APPENDIX A

QUALITATIVE ANALYSIS OF COLLOCATIONAL VARIATION

1. about the urge to have sex

During an Oral Test there was a discussion on the need to introduce sex education in schools, and the following comment was heard:

'We may not discourage the students about the urge to have sex but....'

The word 'discourage' would not collocate with 'urge' in native English. One cannot 'discourage' an 'urge' - one can only 'stifle' it! A native speaker would have probably have said: 'We may not discourage the students from wanting to engage in sexual activities....' Hence, what one can discourage is the desire, and not the urge.

2. activities on the mass media/campaign talk to mass media

During Oral Interaction tests, the following examples of Collocational Variation were heard:

'Furthermore, there can be activities on the mass media.'
'The reason for me to have campaign talk to mass media.'

The speakers were talking about the problem of water shortage and the authorities getting the co-operation of the public. For both examples of Collocational Variation, a native speaker would have used 'publicity campaigns on the mass media'.

3. adapt to the new environment/being a student back

The following sentence was seen in an Interactive Journal:

'At first I found it very difficult to adapt to the new environment, that is, being a student back after so many years of being a teacher.'

There seems to be two examples of Collocational Variation in the above sentence. In the first part of the sentence, the expression 'adapt to a new environment' is inaccurate as the speaker was referring to the need to cope with her new responsibilities as a student.

The concept of adapting to a new environment has another semantic sense such as in the case of animals which are taken out of their natural habitats. A native speaker may have used the expression 'adapt to the new situation' instead of 'adapt to the new environment.' In the second part of the above sentence, he or she would have used the word 'again' rather than 'back'.
4. adopt the negative influence

The following sentence was seen in the Interactive Journal of an undergraduate: 'We decided not to adopt the negative influence from the elders.' The writer was commenting on the arrogant attitude of some of her older relatives during weddings, which is sometimes a problem which emerges during weddings among middle-class Indians.

Hence in the above sentence, the writer meant 'negative attitude' rather than 'negative influence'. The word 'adopt' does not collocate with 'negative influence' in the above sentence. Perhaps she meant: 'We decided not to be influenced by the negative attitude of the elders.'

5. agreements... committed

In native English, agreements are usually made and not committed as shown in the following non-native usage recorded in the data:

'...and the major agreements that have been committed.'

In native English to be committed is 'to be willing to work hard and give your time and energy to something'(OALD,2000). Another meaning is 'believing strongly in something'(OALD, 2000). Here the usage can be considered Collocational Variation as the word 'committed' does not collocate with agreements.

The word 'committed' is for the people making the agreements - they have to be committed in following the terms of the agreements. Hence saying that 'and the major agreements have to be committed' is like the saying 'putting the cart before the horse.'

6. all the subjects are able to carry out successfully

During an Oral Interaction Test, the following comment was made:

'In this way also, all the subjects are able to carry out successfully.'

The expression 'carry out' does not collocate with 'subjects'. One does not carry out subjects, but one carries out a programme of teaching. The native collocation for 'subjects' would be 'teach'. Hence a native speaker would have said: 'All the subjects can be successfully taught.'

7. always comes in

The following sentence was recorded from a discussion at a meeting. Here the collocation of 'problem' with 'comes in' seems to be non-native:

'That's where the problem always comes in.'

A native speaker would have said 'That's where the problem is.' The non-native
version seems to personify 'problem' as a person who 'comes in.'

8. arrangement of the hall is sitting next

During an Oral Interaction Test, the following comment was made:

'The arrangement of the hall is sitting next so that the students can see over their tables.'

The word 'arrangement' does not collocate with 'sitting next'. A native speaker would probably have said: 'The arrangement of the hall is such that the students are sitting next to each other....'

9. As the cliche goes

The following sentence was uttered at a recent conference:

'As the cliche goes, 'Wine, women and song'....'

The word 'cliche' in native English means 'a phrase or an idea that has been used so often that it no longer has much meaning and is not interesting' (OALD, 2000). An example of a cliche would be 'last but not least'.

In the above context the idiomatic expression 'Wine, women and song' does not constitute a cliche, but rather a saying. The word 'cliche' is inaccurate in the above context.

10. attending a phone call

The words 'attending to something' is used in native English to mean to 'deal with something'. However, when 'attending' is used as 'attending a telephone call' it has merely substituted the native expression 'answering a telephone call'. The original native sense of 'to deal with something' has been retained, but we know that it is non-native because it does not fit into the syntactic structure of the sentence.

In native English, 'attend' is always used with a 'to' after it. In the non-native version above, 'to' has been committed.

11. avoid the crimes

Malaysians frequently use 'avoid' instead of 'prevent' and sometimes vice versa as well. These two verbs are near-synonyms that function differently syntactically. An example of 'avoid' instead of 'prevent' can be seen in the following sentence seen in a student's essay:

'This will create an awareness for the parents ... and what they should do to avoid the crimes repeated by their children.'

To a native speaker the sentence may imply that the parents should not commit
the crimes committed repeatedly by their children! Here the writer meant to say that the parents should take steps to prevent their children from repeating their crimes. Thus, the verbs 'avoid' and 'prevent' seem to be reciprocal verbs in this context so this could also be categorized as 'Variation of Reciprocals' (see 'Variation of Reciprocals').

Another example of the substitution of 'avoid' for its synonym 'prevent' is seen in the following sentence:

'This will avoid unnecessary spending.'

The verb 'avoid' needs a noun or pronoun subject before it, but the verb 'prevent' does not. Due to the different syntactic behaviour of the two words, the usage of 'avoid' here can be considered an example of Collocational Variation.

12. be it in Hongkong or Singapore

In the following sentence taken from a business news article, the writer has used a non-native form, namely 'be it':

'On why they picked Mesdaq, Lee said that as Malaysians they wanted to share their success with fellow Malaysians rather than with foreigners be it in Hongkong or Singapore.'

A native speaker would have used 'whether in Hongkong or Singapore'. The non-native expression 'be it' has been observed in spoken discourse as well.

13. beginning level

In native usage, the 'beginning' of something is the first part of it; the 'beginning' of a period of time is when it starts (BBC English Dictionary). Shelley (1995) says that Singaporeans are unable to differentiate between 'start' and 'beginning'.

He says the starting off is 'completed when it is executed, but the beginning is the first event of a series' (Shelley, 1995). In other words, he says Singaporeans tend to use the word 'beginning' where a native speaker would have used other more specific words. This seems to be the same case in the use of the word 'beginning' in the current data.

It has been used instead of the more specific term 'elementary' for level of proficiency in the following sentence uttered by one of the undergraduates who is also a teacher:

'Their English proficiency was at the beginning level.'

14. a better understanding... is obtained

The following sentence was seen in a Masters thesis:

'It is hoped that from the analysis of the students' lexical errors, a better
understanding of the students' difficulties to learn the English lexis is obtained.'

The collocation of 'better understanding' with 'is obtained' seems non-native here. A native speaker would probably use the expression 'come to a better understanding' rather than 'obtain a better understanding' (OALD, 2000).

15. programmes you are bringing about

During a panel discussion among students who were playing various roles, the following sentence was recorded:

'I am very aware of whatever programmes you are bringing about.'

The speaker, who was playing the role of a manager in a firm, was addressing her 'staff members' about the need to increase sales targets in order to justify pay raises for the staff. She was acknowledging the programmes which have been organized by her supervisors for the salespersons.

The collocation of 'programmes' with 'bringing about' is non-native in this context. In native English one does not 'bring about programmes' but one 'organizes programmes'. A native speaker would have said: '...whatever programmes you are organizing.'

16. bringing nuisance

In an Oral Interaction Test, a speaker used the non-native collocation 'bringing nuisance' in the following utterance:

'... and the tree is the one that is bringing nuisance to him.'

The word 'bringing' can be used in a figurative sense - if something brings a particular feeling, situation or quality, it causes it, as shown in the following sentence: 'Could it be true that money did not bring happiness?' (BBC English Dictionary, 1993). Hence in a native sense, 'bringing' can be used figuratively for abstract notions which are positive such as 'happiness'. However, in the above context, the word is used for an abstract notion which is negative, namely 'nuisance'. It is evident here that the speaker meant 'causing' rather than 'bringing'.

17. build our people

In the following sentence recorded at a Toastmaster's meeting the speaker used the expression 'build our people' in the following sentence:

'One of the advantages is, we can build our people effectively.'

In native usage to 'build someone up to something' is to prepare someone for a particular moment or event' (OALD, 2000). This does not seem to be the meaning intended here. In the above context, another word collocates better with 'our people' could be 'train' rather than 'build up'.
18. build strong and positive characteristics

The following sentence was encountered in the Interactive Journal of a student:

'Adventure became part of us and it helped us build strong and positive characteristics within ourselves.'

The writer has used the word 'characteristics' in a non-native way as it refers to the physical traits or features of a person. In a native sense one does not 'build characteristics' but one builds character. Hence 'build character' does not convey the meaning intended by the writer.

19. carrying into the 1960s

The following sentence was seen in a Masters thesis:

'Beginning in the 1940s and carrying into the 1960s, there was a strong belief that influence of the native language could affect the acquisition of the second language.'

The abstract noun 'belief' does not collocate with the verb 'carrying'. A native word that collocates here is 'continuing'. Thus the word 'carrying' could be an example of Collocational Variation here.

20. chair the Charity Dinner

During an Oral Interaction Test, the following suggestion was made concerning one of the ways to raise funds for the needy people in a squatter settlement:

'We will invite the Minister to come and chair the Charity Dinner.'

The speaker probably meant to say 'officiate at the Charity Dinner' as that seems to be the usual role for people like ministers. In any case, one does not chair a dinner, but one can chair a meeting, or even chair a committee.

21. Chapter Three relates

In a Masters thesis, the following sentence was observed:

'Chapter Three relates the research methodology.'

In native usage 'relates' means to give a spoken or written report of something, or to tell a story as in the sentence:

'She relates her childhood experiences in the first chapter' (OALD, 2000). The above usage of 'relates' is non-native as 'chapter' does not collocate with 'relate'. Only a person such as the writer or speaker can 'relate' anything.
23. choose whether they want to be a tenant

In a native sense, if you choose to do something, you do it because you want to or because you feel that it is right, as in the sentence: 'They could fire employees whenever they choose' (BBC English Dictionary). Hence, 'choose' has to do with selection of a course of action.

However, in the following sentence, 'choose' is an example of Collocational Variation and a substitute for 'decide' because the rest of the sentence is to do with a decision rather than a course of action:

'So they have to choose whether they want to be a tenant if the price is affordable and the interest rate low, they may consider buying another house.'

24. closer the family ties

The following sentence was seen in the Interactive Journal of an undergraduate:

'Being so far apart, though we constantly talked to each other on the phone, getting together really helped to closer the family ties.'
The writer meant 'to strengthen' family ties but she used the non-native word 'closer' instead of 'strengthen'.

25. clouds poured

In native usage, a 'cloud-burst' refers to a sudden or very heavy downpour of rain (OALD,2000). One can also say 'it was pouring rain' or that 'it was pouring heavily'. However, the non-native phrase 'the clouds poured' is an example of Collocational Variation.

26. cognitive skills must be ironed

In an undergraduate's examination script, the following sentence, describing children's cognitive skills, was recorded:

'Their cognitive skills must be ironed from the early age in order to avoid from adopting every single thing of what they read without thinking.'

In native usage, the figurative meaning of 'to iron something out' is 'to get rid of any problems or difficulties that are affecting something' as in the sentence: 'There are still a few details that need ironing out' (OALD,2000).

That does not seem to be the meaning in the above sentence. Here the verb 'iron' has a non-native sense because it has a non-native collocation with the abstract concept of 'cognitive skills'. In native usage cognitive skills are developed and not ironed, at an early age.
27. bottle consists of

A Toastmaster uttered the following sentence during his speech, substituting the more native word 'contains' with its synonym, 'consists of':

'bottle consists of Livita drink.' (contains)

Here the usage is non-native. In the native sense 'something that consists of particular things is formed from those things'(BBC English Dictionary). This is not the sense intended here. The sense intended here seems to be: 'if something contains particular things, then those particular things are inside it.'(BBC English Dictionary).

28. on a countrywide basis

Another example of Collocational Variation is shown below:

'it was on a countrywide basis.' (nationwide)

The speaker who used this expression at a Toastmasters' meeting was not coining a new compound word but merely substituting the native compound word 'nationwide' with the non-native one 'countryside'.

29. courses conducted could get help

During an Oral Interaction Test, the following sentence was heard:

'On the other hand, the courses conducted could get help from overseas.'

The collocation of 'courses' with 'get help' seems to be non-native here, as in native collocation, only people 'get help' and not non-human entities such as 'courses'.

A native speaker may have said:

'On the other hand, the courses conducted could be assisted by staff from overseas.'

30. create a fast reaction

During an Oral Interaction Test, the following comment was made about the need to quickly report open burning activities to the authorities:

'It is to create a fast reaction when a fire takes place.'

The collocation of the words 'create' and 'reaction' seems to be non-native in the above context. Another non-native usage of 'create' can be observed in the following sentence in a student's written work:
'During project work, we can create team work.'

The student meant 'utilize' rather than 'create' in the above context.

31. detect an area and react to the area

During an Oral Interaction Test, there was a discussion concerning the need to identify individuals indulging in open burning activities in order to take action on them. The following statement was recorded during the course of the discussion:

'We can detect an area and react to the area.'

There seems to be non-native collocation in the juxtaposition of the verbs 'detect' and 'react' with 'area'. In native usage one detects a problem and takes immediate steps to solve it. Perhaps a native speaker would have said: 'We can detect an occurrence and take immediate action on the individuals concerned.'

32. did a good attempt

A speaker at a Toastmasters' meeting made the following comment about another speaker whom he was evaluating:

'She did a good attempt.'

A native speaker would probably have said 'She made a good attempt'. This is an example of Collocational Variation. The word 'does' does not collocate with 'good attempt' as well as 'made' does.

33. do many pollutions to the land/do stricter measures /do any sin

There were three examples of the non-native usage of 'do' in the data for this study. The first example was observed during a Toastmaster's impromptu speech:

'In our lifetime, we can do many pollutions to the land....'

A native speaker would probably have said: '...we can pollute the land in many ways.' The words 'do' and 'to the' have been used non-natively here and they may be categorized as Collocational Variation which is redundant in the above context. Instead of 'do' the word 'pollute' should have been used immediately after the modal verb 'can'.

The second example of the non-native usage of 'do' can be seen in the following sentence heard during an Oral Interaction Test:

'If the consecutive suspension does not work, we can do stricter measures such as dispelling them from school.'

A native speaker might collocate 'stricter measures' with the expression 'carry
'The babies did not do any sin to get them thrown into rubbish and so on.'

A native speaker would use the verb 'commit' for 'sin'. Here the word 'do' could be regarded as Collocational Variation. In addition, the Personal Pronoun 'them', which refers to the babies, is also non-native. A native speaker would have used the Reflexive Pronoun 'themselves'. Hence this too could be regarded as non-native.

34. does not commensurate

In the following sentence, the writer has used the modal verb 'is' instead of 'does':

'Cost of compliance does not commensurate with the potential gain.'

In native usage, the word 'commensurate' is a formal word which means 'matching something in size, importance and quality, and is used in the following way: 'Salary will be commensurate with experience'(OALD,2000). The usage of 'does' is non-native as it does not collocate with 'commensurate' which is an adjective.

A native speaker would have said: 'Cost of compliance will not be commensurate with potential gain.' Hence 'does not commensurate' could be regarded as an example of Collocational Variation.

35. During in college

The following sentence was seen in a student's Interactive Journal entry:

'During in college I did not realize about it.'

The use of 'during in' here is non-native as 'during' does not collocate with the preposition 'in'. A native speaker would probably use 'while in college....'

36. The first effectiveness is

In native usage 'effectiveness' is an abstract noun that is used in a general way as follows: 'Methods vary in effectiveness'. In the data it was used non-natively in the following utterance in a speech:

The first effectiveness is...; the second effectiveness is....

In this context, the speaker probably meant 'advantage' as he was talking about the advantages of using a certain electronic gadget. Here the word is used in a specific way to mean 'advantage'.
37. effectiveness ... can be very encouraging

During an Oral Interaction Test, there was a discussion on fund-raising activities for some fire victims. A student made the following remark:

'The effectiveness of funfair can be very encouraging.'

Here the words 'effectiveness' and 'encouraging' do not collocate in native English. Hence the collocation is non-native. A native speaker may have said: A funfair is a very effective way of raising funds.'

38. efforts the PTA has to do

The following sentence was recorded during an Oral Interaction Test:

'Of course the efforts the PTA has to do has to involve the Ministry.'

In native usage, one does not 'do' any 'efforts'. Here the word 'do' may be considered redundant. A native speaker would have said: 'Of course the efforts of the PTA have to involve the Ministry.'

39. enjoy and clap

A unionist at a human resource conference used the more literal term 'clap' to refer to the action of 'applaud':

'I can talk about comfortable things which you can enjoy and clap.'

This is another example of a Collocaational Variation, whereby the speaker collocates two words which do not normally collocate with each other. A native substitution for 'clap' would be 'applaud'.

40. enhanced disclosure

There was a comment in a Business news article on the use of IT in e-commerce giving 'enhanced disclosure' of information to potential customers.

In native usage 'disclosure' is a formal noun which means 'the act of making something known or public, that was previously secret or private'(OALD,2000). The usage of the word implies that information which was previously concealed has been now revealed to the public.

This does not apply to the context of the usage. The writer who used the term had actually meant 'availability of useful information' rather than 'revelation of previously secret information in his usage of the term.'

41. entertain a superficial command

At a recent conference on the English language, the following comment was made:
Our society should not only **entertain a superficial command** of the English language....

The words "entertain" and "superficial" seem to be non-native when used in collocation with "command of the English language". Perhaps the speaker meant "accept a poor command of the English language."

**42. To see her excellence**

In native usage, "excellence" is an abstract noun, and it is the quality of being extremely good at something, as in the following context: "Sport is an area where excellence is still treasured" (BBC English Dictionary). The quality of "excellence" cannot be perceived through the sense of sight alone.

However, at a Toastmasters' meeting, a speaker used the word "excellence" in a more tangible non-native sense:

'We definitely look forward to **see her excellence** next year.'

In this context, "excellence" cannot be "seen". Perhaps the speaker had meant the more tangible sense of "her excellent performance" rather than the abstract sense of "excellence".

**43. Eye distribution**

The expression "eye contact" is a specific term used by speakers to refer to a way of establishing a relationship of trust with their audience. It means that, while the speaker is delivering the presentation, he or she should look at the eyes of different members of the audience in order to win the trust or respect of the audience.

When a speaker reads his or her entire speech, he or she does not make a good impression. The speaker does not appear convincing or confident and may lose the attention of the audience.

The concept of "eye contact" in the above context involves the element of "distribution" as well - as the speaker has to make a conscious effort to make sweeping glances at different individuals and sections of the audience, to make sure no members of the audience feel left out.

This may explain the reason why the president of a Toastmasters' club inadvertently substituted "eye contact" with "eye distribution" when he mentioned the following:

'Good **eye distribution** to all sections of the audience.'

This non-native substitution may have been made due to the fact that "eye contact" has the element of "distribution" in it. This has been categorized as
Collocational Variation.

44. fighting against major killer diseases

The following sentence was seen in the Interactive Journal of an undergraduate:

‘In conclusion, fruits are essential in fighting against major killer diseases.’

Here the expression ‘fighting against’ does not collocate with the idea of ‘chemical protection’ which was conveyed in the newspaper article which led to the above statement. A more appropriate native synonym would be ‘in protecting’.

45. to find which part of the state of mind the product can fit into

ME speakers often use ‘find’ as a general term for ‘search’, ‘discover’, ‘explore’ or even ‘ascertain’.

The following sentence recorded from a conference presentation, contains three sets of embedded Collocational Variation:

‘In order to find which part of the state of mind the product can fit into.’

The presenter was talking about research done on how consumer preferences for a certain product are affected by the nature of the advertising. Here there appears to be two sets of Collocational Variation.

The first set of Collocational Variation is the non-native collocation of ‘find’ and ‘part of the state of mind.’ The ‘state of mind’ cannot be ‘found’ and it also cannot be divided into ‘parts’. Next, a ‘product’ cannot fit into ‘part of the state of mind’. These two sets of Collocational Variations are embedded in each other in the same sentence in such an intricate way that it was difficult to identify them at first.

46. five-year-old class

During a conference on the English language, a paper presenter who was describing some research done on pre-school children, made the following comment:

‘His five-year-old class consist of twelve girls and eight boys.’

In a native context, the term ‘five-year-old’ would only be used for a child. However, in the above sentence it is used for a class of five-year-olds. This appears to be non-native usage of the term ‘five-year-old’.
47. we fixed to it

In the following sentence heard at a Toastmaster’s meeting, ‘fixed to it’ is non-native:

‘When we say a date, we fixed to it.’

In native usage, one ‘fixes’ something to another object such as fixing a stamp onto an envelope. One does not ‘fix to a date’ as ‘fix to’ does not collocate with ‘date’.

48. frame their time/indulge the hidden activity among them

During an Oral Interaction Test, a student who was arguing that school students should be given projects during their vacation, made the following remarks:

‘It will actually frame their time. Finally it will indulge the hidden activity among them.’

The expression ‘frame their time’ appears to be non-native collocation as in a native sense one cannot ‘frame one’s time’ but one can ‘utilize one’s time fruitfully’. Hence perhaps a native speaker may have said: ‘It will actually enable them to utilize their time fruitfully. The other non-native collocation here is ‘indulge the hidden activity’ which in a native sense may be ‘tap the hidden talent in them.

49. full information

During an Oral Interaction Test, a student gave the following reason why textbooks are better than workbooks:

‘We need textbooks because textbooks provide us with full information.’

The collocation of ‘full’ with ‘information’ is non-native in this sentence. A native speaker would have said ‘more complete information’ rather than ‘full information.’

50. further his studies

In native usage the word ‘further’ is used as a verb to mean ‘to help something to develop or be successful’ as in the sentence: She took the new job to further her career’(OALD, 2000). However in ME the word ‘further’ often collocates with ‘studies’ as in the expression ‘further his studies’.

51. gaining the awareness

During an Oral Interaction Test, the following statement was made about creating greater public awareness about the problem of saving the leatherback turtles:
Second, we are also gaining the awareness of the public.

The collocation of 'gaining' and 'awareness' is non-native in this context. A native speaker would have said: 'We have created greater public awareness.

52. gap ... is too long

The following sentence was seen in the Interactive Journal of an undergraduate who is also an in-service teacher:

'The gap between college and university is too long.'

Here the student meant that there seems to be vast differences between the college system and the university system. However, the student has used a non-native collocation, namely 'gap... is too long'. In native usage one can use the adjective 'wide' for 'gap', but 'long' is non-native usage. In addition, in native usage, the word 'gap' implies a time lapse, which was not intended in the above sentence.

53. gave me a visit

The following sentence was read in the Interactive Journal of an undergraduate:

'Actually, before my sister gave me a visit, I was in a moody mood because I am still in a homesick situation.'

A native speaker would have said 'paid me a visit'. Hence the word 'gave' has been used in a non-native way here. In addition, the above sentence also contains an example of 'Root-Sound Reduplication' ('moody mood') and 'Redundant Expression' ('still in a homesick situation').

54. give some transport

In using the expression 'give some transport', the speaker has extended the native sense of 'give' to non-native collocations. The native usage here would be probably 'provide' rather than 'give'. In its native collocations, one can give a party, a present, a speech, a performance or attention. However, one cannot 'give' transport. One can 'provide' transport.

55. give the moral values to the children

During an Oral Interaction Test, the following comment was heard: Give the moral values to the children.

The speaker was arguing that moral education was very important in instilling moral values in schoolchildren. However, the use of the word 'give' for 'moral values' appears to be non-native collocation in the above context. In native usage one can only instill moral values, as values are too abstract an entity to be 'given' to anyone.
56. give the salesperson

During a panel discussion among undergraduates the following sentence was uttered: *give the salesperson how to do the selling and so on.*

The word "give" does not collocate with the rest of the sentence. A native speaker would have said "I salesperson how to do the selling and so on."

57. giving good support to involve themselves

The following comment was heard during an Oral Interaction Test:

"Definitely public will be giving good support to involve themselves."

The expression "giving good support" does not collocate with "to involve themselves." In a native sense, the public will be either "giving good support" or they will be "involving themselves."

Hence the entire clause "giving good support to involve themselves" can be categorized under "Collocational Variation."

58. give more weights

In the following sentence taken from a Business news article, the writer seems to have meant "weightage" when he used "weights."

"Online investment advisor said the valuation of assets appeared to give more weights to non-listed assets."

Here the intended meaning of "give more weights" seems to be "give more weightage" which has the sense of "assigned more value". The word "weights" would be considered non-native here as it refers to certain types of sports equipment which are regularly lifted in order to make one's body stronger." (BBC English Dictionary). Thus "weights" could be considered another example of Collocational Variation.

59. going through everyone

From a story related by a young Toastmaster, the following sentence was recorded:

"After going through everyone, the scout leader made us walk back in the dark."

The speaker was describing an experience on a camp where the scouts were forced to overcome their own fears when their torches removed from them in the jungle at night. The expression "going through everyone" appears non-native because what the speaker really meant was "removing everyone's torches". This appears to be an example of Collocational Variation because the idea of "going through everyone" implies a thorough search to ensure that none of the scouts
had a torch.

62. go on

In the following sentence heard at a panel discussion among students, the verb 'go on' was used non-natively to collocate with 'living standards' in the following sentence:

'We would like to improve employment opportunities so that living standards will go on.'

A native speaker would have said 'so that living standards will improve.'

63. good initiation

In native English, when you initiate something, you cause it to start. However, an initiation has a very specific meaning, such as an 'initiation ceremony'.

In a sentence recorded from a speech at a Sai Baba gathering, the speaker was praising the efforts of his sister in starting free tuition classes and was commenting that there had been a good response to the first class. The sentence recorded was:

'This is a good initiation.'

A native speaker would have probably said:

'This is a good start.'

64. good use of humour

In the following sentence the speaker has used the expression 'good use' instead of its more native synonym 'effective usage':

'I also thought he had very good use of humour.'

Alternatively, he could have also said:

'I also thought he had used humour very effectively.'

ME speakers seem to prefer the collocation of 'very' with 'good' instead of other more descriptive words.

65. got her students

During an Oral Interaction Test the following comment was heard:
"She still got her students."

The speaker was referring to a certain teacher who was teaching tuition to her own students in school and charging them a high fee for it. Here, a common ME word, namely 'got' has been used as a substitute for 'has'. Baskaran (1991) also observed that the existential/locative 'got' is often used in ME as a substitute for 'There + be' formation as in the sentence: "'Got no food in the fridge.'"

66. were grown up by them

During an Oral Interaction Test, the following comment was made by one of the students about the role of parents:

"Last time we ourselves were grown up by them."

The speaker meant that just as their own parents had brought them up with so much love and care, so too the parents of today's generation have an important role in the upbringing of their children. The expression 'were grown up' does not collocate with 'by them'. A native speaker would have said 'were brought up by them'. In addition to this non-native usage, the above sentence also contains a Local Compound Coinage, namely 'last time' (see 'Local Compound Coinage').

67. guarantee you

In the following sentences heard at Toastmaster's meetings, the speakers use the non-native collocation 'guarantee you':

'I'll guarantee you, you'll improve to be a better person than who you are today.'

'As you sit and listen, I can guarantee you that in a year you can pick a large number of skills.'

In a native sense, if you guarantee something, you promise that it will definitely happen as in the context: 'They have guaranteed him some sort of award.' (BBC English Dictionary). In the first sentence, the 'guarantee' is not about something that is to happen, but about some material progress that will take place in the personal life of the recipient.

Nobody can 'guarantee' such progress - and 'guarantee' is too strong a word here. Hence a more appropriate native word would have been 'assure'. In the first sentence the word 'better' is also used in the non-native sense of material improvement rather than the usual native sense of improvement of character (See 'Semantic Extension').

In the second sentence, the speaker uses the expression 'guarantee you' to convince some members of the audience, who were guests, that joining the Toastmasters would definitely improve their speaking skills even if they did not participate actively in doing an assignment speech. As in the first sentence, a native speaker may have said 'assure you' rather than 'guarantee you'.

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In the second sentence there is also an example of Ellipsis when the speaker omitted the preposition 'up' after 'pick' (see 'Ellipsis').

68. haunted with lots of homework/ homework to be accomplished/whole seven days

The following utterance heard at a Toastmasters' meeting, contains three examples of non-native usage:

'My daughter is haunted with lots of homework to be accomplished before midnight strikes almost the seven days in a week at times.'

The first example is 'haunted' which in native usage would only be used for buildings which are believed to be visited by ghosts, such as 'a haunted house' (OALD, 2000).

The speaker probably meant 'hounded' which when used literally means 'to be followed night and day by someone who wants to get something from you or who wants to ask questions which you want to avoid answering' (OALD, 2000). Here it seems to be used in the figurative sense of 'forcing somebody to do something against their wishes and making their life difficult and unpleasant unless they do it promptly'. In this context it is 'lots of homework' which is doing the 'hounding' of the speaker's daughters.

As the words 'haunted' and 'hounded' are not synonyms, this could be considered an example of Colloctational Variation.

The second non-native usage in that sentence is 'accomplished' which does not collocate with 'homework'. The word 'accomplish' means 'to succeed in doing or completing something' as in the sentence: 'I don't think I have accomplished something today' (OALD, 2000). One does not accomplish homework, one merely completes it. One accomplishes a target or goal while one 'completes' homework. Here 'accomplished' could also be categorized as Colloctational Variation.

The third example of non-native usage is 'whole' which in native usage does not collocate with a numeral such as 'seven'. A more native collocation would be 'all'.

Hence, in just one sentence a Malaysian English speaker has used three examples of Colloctational Variation!

69. healthy water

During an Oral Interaction Test for undergraduates, the following was recorded:

'... so that we can have clean and healthy water.'

The collocation of 'healthy' with 'water' is non-native. The usual adjective used
to denote the same idea would be 'purified'. In native usage a person or even a lifestyle can be described as 'healthy' but water cannot be described as 'healthy'.

70. hearing

At a conference, a paper presenter who was presenting a paper on empowerment in the use of legal language in court, made the following remark:

'The lawyer does not know whether the judge is hearing him.'

In native usage 'hearing' would not be used in the above context. The various native meanings of the word 'hearing' are:

(1) the ability to hear as in 'Her hearing is poor';
(2) an official meeting in which the facts about a crime, complaint, etc. are presented to the person or the group of people who will have to decide what action to take;
(3) an opportunity to explain your actions, ideas or opinion.

None of the above meanings can fit the context of 'hearing' in the above remark. Hence its usage has to be non-native. A native speaker would have probably said:

'The lawyer does not know whether the judge is listening to him.'

71. hand-in-hand

During an Oral Interaction Test, the following comment was heard:

'Other departments should help hand-in-hand to solve the problem.'

A native speaker would have said: '... should work hand-in-hand to solve the problem.'

72. high - tall/high-rise

In native usage one talks about 'tall buildings' or 'high-rise buildings. However during an Oral Interaction Test, the word 'high' was used for 'buildings' as shown in the following sentence:

'We can pump water in high buildings.'

This could be considered an example of Collocational Variation.

73. highly familiar

In native usage the adverb 'highly' is used as a substitute for 'very' to qualify certain positive adjectives, such as 'highly skilled', 'highly successful' or 'highly intelligent'. One can also 'speak highly' or 'think highly of' certain individuals. Hence 'highly' is used to intensify a positive attribute. However, in the data a different, non-native usage of 'highly' was seen:
"...highly familiar with this concept."

This usage appears to be non-native as being familiar is not necessarily a positive attribute. This usage can be categorized as an example of Collocational Variation.

In yet another sentence taken from a Business news article, a non-native usage of 'highly' was recorded:

'South Korea has a highly developed consumer market despite having a small population of 47 million people who spend highly on confectionary products.'

The first usage of 'highly', namely 'highly developed' is native usage, but the second one - 'spend highly' - is non-native as 'high' does not collocate with 'spend', though in native English 'high consumption' is acceptable. Thus it has been categorized as Collocational Variation.

On yet another occasion, at a Toastmaster's meeting, a speaker uses 'high' in a non-native way:

'The crime rate in DJ has been escalating far too high.'

In native usage the word 'high' would collocate with 'crime rate' but not with 'escalating'. Hence this could be considered another example of Collocational Variation.

74. high importance

In a native sense, if the quality or standard of something is high, it is very good indeed, as in the expression 'high quality colour photographs' (BBC English Dictionary). The following usage of 'high' in the dissertation of a Masters student, seems to be a Collocational Variation of this native meaning:

'This indicates the high importance of the nominal group to convey meaning and expression.'

This usage appears to be non-native because 'high' does not usually collocate with 'importance' in native usage. The adjective which collocates with 'importance' is 'great'.

75. hilarious ideas

In native English the word 'hilarious' means 'extremely funny' (OALD, 2000). This word usually collocates with 'story', 'joke' or 'situation'. However it does not collocate with 'ideas'. Hence the expression 'hilarious ideas' which was recorded at a Toastmaster's meeting, can be considered to be an example of Collocational Variation.
76. fever is hitting everywhere

The following sentence was seen in the Interactive Journal of an undergraduate:

‘This fever is hitting everywhere around the world.’

The collocation of ‘fever’ with ‘hitting’ appears to be non-native usage. In native usage, a fever ‘spreads everywhere’ but cannot ‘hit everywhere’.

77. to hold the responsibilities

At a Sai Baba AGM, the following sentence was heard:

‘Mr Haresh Lal had earlier agreed to hold the responsibilities as youth coordinator as Ms. Thanuja handed her resignation due to other commitments.’

In native usage, one ‘holds a post’ so the collocation ‘to hold the responsibilities’ is non-native in this context.

78. hoping to attract

The word ‘hoping’ is a non-native usage as native speakers do not use ‘-ing’ for this word. In addition, ‘hope’ collocates with human subjects and not entities or things.

The following sentence was recorded from the Business news section and it has a non-native expression ‘hoping to attract’:

‘Post-pay products are re-packaged to stand out among others in the market hoping to attract certain market niches.’

In the above sentence, it is the process of re-packaging that enables the product to stand out among others in the market and this has been done by manufacturers with a hope to attract certain sectors of the population. The expression ‘hoping to attract’ gives a human attribute to the post-pay products rather than to the human beings who were behind the action of re-packaging the products. Since the writer seems to have used ‘hoping’ for products rather than human subjects, this usage is regarded as Collocational Variation.

79. implement some kind of harshness

During an Oral English Interaction Test, the following sentence was recorded:

‘The public is taking it very easy, and it can only work if implement some kind of harshness on them.’

The native meaning of ‘implement’ is ‘to make something that has been officially decided start to happen or be used’ (OALD, 2000). Here the collocation of ‘implement’ with the phrase ‘some kind of harshness’ is non-native.
80. increase did not happen

In the following sentence, the verb 'happen' does not collocate with the subject 'increase':

'The increase did not happen.'

A more native collocation for 'increase' would be 'There was an increase'. The word 'happen' is usually used when an event which is not planned, takes place (OALD, 2000). In this case, writer is talking about a certain development, and not an unexpected event. Hence 'increase did not happen is an example of Collocational Variation.

81. an incremental of five new customers

According to the BBC English Dictionary, something which is incremental 'increases in value, often by a regular amount such as in the sentence 'Lecturers enjoy job security, steady incremental increases in salary, and more or less flexible working hours.' According to the Oxford Advanced Learners' Dictionary (2000), an 'increment' is an increase in the regular money that somebody is paid for a job, such as 'annual increments' and 'incremental' can only be used for monetary entities such as 'incremental costs'.

However, a speaker at a Toastmasters' meeting used 'incremental' to collocate with 'customers' as shown below:

'...to attain an incremental of five new customers.'

It appears that she was referring to her achievement in gaining an increase of five new customers for the firm she was working for. However, the word 'incremental' collocates only with expressions such as 'increases in salary' and not with words such as 'customers'. Hence, the speaker has used the word 'incremental' in a non-native way. It has a more restricted native sense but it seems to have been used in a more extended non-native sense. The equivalent native word here would probably be 'increase'.

Perhaps the word 'incremental' has been used here due to the implication of increase in commission or profits generated by the increase in the number of customers. Hence this is an example of Collocational Variation.

82. influence

The following sentence was seen in the Interactive Journal of an undergraduate:

'English is of no influence in this matter at all.'

In native use, the word 'influence' would be considered non-native as it does not collocate with 'English'. It is only used for human beings and not for a language. A more native word may be 'importance'.

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83. complete message... ingrained in the... course

At a convention entitled 'Educare' organized by the Sai Baba organization, the following comment was recorded:

'The convention should consider as to what new inputs are required to be added into the course content so that the complete message of Educare is ingrained in the Bal Vikas course.'

In native usage 'ingrained' is used for a habit or an attitude that has existed for a long time and is therefore difficult to change eg. 'The belief that we should do our duty is deeply ingrained in most of us' (OALD, 2000).

Hence, the 'ingrained' has a rather abstract sense of something abstract becoming a part of something else that is also abstract, such as an attitude becoming a part of one's personality.

On the other hand, 'incorporate' is to include something abstract or concrete so that it becomes a part of something else that is concrete and tangible as in the sentence: 'Many of your suggestions have been incorporated in the plan' (OALD, 2000).

After comparing the meanings of 'ingrained' and 'incorporate' it can be concluded that the sense intended here is 'incorporate' rather than the more abstract sense of 'ingrained.'

In addition to 'ingrained' another non-native usage is the word 'inputs' (see 'Collective Noun Variation').

84. inherit what the parents have been doing

The following sentence was also seen in the examination script of a student:

'In the future they won't inherit what their parents have been doing all this while.'

The writer meant that today's younger generation has not inherited the reading habit of the older generation. However, the word 'inherit' does not collocate with 'what the parents have been doing'. A native user of English would have written: 'The future generation will not inherit the reading habit of their elders.'

85. inserting moral values/motivating their interest

The following was heard during an Oral Interaction Test:

'In doing a contest we are motivating their interest. We are inserting moral values into this.'

In native English, one motivates a person, and not his or her interest. One can
arouse another person's interest but one does not motivate a person's interest. In addition, moral values cannot be inserted into a contest. Moral values can be imbibed by the contestants in the process of doing the contest, but it cannot be inserted into the contest.

Hence these two expressions are examples of Collocational Variation.

86. instill the cooperation

During an Oral Interaction Test, the following comment was recorded:

'Besides that we can also instill the cooperation, the moral values in the children.'

The native sense of 'instil' is 'to gradually make somebody feel, think or behave in a particular way over a period of time' such as 'to instil confidence, discipline or fear into somebody' (OALD, 2000). Hence in a native sense, one can instil moral values in children, but one cannot instil cooperation. One can instil the habit of cooperative behaviour but one cannot instil cooperation itself.

87. interview will be played

The following was seen in the rubrics of a Listening Test:

'The interview will be played once more.'

In native usage, the tape is played, not what is in the tape. Hence the above collocation would be considered non-native.

88. in the same boat

The native idiom 'to be in the same boat' means 'to be in the same difficult situation' (OALD, 2000). As such, it has a very negative connotation. However, at a Sai Baba ladies' fellowship camp, this idiom was used non-natively:

'It is when we are in the same boat that we are so happy.'

'In the same boat' seems to convey a positive sense. This is an example of Collocational Variation.

89. landed community

In native English the concept of 'landed gentry' refers to 'people belonging to a high social class who own a lot of land' (OALD, 2000). This land is often a family heritage and is often referred to as 'landed estates'. This concept has later been semantically extended to 'landed property'.

However, the word 'landed' has collocated with 'community' in a Business news article, as shown below:
'When you have a community with security but it is landed it becomes even more attractive.'

Here the writer is talking about the two 'attractive' features of a certain community - security and landed property. This is a Collocational Variation of the native meaning of 'landed gentry'.

90. Layer of administration

The following sentence was uttered at an AGM of a Toastmaster's club:

'People are now forced to come up with the second layer of administration.'

She meant that office bearers have to train others to take over their roles so that the transition can be smooth. A native speaker would have used the expression second line of administration, as the word 'layer' does not collocate with 'administration'.

91. Lead responsibilities

In native usage, being in the lead is being in the first place or the position ahead of everyone else in a race or competition as in the sentence: 'She took the lead in the second lap.' (OALD, 2000). In a metaphorical sense to take the lead is to set a good example or to initiate some action for others to copy, as in the sentence: 'If we take the lead in this (= start to act), others may follow' (OALD, 2000).

At a Sai Baba seminar the following statement was made:

'...if all of us could take the lead responsibilities....'

The speaker was addressing a group of women from Sai Baba centres and by 'lead responsibilities' she meant that everyone in the group should take the lead in initiating or carrying out activities that benefit the women.

As the collocation of 'lead' and 'responsibilities' is non-native, this could be considered a Collocational Variation of the metaphorical sense of initiating some action for others to copy.

92. Like that

In the following sentence, the speaker uses the expression 'like that' which is often used by ME speakers of Indian origin to express approximation:

'He is coming home by 10 o'clock like that.'

A native speaker would have said 'at about 10 o'clock'. Here the non-native expression 'like that' follows '10 o'clock' while in the native version, 'at' precedes '10 o'clock'.
93. living standard will increase

The following sentence was heard during a panel discussion among undergraduates:

'...so that the living standard will increase and industrialization can take place.'

A native speaker would have said: '...so that the living standards will improve.' The verb 'increase' does not collocate with 'living standard' in native English.

94. loaded with people

In the examination script of a student, the following rhetorical question was observed:

'Can you imagine how terrible it is to see our country loaded with people who are unable to read?'

The point which the student was trying to make was that schoolchildren should be equipped with literacy skills at an early age. However, the word 'loaded' does not collocate with 'people' in native usage. A native speaker would have said: 'filled with people'. In its literal sense 'loaded' merely means 'carrying a full and heavy load' such as 'a loaded truck'.

In its figurative sense it means 'rich' or 'having more meaning than you realize at first and intended to make you think in a particular way' as in 'a loaded question'(OALD, 2000). None of these meanings are applicable in the above context. Hence the use of the word 'loaded' in this context is Collocational Variation.

95. look only the positive things/look the real situation

In the following sentence, a speaker seems to have used the word 'look' non-natively:

'...look only the positive things.'

This is not a case of Ellipsis, but rather a case of Collocational Variation. The native equivalent of 'look' in the above sentence would be 'see'.

In another example, the speaker has used 'look' for an abstract subject, namely 'the real situation'. The verb 'look' is always used in a literal sense such as 'look at the stars in the sky' and never in an abstract sense.

On the other hand, the verb 'see' probably collocates better here with an abstract expression such as 'the real situation':

'...look the real situation by herself.'
This could thus be regarded as another example of a Collocational Variation whereby "look" is used in a non-native collocation. Another related non-native usage is the local coinage "look-see" which is used as an adjective before words such as 'interview' or 'trip'.

96. the main important

During an Oral Interaction Test, a student made the following comment:

"Health is the main important due to this haze."

A native speaker would have either said "Health is the most important factor..." or "Health is very important..."

However, 'the main important' seems to be a non-native collocation here.

97. maintaining the river clean/motivate civic consciousness

The following sentence heard during a panel discussion among some undergraduates contains several examples of non-native lexis:

"The main objective of the campaign is to educate, create awareness and motivate civic-consciousness among the people on the importance of maintaining the river clean as we know that the river is the source of water and water is the source of mankind."

Firstly, a native speaker would have said 'keeping the river clean', as 'maintaining' does not collocate with 'river' or 'clean'. Hence, a native speaker would not say 'maintaining the river clean' but 'keeping the river clean'. The two words 'maintaining' and 'keeping' are synonyms but only 'keeping' seems to collocate with 'river clean' in the above context. Secondly, native speakers would use the verb 'create' rather than 'motivate' for the abstract noun, 'civic consciousness'. Hence both 'maintaining' and 'motivate' can be regarded as examples of Collocational Variation.

Another non-native usage in the above sentence is 'civic conscious'. In native usage one motivates 'civic consciousness' and not 'civic conscious'.

In addition, the repetitions of 'river', 'source' and 'water' in the above sentence can also be considered examples of Non-juxtaposed Reduplication (see 'Non-juxtaposed Reduplication').

98. maintain values

In native usage, the word 'values' is an abstract noun which means 'beliefs about what is right and wrong and what is important in life' as in the clause: 'a return to traditional values in education such as firm discipline' (OALD, 2000).

The word 'values' collocates with verbs such as 'uphold' or 'hold onto' as in the
sentence: 'The younger generation must be nurtured to uphold the traditional values of the community.' In a sentence recorded in the data, the word which seems to collocate is 'maintain' as in the sentence:

'You have to maintain values.'

This seems to be a non-native usage and can be categorized under `Collocational Variation'.

99. make a performance

The following sentence was seen in the Interactive Journal of an undergraduate:

'On the second day, we went to Universitas Islam Sumatera Utara to make a performance.'

In the above context, a native writer would have used the word 'give' for performance. Thus 'make' can be considered an example of Collocational Variation.

100. make it into

During a radio interview with an environmentalist, the following comment was made about one way to reduce organic garbage that is accumulating in dump sites:

'Make it into compost so it does not end up as garbage.'

A native speaker would have probably said 'turn it into compost' rather than 'make it into compost'.

The expression 'make it' does not collocate with the preposition 'into' but 'turn it' does. Hence this is an example of Collocational Variation.

101. a memorable thing

In native usage, something which is 'memorable' is pleasant. The native meaning of 'memorable' is 'special, good or unusual and therefore worth remembering'(OALD,2000).

However in the context of the following sentence recorded from a student's Interactive Journal, the connotation is negative:

'This (theft of panties) was a memorable thing that ever happened in my life.'

The writer was referring to an incident in which a group of Malaysian female students lost all their panties in a 'panty raid' in a foreign university. It was certainly not a pleasant memory as there must have been feelings of embarrassment and shock after the incident. A native speaker would have used the adjective
'unforgettable' in the above context.

102. mind frame

In native usage, a 'mind-set' is a set of attitudes or fixed ideas that somebody has and that are too difficult to change as in 'the mind-set of the computer generation' (OALD, 2000).

This was what a Malaysian student probably meant when he used the word 'mind-frame' in his Interactive Journal:

'Ultimately this promotes the team to change their mind-frame.'

There is no such thing as a 'mind frame' in native English so this could be considered a Collocational Variation as well as a Local Coinage (see 'Local Coinage').

103. break away from the mind set you have inculcated

The following statement was heard during a Toastmaster's meeting:

'You break away from the mind-set you have inculcated.'

In native usage, when one inculcates someone with something, one causes somebody to learn and remember ideas, moral principles, etc. especially by repeating them often, as in 'to inculcate a sense of responsibility into somebody' (OALD, 2000).

The word 'inculcate' does not collocate with 'mind-set' in the above sentence. A more native collocation would be 'developed'.

He was not referring to any specific ceremony, but to the first class session. Hence he was actually saying: 'This is a good start.' As such, the usage of 'initiation' here is non-native. It could be a Collocational Variation of the idea of an initial effort or a start.

104. missed out

During an Oral Interaction Test the non-native collocation 'missed out' was heard: 'Everybody lend a helping hand so nobody will be missed out.'

The speaker was talking about cooperative effort for some project or activity.

A native speaker would have said 'left out' and not 'missed out'. The word 'missed' does not collocate with 'out' in native English.
105. mix her family life

During a Sai Baba women's fellowship, the following sentence was heard:

'She can mix her family life, her private and still she can be total.'

The above sentence contains two examples of Collocational Variation. Firstly, the speaker seems to have used the word 'mix' for 'her family life' which is non-native collocation.

Secondly, the use of the expression 'be total' also seems to be non-native usage here. The speaker probably meant 'be in control'.

106. mix up with them

The following sentence was seen in the Interactive Journal of an undergraduate:

'It's a new situation to me because I have to mix up with them.'

The writer was a fresh school leaver who was commenting on the fact that she was placed in a class of experienced primary school teachers, with whom she had to interact.

However, her use of the term 'mix up' is an example of Collocational Variation.

107. motivate their interest/inserting moral values

During an Oral Interaction Test, the following comment was observed:

'In doing a contest we can motivate their interest. We are inserting moral values into this.'

In the above sentence, there are two examples of non-native usage. Firstly, the collocation of 'motivate' with 'interest' is non-native. In native usage, one can arouse someone's interest, and one not motivate someone's interest. The word 'motivate' is used for people as in the context of 'The teacher motivates her students to like Mathematics.' Hence, the above collocation of 'motivate' with 'interest' is non-native.

Secondly, the collocation of 'inserting' with 'moral values' is also non-native. 'Moral values' is a very abstract concept which cannot be 'inserted' into a contest. In native usage, we insert something tangible into something else which is equally tangible, such as 'He inserted the coin into the box.' A native speaker would have probably used a verb which collocates better with moral values such as 'incorporating' as shown in the sentence below:

'We are also incorporating moral values into this.'
108. moving at a very serious tone

At yet another Toastmaster's meeting, the master of ceremonies who is also named the 'Toastmaster of the Evening' observed that the meeting was 'moving at a very serious tone'. She meant that there was not enough laughter or good cheer to warm up the occasion and that everyone was too serious.

However, what appears to be non-native about the expression is that the speaker has combined two ideas in the same expression - that of movement or pace and that of mood or general feeling. In native usage, one can either move at a fast or brisk pace, or at a slow and leisurely pace. The occasion can have a serious tone or mood or a cheerful tone or mood. By combining the two ideas in the same expression she has also combined two sets of lexis that do not normally collocate with each other. Here it is not the lexis that is non-native but the collocation of two ideas that do not normally collocate in native English.

109. near term

In the sentence below, taken from a Business news article in the Sun newspaper, the writer seems to have coined a new term 'near-term':

'TRI is expected to maintain its lead in terms of subscriber base in near term.'

He seems to have substituted a synonym for 'short-term', the native word which is usually used in this context.

110. needs our priority

In the following sentence, the word 'needs' has been used in a non-native way:

'The children needs our priority.'

The native verb which would collocate with the abstract noun 'priority' would be the modal verb 'are' rather than 'needs'. In any case, there is a subject-verb agreement error in the usage of 'needs' as 'children' is a plural noun.

111. noise-sounding - noise-emitting

At a Toastmasters' meeting an official named 'Sergeant-at-arms', who called the meeting to order, requested all the members present to switch off all 'noise-sounding devices' meaning their hand-phones. This appears to be a non-native version of its native equivalent 'noise-emitting devices'.

The non-native version involves the usage of the more common word 'sounding' even though the native expression 'noise-emitting' correctly describes handsets or hand-phones.
112. needed way

In the following sentence, the writer has used 'needed' in a non-native sense:

'We were given the guidelines but we were quite puzzled with needed way of doing the essay.'

In a native sense, if something needs a particular action or if an action needs doing, this action is necessary, as in the sentence: 'The shed needs a good clean-out.' Here the meaning of need is 'required'. However, in the above usage, the word 'needed' means 'correct' rather than 'required'. Since 'needed' does not collocate with 'way of doing the essay' but is semantically close to 'correct', this may be considered a Colloctational Variation of this word.

113. official husband

The following sentence was seen in the Interactive Journal of an undergraduate:

'My principle is to save myself for my official husband only.'

The writer was writing about the lack of fidelity among some of her married course-mates who were apparently flirting with members of the opposite sex while on campus.

The writer, who was single and about to be married, believed strongly that intimacy should only be confined within the bonds of marriage. However, the expression 'official husband' appears to be non-native in the above context, as there could be no such thing as 'unofficial husband'. In other words, 'official' does not collocate with 'husband'. If the writer had been a native speaker she may have said 'future husband' rather than 'official husband'.

114. opening up vocabulary

In the sentence below the speaker has used the phrasal verb 'opening up' instead of the word 'expanding' which collocates with the word 'vocabulary'.

'This book suggests some ways of opening up vocabulary for learners.'

In native use, 'opening' is only used when an event such as a conference or play first takes place. When someone 'opens up' a business or a certain place, people can then get to it or trade with it more easily (BBC English Dictionary).

Then again, when someone opens up a building, they unlock the door so that people can get in. All these native uses of the phrasal verb 'opening up' have concrete or literal meanings. However, the above use of 'opening up' can be considered Non-native as it is a figurative usage. Perhaps the native version would be 'expanding' rather than 'opening up'.

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115. owning

At a recent conference, a paper presenter made the following statement pertaining to a cultural practice among Malays when the family of the prospective bridegroom visits the family of the prospective bride to make marriage arrangements:

'When we make a mistake, instead of owning straightaway, we use a surrogate.'

The word 'owning' has been used in a non-native sense here. In native usage, the phrasal verb 'to own up' means 'to admit that you are responsible for something bad or wrong' (OALD, 2000).

The ME speaker who uttered the above sentence must have meant to use this phrasal verb. In any case, 'owning up' would not have collocated with the other words in the given context. A native speaker would have used 'apologising' or even 'admitting' rather than 'owning'.

116. pass it up

The following sentence was seen in the Interactive Journal of a student:

'It takes time to pass it up later.'

The student was writing about assignment datelines. A native speaker would have said: '...hand it up later.' The expression 'pass it up' is a non-native collocation.

117. plans should be cultivated

During an Oral Interaction Test for undergraduates, the following comment was made:

'Plans should be cultivated in such a way that the talks....'

The collocation of 'plans' with 'cultivated' appears non-native here. A native speaker would have said: 'Plans should be ....'

In native usage, 'cultivated' has certain figurative meanings. One figurative usage is 'to try to get somebody's friendship or support' as in 'He purposely tried to cultivate good relations with the press'.

Another figurative usage is 'to develop an attitude, a way of talking or behaving' as in 'She tried to cultivate an air of sophistication' (OALD, 2000). Neither of these figurative senses are evoked in the above sentence. Here the collocation of 'plans' with 'cultivated is Collocational Variation.'

118. situation played/play with idioms

The following sentence was uttered by a colleague who was recalling a certain
activity which she had seen being carried out while auditing a course at Monash University:

'I just saw this situation played in Monash University last year.'

The collocation of 'played' with 'situation' seems to be non-native in this sentence. A native speaker would have said 'situation carried out' as in this context 'situation' refers to an activity.

Another example of non-native usage of 'play' was observed during a Toastmaster's meeting:

'Tonight we are going to play with idioms.'

The speaker, who was about to conduct the session on impromptu speaking or 'Table Topic' session, was informing the audience that she would be using idioms for the activity she was about to conduct. However, the word 'play with' is non-native in this context. A native speaker would have said:

'Tonight we're going to use idioms for the impromptu speaking session.'

119. pleaded Malaysians

The following sentence was seen in the Interactive Journal of an undergraduate:

'Therefore they pleaded Malaysians to give a helping hand.'

The undergraduate was writing about cases of individuals who needed expensive surgery, appealing to the public for donations. A native speaker would have written 'appealed to' instead of 'pleaded with'. Here there is also Ellipsis as the writer has omitted 'with' after 'pleaded' (see 'Ellipsis').

120. practical of the sports activity

The following comment was heard during an Oral Interaction Test:

'The practical of the sports activity is to make their body healthy.'

The word 'practical' is an adjective which has been used here as an abstract noun (see 'Grammatical Conversion'). In any case, the most appropriate word here would have been 'purpose' rather than 'practical'. Hence this could also be regarded as Collocational Variation.

121. prevent the haze/ prevent from major diseases

In the following sentence 'prevent' seems to have been used instead of 'avoid'.

The following sentence was seen in an Oral Test situation which had been
prepared by some lecturers of the Faculty of Languages and Linguistics:
'You, as a conscientious citizen of Malaysia, would like to suggest the following to prevent the haze that blanketed parts of Southeast Asia in the middle of last year from occurring.'

In native usage, 'prevent' is used to mean 'to stop an incident from happening' (OALD, 2000).

Here the haze is not an incident. It is more a condition, so the more appropriate word that collocates here is 'avoid'. In fact, the expression 'from occurring' is redundant here as 'to avoid the haze' is clear enough (see 'Redundant Expression').

In another example, seen in a group essay by students, 'prevent from' was used instead of 'give protection from':

'Research has also proven that eating more fruits can also prevent from major diseases and extend our life span.'

122. break it up into smaller pieces

At Toastmasters' meetings, there is a certain session called the 'Table Topic' session when speakers were expected to speak for just two minutes each on any topic which is usually introduced in the form of quotations or sayings.

The speaker who made the following utterance was evaluating the organizational skills of the 'Table Topic' speakers to break up the topics into smaller segments:

'They were able to break it up into smaller pieces.'

In native English, 'pieces' would collocate with a tangible or concrete subject such as 'pieces' of a cake. However, the above usage of 'pieces' is non-native as it appears to be for a more abstract entity, namely a topic for a presentation. The native word for the same concept would be 'segments' which would collocate better with the abstract idea of topic. 'Segment' would be used for more abstract notions such as a general subject. Hence the use of 'pieces' could be considered as Collocational Variation.

123. practise this proposal

During an Oral Interaction Test, a student made the following comment:

'If we practise this proposal, many people will scared waste water.'

In native usage, one does not 'practise' a proposal, but one 'implements' a proposal. Hence, the collocation of 'practise' and 'proposal' is an example of Collocational Variation. In addition, the use of 'scared' is also non-native as a native speaker would have said: '...many people would be afraid to waste water.' There is also an example of Ellipsis in the use of 'will scared'.
124. prevent her child from food

In yet another sentence taken from a student's examination script, 'prevent' was used instead of 'protect':
'Her intention was to prevent her child from food that is an allergen to her child, and which can cause death.'

The writer had earlier described the steps taken by a mother to protect her child who was prone to severe allergies. Hence the writer using 'prevent' instead of 'protect'. The collocation of 'prevent' and 'from food' is non-native usage.

125. country promise

At a Human Resource conference, the following statement was made by a speaker:

'Each country promise not to increase tariff barriers.'

In native English, the word 'promise' is usually used for an individual, and not for a country as shown in the following context: 'He promised that further measures would follow once he had read the report' (BBC English Dictionary).

For a country, or a bigger entity, such as an organization, a more native collocation would be 'pledge' rather than 'promise.'

In addition, the word 'promise' should have an 's' or 'ed' to indicate present or past tense. Thus this is an example of Colloctational Variation.

126. providing our children basic moral values

The following comment was heard during an Oral Interaction Test for undergraduates:

'That's our parents' role - providing the children basic moral values.'

In a native sense, one can instill moral values in children, but one cannot 'provide' moral values. As such, the collocation of 'providing' with 'moral values' is definitely non-native in the above context.

127. provide... the pavement

In the examination script of an undergraduate the following statement was seen:

'The skills should provide the students the pavement to be more sensitive to what they read.'

The use of the word 'pavement' appears to be non-native in the above context. Perhaps the writer meant to use the more native word 'platform' as in the sentence: 'She used the newspaper column as a platform for her feminist
views' (OALD, 2000). This is a figurative usage but it still would not collocate with the rest of the words in the above context.

The native version of the above sentence would be:

'The skills should enable the students to be more sensitive to what they read.'

128. punishment should be given

During an Oral Interaction Test, a student made the following comment:

'Punishment should be given so that students will not dare to cheat in exams.'

In native usage, punishment is never 'given' but 'meted out' as in the sentence: 'Severe penalties were meted out the court' (OALD, 2000). While this is formal usage, a more informal usage would be 'The students should be punished....'. Hence, the above collocation of 'punishment' with 'given' is an example of Colloctational Variation.

129. put an extra amount

In the following utterance, the speaker has used 'put' in a non-native way:

'Put an extra amount of money to me.'

In native usage when you 'put' something on people or things, you cause them to have it or be affected by it, as in the context: 'We put pressure on our children to learn to read.' (BBC English Dictionary) Thus in a native sense 'put' collocates with abstract nouns such as 'pressure' or 'responsibility'. However, in non-native usage, 'put' collocates with both abstract as well as concrete nouns such as 'money'. The speaker probably meant 'give' an extra amount of money. The speaker may also have meant 'put aside' an extra amount of money to be given to the speaker later. In any case, this is an example of Colloctational Variation.

In another example of non-native usage of 'put', a student made the following comment during an Oral Interaction Test:

'The government has to put the effort from the school itself.'

The student meant that efforts should be made from the time children go to school. Yet another example of 'put' used in a non-native way is seen in the following sentence heard during an Oral Interaction Test:

'Local authorities should time-table for water supplies and get residents to be informed.'

The word 'put' does not collocate with 'time-table' in the above context. A native speaker would say 'arrange a time-table'. As such, the word 'put' may be
considered an example of Collocational Variation. In addition, it has also been established that 'get residents informed' is also non-native and can be categorized as 'Similar Expression Substitution' (see 'Similar Expression Substitution').

130. reaction...may not agree

During an Oral Interaction Test, the following comment was made by a student: 'Bear in mind that the reaction of people may not agree with the view.' A native speaker may either say 'people may not agree with the view' or 'the reaction of people towards this view may be negative'. Here there is a non-native embedding of both versions to 'the reaction of people may not agree with the view'.

131. recover from my weakness

The following sentence was seen in the Interactive Journal of a student:

'When I join this course, I recover from my weakness.'

The writer actually meant that she had joined the course in order to overcome her weaknesses in the English language. One recovers from an illness or from shock, but not from 'weakness' in the usage of a language.

132. reflectors...proved successful

The writer of the following sentence seems to have used the word 'successful' instead of its more native equivalent 'effective':

'The state may place more of such reflectors on the road if they proved successful.'

According to the BBC English Dictionary, 'something that is successful achieves what it was intended to achieve'. However, in native usage 'successful' does not collocate with tangible objects such as road reflectors.

It collocates with abstract nouns such as projects, operations or campaigns. For a tangible object such as a road reflector, the word 'effective' would collocate better, in a more native sense.

133. reinforce...even clearer

In native English, 'clear' collocates with 'message' but in the following sentence in the data, it has been used to collocate with 'reinforce':

'...to reinforce the message even clearer.'

A native speaker would use 'more' instead of 'clearer.'
134. remove ... rights

The following sentence was seen in the instructions of an Oral Test:

'Remove the students' rights to use the laundry room.'

In native usage, one cannot 'remove another person's rights', but one can 'deprive another person of his or her rights'. Hence a native speaker would have said: 'Deprive the students of their rights to use the laundry room.'

135. reshuffle myself

The following sentence was read in an Interactive Journal entry of a student:

'I really felt happy that from the 3rd of June, I'll have to reshuffle myself.'

The writer probably meant 'readjust myself to the new schedule'. While in native usage, 'reshuffle' is only used for cards and other inanimate things, 'readjust' can be used for human subjects as well.

136. role is major

While in native English one can talk about the major role played by someone or something, one does not say 'the role is major' as seen in the following sentence seen in the examination script of an undergraduate:

'The role of teachers in building the interest and teaching on how to read is major.'

Here the non-native feature in the position of the words 'role' and 'is major'.

137. of the little sacrifice we could do to them

The following sentence was seen in the Interactive Journal of a student:

'We felt happy of the little sacrifice we could do to them.'

The writer had traveled to India with her husband, and was saying that she was happy to do some charity work at an orphanage. The collocation of 'doing' with 'sacrifice' is non-native in this context. The writer was not sacrificing the orphans but sacrificing her own time and money doing charity work for them.

A native speaker would have probably said:

'We felt happy at the little charity we could do for them.'

138. say very high

The following sentence was heard at a Sai Baba meeting:
'I always say very high about the children.'

The use of 'say' instead of 'speak' is an example of Colloctational Variation. A native speaker would have said: 'I always speak highly about the children.' The use of 'high' instead of the more native 'highly' is also non-native.

139. searches hard/study hard

In native English, 'hard' is used as an adverb which collocates with verbs such as 'work' or 'try'. If you work hard or try hard, you make a great effort to achieve something. (BBC English Dictionary).

In the following sentence seen in the situation given for an Oral Interaction Test, the word 'hard' has been used in a non-native way:

'She searches hard but cannot find it.'

In native English usage 'thoroughly' would collocate better with 'search' rather than 'hard'. Another common non-native collocation of 'hard' is 'study hard' as used in the following sentence:

'You must study hard in order to achieve your ambition to be a doctor.'

In native usage the collocation would be 'study well' or 'study consistently' rather than 'study hard'.

140. searching for health

During an Oral Interaction test for undergraduates, the following comment was made:

'As you know, everyone is searching for health.'

The collocation of 'searching' with 'health' appears to be non-native. A native speaker would probably say: 'Everyone is aspiring to have good health'. The word 'searching' is a verb which is usually used for tangible subjects such as 'searching for the correct address'. For an abstract noun such as 'health' native speakers would use other verbs such as 'aspire' or 'strive towards'.

141. self revelation about the error of her ways

In an Oral Interaction Test, the above expression was used by a speaker in the following way:

'Only after much discussion would the teacher have revelation about the error of her ways.'

The term 'self revelation' seems to be a near equivalent of the term 'self realization' which is probably what was meant in this context.
142. seminar was told

At a conference, the following collocation was used:

'...a seminar was told today....'

In native usage 'told' is preceded by human subjects so in a native sentence it would be: 'She told the participants of a seminar today....' A seminar being told something is non-native collocation.

143. sentimental country

The following sentence was seen in the Interactive Journal of a student:

'Even though there are many other beautiful countries to visit, but India has been a sentimental country for me to visit to fulfil my long-awaited dream.'

In native usage a country cannot be described as 'sentimental', as this adjective can only be used for people or other entities such as 'music' or 'occasion'. The above collocation is therefore non-native. In addition, the usage of 'but' in the same sentence after 'Even though' can be considered as an example of a Redundant Conjunction (see Redundant Conjunction).

144. set an in-service training

During an Oral Interaction Test, an undergraduate made the following comment:

'As a member of the committee, I think we need to set an in-service training for the teachers.'

There are two examples of non-native usage in the above sentence. Firstly, one does not 'set' a training course. One can 'set' an examination, but one conducts or organizes a training course. Secondly the word 'course' seems to have been omitted after 'training' in the above sentence thus resulting in non-native Ellipsis (see 'Ellipsis').

145. shockingly easy

In a radio advertisement on a certain competition, the speaker made the following comment:

'Winning can be shockingly easy.'

The adverb 'shockingly' is an adverb with a negative connotation and is only used for adjectives which also have a negative connotation as in the following example: 'She looked shockingly ill' (OALD, 2000). However, in the above, the word seems to have a positive connotation, as the speaker wants to persuade the listeners to participate actively in the competition.
146. a slow in the sales

During a panel discussion the following was recorded:

"We are not having the pay-rise because of a slow in the sales."

The speaker, who was playing the role of the manager of a firm, actually meant to say that the firm could not afford to give a pay-rise to its employees because of a reduction in the sales profits. The word 'slow' does not collocate with the rest of the sentence.

147. specimen of turtles

In the following comment, the speaker seems to have substituted the word 'species' with another word 'specimen':

"...especially the leatherback turtle which is believed to be the biggest specimen of turtles."

The native usage of 'specimen' differs from that of 'species' as the former implies something that is being studied scientifically as being typical of its type, while the latter merely means 'a biological group'. In the above context, 'species' collocates with the rest of the sentence better than 'specimen'.

148. sponsored me

In native usage, the word 'sponsor' is a formal usage which has a number of possible meanings: (a) a person or company paying for a radio or television programme; (b) a person agreeing to give somebody money for charity if the person succeeds in completing a particular activity; (c) a person or company that supports somebody by paying for their training or education.

None of these meanings seem to apply to the following usage of 'sponsor' which was noticed in the Interactive Journal of an undergraduate:

"My sister sponsored me and brought me to Genting Highlands."

A native speaker would have said: 'My sister treated me to a holiday in Genting Highlands.'

In addition, the word 'brought' is also non-natively used in this sentence. It could be considered as an example of 'Variation of Reciprocals' (see 'Variation of Reciprocals').

149. sprained my spine

The following comment was heard at a Toastmaster's meeting:

"I sprained my spine."
The entire expression is non-native as in native usage 'sprain' does not collocate with 'spine'. The word 'sprain' involves the sudden twisting of a joint causing great pain.

One can sprain one's ankle, wrist or knee or other limb joints (OALD, 2000). However, one can only hurt or injure one's back. Hence this expression can be considered to be an example of Collocational Variation.

150. statements ...were raised

In native usage, one would make statements, and raise issues. The word 'statements' would not collocate with 'raised'.

However, in the rubrics of a listening examination paper prepared at the Faculty of Languages and Linguistics, the following sentence was read:

'The following statements concerning the environment were raised during the interview.'

This seems to be an example of Collocational Variation.

151. step to

In native usage one 'arrives at' a place and does not 'step to' a place. At a Toastmaster's meeting the expression 'step to Penang' was used by a Toastmaster in an impromptu speech. This appears to be a substitution for 'arrive at'.

152. focussed straight to their exams

During an Oral Interaction Test, an undergraduate made the following statement:

'The children will be focussed straight to their exams.'

The collocation of 'focussed' with 'straight' seems to be non-native in the above sentence. A native speaker would have probably said: 'The children will be concentrating on their exams.'

153. subject...help to be a national pride in future

In the following sentence recorded during an Oral Interaction, there appears to be non-native usage:

'Let's talk about the subject which can inculcate moral values and help to be a national pride in future.'

The collocation of the word 'subject' with 'national pride' seems to be non-native in this sentence.

In a semantic sense, a 'subject' cannot be described as 'a national pride'. The
native version of the above sentence would be: 'Let's talk about the subject which can be used to inculcate moral values, which may prepare the present generation to be considered a source of national pride in the future.'

154. subject are able to carry out successfully

During an Oral Interaction Test, the following sentence was recorded:

'In this way also all the subjects are able to carry out successfully.'

The words in bold would not collocate in a native context.

A native speaker would have said 'all the subjects are taught successfully.'

155. takes an immediate responsibility

During an Oral Interaction Test a student used the following expression:

'...where the public takes an immediate responsibility.'

In native English the verb which collocates with 'responsibility' is 'assumes' or 'takes on'. The word 'takes' is an example of Collocational Variation.

156. takes caution on

The following sentence was seen in the Interactive Journal of an undergraduate:

'Besides, she also takes caution on her diet and exercise everyday.'

In native usage the word 'caution' means 'care that you take in order to avoid danger or mistakes' (OALD, 2000).

The context above does not involve the element of danger, but it does involve the semantic sense of 'care'. Hence the expression 'takes caution on' is a non-native version of 'takes care of.'

157. teach us lots of moral values

During an Oral Interaction Test an undergraduate made the following comment about Moral Education as a subject in school:

'It will teach us lots of moral values and good values.'

In native usage, 'teach' does not collocate with an abstract entity such as 'values'. The native verb which collocates with this abstract noun is 'instill'. In addition, a subject cannot 'teach' a person. The word 'teach' can only be used for the work of a teacher.

In addition to this non-native collocation, there also seems to be a Redundant Synonym in the above sentence. The term 'moral values' is synonymous with
'good values'(see 'Redundant Synonyms').

158. tell - talking about

ME users of Indian origin seem to use 'tell' as a blanket non-native term for various verbal functions such as 'in form', 'explain', 'outline', 'describe', 'narrate', 'speak', 'say' or 'talk about'.

Shelley(1995) says that this a Singaporean language feature of Indian origin. In the following sentence, 'telling' seems to be used instead of 'talking about': telling all the advantages.'

In yet another sentence 'tell' is used instead of 'inform':

'...telling about AIDS.'
The important difference between the non-native usage and the native one is that for the native speaker 'tell' is a transitive verb, as in the expression: 'to tell someone' while the non-native usage is intransitive.

159. timely submit

In the following sentence obtained from a Toastmasters' bulletin, the word 'timely' has been used non-natively:

'In order to ensure the success of the Division C bulletin, I enjoin all VPRS to timely submit their club activities and events to me.'

In its native usage, 'something which is timely happens at just the right time' (BBC English Dictionary). Hence there is an element of coincidence in its meaning.

However, in ME usage, 'timely' seems to mean 'to be on time' or 'to do something on time'. In the ME sense, one is deliberately 'timely', as in the above context of handing in the reports on time.

160. third country

In the next example, a speaker at a Toastmasters' meeting seems to have coined a term 'third country' and uses it as a substitute for the native form, 'third world':

'It will also flood the third country markets.'

Though 'country' and 'world' are not synonyms, one has replaced the other in this example.

The lexico-semantic relationship here is actually between a subordinate and a superordinate. However, there is a semantic connection between 'third country' and 'third world'.
161. temple's role

ME users have a tendency to use the possessive punctuation, namely the apostrophe 's' after non-human subjects such as buildings as in the non-native phrase: 'the temple's role.' In native usage apostrophe 's' is only used for human subjects. As such, this can be considered to be an example of Collocational Variation.

162. the right way of lifestyle

During an Oral Interaction Test the following comment was heard:

'...so as to educate them the right way of lifestyle.'

Firstly, there seems to be an omission of 'on' after 'them'(see 'Ellipsis'). Secondly, a native speaker would have used the expression 'way of life' rather than 'way of lifestyle'.

163. tobacco plantations ... be shut down

While factories can be shut down, a plantation cannot be shut down.

However, in the following sentence seen in the instructions of an Oral Test situation, both can be shut down:

'You suggest that all cigarette and tobacco factories and tobacco plantations in the country be shut down.'

164. unrecognizable job

In the Interactive Journal of an undergraduate the following comment was seen:

'An artist is not regarded as an unrecognizable job.'

The word 'unrecognizable' does not seem to make sense here, partly because of the double negative. The writer meant that the job of an artist is not recognized as a highly respected profession in our society. However the word 'unrecognizable' has a different meaning. It means 'cannot be recognized at first glance'. Thus it does not collocate here.

165. very aware

A non-native usage of 'very' was found in a Business news article:

'Generally Hongkong and Singapore fund managers are very aware of the Malaysian market.'

In the above sentence, 'very' is an example of Collocational Variation as in native usage one can say 'more aware' but not 'very aware'. An example of the usage of
'more aware' is shown in the following sentence: 'Young people are more environmentally aware than their parents'(OALD,2000).

166. very fun

A non-native use of 'very' can be observed in the following comment heard at a Toastmaster's meeting:

'Initially I thought it was very fun.'

Here the word 'very' does not collocate with 'fun' - a native user would have said 'great fun' rather than 'very'.

167. widening the recycling campaign

The following sentence was seen in the instructions of an Oral Test:

You suggest widening the recycling campaign in order to get support from NGOs and private companies.

The usage of 'widening' in the above context is non-native. It is only used in a literal context. A native speaker would have used the word 'extending'.

168. very expert

During an Oral Interaction Test for undergraduates, another statement was heard, in which 'very' was used in a non-native way:

'Counselors are better than teachers because there are certain areas where they are very expert.'

In native usage the word 'expert' does not require an Adverb of Degree such as 'very'. A native speaker would have said:'...certain areas where they are specialized.'

169. wide number of population

Another example of Collocational Variation was seen in a group essay written by in-service teachers:

'Since the town has only ten policemen for a wide number of population...'

The expression 'wide number of' does not collocate with the noun 'population' in the above sentence. A native equivalent that would collocate with 'population' would be 'large'.

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170. will be thinking

In the following sentence, the ME user has used the expression 'will be thinking' which does not seem to collocate with the rest of the sentence:

'Sometimes I'll be thinking why some things happened altogether.'

A native speaker would probably say: 'Sometimes I wonder why some things happened altogether.' According to Baskaran (1991) one of the features of ME is the use of the progressive verb form rather than the stative verb form, especially for relation verbs and verbs for inert perception. Other examples of these given by Baskaran are:

'I am smelling curry in this room.'
'She is owning two luxury apartments.'
'That bottle is containing sulphuric acid.'

There are other verbs used in the progressive which she terms 'Verbs of Bodily Sensations' such as the following:

'My back is aching.'
'My foot is hurting.'

171. witness a need/witness the contribution

During an Oral Interaction Test the following was heard:

'...an attempt to witness by themselves a need to preserve the turtles.'

At the end of a conference, a colloquium was held and the chairperson made the following comment:

'You have witnessed the contributions of plenary and keynote addresses.'

In both the above comments, the word 'witness' does not collocate with the words following it. Among the native collocations of the word 'witness' none of them involve abstract such as 'the contributions' of speeches.
APPENDIX B

QUALITATIVE ANALYSIS OF DERIVATIONAL VARIATION

The following is a description of each of the 70 samples of Derivational Variation in the corpus of data.

1. actioned

In native usage one can use the verb 'acted' or the noun 'action'. However in ME the form 'actioned' was observed in the following sentence recorded from a Toastmaster's Table Topic presentation:

'I've seen people who have actioned on their words.'

At a Table Topic session, a speaker is expected to speak for two minutes on any topic which is introduced in a variety of ways such as a proverb or saying. Here the proverb that was presented to the speaker was 'action speaks louder than words' and the speaker meant to say 'people who have acted' rather than 'people who have actioned'.

In the above context the meaning of 'actioned' is the same as the native word 'acted'. In another semantic sense, it can mean 'showing off' as observed by Yen (1990) and she gave the following example to illustrate the meaning of 'action': 'As if people can't see he's driving a new car, Must horn until the whole world can hear Iah' (Yen, 1990 p. 194).

2. aged

This was recorded from a Business news article:

'Those who can afford to buy more than one property would be aged beyond 30.'

In native usage 'aged' would mean 'grown old'. This is not the meaning intended here. Perhaps the writer meant 'beyond 30 years of age.'

3. bettering their roles

The following sentence was recorded from a Sai Baba women's seminar:

'We must give support to the other women as they are all bettering their roles.'

Firstly 'better' remains an adjective in native usage, and is not used with the suffix 'ing'. The addition of 'ing' renders it a verb and an example of Derivational Variation.

4. bicycling

The word 'bicycling' is a non-native gerund which was used by an
environmentalist in a radio interview. The word occurred in the following sentence:
Well, car-pooling is alright, but ideally we should promote bicycling.'

Native speakers would talk of a 'bicycle ride' or 'riding a bicycle' but never 'bicycling'.

5. bluffer

The non-native expression 'bluffing wholesale' has been categorized under 'Semantic Shift'(4.4.1). In addition 'bluffer' is another non-native creation which appears to be a derivational development of 'bluffing wholesale'.

6. braveness

In native usage, a person who is brave is 'not afraid to do things which are difficult, dangerous or painful' as in the sentence: 'She died after a brave fight against cancer' (OALD, 2000). The native noun form of 'brave' is bravery.

However, the ME tendency is to overgeneralize (Selinker, 1972) and convert all adjectives by adding 'ness' and as a result we have 'braveness' being used instead of 'bravery'.

7. busybodiness

In native English a 'busybody' is a person who is too interested in what other people are doing as in the sentence: 'He is an interfering old busybody'(OALD, 2000). It is a derogative idiomatic usage which cannot be converted into a noun. However, this word has been converted to an abstract noun as seen in the following sentence found in the Interactive Journal of an undergraduate:

'This is my own busybodiness.'

8. cheater

The native noun for 'cheat' is also 'cheat' as in the sentence: 'You little cheat!'(OALD,2000). However, ME speakers tend to overgeneralize by adding 'er' so the ME noun form is 'cheater', which can be considered to be an example of Derivalional Variation.

9. chocolatey

In native usage, the word 'chocolate' does not change its form when it is used as an adjective. However in an advertisement for a product called 'Milo', the non-native adjective form 'chocolatey' was heard:
'I love the chocolatey taste of Milo.'

With the addition of 'y' a non-native derivative has been created.
10. *conceptualer*

In *native usage* the word 'conceptual' means 'related to or based on ideas' and to 'conceptualize' is to form an idea of something in your mind' (OALD, 2000).

However, a speaker at a Sai Baba ladies' fellowship camp went one step further in using the non-native word 'conceptualer' in the following way:

'Even if you want to create a building, it must be in the mind of the *conceptualer*.'

It is clear that the speaker meant 'architect' in the above context. However, due to the usage of the suffix '-er' after 'conceptual' one can categorize 'conceptualer' as

11. *effected*

The following comment was seen in a Business news article:

'...and on the assumption that the disposal has been *effected* on that date.'

In *formal native usage* one can use the word 'effect' as a verb as in the context: 'to effect a cure' (OALD, 2000). However, the affixation of 'effect' as in the case of 'effected' in the sentence above, is non-native. In the above example the writer must have meant 'it was disposed off with effect from that date'. The word 'effected' is an example of Derivational Variation.

12. *fellowshipping*

The word 'fellowship' in native usage means 'a feeling of friendship between people who do things together or share an interest' (OALD, 2000).

In its native form it remains a noun and cannot be converted to a verb. However, at a Toastmaster's meeting the following usage was observed:

'As we were *fellowshipping* just now....'

This is a non-native creation due to the addition of the suffix 'ing'.

13. *fronting the colonnaded pavement*

The following sentence was seen in a Business news article:

'The residential quarters have access from a side staircase *fronting* the colonnaded pavement.'

As noted earlier, this form can be considered non-native as in native usage, only 'frontage' is acceptable, meaning 'the front of a building especially when this faces a road or a river' (OALD, 2000). Due to the non-native addition of the suffix 'ing', 'fronting' is a non-native creation - an example of Derivational Variation.
14. greediness

In native English the noun for 'greedy' is 'greed' but in ME it is 'greediness'! Linguists dealing with second language acquisition may regard this as a feature of 'overgeneralization' (Selinker, 1972). However, this seems to be a common Derivational Variation used by both educated and uneducated Malaysians alike.

15. habitualized/routinized

The following sentence, which was recorded from the presentation of a linguistic lecturer at a conference entitled 'Language and Empowerment', contains two examples of Derivational Variation, namely 'routinized' and 'habitualized':

'What has become habitual will eventually become routinized and habitualized.'

Instead of 'habitualized' a native user would have used the word 'habituated' which is a formal usage and means familiar with something because one has done it or experienced it often (OALD,2000). The spontaneous nature of non-native creations such as 'habitualized' and 'routinized' is a reflection of the constant spontaneous nature of the creation of new ME words.

16. fighting hardly

The word 'hard' was substituted with 'hardly' in the following sentence:

'The movie is about a group of rangers fighting hardly.'

In a native sense, the above sentence would mean that the rangers were not fighting, rather than fighting furiously. The ME user has added a suffix '-ly' to the native form 'hard' thus creating a non-native usage of 'hardly'.

17. heavy-heartedly

'At 4pm we heavy-heartedly left Chamang.'

This word can be considered an example of Derivational Variation due to the non-native addition of 'ing'.

18. hesitancy

In native usage, the noun form of 'hesitate' is 'hesitation'. However, the following form was heard during a Sai Baba leadership camp:

'If there is any hesitancy to come forward, call upon the members to help you.'

19. hopefully

The following sentence was seen in the Interactive Journal of an undergraduate:
'Hopingly they will repent.'

A native speaker would have said: 'Hopefully they will repent.' The derivative 'hopingly' is a non-native creation.

20. icebreaking activity

'Icebreaking activity' can be considered an example of 'Derivational Variation' due to the non-native addition of the suffix 'ing'. In native usage the usage is only that of 'icebreaker' which is an idiomatic coinage meaning 'a thing that you do or say such as a game or a joke to make people feel less nervous when they first meet'(OALD, 2000).

21. incentivized

During a speech at a Toastmaster's meeting the following statement was made:

'To motivate you further, you are incentivized to achieve 100 orders.'

In native usage, something is either an 'incentive' or a 'disincentive'. However in ME one can be 'incentivized' as well!

22. initiatives

'This is because the teaching method is student-centred, so students will work initiatives.'

23. impacted

'British-American Tobacco was negatively impacted following the announcement of an increase in sales tax on tobacco and cigarettes.'

Due to the non-native addition of the suffix 'ed' 'impacted' can be categorized as an example of 'Derivational Variation'.

24. most/very importantly

Since in native usage the suffix 'ly' is never added on to 'important', 'importantly' can be considered as an example of 'Derivational Variation'. Recently the word 'importantly' was also seen in an American English textbook, 'Northstar'. Perhaps this form is acceptable in American English as well.

25. jittering

In native usage the expression 'get the jitters' is an American English expression which means 'to have feelings of being anxious and nervous, especially before an important event or before having to do something difficult' as in the sentence: 'I always get the jitters before exams'(OALD, 2000).
However, this native expression seems to have been changed to the non-native form 'jittering' in the following sentence recorded at a Toastmasters Division Speech Contest:

'A speaker who comes forward and speaks for the first time will be jittering.'

26. linguisticky

At a linguistic conference entitled 'Language and Empowerment' a paper presenter who was describing certain linguistic strategies used in a courtroom made the following statement:

'This is a bit linguisticky for those who don't have linguistic background.'

In native usage the adjective 'linguistic' would have been used while in this case the ME speaker has created a non-native adjective namely 'linguisticky'.

27. lizardy

During a Toastmaster's Humorous Speech Contest, a speaker was talking about the similarities between some people and animals. He made the following statement:

'They too may feel lizardy.'

A native speaker may have said: 'They too may have felt lizard-like.'

28. matured

In native usage 'mature' can only be used as a verb in the limited sense of the fermentation process of wine or cheese. If wine or cheese 'matures' or 'is matured' it develops over a period of time to produce a strong, rich flavour (OALD, 2000). In general native use 'mature' is always an adjective. However in ME the adjective often occurs as 'matured' as can be seen in the following sentence:

'I became more matured.'

It is clear that 'matured' here still functions as an adjective so the addition of the suffix 'ed' makes it non-native - an example of Derivational Variation.

29. mightily well

'Division C has done mightily well.'

The word 'mightily' here may be considered to be an example of 'Derivational Variation' as the addition of the suffix 'ily' is definitely non-native usage. A native speaker would have said: '...mighty well.'
30. moisturization

The following comment was heard on a radio commercial:

'Good hair care begins with effective moisturization.'

In native usage one can talk of 'moisturizer' and 'to moisturize' but the word 'moisturization' is a non-native coinage. It is an abstract noun formed with the addition of the suffix '-ation'. It appears to be another example of overgeneralization (Selinker, 1972).

31. nightly/overnightly

'If you take the pill nightly you should be alright.'

A native speaker would have said: 'If you take the pill every night, you should be alright.' In addition, 'nightly' can also be considered an example of Derivational Variation due to the non-native addition of 'ly'.
On another occasion, the non-native word 'overnightly' was also recorded as shown in the following sentence uttered after a Sai Baba prayer meeting:

'The youths were overnightly involved in the service activities in Bukit Tabur.'

32. non-efficient

In native usage one uses 'inefficient' to mean the opposite of efficient, namely 'not doing a job well' or 'not making the best use of resources such as time, money, energy, etc.' (OALD, 2000). In native usage one can also use the expression 'less efficient' as in the sentence: 'As we get older, our bodies become less efficient at burning up calories' (OALD, 2000).

However, the word 'non-efficient' was observed in a news article:

'We are still non-efficient vis-a-vis....'
The writer may have meant 'less efficient' or even 'not efficient'.

33. onning

As pointed out earlier ME speakers have a tendency for Ellipsis as in the sentence quoted by Anthonysamy (1997): 'I ^ on the TV.' While in native usage 'on' is only used as a preposition, 'on' functions as a verb in ME, as it is a short form of 'switch on' (Nair, U.G., 1999). As a further development in ME the verb 'on' even has a suffix 'ing' as seen in the following sentence uttered by a 12-year-old boy:

'I am onning back the TV.'
34. opened

In native usage when 'open' is used as an adjective, there can be no affixation of the word. However in ME, the suffix 'ed' can be added as seen in the following usage of 'opened':

'Opened to the sky, the airway....'

It is obvious that the word has been used as an adjective in this context. Hence this usage can be categorized under Derivational Variation.

35. paining

'After the fall my hand has been paining, paining, paining.'

Due to the addition of the suffix 'ing' this form can be considered as an example of Derivational Variation. A native speaker would have used the native suffix 'ful' as in 'painful' thus using the adjective form rather than the non-native suffix 'ing' as in 'paining'.

36. partnering

The following was heard at a staff meeting:

'Am I partnering you or Ruth?'

In native usage this would be: 'Do I partner you or Ruth?' Due to the non-native addition of the suffix 'ing' this can be considered an example of Derivational Variation.

37. permanency

In native usage if the adjective is 'permanent', the noun would be 'permanence' but in ME the noun form would be permanency, which was heard at a Sai Baba meeting.

38. playwriter

In native usage the word 'playwright' refers to a person who writes plays for the theatre, television or radio. However the ME version is 'playwriter' as observed in the following sentence recorded at a Toastmaster's meeting:

'He can still be a playwriter.'

39. positivity

In native usage the word 'positivism' refers to 'a system of philosophy based on things that can be seen or proved rather than on ideas'(OALD,2000). However, the word 'positivity' as a noun form meaning 'being positive' is a non-native creation.
This non-native word was heard at a Sai Baba women's regional retreat.

40. receipting

In native usage a 'receipt' is 'a piece of paper that says that goods or services have been paid for' (OALD, 2000). It is a noun form which was probably derived from the verb 'receive'. In native usage it is not changed to any other form.

However in ME it is, as seen in the following sentence recorded from the proceedings of an Annual General Meeting held by a Sai Baba organization:

'Quite a number are willing to pay provided there is a proper account and proper receipting.'

The word 'receipting' probably means 'a system of issuing receipts'. In the sentence above it is used as a gerund. Since it is a non-native derivative, it can be categorized under Derivational Variation.

41. recognition

At a Sai Baba prayer meeting, an elderly retired teacher said the following:

'This scholarship is a recognition of the contribution made by my late husband to the Sai Baba movement.'

This comment was with reference to a scholarship award that was given to several Form Five students who were from needy homes. A native speaker would have used the derivative 'recognition'.

42. relevancy

The following was seen in the examination script of an undergraduate:

'This way the children independent on deciding the relevancy of the news published.'

A native speaker would have used the word 'relevance' in the above sentence. In addition, it was also noted that this sentence contains an example of Ellipsis (see 'Ellipsis')

43. routinized

The following comment, which was heard in the presentation speech of a linguistic lecturer at a conference, contains two examples of Derivational Variation, namely 'routinized' and 'habitualized':

'What has become habitual will eventually become routinized and habitualized.'

In native usage, the noun 'routine' does not differ in form from the adjective
'routine'. However, the ME user mentioned above, changed the form of the noun 'routine' to a non-native adjective namely 'routinized'.

44. secured

ME speakers have a tendency to add 'd' or 'ed' to abstract words such as 'mature' and 'secure'. The following usage of 'secured' is yet another example of this non-native form:

'...feel secured that policemen are....'

Here the 'ed' suffix does not convert the adjective 'secure' to a verb as would be the case in native English. It remains an adjective in the above context.

45. sophisticatedly

In native usage, the word 'sophisticated' can only function as an adjective whereas in ME it appears to also function as an adverb as seen in the following sentence heard during a Leadership Training course:

'Can it be done a little more sophisticatedly.'

This form does not exist in native usage, and could be regarded as Derivational Variation.

46. sourcing

In native usage the word 'source' can be used as a verb as in the sentence: 'We source all the meat in our stores from British farms' (OALD, 2000). However, the use of the suffix 'ing' as in 'sourcing' is non-native. This example was seen in a sentence read in a Business news article:

'...we are still sourcing for a suitable location.

47. speedening

In native usage the following forms of the root 'speed' are acceptable: 'sped', 'speeded', 'speeding', 'speedy', 'speedify' and 'speedily'. However, 'speeden' and 'speedening' are non-native usages. The latter was encountered in the written work of a student.

48. stealer

The non-native creation 'stealer' can be a result of overgeneralization just like 'bluffer' and 'cheater'. It seems to be a blanket term used for all types of theft. In native usage there is a whole range of more specific words which one can select from instead of the ME word 'stealer', such as 'snatch-thief', 'robber', 'burglar', 'pickpocket', 'shoplifter', 'housebreaker', 'extortionist' and so on.
49. stickability

In native usage the expression `stick at something' means to work in a serious and determined way to achieve something as in the sentence: 'If you want to learn to play a musical instrument well, you've got to stick at it' (OALD, 2000).

Retaining this idiomatic sense, ME speakers seem to have come up with the abstract noun `stickability' as observed in the following sentence recorded at a Toastmaster's Division speech contest:

`Stickability is the key to success.'

This can be considered an example of Derivational Variation as the use of the suffix `ability' seems to be non-native. This may also be categorized under 'Local Compound Coinages' (see 'Local Compound Coinages')

50. summarization

In native usage the concluding speech which summarizes everything at the end of a seminar or conference is referred to as a `summation' as used in the sentence: 'What he said is a fair summation of the discussion' (OALD, 2000).

However, in ME it is `summarization', as observed in the following sentence recorded at a Human Resource conference held at the Park Royal hotel:

'I would like to invite George to deliver the summarization of the conference.'

51. sureness

The following sentence was observed in the Interactive Journal of an undergraduate in the Education Faculty:

'This caused me to waste a week just in search for sureness.'

The speaker meant that she had wasted a week juggling slots in her time-table until her time-table was finally stable. Her intended meaning is probably `permanent timetable slots' and not `sureness', which appears to be an example of Derivational Variation in this case.

52. tasked

The word `tasked' was found in an article describing certain aspects of the St. Anne's festival in Bukit Mertajam:

'However, for the uninitiated, the parish youth group is tasked with selling to pilgrims empty small medicine bottles during the St. Anne's feast.'

Due to the non-native addition of the suffix `ed' this can be considered to be an example of Derivational Variation.
53. TESLians

During an Oral Interaction Test, the following sentence was heard:

'TESLians, most of them have families - they no need to find a place to stay in.'

The student has created a non-native derivative in the above sentence, namely 'TESLians'. She meant the students in the TESL programme. The above sentence also contains an example of Ellipsis after 'they'.

54. thinking

In native usage, the word 'think' cannot be used in the continuous tense when expressing a particular idea or an opinion about something. Hence the following usage of 'thinking' which was heard at a Toastmaster's meeting, is non-native:

'As far as business growth is concerned, I'm still thinking it is negative.'

In native usage, 'thinking' is used as an abstract noun in the form of a gerund, as in the sentence: 'She explained the thinking behind the campaign' (OALD, 2000). It could mean the process of thinking about something or it could mean the ideas or opinions about something (OALD, 2000).

55. toastmastering

Members of the Toastmasters' organization in Malaysia have created a verb out of the name of the movement, namely 'toastmastering' as observed in the following statement made by a Toastmaster at such a meeting:

'This is what toastmastering is all about.'

56. incapable

ME users seem to have the habit of substituting native affixation with non-native affixation. This is seen in the usage of the word 'uncapable' in the following sentence recorded during an Oral Interaction Test involving primary school English teachers:

'Some colleagues will think you are incapable of teaching that subject.'

A native user would have used 'incapable'. Hence 'uncapable' could be considered an example of Derivational Variation.

57. unconfident

In native usage, the word 'confident' cannot have a negative form such as 'unconfident'. However this word was encountered in the examination script of an undergraduate:
'And if it remains unchecked, pupils will become unconfident newspaper readers.'

This is an example of Derivational Variation.

58. undynamic

The word 'dynamic' is another word which, in native usage, does not have a negative form such as 'undynamic'. However this form was heard in a statement made by one of the trainers during a Sai Baba leadership training camp:

'The most dynamic employee in an organization will become the most undynamic one.'

Hence there seems to be a tendency for ME speakers to insert the prefix 'un' to words which would not have such a negative form in the native context.

59. unfoldment

In native usage the verb 'unfold' does not have a noun form. However, at a Sai Baba women’s fellowship, the national coordinator for women made the following statement as a pledge for all the others to follow:

'Whatever conditions confront me, I know the next step is my unfoldment.'

The use of the suffix '-ment' has created a non-native word 'unfoldment' which seems like an archaic word but is not present in the native dictionaries. A rough guess as to its meaning would be 'spiritual evolution'.

60. unworking

At a Sai Baba women's fellowship, there was some discussion about the need to chant a certain mantra called the 'Gayatri mantra' at the homes of those who were sick or needed spiritual guidance. The leader of the discussion then made the following comment.

'Don't include the working women in your chanting, just the unworking women.'

In native usage one is either a 'housewife', a 'homemaker' or a 'home economist' depending on the level of sophistication of one's level of language use, but never an 'unworking woman'. Due to the addition of the suffix 'un' to the compound noun 'working woman' this non-native word could be regarded as an example of Derivational Variation.

61. updation

At a Toastmasters' Annual General Meeting, the following comment was made by the outgoing president:
'Sorry I missed out on the **updation** of this list of members.'

He had given the figures of the total number of registered members in the club, but was later informed that his figures were wrong as he had failed to include the names of 12 new members who had joined recently. The speaker was creating a non-native noun form of the verb 'update' when he added the suffix '-ion' to the word 'update'. A native speaker would have used the original word 'update' as a noun as well.

**62. volunteerism/voluntariness**

In native usage there is no abstract verb form of 'volunteer'. However in ME there are two abstract nouns of 'volunteer' namely **volunteerism*/voluntariness* as observed in the following sentence uttered by a Toastmaster:

'Here the **volunteerism** or voluntariness stops.'
APPENDIX C

QUALITATIVE ANALYSIS OF ELLIPSIS

1. a ^ staff

ME speakers usually omit the words 'member of' before group nouns such as 'staff' or 'committee'. In ME 'a ^ staff means a member of the staff' and 'a ^ committee' means 'member of the committee'.

2. the above ^ competition

When referring to something mentioned earlier in a letter or flyer, the word 'above-mentioned' would be used in native English (OALD, 2000). However, in a Sai Baba newsletter, the word 'above' is used in the following way:

The above ^ competition

Due to the omission of the lexeme '-Mentioned' this could be considered to be an example of Ellipsis.

3. all in^

The following comment was made at the end of a Toastmaster's meeting:

All in ^ it was a very good effort.'

The speaker, who was speaking on behalf of the Club President, was complimenting the members who took part in the speeches on that day. A native speaker would have said:

'All in all, it was a very good effort.'

The ME speaker seems to have omitted the second 'all' in the expression 'all in all'.

4. applied ^ this course

The following comment was read in the Interactive Journal of a student:

'appled ^ this course'

A native user would have written: 'I applied course'. Thus word 'for' seems to have been omitted after 'applied'.

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5. as far ^ I know

During an Oral Interaction Test for undergraduates, the following comment was heard:

As far ^ I know, the Board has put money into the bank.'

The speaker meant 'as far I know', thus omitting the word 'as' after 'far'.

6. can ^ out of control

The following comment was heard during an Oral Interaction test;

'Some of them can ^ out of control

The speaker meant 'can out of control'.

7. carrying ^ development projects/a gotong-royong

The following sentence was read in a Business news article:

'The ability to accurately predict the potential for erosion, benefits not just the company carrying ^ development projects but the community as well.'

In the above sentence a native writer would have written 'carrying development projects' whereas the ME writer has omitted the word 'out' in the phrasal verb 'carrying out'. Hence this has been noted as an example of Ellipsis.

A similar example of Ellipsis was seen in the rubrics of an Oral Interaction Test paper:

'You suggest carrying ^ a 'gotong-royong' to clean and beautify the squatter areas.'

8. cater ^ all the students

During an Oral Interaction Test, the following was heard:

'...so it won't cater ^ all the students.'

A native speaker would have said: '...cater for all the students.' Thus the Ellipsis here is in the omission of the word 'for' after 'cater'.

9. come ^ to you later

The President of a Toastmaster's club, who was very busy after a meeting, made the following comment to the research

'OK, I'll come ^ to you later.'
He meant ‘I’ll come to you later.’
The omission here is of the word ‘back’ after ‘come’.

10. to commit \^ to

The following sentence was heard during an AGM of a Sai Baba organization:

‘All lead singers are encouraged to commit \^ to the other centre activities as well.’

A native speaker would have said: ‘All lead singers are encouraged to commit themselves to ...’ Thus the speaker seems to have omitted the pronoun ‘themselves’.

11. conversing \^ English

The following comment was seen in the Interactive Journal of an undergraduate from Sarawak:

‘Now I am more confident in conversing \^ English with my classmates and friends.’

A native speaker would have said: ‘In conversing in English...’

12. ask the corporate \^ 

During an Oral Interaction test, the following suggestion was made

‘If we need anything we can ask the corporate \^ to contribute.’

The speaker seems to have omitted the word ‘sector’ after ‘corporate’.

13. disposing \^ rubbish

In native usage one ‘disposes of rubbish’ but in ME there is a tendency to omit the ‘of’ as can be seen in the following comment made by an environmentalist on a radio programme:

One way of disposing \^ rubbish is to throw it into your neighbour’s compound.’

He was not recommending an irresponsible way to dispose of rubbish but he was criticizing the irresponsible attitude of many urban dwellers who did not care where they threw their rubbish as long as it was not in their own compounds.

14. encourage \^ to go to temple or mosque

During an Oral Interaction Test, the following comment was heard: ‘Teachers must encourage \^ to go to the temple or mosque.’
From the above context it is clear that the people who should be encouraged by the teachers are their students. The omission of 'their students' after 'teachers' is an example of Ellipsis.

15. educate them ^ the right way of lifestyle

The following comment was heard during an Oral Interaction Test for undergraduates:

'... so as to educate them ^ the right way of lifestyle.'

The omission of 'on' is an example of Ellipsis.

In addition, the above expression has been categorized as an example of 'Similar Expression Substitution' (see 'Similar Expression Substitution').

16. all of you enjoy ^ here

In native usage 'enjoy' is a transitive verb, meaning that it has to be followed by an object as in the sentence: 'We thoroughly enjoyed our time in New York' (OALD, 2000). Only in native informal (spoken) English is 'enjoy' used without an object, as in the sentence: 'Here's that book I promised you. Enjoy!' (OALD, 2000). However, in ME 'enjoy' is often used without any object, as in the following utterance made at the end of a Toastmaster's meeting:

'I believe all of you enjoy ^ here.'

17. every ^ of your points

The following comment was made during a Leadership Training camp organized by the Sai Baba organization:

'You will see that for every ^ of your points, there will be someone who will remove your points.'

It is obvious that the above speaker meant 'for every one of your points'.

18. Every ^ swami's discourse

A ladies' wing leader in the Sai Baba organization made the following comment:

'Every ^ swami's discourse he talks about Damayanthi, Savitri....'

A native speaker would have said: 'every one of Swami's discourse....' Thus 'in' and 'one' have been omitted here.
19. experiment ^ something new

The following comment was heard in a Toastmaster's meeting:

'...the curiosity to experiment ^ something new.'

The word 'with' seems to have been omitted after 'experiment' in this utterance.

20. Further^

ME speakers have a tendency to omit not only individual words but also parts of words. The word 'furthermore' has been shortened to 'further' by a speaker at a Sai Baba seminar:

'Further^, the time has now come to accept and understand the concept of Educare.'

21. get ^ to you

During a Toastmasters' meeting a busy official made the following comment to the researcher:

'One minute, eh? I'll get ^ to you.'

She meant 'I'll get back to you.' In native usage, when someone or something 'gets to us' it has a negative connotation of that person or thing annoying or affecting us as in the sentence: 'The pressure of work is beginning to get to him' (OALD, 2000). Hence, the omission here could lead to possible misunderstanding, if it had occurred in a native setting.

22. got away ^ the challenge trophy

During a Toastmasters' meeting, the following comment was made about a certain member who had won a contest:

'He got away ^ the challenge trophy.'

A native speaker would say: 'He got away with the challenge trophy.' Thus the word 'with' seems to have been omitted.

23. giving him longer ^ to find

In a Business news article the following sentence was seen to contain an example of Ellipsis:

'They now fear it may help Halim out by giving him longer ^ to find the money....'

The article was about an inefficient chief executive officer who made many
financial blunders, and the move by certain financial institutions in his favour may have worsened the situation by giving the person in question more time to do further blunders. The word which seems have been omitted in the above sentence is 'time' after the word 'longer'.

24. inculcated ^ these values

The following sentence was seen in the examination script of a student:

'Students are indirectly inculcated ^ these values.'

In a native sense one can inculcate somebody ideas, or moral principles. The above usage of 'inculcate' is non-native due to the omission of 'with'.

25. help ^ this situation

During an Oral interaction Test the following sentence was heard:

'What can we do to help ^ this situation.'

A native speaker would have said: '...to help situation?' The omission of 'in' here is non-native.

26. hinting ^ something

At a conference on Language and Empowerment, the following comment was uttered by a paper presenter:

'We are hinting ^ something that is not our real intention.'

This could be an example of Semantic Transfer from Mother tongue as in BM, the word 'menyindir sesuatu' means 'hinting something'. Hence this could be a direct translation from BM (See 'Semantic Transfer from Mother tongue'). In any case, due to mothertongue interference, this sentence has an example of Ellipsis as in native usage the word 'at' would be included after 'hinting'.

27. to improve ^

The following comment was heard at a Toastmaster's Speech craft session:

'There are a lot of areas that I believe I need to improve.'

A native speaker would have said: 'to improve', while theme speaker who made this comment seems to have omitted 'on' after 'improve'.

28. inform you ^ the time/keep track ^ the time

At Toastmasters' meetings, a young man who was appointed as the
'Timekeeper' made the following comments which involve Ellipsis:

'My role as a Timekeeper is to inform you ^ the time.'

'My role today is to keep track ^ the time.'

For the first example, a native speaker would have said, '...to inform you of the time.' For the second example, he or she would have said: "to keep track of the time'.

29. just ^ that

At a Toastmaster's meeting a speaker made the following comment about a hypothetical product which would be launched to the public:

'Our game set will fulfill their need just ^ that.'

A native speaker would have probably have said: 'just like that.'

30. keeping ten feet ^ from

In the Interactive Journal of an undergraduate, the following sentence was seen in an anecdote about a road-bully:

'I was driving cautiously by keeping ten feet ^ from the car in front of me.'

A native speaker would probably have said: 'keeping ten feet from the car in front of me.' Hence this appears to be an example of Ellipsis.

31. to learn ^ our mistakes

At a recent Toastmaster's meeting, an official named the 'Language Evaluator' made the following comment:

'We are here to learn ^ our mistakes.'

As a Language Evaluator, his role was to take note of all the language errors made by the speakers and to comment on how they can improve on the use of the English language. Hence the official meant 'We are here to learn mistakes.' He seems to have omitted the preposition 'from'.

32. leatherback turtle ^ extinct from our seas

During an Oral Interaction Test, the following remark was heard:

'It's a sad thing if leatherback turtle ^ extinct from our seas.'

The speaker has omitted 'is' after 'turtle' in the above sentence.
33. from being left

The following comment was heard during an Oral English Interaction Test:

`It is to avoid residents from being left`

A native speaker would have said: `from being left` Thus the speaker has omitted the preposition `out` in the above sentence.

34. listened it right

During a talk by a young Toastmaster, the following comment was heard:

`We paused because we want to make sure that we listened it right.'`

There is an example of Ellipsis in the above sentence as the speaker has omitted the preposition `to` after `listened`.

35. look any project/look the real situation

During an Oral Interaction Test, the following comment was heard:

`If we look any project given, government plays an important part.'`

The word `at' has been omitted from the above sentence. Similarly, in the following utterance, the speaker seems to have omitted the preposition `at' after `look':

`...look the real situation by herself.'`

A native speaker would have said,"... look at the real situation by herself."  

36. many broken glass

ME speakers tend to omit any groups of word which express the idea of `the parts of the whole' such as the `members of a committee'. Similarly, in the following utterance the expression `pieces of' has been omitted:

`many broken glass'

A native speaker would have said: `many pieces of broken glass'. ME users often omit expressions such as `pieces of'.

37. made everybody included

In the following sentence uttered at a Toastmaster's meeting, the speaker seems to have omitted the word `feel' from the following sentence:

`You really made everybody included in the conversation and dialogue.'
A native speaker would have said: "...made everybody feel included..." In addition, there seems to be a Redundant Synonym in the usage of 'conversation and dialogue'.

The words 'conversation' and 'dialogue' are synonyms here so only one needs to be used (See 'Redundant Synonym').

38. make use ^ their old cabinet

During an Oral Interaction Test the following comment was heard:

'PTA can build a cabinet or make use ^ their old cabinet.'

The speaker seems to have omitted the preposition 'of' after 'make use'.

39. middle-class ^

In the following comment made by an environmentalist on a radio programme, there seems to be an omission of the word 'people' after the compound word 'middle-class':

'A lot of middle-class ^ don't take public transport.'

40. monthly

The following statement was made by a young girl:

'I got my monthly ^ already.'

It took me a few seconds to realize that she meant her monthly menstrual period has started. This was because she has omitted the word 'period' after 'monthly'.

41. public must ^ aware

The following comment was heard during an Oral Interaction

'Public must ^ aware of the danger.'

The speaker has omitted the word 'be' after 'must'.

42. ...and they parted ^

During a Toastmaster's speech the following example of Ellipsis was heard:

'...and the man said,"Very good" and they parted ^

A native speaker would have said, 'and they parted ways.'
43. one research

At a seminar conducted by a doctoral candidate on his research study, the following non-native comment was made by an administrator:

'I remember one research on male anmd female learning strategies.'

The omission of 'study' after 'research' was seen as another example of the omission of unit words before group nouns such as 'research.'

44. one teaching staff

At a staff meeting at the Faculty of Languages and Linguistics, the following utterance containing an example of Ellipsis was made by a lecturer coordinating a course:

'Since we don't have enough examiners to work in pairs, assessment was done by one teaching staff.'

The omission of 'member of' before 'teaching staff' was seen as a typical example of the ME tendency to omit words such as 'member of' before group nouns such as 'staff.'

45. by all parties

The native expression 'by all parties concerned' seems to have been modified with the omission of the word 'concerned in the following utterance: 'by all parties

46. pick a large number of skills

At a Toastmaster's meeting, the following sentence was heard:

'As you sit and listen, I can guarantee you that in a year you can pick a large number of skills.'

A native speaker would have said 'pick up a large number of skills'. Thus she seems to have omitted the preposition 'up'.

47. plead all of you

The following comment was heard at a Toastmaster's meeting:

'I plead all of you - it is a fantastic activities.'

There seems to be multiple non-native features in the above sentence. Firstly, the word 'with' should have been used after 'plead'. Secondly, the word 'plead' should have been substituted with its synonym 'appeal to'. Another example of Ellipsis where 'with' is omitted after 'pleaded' was seen in
the Interactive Journal of an undergraduate:
'Therefore they pleaded ^ Malaysians to give a helping hand.'

The undergraduate was writing about cases of individuals who needed expensive surgery, appealing to the public for donations. As in the earlier example, 'appealed to' would be considered more native instead of 'pleaded with'.

48. prevent her child from ^ food

The following sentence was recorded from a student's script in the English language matriculation paper. In this sentence there is omission of the verb 'eating' after 'from':

'Her intention was to prevent her child from ^ food that allergen to her child which can cause death.'

The writer meant 'prevent her child from eating food....'

49. as pointed ^ by

The native expression 'pointed out' means 'to mention something in order to give somebody information about it or make them notice it' as in the sentence: 'She tried in vain to point out to him the unfairness of his actions' (OALD, 2000). A Masters student wrote the following sentence using the expression 'pointed out' minus the word 'out':

'This would explain why there is a total absence of dark-complexioned models appearing in our local advertisements, as pointed ^ by the writer of the letter.'

The omission of 'out' here is an example of Ellipsis.

50. living a routine ^

In native usage one could be said to be 'living a routine existence' meaning one is living a mundane and uninteresting life. The ME version of this was recorded at a Toastmaster's meeting:

'People are living a routine ^.'

There is obviously an omission of 'existence' after 'routine' in this example.

51. no matter what star ^ you are in

In the hotel industry a star is a mark of quality, so a hotel which is a 'five-star' hotel has a whole range of facilities such as conference facilities, multi-gym, etc. which another hotel with a lower rating may not have. Hence the word 'star' when used in this way should be preceded by a number such as 'five' and followed by 'hotel'. In the following sentence which was recorded from a Business news article, there seems to be some Ellipsis in the use of the word
'star' in the above sense:

'It is not just about wearing smiling faces that is given in our industry no matter what star ^ you are in.'

The usage of the word 'star' here is misleading as it sounds as if the writer is referring to someone's horoscope! The writer probably meant 'no matter what star hotel you are working in.' Due to the omission of important words, this sentence contains an example of Ellipsis.

52. sharpen skills ^ their particular majors

The following sentence was seen in the rubrics of an Oral Interaction Test:

'You suggest that faculties sponsor or subsidize student exchange programmes... for final year students to gain work experience and sharpen skills ^ their particular majors.'

The words 'related to' have been omitted before 'their', in the above sentence.

53. should aware

ME speakers seem to have a tendency to drop 'be' in the expression 'should be aware'. In native usage, the expression is 'should be aware'. In the data the expression was 'should aware' as observed in the following sentence uttered by an ESL in-service teacher during an Oral Interaction Test: 'Students should ^ aware of the problem.'

54. should ^ time-table for

During an Oral Interaction Test, a student made the following comment:

'Local authorities should ^ time-table for water supplies and get residents to be involved.'

The speaker was referring to certain measures which could be taken to overcome the shortage of water. However, the word 'time-table' is not used as a verb in native English. Hence there seems to be a non-native omission of 'arrange a' after 'should' in the above sentence.

55. spend ^ for that

During an Oral Interaction Test, the following statement was heard:

'It's not an easy matter to carry out because we have to spend ^ for that.'

The word 'spend' is a transitive verb in native English, or in other words, must have an object. A native speaker would thus have said: '... spend a great deal of money for that'. Thus there seems to be Ellipsis in the above sentence.
56. that ^ wants

In the following sentence, uttered by an undergraduate, the word 'want' has been used in a non-native way:

'Choose any set of words that ^ wants the students to work on.'

In the above sentence, the speaker perhaps intended to say: 'Choose any set of words that you want the students to work on.' Hence the non-native usage here could be a case of Ellipsis whereby the pronoun 'you' has been omitted.

57. taken care ^

During an Oral Interaction Test, the following statement was heard:

'We not only please the teachers but at the same time the welfare of the teachers have been taken care ^.'

A native speaker would have said 'taken care of.'

58. I'm talking ^

At a conference, a unionist was describing the early days of unionism in Malaya and he concluded the description with the following sentence which seems to contain Ellipsis:

'This is history I'm talking ^.'

A native speaker would probably have said:

'This is history I'm talking about.'

59. tell ^ about

Native users of English regard 'tell' as a transitive verb, namely a verb which must be followed by a predicate. However, ME users seem to frequently leave out the predicate after 'tell'. Elsewhere in this study it has been mentioned that 'tell' is often semantically extended to cover a number of other functions such as 'inform' or 'remind'. In the following example, which was seen in the Interactive Journal of a student, 'tell' has been used in a non-native way:

'Today I would like to tell ^ about what happened to me when I reach Kuala Lumpur.' A native writer may have said: 'tell you about'.

60. educate them ^ the right way of lifestyle

During an Oral Interaction Test the following comment was heard:

'...so as to educate them ^ the right way of lifestyle.'
Firstly, there seems to be an omission of 'on' after 'them'. Secondly, a native speaker would have used the expression 'way of life' rather than 'way of lifestyle'.

61. they ^ no need to find

During an Oral Interaction Test, the following sentence was heard:

'TESLiands, most of them have families - they ^ no need find a place to stay in.'

The above sentence contains an example of Ellipsis in the phrase 'they no need'. A native speaker would say: '...they have no need...'. The above sentence also contains a non-native derivative, namely 'TESLiands' (see 'Derivational Variation').

62. To ^ an extent

In native usage there is always a qualifier before the word 'extent' such as: 'to such an extent', 'to some extent', 'to a lesser extent', 'to a certain extent', 'to what extent', etc. However, in the current data, the ME usage of extent ('to an extent') omits the use of such qualifiers.

The sentence below was taken from a Masters thesis written by an ESL teacher teaching in a Singapore secondary school:

'These magazines are largely read by women, and to ^ an extent, men as well.'

In the context of the subject being discussed, which was two women's magazines being studied by the writer for gender-bias in language, she may have meant 'to a certain extent' - men read woman's magazines to a certain extent.

63. too ^ side

The following advice was given by the researcher's husband while the present researcher was driving her car:

'Don't go too ^ side.'

The speaker meant 'Don't go too much to the side.'

64. set an in-service training ^

During an Oral Interaction Test, an undergraduate made the following comment: 'As a member of the committee, I think we need to set an in-service training ^ for the teachers.'

There are two examples of non-native usage in the above sentence. Firstly, the word 'course' seems to have been omitted after 'training' in the above sentence. Secondly, one does not 'set' a training course. One can 'set' an examination, but one conducts a training course.
65. ^ up your right hand

At a Toastmaster's meeting the following request was recorded:

'Can you ^ up your right hand?'

A native speaker would have asked, "Can you put up your right hand?"

66. a very ^ vegetarian

In the following comment made at a Sai Baba gathering, the speaker seems to have left out a certain word:

'He is a very ^ vegetarian.'

The speaker probably meant 'He is a very strict vegetarian.'

67. was ^ during Adventist

The following comment was heard at a Speech-craft session:

'My third baby was ^ during Adventist.'

The speaker was a staff of a firm named 'Adventist Crop Science', and what she meant was that her third baby had been born while she was working as a staff member at Adventist Crop Science. However, she seemed to have omitted words such as 'born' and 'working as a staff member', partly because the speaker felt that the audience would understand what she meant as they were mainly her colleagues.

This may explain one of the reasons why ME speakers use Ellipsis - they assume that the listener understands what is being said from the context of the utterance, or from shared knowledge of the nature of the topic.

68. as well ^ to

The following comment was heard at a class forum:

'Waste produced by the factories causes pollution to the river as well ^ to the land.' A native speaker would have said 'as well as to the land'.

69. the wee hours ^

At a Toastmasters' Area Contest, the Contest Chairman made the following comment about a friend who had stayed up late at night with him to make arrangements for the contest:

'He was with me since the wee hours ^ yesterday.'
A native speaker would have said: "...since the wee hours of today morning.'

There is not only Ellipsis here but also evidence of a non-native concept of time, specifically the concepts of 'yesterday' and 'today morning'. In the vocabulary of the non-native speaker, 'yesterday' would include all of last night right up to dawn this morning. However, in the vocabulary of the native speaker, any time after twelve mid-night last night would be regarded as the wee hours of today morning.

70. ^weekends

In the following sentence there seems to be Ellipsis before the word 'weekends':

"^Weekends I really try to settle things back home.'

A native speaker may say, 'weekends....'

71. which ^ can put it into practice

In the following sentence there are both examples of Ellipsis as well as Lexico-semantic Redundancy:

'Something which ^ can put it into practice straightaway.'

In native usage the pronoun subject 'you' would have been used before 'can', while the pronoun 'it' would have been omitted.

72. will ^scared

During an Oral Interaction Test, a student made the following comment:

'If we practise this proposal, many people will ^scared waste water.

In the above sentence 'will scared' is an example of Ellipsis. A native speaker would have said: 'will be scared'.

73. not worth ^ going into it

The following comment was made by the husband of the researcher while he was talking on his hand-phone:

'It's not worth ^ going into it at this time.'

A native speaker would have said 'not worth it' but the ME speaker has omitted the 'it' after 'worth'.