Question word + V + S. So the question is deviant. It can be rewritten in MBSE, as follows:

Do you know who Krishnan Nair's wife is?

Examples $\text{[2]}$ and $\text{[3]}$ are also deviant from MBSE pattern, as the subject of the question appears before the verb in example $\text{[2]}$ and the auxiliary verb comes after the subject in example $\text{[3]}$. 
In MBSE, the questions can be rewritten as follows:

Why can't you do it today?

How often have I remembered my sweet frail grandmother?

This type of deviations are frequently found in MIE, as if they have become part of a structured system by repeated usage.

Likewise, 'that' type clauses are occasionally found used with 'want' type of verb, as in:

Do you want that I should always be unhappy (A, p. 37)

In MBSE, 'want' type of verbs do not usually take a 'that' type of sentential complement. However 'wish that', 'desire that' etc. are common in MBSE. So the above sentence may be written in MBSE thus:

Do you want me to be always unhappy?

In the case of question tags, there is a complex relation between the main sentence and the tag question appended to it. But in MIE, there is a strong tendency to resolve this complexity by using a simpler and general question tag, as seen in the examples that follows.

1. And that way you want to break our relationship.

Isn't it? (C, p. 84)

The expression 'isn't it' is usually used in MBSE with the sentences which begin in the 'It is . .' pattern.

Sentences like the following are very common in MIE, especially in the context of spoken English:

2. You are going to Madras, isn't it?
3. He will do this for me, isn't it?
4. We must do our very best, isn't it?
5. He is a wonderful fellow, is it not?

The appropriate question tags in the above sentences will be, 'aren't you?', 'won't he?' 'mustn't we?' and 'isn't he?' respectively. The influence of the vernacular can easily be perceived in such question tags. In Kannada, Tamil and Malayalam, the ending of the statement-question tag pattern always remain the same. Question tags in these languages generally end only in one way—Kannada (allāvo?) Malayalam (allayō?), Tamil (illayā?), all meaning 'isn't it?'

The pattern of the question tags in English can perhaps be considered idiosyncratic. The French interrogative ending 'N'est ca pas?' (Isn't it?) or the German question tag 'nicht wahr?' (is it not true?) seems to be quite deviant from the English pattern. So one may be able to find this type of deviancy in French-influenced English and German-influenced English as well.

Lack of agreement between the subject of the sentence and the tag appended to it seems to be a deviancy commonly shared by users of non-native varieties of English everywhere.

5.2.12. Progressive Aspect

From the corpus taken for analysis, it was found that the writers of MIE have a strong preference to use the progressive aspect of the verbs in sentences where they are least expected. The present and the past continuous tenses
are used more frequently in MIE than in MBSE. Verbs of inert perception and cognition like 'see', 'feel', 'hear' and 'taste' and state verbs like 'be', 'belong to', 'contain', 'consist of', 'cost', 'desire', 'own', 'resemble' etc. are restrictive in function when used in the progressive aspect, often pose difficulties to people who use English as a second language.

There are two possible reasons for the preference of the continuous form of such verbs in MIE. First, verbs of perception or any verb for that matter, can be used in Malayalam in the progressive aspect unrestrictedly. Sentences of the following kind are common in Malayalam:

\[
\text{nan kantukon|tirikkunnu} \\
I \text{ see remain am} \\
I \text{ am seeing.} \\
\text{naan manassilakkikontirikkunnu} \\
I \text{ understand remain am} \\
I \text{ am understanding.}
\]

Secondly, the progressive aspect of the verb is the primary verbal pattern taught to the students who study English as a second language. While discussing the teaching of English as a second language J. C. Catford (1959: 143) remarks, "it will be probably advisable to introduce the

Expressions like 'be seeing' and sentences like "I am having guests for dinner," "we are having a lot these days about educational experiments" etc. are common enough in English.
so called 'present continuous' tense at an early stage, before the 'simple present'. Thus, 'What am I doing?' I am going to the blackboard. I am writing on the blackboard. . . ."  

Whatever the cause maybe, a strong preference for the use of the continuous tense is noticed on MIE, in contexts where they are not usually expected. Examples include the following:

1. A large number of Greeks and Lebanese have settled down in Khartoum and are owning almost all the modern shops (KWCS, p. 51).

2. Many institutions are having inadequate facilities (IE, May 17, 1981)

3. I am always hoping to hear from my beloved son (ADCP, p. 10)

4. Every eighth or ninth day a new Malayalam picture is seeing the light of the sic day (MLS, Vol.II, p.28).

5. When I was desiring to tell her all about it, she said . . . (A, p. 69).
5.2.13. Miscellaneous Deviations

In addition to the deviations described above, there are syntactic divergences of various types in the corpus. However, they do not seem to be so frequent as to be of any systematic or stable nature.

A few such deviations are listed below.

5.2.13.1. Use of present perfect with a past time expression as in:

1. I **have passed** my B.A. as early as 1938 (T, Oct. 1962).

5.2.13.2. Doubling of Past Markers, as in:

1. I **did also spent** there half an hour (ALIE, p. 78).
2. But people who feared this influential man **did not came** forward to take part in it (AEKH, p. 44).

5.2.13.3. To + past tense form of the verb, as in:

1. The minister said that the **government had been considering a proposal** to **built** residential quarters for the doctors (IE, Feb. 27, 1979).

5.2.13.4. Weak verb past tense marker for strong verb, as in:

1. That mother, who agreed with her son in all matters, and all of us **weeped** aloud (AEKH, p. 11).
2. The killed goats **[sic]** lay **hanged** on hooks (MSCNR, p. 33).

5.2.13.5. One of + Singular noun, as in:

1. He was **one of the very good organizer** of the club (T. Aug. 1983).
2. He was one of the well to do of the village (ICOP, p. 15).

5.2.13.6. Subordination from co-ordination, as in:

1. *Eventhough* we reached there on time *but* we could not see the show (T, p. 78).

5.2.13.7. Use of Reflexive Pronoun for the non-reflexive one, as in:

1. You are six years younger than *myself* (AL, p. 25).

5.2.13.8. Additional 'all' with the Deviant Pronoun and question word, as in:

1. I do not know *what all* characteristics in us interested Edith (A, p. 40).
2. *Those all* passed in a routine manner (A, p. 40).

5.2.13.9. Deviant Collocation, as in:

1. The greatness of the service will be probably grasped only when one compares it with the state of affairs some *ten years* back (HP, p. 10)
   \[\text{L-MBSE: 'ten years ago'}\]
2. I was familiar with this lion *twenty years* before (MSCNR, p. 16).
3. A few of them were *England returned* (MSCNR, p. 13).

5.2.13.10. Deviant pronoun, as in:

1. A garden is a garland for *that which possess it* (MSCNR, p. 27)
   \[\text{L-MBSE the conjunction would be 'those' 'who'}\]
2. I went to a shopkeeper that was not far from my house \[\text{In MBSE 'who' will be preferred in the context of the sentence.}\]
5.3. Syntactic choices and preferences

A study of the unmotivated syntactic deviations, as attempted in Part I of the present chapter, does not fully represent the description of the Syntax of a second language variety of English. So in addition to matters of rank error one has to go on to a higher level of analysis with a view to finding out the syntactic choices and preferences as exhibited by the writers of MIE. Since the English language is used in Kerala by a minority of the people for multifarious purposes with varying degrees of competence, it is not quite easy to arrive at a workable methodology for such a study. However, it is possible to earmark certain general tendencies that are in operation in the English written by a comparatively homogeneous group of writers who belong to a more or less equal position on the cline of competence.

As modern stylistic studies pay a good deal of attention to syntax as the greatest contributor of style features, an attempt is made here to study certain syntactic choices and preferences perceived in the corpus of MIE prose. It may perhaps be argued that a second language variety of English is not likely to show any stylistic choices or preferences worth the name. The present study, however, postulates that the term style need not necessarily be confined to the features exhibited by literary works alone. It is a term which is to be rather liberally used, as style itself is sometimes referred to
as deviations from the norm. If deviations from some accepted norm can be considered important in stylistic investigation the study of the written English works of a group of people who use English as a second language will naturally prove to be a very fertile ground for stylistic study. "I wrote awkwardly and the awkwardness is what they called my style"\textsuperscript{5} said Hemingway. MIE writers also can, as well say something on these lines.

Modern linguistic stylisticians often study the isolated works of an author or the complete works of a particular writer. Sometimes, it is the stylistic qualities exhibited by a particular genre of literature like poetry or prose which attracts their attention. Likewise, they may investigate the linguistic peculiarities exhibited by the writings of a particular period like Victorian poetry or eighteenth century prose.

In the same vein, the stylistic choices and preferences exhibited by a group of writers who use English as a second language can perhaps be subjected to stylistic investigation. Interference of the mother tongue as well as social and cultural pressures may operate upon a second language which adapts itself to the social needs of the people who use it. In such a situation there may develop a lot of deviations in the second language varieties of English which are essentially

\textsuperscript{5} Louis Tonko Milic, "Metaphysics in the Criticism of Style," \textit{College Composition and Communication} (October 1966), p. 24.
deviations from an acceptable norm.

Keeping such a view point as a corollary to the argument, the present investigator proposes to look into certain syntactic choices and preferences as found in the texts of MIE writers.

5.3.1. Poeticalness

The poeticalness or the archaic flavour of MIE, whether in the use of lexis or syntax, is probably due to its remoteness from modern standard English. The very fact that English has spread in Kerala from being taught in the classroom has been an important factor in promoting a kind of hyperformal variety of English in our midst. Teachers and students alike are more concerned with the study of the content of the prose and poetry of a bygone age than with the study of the subtleties of current English. As Dustoor (1968: 102) rightly remarks, "The needs of the language as a language have invariably been subordinated to the needs of the literature of which it is the medium." So most of the MIE writers virtually remain unaware of the rapid changes in the English language. As such it is not unnatural for them to model their ordinary prose passages in a style which was used by poets like Milton, Donne, Dryden and others in their poetic works.

The identification of outmoded construction of sentences will depend on three main factors, viz., the length of time which has elapsed since the text was written; the amount of
Unnatural disorganization of syntactic elements is usually found in poetry, as poetic language often maintains a necessary alienation from the language of modern prose.

It is not postulated here that inverted word order is totally unwarranted in modern English prose. But MIE writers seem to show a strong preference for inverted word order in contexts where such syntactic patterns may look odd.

A few more examples of the same pattern, abstracted from the corpus of MIE texts are given below just to show the strong preference of MIE writers towards inverted word order:

4. I listened keenly and earnestly did I make an attempt to understand (ALIE, p. 101).

5. In regal glory does she sit (K p. 106).

6. And innumerable are those who are widowed because of her (K p. 122).

This pattern is occasionally found in sentence negation too, as seen in the following sentence:

1. The secretariat building was a 39 storeyed structure and I knew not where my friend . . . could be (ALIE, p. 85).

Here sentence negation is effected without the use of an auxiliary verb, i.e., 'I knew not' instead of I did not know.

5.3.2. Premodification

One of the striking features of the syntax of MIE is the tendency to prefer premodification to post modification of the noun phrase. This tendency coupled with the minimal use
information available about the linguistic background, and
thirdly the kind of context in which the outmoded or archaic
constructions occur.

The sentences taken for analysis here have been those
written within the last one decade by people who have learned
English as a second language. Likewise the context and content
of the texts in which the sentences occur do not call for any
motivated stylistic deviations. So it is necessary to
evaluate the linguistic skill and originality of the authors
against the wider background of modern standard English prose.
As such the anachronistic associations with regard to the
syntax of the sentences given below seem to be worthy of
consideration:

1. Very soon we met and fell I into his arms (M.S. p.202).
3. Nothing but rags have they to hide their
nakedness (K. p. 124).

In MBSE, inverted word order, as seen in the examples cited
above, is normal in questions, but is infrequent in declarative
sentences in which the normal order is SV. The VS pattern
without the auxiliary verb in example $L_1^7$, and with auxiliary
verbs in examples $L_2^2$ and $L_2^7$ look poetical, as they occur in
stylistically neutral contexts of MIE prose texts. Inversion
of syntactic elements or the use of syntactic patterns in an
irregular order is a privilege usually enjoyed by poets. Hence
the sentences smack of an archaic or poetical flavour.
of relative clauses results in the nonnormal use of complex nominal attributive + noun, participial adjectives + noun, 's' genitive + noun etc. Sometimes clauses and prepositional phrases are reduced to compounds.6

In fact, all Indian languages use the noun postpositionally with the qualifying elements preceding the head (H). The following example from Malayalam will show the kind of word order used in that language.

paralaseri gramattile rāstrīya sammelanam
Paralassery village of political conference

The Paralassery village political conference (MIE--ICOP, p. 39)

The MBSE word order will be as follows:

'The political conference at Paralassery village.'

The influence of the 'bahuvrihi', 'karmadharaya' and 'tatpurusha' compounding patterns of Sanskrit has, in fact, influenced all the Indian languages and this further finds expression in the mother tongue-influenced varieties of English in India. The tendency of block-compounding instead of using post-modification is common in English too, though only to a lesser extent than in MIE or IE. English creative writers and journalists too use this device to emphasize the noun

phrase so as not to lose the importance or quality they would like to attribute to certain nouns. In C. P. Snow's novel *The New Man*, we find the following sentence:

'But, like many illmen, they resented the well.'

In an interview published in the *Modern Spark* (1961: 247), the author subsequently defended his use of the word 'illmen' as follows:

This is becoming increasingly common, particularly among educated people. It is just a shade more emphatic than, say, he is not a healthy man.

Commenting on the increasing tendency to premodify the head of the noun phrase, Quirk et al. (1972: 903-4) write:

Apart from a few institutionalized examples ('an away match'--the match is being played away from the homeground), the flexibility of this type of premodification tends to be exploited only colloquially, and most examples have (and seem deliberately to have) a flavour of originality, convention-flouting, and provisional or nonce awkwardness.

Some of the 'institutionalized examples' in premodification seem to have the flavour of colloquialisms and slang in MBSE. For a work which does not require anybody's help, the English use the term 'a do it yourself-job'. This tendency, though it comes handy, is not encouraged in formal written English.
5.3.3. Premodification in MIE

A study of the various types of premodification in MIE shows that the method of premodification in this variety of English is out of tune with the British English pattern of premodification. The structure of the sentential patterns of the mother tongue can be found in the premodification in this variety of English. Other than the closed system, items like the function words that usually co-occur with the head of a noun phrase, lexical and grammatical items of a wide range and complexity are used in MIE for the purpose of premodification. This tendency to premodify the head without proper order, coupled with the use of hybrid lexical compounds poses problems of intelligibility to the readers who are not accustomed to the socio-stylistic\textsuperscript{7} pattern of the English used in Kerala.

5.3.3.1. Adjective as premodifier

The most usual type of premodification in MIE, as in MBSE, is that of an adjective modifying the noun at the 'Head' position. However, in MIE there is a strong tendency to reduce a syntactic unit of a higher rank to a lower rank in the process of premodification.

For example, 'an address of welcome' in MBSE is a syntactic unit having the rank of a 'group'. In MIE, it is often reduced in rank to a compound, as 'welcome address'.

\textsuperscript{7} The term 'sociostylistics' is used here for the style features that are peculiar to the use of English by a language community which uses English as a second language.
(IE, Dec. 10, 1979). 'Welcome address' is, in fact, a rank-bound translation of the MIE compound "Swāgatha prasaṅgam'. The indefinite article 'an' and the preposition 'of' are disposed off in the process, in addition to the change in the word order.

Kachru (1966:267) identifies this as a pan-Indian phenomenon, when he writes:

In I.E. there is a very productive devise by which a syntactic unit of a higher rank is reduced so as to create a compound word. In other words, at places where a native speaker of English tends to use a group or a clause, an IE user might choose a unit of word rank. At times we come across syntactic units of the 'group' rank in MIE which smack of a non-native flavour, as in the following examples:

1. The multistarrer entertainer (S.S. Dec. 9, 1979)
2. . . . a thick dreamless sleep (AL, p. 132)
3. . . . a porcelain smooth complexion (M.S. p. 50)
4. . . . a girl-thin limbs (ALIE, p. 30)

The determiner + ordinal + adjective + noun constructions are syntactically non-deviant in MBSE. But in MIE, there is a strong tendency to prefer premodification to postmodification. This tendency coupled with the use of fewer number of relative clauses gives MIE a special non-native flavour, eventhough such patterns are not unacceptable in MBSE.
5.3.3.2. Premodification by participial adjectives

Premodification by present participle and past participle is common in English. As most of the function as adjectives in the NP, the term participial adjective is used here. Premodification by participial adjectives is a potential device well exploited in MIE, as seen in the following examples:

1. the England-returned man (MSCNR, p. 13)
2. a built house (T. Aug. 1979)
3. cooked noon day meal (H.P. p. 15)
4. a born child (MSCNR, p. 60)
5. the killed goats (MSCNR, p. 33)
6. broken-down doll of a body (M.S. p. 213)
7. chair sitting people (MSCNR, p. 17)
8. fee paying government English schools (M.P. p. 13)
9. card-playing visitors (M.S. p. 102)
10. midnight oil burning sessions (I.E., 1-5-'82)
11. simple living high thinking crowd (P.B. p. 59)

Though this tendency is gaining currency in MBSE, as in noun groups like 'developing countries', 'voting members' etc. premodification by participles as used in non-native varieties of English like MIE is glaring enough to attract the attention of language enthusiasts.

5.3.3.3. Premodification by genitives

In MBSE, the selection of the -s' genitive is usually described in relation to the gender classes represented by the
noun which takes the '-s' suffix. The '-s' genitive is thus favoured by the classes that are highest on the gender scale, i.e., animate nouns. The '-s' genitive and 'of' genitive are not normally in free variation. So the 'inflected' genitive and 'of' genitive have specialized functions. However, in MIE the '-s' genitive is preferred more than the 'of' genitive, even when the 'of' genitive may be more suitable than the other, or when the '-s' genitive may look superfluous. Examples include the following:

1. . . . the morning sun's mild rays (ALIE, p. 37)
2. . . . international women's year's seminar (AL, p. 124)
3. . the ten o' clock's silence bell (M.S. p. 51)
4. . the overseas Keralite's remittances (IE, Dec.20,1979)
5. . . . the municipal school's children (M.S. p. 112)

5.3.3.4. Premodification by nouns

This is the most frequent type of premodification in MIE. Where the MBSE writers would prefer postmodification of phrases, the MIE writers prefer the noun cluster. Though this tendency is found very productive and useful with regard to economy in the use of words, certain instances of premodification of this type are severely restricted in MBSELconvention and style.

'Key bunch' for 'a bunch of keys', 'match box' for 'a box of matches' and 'caste-basis' for 'on the basis of caste' etc. are usually used in MIE. However, one cannot be dogmatic about certain cases of reduction. For instance, the
compound 'caste-proud' in MIE is on the analogy of 'house-proud' in MBSE. Collocationally and contextually 'caste-proud' may look deviant from MBSE pattern, but structurally it is not. Examples from the MIE corpus include the following compounds and noun clusters, as instances of syntactic reduction:

1. drawingroom walls (MS, p. 153)
2. family head (ICOP, p. 1)
3. family members (ICOP, p. 1)
4. flower garland (AEKH, p. 12)
5. government wife (MS, p. 164)
6. gulf-remittances (SS, May 18, 1980)
7. motor mechanic husband (IE, Dec. 9, 1979)
8. petrol pump owner (LV, p. 133)
9. song-text (CFS, p. 34)
10. tax collection season (ICOP, p. 81)
11. vernacular wife (AL, p. 75)
12. washerwoman teacher (SERKV, p. 89)

Most of the examples given above are cases of syntactic reduction, i.e., syntactically higher units are reduced to compounds and noun clusters. Some are collocationally and contextually deviant too according to the norms of MBSE. So most of the examples given above have a clear non-native flavour about them, even though they cannot be considered absolutely unacceptable in MBSE. The degrees of acceptability vary considerably with regard to the examples given above. Some are unquestionably deviant while a few others are not attested in the writings of native speakers. Certain other examples are deviant only in terms of frequency.
Occasionally the process is reversed by using the 'of' genitive in syntactic groups where they are least expected. The following are some of the examples taken from the corpus:

1. carpet of brown (AL. p. 10)
2. Skirt of blue (AL, p. 81)
3. woman of middle class (AL p. 93)

The phrases, 'brown carpet', 'blue skirt' and 'middle class woman' are structurally acceptable in MBSE. So the use of the 'of' genitive in the above examples looks unwarranted.

5.4. Reduplication

Repetition of lexical items of various grammatical categories is often found to have been used as a stylistic technique in MIE. Such usages, as found in the corpus, are generally described as 'reduplication'. The term is used here with the proviso that it will be understood as referring to repetition of verbs, nouns, adjectives, adverbs and even preadjectival modifiers. In fact, with the possible exception of co-ordinating conjunctions, various grammatical categories seem to repeat themselves in MIE.

Even though reduplication is occasionally found in MBSE too, the reduplicated items in MIE seem to have a peculiar flavour of the typological features of the mother tongue. Hence they seem to be worthy of attention here. The examples abstracted from the corpus are given below under various categorical heads.
5.4.1. Adjectives
1. He had broken an old old custom (C. p. 39)
2. That is enough enough (C. p. 117)
3. This was a belief shared by fishermen all along
   the long long coast (C. p. 129)

5.4.2. Adverbs
1. Her head seemed to be going round and round (C. p. 48)
2. While we drove up in a taxi going round and round,
   we heard the sound of children's laughter (A.L. p. 78).

5.4.3. Verbs
1. They talked and talked about many things (C. p. 120).
2. We laughed and laughed till our faces became red
   (T. Oct. 1982).

5.4.4. Nouns
1. Chemban kunju worked in a boat on a share and share
   basis (C. p. 14)
2. There are Russian writers and writers (OON, p. 9)

5.4.5. Preadjectival modifier

The reduplication of preadjectival modifier is comparatively rare. The famous line in Hamlet, "O that too too solid flesh would melt" (Act I, Scene ii, l. 140) is one such rare instance. In MIE also, only one example of the type was found:

It is too too unkind/your part (AI, p. 31).
Reduplication, as found in the corpus, is used for emphasis. This method of repetition for emphasis is a typical feature of the Malayalam language. In spoken language this tendency is more frequently found than in written English. Intensifiers are almost totally done away with in this process.

H. A. Passe (1955:42) strings together such reduplicated expressions in Ceylonese English and constructs a very interesting sentence:

"If you slowly, slowly cut this into small small pieces, and eat them hot hot, you will be crying crying."

From such examples, it can be inferred that reduplication of the type mentioned above is a pan-South Asian feature.

5.5. Use of expletive 'and'

The formal syntax of the English language with its characteristic reserve does not seem to suit the temperament of the bilingual writers of Kerala, who are used to the oral tradition of literature in their mother tongue. The influence of the story telling method, where the style rests principally on the spoken word, seems to coerce them to a kind of breathless garrulity, which in turn is carried over to the English they write.

In such a context the influence of the mother tongue and the age-old cultural tradition merge into the L2 giving expression to long flowing sentences made up of short sentences, simply conjoined by 'ands' and 'commas'. The 'and' in MIE
prose is very often an expletive word to fill the gap between two independent sentences. The following example from MIE prose will show how this technique is exploited by the writer:

1. The market was lined with shops and sold walking sticks made out of blond wood of the birch and with handles shaped to look like dog's heads, and salad bowls with spoons (MS, p. 146).

This compound sentence, in fact, has been derived from the following basic sentences:

1. The market was lined with shops.
2. The shops sold walking sticks.
3. The walking sticks were made of the blond wood of the birch.
4. The walking sticks had handles shaped to look like dog's heads.
5. The shops sold salad bowls with spoons, as well.

However, the basic sentences when conjoined resulted in an ambiguous compound sentence, from which many unrecoverable lexico-grammatic items got deleted.

The use of expletive 'and', as in the oral tradition, is a stylistic device well exploited by many English writers of India. Raja Rao, for instance, consciously uses it as a narrative technique in his novel Kanthapura. A sentence from the novel will show how he has consciously deviated from normal English syntax:

He went to Dore and Sasthri's son Puttu and Dore and Sasthri's son Puttu went to postmaster Suryanarayan's
sons Chandru and Ramu and then came Pandit Venkiteshia and front house Sami's son Srinivas and Kittu, and so Kittu and Srinivas and Puttu and Ramu and Chandru and Seenu threw away their foreign clothes and became Gandhi's men.8

The two sentences, given above, deviate considerably from modern English prose style, as modern English prose style prefers the complex pattern of the periodic sentence to the linking of clauses with 'and'. Multiple embedding rather than conjoining is the style preferred by most of the L₁ writers of English prose. Multiple embedding, however, leads to syntactic complexity which may strain the reader's attention and understanding. Still, if used judiciously, it is a fine tool to lend depth to the texture of a sentence. It also keeps the mind thinking.

Occasionally, the L₁ of the writer interferes with the L₂ in a very intricate manner resulting in the creation of ambiguous sentences. This type of ambiguous and elliptical sentences are recurrently found used in MIE, giving an impression to the readers that they are used with stylistic intent. A few examples abstracted from the corpus are:

1. People passed by, wearing coloured clothes and occasionally a car (MS, p. 224).
2. In canoes they came and in yachts (MS, p. 229).

3. Then there is loud music in the evening after the work is over and the bath and the cooking (MS, p. 237).

4. To the east lay lush paddy fields and also to the north (MS, p. 20).

5. After my mother recovered and then my father, our home fell apart (MS, p. 87).

As the sentences given above are more or less of the same type the description of one of them may perhaps show how the strange patterns of the sentences have evolved. For instance, the sentence given below illustrates this fact:

People passed by, wearing coloured clothes occasionally a car.

With the inevitable inversion of the verb and the object, the sentence is acceptable in Malayalam, as the rules regarding the placement of lexical items in a sentence are not so rigid in Malavalam as it is in the English language. As such it can be presumed that the mother tongue sentential patterns have consciously or unconsciously influenced the formulation of the sentences in the L2.

Since a number of sentences of the same pattern are found in the corpus the investigator was at a loss to decide about their placement. It is indeed difficult to draw lines of demarcation between erratic syntactic deviations (including and excluding mother tongue interference) and stylistically oriented syntactic choices and preferences.
5.6. Culturally and semantically bound syntax

The influence of the mother tongue and the cultural environment sometimes seem to create certain sentential monsters, i.e., longwinded sentences with a number of semantically loaded lexical items. This happens when additional novel ideas are transferred from the mother tongue and attached to the kernel forms of standard English sentences in the instant translation situation. The ultimate result in the process is the formation of a vernacular deep structure and an English surface structure. Such sentences may, perhaps, be intelligible to the native speaker of English. But, in certain cases, the vernacular embedding becomes too deep to be comprehensible to native speakers of English who do not know either the Malayalam language or the milieu which created the novel ideas or imagery. It is not easy to explain such sentences clearly. Two sentences of this type are given below as examples:

1. When the mind is in perpetual agitation, in confusion and turmoil, when the mental waves are rapid motion tossing the ship of man's habitation from one corner to another, the pain of the body has

9 One such sentence abstracted from the corpus was shown to an educated native speaker of English. He confessed that he could not fully comprehend the meaning of the sentence. He said that the sentence looked 'odd' and that it was not the way he would write English. He suggested that it might be better to show the sentence to some other native speaker of English who has a closer knowledge of Malayalam language. Permission was not granted to use his name in the dissertation.
to wither into comparative insignificance, I had the agony of the soul, the soul which thronged at a central place for reverberation and full expression (A, p. 40).

2. I watched the plant of my mind taking a tender sprout in one good direction; the tender thread that was formed in me gave pain that is common to every form of birth (A, p. 75-76).

Even for one who knows the Malayalam language these sentences look a bit strange even though the vernacular lexico-semantic content of the sentences and the images are understandable.

In sentential patterns of the type given above as examples, the vernacular deep structure obliterates the English surface structure so much that the cumulative effect of the sentences may be meaningful only when they are analysed in the light of the lexico-semantic content of the mother tongue. Such sentences very often defy explanation. Greene (1971:132) identified such a situation in West African English and wrote: "In such sentences the reader may not see the sentential woods for the lexical trees."

Kirk Greene (1971:132) gives as an example a published item of continuous prose from West African English. It is given below:

It is not known to my poor self the hows and whys of politics. I shall call group of politicians--peoples of varied wishes that assume one name. Politics forced out tears by intense anger. One cannot remember anytime both in dream and normal life that poor self stood among honourable ones expressing in opposition terms against a number more than, of course except in concerts.
The subconscious building of English sentences out of favoured mother tongue sentence models requires an indepth study. Such an attempt has not been made in the present study. Perhaps, the structure of such sentences can be called 'culturally and semantically bound syntax.'

5.7. Free Indirect Speech

Interpolation of direct speech in reporting and in narration is a stylistic technique well exploited in MIE. The convention of using the punctuation marks in direct speech is found to have been not strictly followed in many sentences which have been subjected to close analysis. The possible reason for such a stylistic choice or preference may be the influence of the mother tongue. Conventions to be followed in direct speech events and in reported speech are not so rigid in Malayalam as in the English language. It is often left to the choice of the writer. A few sentences given below are likely to show the deviation clearly:

1. Why didn't you come to the airport, I asked him. Don't you love me at all? I sobbed holding him close to me. He said I am tired and sleepy. We shall talk in the morning tomorrow (M.S. p. 142)

2. Six-year-old Monoo asked me, why do you cry Amma, am I going to die and I embraced him shaking my hand vehemently saying no, no, no (M.S., p. 129)
3. One day when he held me close and kissed me on my mouth I stood acquiescent and after he released me, I asked him are you in love with me, and he said, I like you (M.S. p. 167).

4. I kept telling my husband that I was in love with the doctor and he said, it is allright, she is a woman, she will not exploit you (M.S. p. 152).

5. Whenever a stray dog came near us wagging its tale he used to say to me, Amy, please ask this friend of yours to move away, you know I can't stand dogs (M.S. p. 147).

5.8. Choice of sentential patterns in MIE and MBSE—
a stylostatics study

Now a days, statistics seem to play a very significant role in the analysis of linguistic features related to style. The application of statistics in the study of stylistics is rightly called 'stylostatistics'. The numerical treatment of style features may look crude and ineffective as some of the subtle nuances of style cannot be satisfactorily studied by this method. Moreover, the stylostatistic method does not provide any provision for the study of the influence of context on language.

Nevertheless, this method seems to be a convenient one to find out the syntactic choices and preferences in the identical registers of two varieties of English--i.e., whether embedding or conjoining is more frequently found or whether
sentences branch towards the left or right and the like. Such an analysis may give us some very general, yet precise, ideas about the stylistic patterns used in the construction of sentences. Moreover, such a study will naturally be objective and empirical and the inferences arrived at may prove useful to the understanding of the syntactic choices and preferences of an average MIE writer who can be taken as the model.

The present study attempts at analysing the frequency or density of the types of sentences found in MIE and MBSE in two identical registers. Two similar paragraphs taken from two travelogues, one written by an L2 writer and the other by an L1 writer of English, will be analysed for this purpose. The context of situation in both the passages is almost identical. The writers in both cases are men of letters who had been invited to visit the U.S.A. on lecture tour. The syntactic choices and preferences of the two writers show many interesting features of their style as revealed by the following analysis.

The first passage is from the chapter, "A Visit to America," which occurs in the book Quite Early One Morning by Dylan Thomas (1954: 106). The second passage is from American Life through Indian eyes by Dr. K. M. George (1967:26), a bilingual writer from Kerala.
Across the United States of America, from New York to California and back, glazed, again for many months of the year, there streams and sings for its heady supper a dazed and prejudiced procession of European lecturers, scholars, sociologists, economists, writers, authorities on this and that and even; in theory, on the United States of America. And, breathlessly, between addresses and receptions, in planes and trains and boiling hotel bedroom overnights, many of these attempt to keep journals and diaries. At first, confused and shocked by shameless profusion and almost shamed by generosity, unaccustomed to such importance as they are assumed, by their hosts, to possess, and up against the barrier of a common language, they write in their note-books like demons, generalising away, on character and culture and the American political scene. But, towards the middle of their middle-aged whirl through middle-western clubs and universities, the fury of the writings flags; their spirits are lowered by the spirit with which they are everywhere strongly greeted and which, in ever increasing doses, even to a paper on Modern Turkish Novel. And even in their diaries more and more such entries appear as "No way of escape!" or "Baffalo" or "I am beaten" until at last they cannot write a word.
Passage II

During my three-month stay in Chicago I saw many things. For want of space I intend noting down only a few of them. The Natural History Museum was one of the places I visited on foot all by myself. It is just half a mile from the International House. I went twice and saw many wonderful sights there. The more you go there, the more you want to go. Except on Christmas and new year, the museum remains open on all the 363 days in the year. Entrance is free on Thursdays, Saturdays and Sundays. On other days, twentyfive cents are charged per head. There is a very good restaurant inside its campus. In the library of the museum, there are nearly one and a half lakh of books. If you hire a portable transistor you can hear a ten-minute-long announcement on the various objects of interest in each hall. The narration is pre-recorded. Founded in 1893, the seventy-two-year-old museum attracts lots of visitors everyday. Marshal Field, a noted philanthropist, donated nearly ten million dollars for its establishment and for its running. Marshal Field, who has once been a poor peasant boy, became a millionaire through trade and business over a period of years. The Marshal Field Company is a well-known business house today.
The analysis of the sentences in each of the above paragraphs is based on the analytical pattern of sentences popularised by Virginia Tufte in her famous book *Grammar as Style* (1971: 141-159). According to her, segments as identified in spoken language by pitch, stress and juncture have their parallel in written language wherein the segments are indicated by the arrangements of words in familiar clause and phrase patterns and to a certain extent by punctuation. This tendency towards segmentation is a basic resource of English syntax.

In English sentences the base clause is often modified by free modifiers which are usually set off from the base clause by commas. Such free modifiers often seem to modify the whole clause rather than a single word. The free modifiers are not usually tied to a single location, but are freely attached to the beginning, middle or to the end of the clause. Depending on the attachment of the free modifier Virginia Tufte classifies the sentences into three major categories, viz., Left Branching Sentences (L.B.), Right Branching Sentences (R.B.) and Middle Branching sentences (M.B.). Certain sentences may have free modifiers branching towards left and right keeping the base clause in between the branches. Such sentences can be classified under the LB + RB pattern. Single clause sentences without the free modifiers can of course be called Branchless (B.L.).
To illustrate the pattern of branching, the sentences in the two passages can be analysed one after the other underlining the base clauses in each case. The results of the analysis are given in tabular form (see tables I and II on pages 268-71).

Passage I

1. Total Number of Sentences 5
2. Total Number of Words 210
3. Average sentence length 42 words
4. Total Number of L.B. Sentences nil
5. Total Number of R.B. Sentences 1
6. Total Number of LB + RB Sentences: 3
7. Total number of MB Sentences 1
8. Total Number of BL Sentences nil
9. Total Number of Simple Sentences 1
10. Total Number of Complex Sentences: 3
11. Total Number of Compound Sentences: 1

Passage II

1. Total Number of Sentences 17
2. Total Number of Words 223
3. Average Sentence length 13.1 words
4. Total Number of LB Sentences 9
5. Total Number of RB Sentences nil
6. Total Number of LB + RB Sentences: nil
7. Total Number of MB Sentences 2
8. Total Number of BL Sentences 6
9. Total Number of Simple Sentences 10
10. Total Number of Complex Sentences: 6
11. Total Number of Compound Sentences: 1
Passage I has no L.B. Sentence in it, while passage II has a predominance of LB Sentences, i.e., 9 out of 17 or about 53% of the total number of sentences. Likewise passage I has no branchless sentence whereas passage II contains 6 branchless sentences. The LB + RB pattern has a perceptible predominance in passage I. Out of the 5 sentences, 3 of them are of the LB + RB pattern which accounts for 60% of the total number of sentences. Passage II has no sentence branching to the right. 20% of the sentences in passage I are of the MB pattern whereas passage II has only 11.9% of sentences of the M.B. pattern. Likewise, simple sentences account for only 20% of the total number of sentences in passage I, while passage II has a predominance of simple sentences which account for about 58.9% of the total sentences.

The average number of words in sentences also varies considerably in the two passages. Whereas the average sentence length of passage I is 42, it is only 13.1 in passage II. 210 words are used for the construction of 5 sentences in passage I, while 223 words are used in passage II for the construction of 17 sentences.

From the inferences arrived at as a result of the analysis of the two passages, certain general conclusions can be made about the style variations of the two authors in their writings.

The writer of passage I seems to exploit all the syntactic possibilities and potentialities of the English
language shifting the free modifiers to various directions. Passage II has minimal syntax which results in lack of variety in sentence structure. The recurrent use of the LB pattern almost leads to structural monotony. The ordering and appropriate placement of the segment coupled with the appropriate use of punctuation marks gives rise to the formal rhythm and cadence of the English language, as noticed in passage I. The sentence rhythm of a language is generated by the movement of the mind in linguistic space comprehending the meaning of an utterance, spoken or written. This movement cannot be uni-directional as noticed in passage II, where most of the sentences branch towards the left. In passage I the movement is never undirectional. There is a constant back and forth movement of the thinking mind. Words, phrases and clauses interact, advance, back-track, anticipate connect and lock into each other to produce the total effect of the utterance. It is the harmonious mingling of the normal rhythm and the semantic rhythm that produces what Gordon (1966: 157) has called "the characteristic wave like pattern of English prose".

The normal English sentence, which is used for making a statement, consisting of a main clause moves from left to right. However, when additional clauses or free modifiers are added to it, the direction changes. If free modifiers are added to the left of the base clause, the sentence will inevitably become a left branching one. This is the peculiarity that
could be seen in most of the sentences in passage II. According to Virginia Tufte (1971: 144) left branching sentences are sometimes "so front heavy". However, the sentences in passage II are neither very "front heavy", nor disturbingly complex. It may be stated here that the sentences in passage I are not offered as samples of defective writing. They are given just to illustrate the fact that the stylistic preference of this MIE writer does not contribute adequately towards structural variety. L.B. sentences are occasionally used by authors for specific effects like delayed disclosure of the message in the base clause. In passage II no such stylistic technique is noticed.

The analysis shows that 20% of the sentences in passage I and 11.9% of the sentences in passage II are of the middle branching type. In a middle branching sentence, the base clause is usually interrupted by an insertion of parenthetical or at least grammatically extraneous material which helps to postpone the grammatical conclusion of the clause. Some authors use the midbranching sentences as a stylistic technique to create a kind of suspense. In passage I, the stylistic technique is well exploited in sentence (3). But in passage II, no such stylistic innovation is noticed in the two sentences (15 and 16) of the M. B. pattern.

The distinguishing feature of the R.B. sentence is the accumulation of material after the grammatical completion of the base clause. Tufte (1971: 153) calls this type of sentence "cumulative". A much stronger narrative or verbal
impact is naturally achieved by the use of free modifiers to the right of the base clause. Moreover the heaviness of the front in LB sentences can be comparatively reduced by the use of the R.B. pattern, or the LB + RB pattern. Right branching also gives enough scope for giving additional information about the main sentence. Right branching is dynamic in the sense that it represents the mind thinking. In fact, the cumulative or the R.B. pattern of sentence is the typical structure preferred by most of the modern English writers. According to Tufte (1971: 157) it lends "... richness and depth of structure to the sentence. These sentences are evenly textured, smooth and controlled." It provides a lot of stylistic sophistication to a piece of writing. It creates a kind of "syntactic symbolism" (Tufte, 1971: 159).

Out of the five sentences of passage I, four of them (i.e., 80%) exploit the potentialities of the R.B. pattern. In passage II, however, there is no sentence that branches towards the right, even though the author uses 17 sentences in the passage. This shows that the author has not exploited the possibility of using the cumulative sentences. According to Nowotny (1962: 9):

Of all the elements necessary to make an utterance meaningful, the most powerful is syntax, controlling as it does the order in which impressions are received and conveying the mental relations behind sequence of words.
This is perhaps the reason why modern stylistics pays more attention to the study of syntax than to the other aspects of the written language.
<table>
<thead>
<tr>
<th>Sentence No.</th>
<th>L.B./M.B.</th>
<th>Base clause</th>
<th>R.B.</th>
<th>Type of Sentence branching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Across the united states of America, from New York to California and back, glazed, again, for many months of the year,</td>
<td>there streams and sings for its heady supper a dazed and prejudiced procession of European lecturers, scholars, sociologists, economists, writers, authorities on this and that,</td>
<td>and even, in theory, on the United States of America</td>
<td>LB + RB Complex S</td>
</tr>
<tr>
<td>2</td>
<td>and breathlessly, between many of these attempt addresses and receptions, to keep journals and in planes and trains and boiling hotel bedroom ovens,</td>
<td></td>
<td>Nil</td>
<td>M.B. ' S.S.</td>
</tr>
<tr>
<td>3</td>
<td>At first, confused and shocked by shameless profusion and almost shamed by generosity, unaccustomed to such importance as they are assumed, by their hosts to possess, and up against the barrier of a common language,</td>
<td>they write in their note books like demons,</td>
<td></td>
<td>generalising away, on character and culture and the American political scene</td>
</tr>
<tr>
<td>Sentence No.</td>
<td>L.B./M.B.</td>
<td>Base Clause</td>
<td>R.B.</td>
<td>Type of Sentence branching type</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-------------</td>
<td>------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>But, towards the middle of their middle aged whisk: through middle western universities, the fury of the writing flags;</td>
<td>their spirits are lowered by the spirit with which they are everywhere strongly greeted to a paper on even the modern Turkish Novel</td>
<td>LB + RB Compound S</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>and, in their diaries, more and more such entries appear,</td>
<td>&quot;as No way of escape!&quot; or &quot;Buffalo&quot; or &quot;I am beaten!&quot; until at last they cannot write a word.</td>
<td>RB Complex S</td>
<td></td>
</tr>
</tbody>
</table>
Table II

<table>
<thead>
<tr>
<th>Sentence No.</th>
<th>L.B./M.B.</th>
<th>Base Clause</th>
<th>Type of branching</th>
<th>Sentence type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During my two months'</td>
<td>I saw many things</td>
<td>L.B.</td>
<td>Complex</td>
</tr>
<tr>
<td>2</td>
<td>For want of space</td>
<td>I intend noting down only a few of them</td>
<td>L.B.</td>
<td>S.S.</td>
</tr>
<tr>
<td>3</td>
<td>The Natural History Museum was one of the places</td>
<td>I visited on foot</td>
<td>L.B.</td>
<td>Complex</td>
</tr>
<tr>
<td>4</td>
<td>It is just half a mile from the international house</td>
<td></td>
<td>B.L.</td>
<td>S.S.</td>
</tr>
<tr>
<td>5</td>
<td>I went there twice and saw many wonderful sights there</td>
<td>B.L.</td>
<td>Compound</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Two base clauses conjoined)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The more you go there, the more you want to go</td>
<td>L.B.</td>
<td>Complex</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Except on Christmas and new year</td>
<td>the museum remains open on all the 363 days in the year</td>
<td>L.B.</td>
<td>S.S.</td>
</tr>
<tr>
<td>8</td>
<td>Entrance is free on Thursdays, Saturdays and Sundays</td>
<td></td>
<td></td>
<td>S.S.</td>
</tr>
<tr>
<td>9</td>
<td>On the other days</td>
<td>twentyfive cents are charged per head</td>
<td>L.B.</td>
<td>S.S.</td>
</tr>
<tr>
<td>Sentence No.</td>
<td>L.B./M.B.</td>
<td>Base Clause</td>
<td>Type of branching</td>
<td>Sentence type</td>
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<tr>
<td>-------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>There is a very good restaurant inside the campus</td>
<td>B.L.</td>
<td>S.S.</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>In the library of the museum, there are nearly one and a half lakhs of books</td>
<td>L.B.</td>
<td>S.S.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>If you hire a portable transistor you can have a ten-minute long announcement of the various objects of interest in each hall</td>
<td>L.B.</td>
<td>Complex S</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>The narration is pre recorded</td>
<td>B.L.</td>
<td>S.S.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Founded in 1893, the seventytwo year old museum attracts lots of visitors everyday</td>
<td>L.B.</td>
<td>Complex S</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Marshal Field, a noted philanthropist donated nearly ten million dollars for its establishment and for its running</td>
<td>M.B.</td>
<td>S.S.</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Marshal Field, who had once been a poor peasant boy, became a millionaire through trade and business over a period of years</td>
<td>M.B.</td>
<td>Complex S</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>The Marshal Field company is a well known business house today</td>
<td>B.L.</td>
<td>S.S.</td>
</tr>
</tbody>
</table>